UC Berkeley Master of Nutritional Sciences and Dietetics

Student Handbook

Department of Nutritional Sciences and Toxicology
Rausser College of Natural Resources
University of California, Berkeley

Program Description, Mission and Goals

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

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

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

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

> Program Goal #1: Graduates will apply their knowledge and skills through employment in nutrition and dietetics or health related fields.
>
> Program Goal #2: Graduates will have a personal commitment to a high standard of professional behavior.

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

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

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

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

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

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

Requirements for Becoming a Credentialed Registered Dietitian Nutritionist

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

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

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

Graduates earn the academic designation MNSD.

Accreditation Status

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

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

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

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

History and Organizational Structure

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

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

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

The presence of an Academy of Nutrition and Dietetics (formerly known as the American Dietetic Association) program is first mentioned in the 1966-67 UCB catalog. In 1971 UCB participated in a pilot study to develop a curriculum for Plan IV and since then it has offered an Accreditation Council for Education in Nutrition and Dietetics (formerly known as the Commission on Accreditation for Dietetics Education) approved undergraduate curriculum. In addition, Berkeley had a Coordinated Undergraduate Program in Dietetics from 1973-1992. The Didactic Program in Dietetics (DPD) that is offered today was approved in 1991. It was granted developmental accreditation in 2001 and full accreditation in July 2002. The dietetic internship in the UCB School of Public Health closed in April 2007, which left the DPD in the Department of Nutritional Sciences and Toxicology (NST) as the only accredited dietetics program at UCB between the years 2007-2024. In 2017, an Individualized Supervised Practice Pathway (ISPP) was established and accredited by ACEND. With the launch of the MNSD in 2022, the undergraduate DPD and ISPP were phased out and the final graduating class was in June of 2024. In 2024, School of Public Health reopened their dietetic internship, and it is offered with the Master of Public Health degree. There are now two accredited dietetic programs on campus, the MNSD in NST and the dietetic internship in the School of Public Health.

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

Career Opportunities

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

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

Dietetics is a rewarding profession with an encouraging future. The salary range for RDN's is from about $60,000-$124,900 with the median being approximately $80,000 for all RDNs and $96,200 for those working in the Pacific geographical region (Academy of Nutrition and Dietetics, Compensation & Benefits Survey, 2024). Salaries vary by years in the field, years in position, position held and location. Employment opportunities nationwide are excellent. The current emphasis on nutrition and health, and preventative health, in this country enhances 'marketability' of the RDN and identifies the RDN as the only health professional whose primary expertise is nutrition. For more information, consult the Academy of Nutrition and Dietetics website at www.eatright.org.

Curriculum and Plan of Study

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

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

playing, simulations, projects, and prepare students for their capstone project and supervised practice experiences.

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

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

Courses and Course Descriptions

Required Coursework and Capstone Project (40 required units)

- NST 298, Directed Group Studies, Metabolism (2)
- NST 208, Foods (4)
- NST 210, Research Methods & Analysis in Nutritional Sciences (4)
- NST 235, Food Systems Management (4)
- NST 245, Counseling in Nutritional Sciences (2)
- NST 261, Nutritional Assessment and the Lifespan (4)
- NST 262, Medical Nutrition Therapy (4)
- NST 266, Nutrition in the Community (3)
- NST 294, Dietetics Professional Practice Seminar (2)
- NST 295, Capstone Project in Nutritional Sciences (11)

Required Internship, Supervised Practice (26 required units)

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

Course Title: *NST 298, Directed Group Studies, Metabolism*
Special study in various fields of metabolic biology. Delivery of nutrients from foods to mammalian cells; major metabolic pathways; function of nutrients in energy metabolism, nitrogen and lipid metabolism, structural tissues and regulation; essentiality, activation, storage, excretion, and toxicity of nutrients. Units: 2

Course Title: *NST 208, Foods with Laboratory*
The course will begin by discovering the science of foods; the functional role of foods as ingredients; and the impact on food quality, acceptability and compatibility as measured by sensory evaluation methods. Students will then integrate their knowledge of chemistry and food science by modifying recipes for wellness and disease prevention and management. Students will explore food preparation techniques and world cuisines to further their appreciation of foods, eating patterns, and food trends across cultures. Students will apply principles of food safety and sanitation to the procurement, storage and production of foods. This course is designed to

prepare MNSD students for supervised practice internships and a career as a registered dietitian nutritionist. Units: 4

Course Title: ***NST 210 Research Methods & Analysis in Nutritional Sciences with Laboratory***
This course will familiarize students with current methodologies of assessing nutritional status through molecular biology, clinical/biochemical analysis, and dietary experimentation and analysis. Upon completion of this course,students will understand the work of a nutrition scientist, including asking scientific questions and generating hypotheses, using creativity and critical thinking to develop experimental design and execute laboratory procedures, as well as interpreting data and presenting (written and oral) findings from results obtained. Throughout the course, students will perform several nutritional assessments and compare and contrast the results to those obtained from a controlled analytical method and/or specimen. Units: 4

Course Title: ***NST 235, Food Systems Management***
Principles of organization and management applied to institutional food service systems will be discussed and applied in this graduate level course. Topics will range from production and delivery systems, management of resources, quality assurance, equipment, layout, marketing, personnel management and fiscal management. Students will apply concepts through laboratory experiences, projects and engagement with institutional settings. ServSafe certification exam must be completed by the end of the semester. Units: 4

Course Title: ***NST 245, Counseling in Nutritional Sciences***
This graduate level course will focus on applying behavior change theory in nutrition counseling. Strategies for effective nutrition counseling and behavior change will be discussed. Students will apply the Nutrition Care Process and utilize appropriate Medical Nutrition Therapy and theory-driven interventions to address behavior change. Integrated practice will occur through mock counseling sessions and role playing activities for various populations and conditions. This course is designed to prepare MNSD students for supervised practice internships and a career as a registered dietitian nutritionist. Units: 2

Course Title: ***NST 261, Nutrition Care Process and the Lifespan***
Course explores nutritional status across the lifespan. The NCP will be utilized as a framework to explore nutritional care throughout the lifespan. Students will determine nutritional status by considering anthropometrics and physical assessment, biochemical data, clinical findings, dietary intake, complementary and integrative therapies, and physical activity. Disease pathophysiology, diagnosis, medical and pharmacological treatments, and nutritional therapies and nutrition-related pharmacotherapy will be discussed for conditions common across the lifespan. Students will be responsible for utilizing medical terminology and documentation and for identifying relevant current research to support their nutritional recommendations. Units: 4

Course Title: ***NST 262, Medical Nutrition Therapy***
The Nutrition Care Process of the Academy of Nutrition and Dietetics will be used to explore disease pathophysiology, diagnosis, medical and pharmacological treatments, and nutritional therapies. Students will examine and apply an understanding of complementary and integrative nutritional therapies on drugs, disease, and heath. The conditions that will be studied include cardiovascular disease, upper and lower gastrointestinal diseases, hepatic disease, renal disease, diabetes, diseases of the pancreas, cancer, HIV/AIDS, pulmonary disease, and critical illness. Students will be responsible for utilizing medical terminology and documentation and for identifying relevant current research to support their nutritional recommendations. Units: 4

Course Title: NST 266 ***Nutrition in the Community***
Course addresses nutrition in the context of the community and population. It explores nutrition programs that serve various segments of the population and the relationships of these programs to nutrition policy at the local, national, and international levels. The course provides an opportunity for community assessment,

program planning, implementation, and evaluation. The history, science, current issues and innovations involved in improving nutrition among various communities will be presented. Nutritional concerns, including food security and global health, will be discussed. This course is designed to prepare MNSD students for supervised practice internships and a career as an RDN.
Units: 3

Course Title: ***NST 294, Dietetics Professional Practice Seminar***
This course is intended to enhance student understanding and appreciation of professional responsibilities and conduct as future dietetic professionals. Current topics in the field of nutritional sciences and dietetics will be discussed. The course will provide a platform for students to begin to prepare for the registered dietitian nutritionist credentialing examination. Units: 2

Course Title: NST 295, ***Capstone Project in Nutritional Sciences***
The Capstone course gives students the opportunity to synthesize their graduate level course work by connecting their academic knowledge from their coursework to a capstone research project. Students will learn new research techniques and approaches and broaden their exposure to nutrition research. The project will entail a technical research poster and presentation of their work. Units: 13

Course Title: ***NST 400, Professional Preparation: Supervised Practice in Dietetics***
This course will allow students the opportunity to apply their knowledge from their academic courses, build and practice skills, and demonstrate competency as an entry-level registered dietitian nutritionist under the supervision of a qualified professional. Units: 2-12, 26 required

NST 400 Rotation Descriptions:

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

Inpatient Clinical: The part of this rotation focuses on practicing the nutrition care process with populations with less complex medical conditions impacted by diet including obesity, diabetes, hypertension, cardiovascular disease, neurological conditions, and gastrointestinal disorders. The second part of this rotation focuses on practicing the nutrition care process with populations with more complicated conditions such as renal disease, cancer, hepatic disease, and higher acuity or critical care, and interns apply nutrition support. The student should build speed and judgment and by the conclusion of the rotation, the interns should be able to perform all aspects of the nutrition care process, provide nutrition care for a variety of diseases and conditions, work with interprofessional teams, and act as a professional in a real-world healthcare setting. Larger assignments include mini-case studies, a larger case study with an oral presentation and research review, and a supervised staff relief experience. Under supervision, students demonstrate entry-level RD practice and ability to assume most of the entry-level dietitian's workload. Optional assignments include a quality improvement audit and an in-service to the multidisciplinary team.

Outpatient Nutritional Care: This rotation focuses on developing skills to provide nutrition services to the community at large through nutrition counseling and nutrition education. Interns spend time in an

outpatient medical facility. Major projects include providing nutrition counseling, teaching nutrition-focused classes, development of an education material and understanding billing and coding.

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

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

Plan of Study

Fall, Year 1	**Spring, Yr 1**	**Summer, Yr 1**
NST 298, Metabolism (2)	NST 266, Nutrition in the Community (3)	NST 295, Capstone Project in Nutritional Sciences (11)
NST 261, Nutrition Care Process and the Lifespan (4)	NST 208, Foods(4)	
NST 210, Research Methods & Analysis in Nutritional Sciences (4)	NST 262, Medical Nutrition Therapy (4)	
NST 235, Food Systems Management (4)	NST 400, Supervised Practice: Management (4)	
Total Units: 14	**Total Units: 15**	**Total Units: 11**
Fall, Year 2	**Spring, Yr 2**	
NST 245, Counseling in Nutritional Sciences (2) (7 weeks)	NST 294, Dietetics Professional Practice Seminar (2)	
Cohort A: NST 400, Supervised Practice: Clinical (12) **Cohort B:** NST 400, Supervised Practice: Outpatient, Community, Campus (10)	**Cohort A:** NST 400, Supervised Practice: Outpatient, Community, Campus (10) **Cohort B:** NST 400, Supervised Practice: Clinical(12)	
Total Units: 12-14	**Total Units: 12-14**	

Admission Requirements

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

1. A bachelor's degree or recognized equivalent from an accredited institution
2. A satisfactory scholastic average of a minimum grade-point average (GPA) of 3.0 (B) on a 4.0 scale
3. Prerequisites include one course of each of the following:
    - Introduction to nutrition (taken within the last 5 years)
    - Statistics
    - Psychology or sociology or anthropology
    - General chemistry
    - Organic chemistry

- Biochemistry
- Physiology
- Microbiology
- Two additional foundational science courses in chemistry or biology*
- Five foundational science laboratories that include 2-3 chemistry labs and 2-3 labs in the areas of biology, microbiology, molecular or cellular biology, physiology or anatomy or other science labs (not including food science lab). There is a preference for labs to be taken in a laboratory rather than online.
- Nutrient Metabolism (A course that covers macro and micronutrient metabolism. Students may take this course while in the program for additional fees, but it is recommended that it is taken prior to admission. If a student feels they have taken a similar course, they have the opportunity to submit a syllabus and request to waive the requirement. Given this is a prerequisite course, the units for this course cannot be applied towards the 66 unit degree requirement.)
- Metabolic Basis of Human Health and Diseases (Students may take this as a prerequisite or while in the program for additional fees. If a student feels they have taken a similar course, they have the opportunity to submit a syllabus and request to waive the requirement. A quiz to assess for understanding will be required for this course. Given this is a prerequisite course, the units for this course cannot be applied towards the 66 unit degree requirement.)

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

4. It is preferred if students apply with 2 or fewer outstanding prerequisites, excluding those being taken during the application cycle, as long as they can show they will be able to complete the courses prior to the start of the program. This excludes the Nutrition Function and Metabolism and Metabolic Basis of Human Health and Disease courses that can be taken while in the program for an additional program fee.
5. Volunteer or work experience (preferred but not required and relevant experience is preferred)
6. Satisfactory interview
7. Minimum of 3 letters of recommendation, 2 of which are preferred to be from a professor attesting to the student's potential for success in graduate studies as it relates to both academics and professional characteristics and readiness.
8. Satisfactory statements

   a. Statement of Purpose: Please describe your aptitude and motivation for graduate study in your area of specialization, including your preparation for this field of study, your academic plans or research interests, and your future career goals. Please be specific about why UC Berkeley would be a good intellectual fit for you.
   b. Personal History Statement (new for fall 2025 admissions, updated 8/26/25): Please describe how your background and life experiences have influenced your decision to pursue a graduate degree at this time. This may include formative experiences, values, or motivations that have influenced your academic and/or professional path. In this section, you may also include any relevant information on the following:
      - Any educational, familial, cultural, economic or social experiences or opportunities that have shaped your academic journey
      - Challenges or responsibilities you have navigated in pursuit of your educational goals, and how you responded to or overcame them
      - Significant barriers or hardships you have faced, and how they have contributed to your growth and shaped your perspective

- Leadership experiences, community outreach, service initiatives, or research projects you have participated in or plan to pursue that aim to positively impact others or the broader community
- Ways in which your perspectives, experiences, or aspirations have aligned with UC Berkeley's Principles of Community

9. Evidence of English language proficiency, TOEFL (score of a minimum of 90 with a 22 or higher in reading and listening, 26 or higher in speaking and 24 or higher in writing) or IELTS, unless a degree was earned from a regionally accredited U.S. college/university.
10. Given the placement in professional training facilities, students will need to comply with all facility requirements. Facility requirements are outlined in the section titled, "Continued Admission Requirements"
11. Students are ineligible if they completed MNSD graduate courses for undergraduate credit.

Application Process and Interview

The MNSD program requires two steps to apply:

1. Dietetics Inclusive Centralized Application Service (DICAS) - complete the application, upload all materials to this portal, and pay the DICAS fee. The DICAS portal opened August 5, 2025.

2. Supplemental application fee - once you submit your DICAS application, you will receive an email with instructions to create a login for the mandatory supplemental UC Berkeley Graduate Application portal. You will receive a temporary pin number and your login is your email. This email will not be sent until after you submit your DICAS application. Register and pay the supplemental application fee of $110 for US citizens or current permanent residents ($130 for all others or apply for a fee waiver - review the fee waiver eligibility). **Completion of this step is required in order for your application to be complete and reviewed.**

Learn more about the application, including the timeline and deadlines here. The program does not participate in computer matching.

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

Invitation to Interview: Selected applicants are invited for an interview. The program director and at least one other individual (program coordinator, workplace preceptor, lecturer, capstone coordinator or Senate faculty member) conducts brief, approximately 20 minutes, interviews with eligible applicants.

An interview allows for assessment of communication skills, analytical and problem-solving skills, readiness to enter the professional workplace, understanding of the RDN credential, and the nature of the program including placements in the professional work setting environment.

The admissions interviews may be used as part of the supervised practice facility placement process.

Invitations to the interview are sent through email. The program director provides the applicant with available dates to participate in the interview process. Applicants have one week from the date of interview notification to accept the invitation to interview. Learn more about the interview here.

Accepting the Offer of Admission

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

Continued Admission Requirements: Facility Requirements

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

1. Background check: evidence of a clear criminal background check. UCB does not endorse one specific company but many students use ClearCheck Complete (please complete the "Complete Report" that includes the 7 year county). This will be completed in January of year one.
2. Clear drug screen: A 10-panel drug screen to detect the use of cocaine, opiates, marijuana, barbiturates, benzodiazepines, phencyclidine, amphetamines, methaqualone, methadone and propoxyphene. This will be completed in January of year one.
3. Proof of required immunizations: A copy of your immunization record (date and dose of immunization or official lab result and date) in English. This is required before the start of classes in August.

Tuberculosis Testing	Negative QuantiFERON test
Hepatitis B	Positive laboratory titer
Measles, Mumps, Rubella	Positive laboratory titer
Varicella	Positive laboratory titer
Tetanus/Diphtheria/Pertussis	Adult dose within the last 10 years
Covid vaccine	2 doses and a booster, or as indicated by the Dept of Public Health
Flu vaccine	Annual flu vaccine given between the months of September-October

3. Medical clearance: Some sites require medical provider clearance for training, which may require a medical exam. This will be completed in January of year one.
4. Basic Life Support Certification (American Heart Association approved)
5. ServSafe Manager Certification
6. Professional liability insurance (see Insurance Requirements section to learn more). This will need to be completed by March of year one.

Insurance Requirements

Medical Insurance

All eligible UC Berkeley students are required to have medical insurance that meets the University's

requirements. Students are automatically enrolled in the Student Health Insurance Plan (SHIP) unless a waiver application is submitted. SHIP is $3,044/term. For more information on health insurance, please visit the Student Health Insurance Plan (SHIP) web page. Health insurance is included in the projected costs table.

Professional Liability Insurance

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

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

Health Providers Service Organization
1-800-982-9491
Website

Proliability / Marsh
1-800-503-9230
Website

Cost of Attendance

Fees by Semester, 2025-2026 Academic Year	
Program fee	$992/unit (66 required units)*
Campus fee (subject the change)	$871.75
Student service fee	$645 (begins Fall 2026)
Class Pass Fee- Transit (mandatory fee)	$229 (not paid in summer)
Health insurance fee	$3,924** (not paid in summer)
Institutional Resilience and Enhancement Fee	$141

*Figures for tuition and fee represent currently approved or proposed amounts and may not be final. Actual tuition and fees are **subject to change** by the University of California as determined to be necessary or appropriate. Final approved tuition and fee levels may differ from the amounts presented. Fee increases are carefully reviewed alongside the program's operating costs and are currently expected to increase a minimum of 3% at the start of each academic year (fall term). **Estimate proposed fees for the 2026-2027 academic year are $1,022/unit (40 units are required in year one) and $1,053/unit for the 2027-2028 academic year (26 required units in year two)- subject to change.**

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

There are no nonresident fees. Learn more about Self-Supporting Graduate Professional Degree Programs here.

** All eligible UC Berkeley students are required to have medical insurance that meets the University's requirements.

Students are automatically enrolled in the Student Health Insurance Plan (SHIP) unless a waiver application is submitted.

One Time, Annual or Variable Fees*, 2025-2026 Academic Year	
One-time	
Medical Exam	Approx. $50, depends on insurance
Drug testing	Approx. $50, depends on insurance
Immunizations	Depends on insurance
Lab coat, and non-skid shoes	Approx. $100
Background check	Approx. $100
RDN Examination Study Guide	Included
UCB document management fee	$145
Technology, including WiFi, a computer or portable device, headphones, microphone, camera, and lanyard for Cal1Card ID for verification of identity for any distance education**	Approx. $3,000 or needs based loan program
Estimated costs for 2 semesters	
Rent/Utilities	$19,432 (estimated cost for 2 semesters)
Food	$9,576
Personal	$3,246
Books & equipment	$752
Travel	$3,768 (access to a car is required, expect to pay this for travel to sites, including bridge tolls and parking)***
Student Professional Liability Insurance	Approx. $35
A.N.D. Student Membership	$58
Local Dietetic Association Membership	$10

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

**At times the program will have distance learning for discussions and meetings. See the section on Distance Education.

*** Throughout the program, students are required to participate in off campus training in professional worksites located within the San Francisco Bay Area. These rotations are off campus for approximately 36 weeks. Students are required to

manage and pay their own costs for travel (gas, parking, bridge tolls), accommodations, food, other living expenses and costs (immunization/documentation) associated with credentialing/onboarding.

Financing Your Education: Loans, Awards and Scholarships, and Loan Deferment

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

Loans

The Financial Aid and Scholarships Office works closely with students to make a UC Berkeley education an affordable reality. The Financial Aid and Scholarships Office administers federal loans, state Dream loans and work-study awards for graduate and professional students. Please visit the Financial Aid and Scholarships Office and the Federal Update to learn more.

Repaying your Loan

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

Fee Reduction

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

Scholarships

Scholarships may be available from corporations, community or civic groups, religious organizations, the Academy of Nutrition and Dietetics, and the California Academy of Nutrition and Dietetics.

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

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

Department and Program Awards

Subject to funding availability, awards will be made available to selected students based on the availability of funds. Not all students will receive an award. There is no guarantee of funding. The awards committee selects the award recipients.

Planned department or program awards can be found here.

Dietetic specific scholarships or known UCB awards intended for graduate students can be found here. This list is not an exhaustive list.

Academic Appointments
Several types of appointments as Academic Student Employee (ASE) may be available to master's students. Students must apply for positions and there is no guarantee of employment. Not all students will have the opportunity to be appointed as an ASE. Graduate Student Instructors must successfully complete the course, NST 375, Teaching in Nutritional Sciences, for 1 unit. The course is only offered in the Fall semester.

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

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

Academic and Program Calendar

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

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

Given the unique nature of the coursework and supervised practice rotations, the MNSD has program-specific start and end dates. Each cohort's unique academic calendar is hyperlinked here: Class of 2026, Class of 2027, Class of 2028. Should rotations be delayed, the end date may need to be extended.

Academic Calendar, Holidays, Vacations and Breaks
The program utilizes the Academic Calendar of the University regarding observance of major holidays (not recess periods). These include: Labor Day, Veterans Day, Thanksgiving (Thursday and Friday), Winter Holidays (December 24 & 25), New Year's Day (January 1), Martin Luther King Jr Day, Presidents' Day, Memorial Day, Juneteenth, Independence Day. **Students follow the holiday schedule of the facility while in practice sites and the worksite's observance of holidays supersedes that of the UCB academic calendar**.

Please be sure to check with your preceptor for the facility's holiday schedule at the start of the program and before you plan your activities so that there are no misunderstandings and conflicts. Students do not earn vacation days while in the program.

Distance Education

The definition of distance learning is where students are physically separated from instructors, preceptors, and/or program director, learning synchronously or asynchronously through live or recorded media with regular and substantive interaction between students and instructor and/or program director. This format of learning is described as "online instruction" at Berkeley.

The MNSD is an in-person program, however, the program may use methods consistent with distance education in the form of advising, discussions, guest speakers, or distance supervised practice rotations, as needed. Distance rotations and course offerings are only used when the preceptor or educator requires such methods of delivery for their practice setting or course. Possible modes of delivery include internet, audio-visual conferencing, audio conferencing, web-based management systems.

Students have comparable access to faculty, advising, academic affairs, technology, student services, and library resources. Requirements and assuring adequate resources are listed below:

Technology requirements (equipment, software, support, and skills)::

1. Required technology includes:
   - A computer, a portable computer is most often preferred and may be needed in practice settings, camera, microphone and headphones. If a student cannot afford to purchase a computer or laptop, or other computer related needs such as a microphone, camera or headphones, they can visit a computer lab or UCB hosts a program to rent long-term devices through the STEP program.
   - Remote Library access.
   - Internet access. Students are welcome to stay on campus and use campus WiFi.
   - A quiet place to learn and engage with online courses. Students can use the library or reserve a space in Morgan Hall.
   - Campus computer labs are also available.

2. Technology support: technology support is offered to students through the Student Technology Service program.

3. Software licenses for distance learning include:
   - Zoom resources & securing your Zoom.
   - Canvas/bCourses.
   - Other free web-based platforms may be used by collaborating facilities such as Teams.

4. Technology skills students need to succeed include
   - Basic computer skills such as operating a computer and understanding basic software like word processing and spreadsheets.
   - Proficiency with digital devices if a tablet or mobile device is used.
   - The ability to utilize and adapt to digital tools and platforms .
   - Internet proficiency: ability to navigate the internet, effectively email, use conferencing platforms like Zoom, and use Canvas/bCourses, maintain online safety/cybersecurity and software updates.

Assuring full engagement with the academic and social aspects of the program:

1. Access to faculty and program director: faculty and the program director are available to meet on Zoom or in-person. Meeting in-person allows for full engagement with the academic and social aspects of the program while students are in a distance experience.

2. Students meet with faculty and/or preceptors at least once per week.

3. The program requires an in person course every Fall and Spring semester. Therefore, even when students are in a distance experience, they will simultaneously be engaging with the academic and social aspects of the program on campus.

4. All major supervised practice rotations have the majority of hours completed onsite.

5. Distance education will not alter exposure to learning activities as it relates to exposure to conditions, different populations, conditions, NCP, advanced skill development and various teaching methods.

Assuring adherence to academic integrity and privacy and verification of identity:

1. Exams are onsite.

2. Zoom: UCB requires Zoom to be kept up-to-date with the latest version.

3. Zoom: all participants and hosts are required to authenticate with Berkeley credentials prior to joining meetings hosted by UC Berkeley.

4. For non-Zoom meetings, students must wear a badge during all distance engagements and have their camera on.

5. Canvas: students access Canvas with a secure login and passcode.

Assuring comparability of experiences:

1. Students use the same curriculum and educational activities as a guide for the rotation.

2. Students meet with preceptors at least once per week during the rotation.

3. Students meet with UCB staff to discuss the rotation at least twice and this occurs in person.

4. The student rotation evaluation form is assessed according to distance or in-person to determine if there are differences in experiences.

Faculty learning resources and support:

1. Program faculty are trained on distance education pedagogy by reviewing the Best Practices Guide from UC Berkeley and the Instruction Guide. This is included in the orientation materials. Additional guidelines are shared here: https://academic-senate.berkeley.edu/coci-handbook/2.5. All distance course syllabi are reviewed to assure essential learning elements are included.

Costs associated with distance learning:

1. Costs associated with distance learning can be found under “Costs of Attendance”.

Graduation Requirements

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

a. Admission
    i. Fulfilled requirements for admission in accordance with provisions of the Berkeley Division of the Academic Senate Regulation 882 A.

b. Unit Requirements and Internship Training

i. Completed a 4 semester plus one summer of graduate study and internship placements, or equivalent, as specified or deemed acceptable by the Faculty of the Program.

c. Grades
   i. Only courses in which the grades of A, B, C, or S are assigned may be counted in satisfaction of requirements for the Master's Degree.
   ii. No course in which a grade lower than a C is assigned may be counted in satisfaction of the requirements for the degree.
   iii. The candidate must maintain an average of three grade points per unit in all courses required or elected during the candidate's residence as a graduate student at the University of California. "Satisfactory" grades will be disregarded for the purpose of counting the grade-point average.
   iv. Students must pass their NST 400 internships with a Satisfactory rating.

d. Capstone
   i. Complete a capstone element prepared in accordance with the rules of the Graduate Council, under conditions as stated by the faculty of the program.
   ii. Satisfactory evaluation of the capstone element.

Additional Graduation Requirements:

- Completion of 66 units.
- Completion of the following courses with a grade of B or better: NST 235, Food Systems Management, NST 245, Counseling in Nutritional Sciences, NST 261, Nutritional Assessment and the Lifespan, NST 262, Medical Nutrition Therapy, NST 266 Nutrition in the Community.
- Completion of the following courses with a grade of B- or higher: NST 208, Foods, NST 210 Research Methods & Analysis in Nutritional Sciences, NST 294, Dietetics Professional Practice Seminar, NST 295, Capstone Project in Nutritional Sciences.
- Completion of a minimum of 2 units of a metabolism course from UC, Berkeley. For those without a prior metabolism course, the course must be taken for 4 units and a letter grade. For those with a previous metabolism course, the course can be taken for 2 or 4 units, and a letter grade or S must be earned.
- A Satisfactory "S" is a grade of a B- or higher.
- Completion of at least 26 required units in NST 400, Supervised Practice. Students must complete a rotation in clinical, community, counseling, and foodservice management.
- Half of the required 66 units must be 200-level (33 units) and in the student's subject area. The program plans for 40 units of 200-level courses.
- Two-thirds of the 100-200 level units must be letter graded (27 units of the 40 units in 200-level courses).
- Completion of the prerequisite courses, including Metabolic Basis for Human Health & Disease. Metabolic Basis for Human Health & Disease is outside of the degree requirement and the units are not applied to the total units required for the degree.

Please review the document, "Your Timeline and Steps to Earn Your Degree and Graduate Requirements" to stay on track for graduation.

Issuance of a Verification Statement and RDN Exam Eligibility

A verification of completion statement will be issued once the MNSD degree is conferred by the university. Issuance of this statement verifies that the individual has successfully completed the requirements (coursework,

supervised practice and graduate degree) and is eligible for the CDR credentialing examination. The CDR credentialing exam still needs to be passed before one can earn the RDN credential.

Participants will be emailed a locked and authenticated digitally signed original copy of the verification of completion statement. The program director will administer the verification statement and retain a copy of the authenticated digitally signed verification statement indefinitely. This administrative function is included in the program director's job description to assure the timely processing of the statements.

The Graduate Program Verification Statement for CDR exam eligibility will be available by June 30 following degree conferral. If you completed an undergraduate degree in dietetics, an official Didactic Program in DIetetics (DPD) Verification Statement is required to process your Graduate Program Verification Statement. Please submit an official copy to your program director. You will be eligible for scheduling the exam soon after the statements are processed and likely could take the exam as early as July 15.

Maximum Time and Timeline to Earn the Degree, Including Graduation Information

The timeline and steps to earn the degree, and graduation information, can be found here. The minimum enrollment requirement is 12 units per semester for all graduate students, unless they are subject to a specific categorical or individual exception. Students are responsible for ensuring they are following the curriculum as planned and monitoring their progress to complete the degree on time.

The maximum allowed time to earn the degree is five years. Students who were previously registered at Berkeley in a graduate program, withdrew for a period of time, and wish to return within five years to the same degree program (i.e. "stopped out"), will re-enroll, rather than re-apply. The MNSD follows the policies of the university regarding re-enrollment and time limits on the use of courses for degrees.

Withdrawal and Refund of Tuition and Fees

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

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

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

Leave of Absence
Students wishing to take a leave of absence must withdraw from the program. Exceptions related to pregnancy and childcare outlined in the Guide to Graduate Policy (F6) will be upheld.

Professional Behavior and Conduct

The MNSD is a professional pathway of the Accreditation Council for Education in Nutrition and Dietetics Education. Participants should demonstrate attitudes consistent with an entry-level practitioner and the

Academy of Nutrition and Dietetics Standards of Professional Performance (Appendix C), which includes professional behaviors, leadership, self-directed learning, high-quality work, advocacy and service to the profession and community. Participants are expected to conduct themselves in a professional manner and in accordance with the Code of Ethics of the Academy of Nutrition & Dietetics (Appendix D).

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

Professional behaviors are described on a professional behaviors guiding document, and are evaluated utilizing a tool and measuring of competencies 7.1, 7.2 and 5.1.

If unprofessional behaviors are regularly demonstrated, including before starting supervised practice, the program has the right to not place a student until readiness is demonstrated. This could lead to delays or dismissal from the program. Professional behaviors are measured through interactions with staff, facility, and peers.

Dress Code
While in professional work-settings, students are expected to present themselves in a professional manner and dress in business casual or customary attire for the facility. Personal appearance and dress codes of the facilities must be followed. For safety reasons, closed-toed certified non-slip shoes are required for the foodservice management rotations.

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

Use of Gen AI
In this program, we prioritize active engagement, students' knowledge acquisition, and the development of critical thinking skills. To achieve these objectives, we have chosen to prohibit the use of any GenAI tools or automated services during class sessions and when completing assignments or exams, unless otherwise stated in a given course or on an assignment. Should no policy be stated, the student should assume no GenAI is permitted. If it is allowed, it needs to be cited as suggested by the instructor. An example is as follows: I acknowledge the use of [insert AI system(s) and link] to [specific use of GenAI]. The prompts used include [list of prompts]. The output from these prompts was used to [explain the use]

GenAI use is not permitted in any aspect of completing work that is part of an assignment, including brainstorming, drafting, analysis, editing, or generation of figures or images. If unauthorized AI use on a particular assessment is suspected, the instructor may require you to complete a short, in-person examination orally or on paper, related to the content and skills tested in the original assessment.

Email policy
Students must comply with the email policies, including the terms and conditions, of the university.

Monitoring Student Performance: Assessment of Student Learning

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

Formative and Summative Evaluation in 200-level Courses

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

Formative Evaluation in Supervised Practice (400-level courses)

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

Summative Evaluation of Competencies and Satisfying 400-level Courses

Summative assessment occurs at the end of each rotation to assess achievement of graduate program competencies, which includes professional skills and ethical behaviors in the professional workplace settings.The summative assessment method used to assess each competency can be found on the Competency Assessment Plan and the Curriculum Map shows where the competencies can be found in the curriculum.

Students must earn a 6 or higher on the competencies, and complete all assignments and projects, to earn a Satisfactory grade and to satisfy the achievement of an internship experience (400 level course). All preceptors evaluate students with the same competency statements. If a 200 level course includes an assessment of a competency, the competent rating will not directly correlate with course grades, as there are many evaluation tools used in the classroom.

Demonstration of Entry-Level Competence

Competency is ultimately demonstrated when students independently demonstrate competence at the corresponding knows, shows, or does level. The knows and shows are demonstrated through performance in the classroom, and the does are primarily achieved in the professional workplace setting. The performance indicators guide or define the competency statement. All performance indicators are covered in the curriculum at the indicated level of knows, shows or does. The program adopted a score of "6" as a measure of competence, which translates to, "Meets all expectations. Students demonstrate sound knowledge and methodology and effectively use entry level skills; proactively seek assistance after investigating potential solutions. Students can consistently rationalize actions". By the end of the program, students must achieve a

rating of “competent” or higher (score of 6) on all required competency statements to demonstrate entry-level competence.

Letter of Warning

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

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

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

Academic Standing

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

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

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

Progressing in the Program

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

grade is achieved, the student can enroll in the 400 level internship courses. Enrolling in extra units will result in additional program fees. Earning a B- puts a student at high risk for delayed graduation.

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

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

Retention and Remediation and Required Advising

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

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

Clinical and professional deficiencies are addressed by additional office hours, collaboration between preceptors and faculty, additional case studies with faculty support, extending the rotation time over winter or summer breaks or repeating the rotation, if appropriate.

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

Given the professional nature of this program, students are encouraged to meet with their faculty advisor at least once every semester to discuss their progress in the program and career goals. During the experiential learning experiences, the participant must meet with faculty and staff overseeing the rotations every 3-4 weeks to ensure the student is making adequate progress in the rotation. If the student is not making adequate progress, the advisor and student will develop a plan to support the student.

Disciplinary and Termination Procedures

<u>Probation</u>

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

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

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

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

Probation for GPA Below Graduate Division Requirements

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

Probation for Incompletes

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

Probationary Period

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

Removing a Student from Academic Probationary Status

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

Students Who Do Not Correct Deficiencies While on Probation

If at the end of the probationary period the student has failed to correct the identified deficiencies, the Graduate Division will contact the program to request a recommendation from the program director on whether an extension of the academic probationary period is warranted. Students should work with the program director if they feel an extension is warranted and should be explored. If the probationary period is not

extended, the program should formally request that the Dean of the Graduate Division dismiss the student. A registration block would then be placed on the student's future registration.

Policies Related to Dismissal/Termination

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

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

Counseling Into Appropriate Career Paths

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

Illness and Absences

If a day must be missed for illness, both the preceptor and program coordinator must be contacted as soon as possible.

Extra hours are built into the schedule, which allows interns to miss a few days due to emergencies such as illness, strike days, preceptor absence, holidays or for an excused event. Given these extra hours, usually a missed day for these described reasons do not need to be made up unless competency is not being developed, the student is at risk for not earning sufficient hours, or missing the day is resulting in a subpar experience. The program and preceptor, together, determine if the day and hours need to be made-up.

Extended illness may result in rescheduling rotations and delays in graduation. Make-up of any missed work is the responsibility of the participant with approval from the preceptor.

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

Disabilities and Accommodations

[2] https://grad.berkeley.edu/policy/coursework-grading-probation-and-dismissal-policy/

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

Prior Learning

Transferring credit from another institution reduces the total units taken while in the MNSD program, whereas waiving a course allows one to replace required units with another approved course. The MNSD does not allow transfer credit for supervised practice (NST 400) and prior experience will not be approved to reduce required supervised experiential learning units and hours. All students need to complete 1,100 supervised experiential hours while in the program. Prior learning may be used to waive a planned supervised practice experience, but the originally planned hours will need to be replaced by a self-identified alternative experience, and the minimum of 1,100 hours will need to be achieved while in the program.

Transferring credit

A master's student may transfer up to 4 semester units or 6 quarter units of course work completed as a graduate student at another institution. If credit is transferred to UCB, those completed units do not need to be taken at UCB.

1. Students may not present course work previously used to satisfy requirements for another degree program at UC Berkeley or at another institution.
2. Students may not use units from another institution to satisfy the minimum unit requirement in 200 series courses or the minimum academic residence requirement.
3. Transfer credit will not be granted for coursework intended to replace units in the NST 400 series.
4. Transfer credit will not be granted for prior professional experience, supervised experiential hours or direct assessment/examination.

Waiving a course due to prior learning

A student can request a course to be waived because of prior mastery of course content. The units for any waived course would need to be replaced with an approved upper division NST course to meet the 66 unit requirement. A student may be approved to waive a maximum of 4 semester units because of prior mastery of course content.

Eligibility for transferring credit or waiving a course

1. Students must maintain program and degree requirements outlined in the handbook and Guide to Graduate Policy.
2. The student must have received at least a B in the course(s) and have a grade-point average of at least 3.3 at both UC Berkeley and the other institution.
3. The course must have been completed within the last 2 years.
4. Students must meet any additional eligibility requirements, including the required competencies, outlined on course syllabi or rotation activity lists.
5. Deadlines: Apply by September 15 for consideration for a spring course; April 15 for consideration for a fall course.

Procedures for transferring credit or waiving a course

1. Using a previously taken course to transfer units or waive a course requirement: develop a table to demonstrate how previous learning and activities directly relate to the course syllabus and associated competency statements. Hyperlink to the table the related syllabus, assigned reading list, and projects,

reports, presentations, and materials produced by the applicant. Submit transcripts for the course. A table has been developed for NST 266: Nutrition in the Community . The program director will review the materials and determine if they adequately covered the competencies and the instructor or program director will evaluate any work being used to satisfy summative competency assessments.

2. Using prior experience to waive a planned supervised practice experience (transfer credit is not accepted, a waived experience requires replacement of supervised practice hours):
    a. Develop a table to demonstrate how the prior experience directly relates to the supervised practice experience and competencies. Hyperlink to the table all projects, reports, presentations, and materials produced by the applicant.
    b. All experiences need to have a qualified supervisor (as described in section Supervised Experiential Learning: Facility and Preceptor Selection Criteria). The supervisor's resume and CDR card need to be submitted with the proposal.
    c. Supervisor verification letter. A letter of verification from the supervisor stating how their experience directly relates to the competency statements and their level of competency for each statement as defined by the 1-9 competency scale is required. A score of 6 or higher is required for any summative assessments.
    d. Hours. Completed hours are not requested because all students need to achieve 1,100 hours while in the program, thus the prior experience will not reduce supervised training hours.
3. Using a previously taken course to waive a prerequisite course requirement: should a student wish to waive the prerequisites Nutrient Function (NST 103) or Metabolic Basis of Human Health and Disease (NST 160), students will need to provide a syllabus to assess equivalency. A test will be required to waive out of Metabolic Basis of Human Health and Disease..

A committee, composed of the program director and instructors, will make a final decision regarding equivalences based on the review of scope and depth and review the submitted materials.

Supervised Experiential Learning: Requests for Changes or Substitutions in Rotations

Requests for a change in facilities will not be accommodated. Most placement issues can be resolved with a change in mindset and flexibility.

The one exception to this policy is that of the Cal Community rotation. Students who have a comparable experience planned, such as holding a Graduate Student Instructor position or DeCal Facilitator, may request this as a substitute for the Cal Community Rotation. If they held the position in the past, this would be considered prior learning. If the position is planned for the future, this is a request for a substitution. Students will still be required to complete 66 units, 1,100 supervised practice hours, and maintain the minimum number of units per semester, which is 12 units. Substitution requests are required to follow these procedures:

a. The request needs to be made at least four months in advance and it cannot interfere with already planned experiences and dates.
b. Complete the Cal Campus Community Rotation: NST 400: Cal Campus Community to demonstrate how the substitute experience directly relates to Cal Campus practice experience requesting to be replaced.
c. All experiences must have a qualified supervisor (as described in section Supervised Experiential Learning: Facility and Preceptor Selection Criteria).
d. Hours. Students will be required to track the hours to assure 1,100 hours are being met while in the program.

Supervised Experiential Learning: Issuance and Maintenance of Affiliation Agreements

Issuance of Affiliation Agreements

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

The capstone research experience is a collaborative research project and does not fall under the category of supervised experiential learning. Collaborating research teams do not evaluate student performance of competencies. A research collaboration agreement is not required for the capstone research project unless the host institution or investigator would like such an agreement. In this case UCB would work with the Student Projects Office to sign an agreement with the host institution.

Delineated Rights and Signatory

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

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

Maintenance of Affiliation Agreements

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

Supervised Experiential Learning: Facility Placements and Selection criteria

Facility Placements

The process for placing students in supervised practice facilities can be found here.

The program is offered in the San Francisco Bay Area. Courses are offered on campus, and most rotations are within 40 miles of campus. Some students will travel further to San Jose, Burlingame, Palo Alto or Santa Rosa. We prefer to place students in these cities when that is of interest to the student, however, should the need arise, we may need to place any student in one of these.

Students should be prepared to train in Oakland, San Francisco, Castro Valley, San Leandro, Hayward, and other urban areas. It is suggested students read about the communities the program serves before they accept their offer of admission.

Requests for a change in facilities will not be accommodated.

Facility Selection Criteria

Minimum requirements of the sponsoring facilities, including any student identified facilities, include:

- Signed and valid affiliation agreement that states the parties must comply with all applicable laws,

regulations, state licensing requirements, applicable specialty, accrediting or professional organizations.

- Maintain a primary preceptor/person to coordinate the activity schedules and activities while at the facility, provide an evaluation of the trainee, who will affirm the participant attendance, and who will maintain appropriate contact with the MNSD program administration, and the participant.
- Any facility at which the participant would complete 40 hours or more of practice experience onsite, must have sufficient educational resources to support a participant's educational needs such as available space for participants to work on their assignments and projects and a computer, as needed.
- Acute care sites must provide experience with obesity, diabetes, hypertension, cardiovascular, gastrointestinal disorders, general and medical-surgical units, renal disease, cancer, hepatic disease, and care with more complex interventions including nutrition support.
- The majority of collaborating facilities are within 40 miles of the UC Berkeley campus. Some students may travel further than 40 miles.
- The cost of transportation is that of the student.

Minimum requirements of the preceptors include:

- All preceptors, primary or otherwise, must be a registered dietitian nutritionist or other qualified professional as determined by the program director.
- A preceptor must be able to document maintenance of competency for the previous two years. A preceptor must have adequate time to provide required supervision of the participant.
- The program will train preceptors on the program, teaching strategies, competencies and assignments prior to training students.
- Preceptors are trained on the program's mission, goals, objectives, educational philosophy, logistics related to tracking hours and activities, evaluation forms, distance learning, recognizing and minimizing bias, the ACEND standards and competencies, and tips for successful precepting. Preceptors also receive training on the rotations for which they will precept.
- Preceptors offering a distance rotation must be available to meet with students on a weekly basis, at a minimum.

Supervised Experiential Learning: Evaluation and Adequacy of Facilities and Preceptors

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

Adequacy of sites is also determined from student feedback regarding the site's ability to provide the necessary exposure, activities and facilities for the student's learning. This information is ascertained from student interviews and rotation evaluations. All facilities are evaluated and selected by the MNSD program; students do not find their own facilities. However, should a student have an interest for an elective rotation, they may suggest a facility for the program to consider, all facility criteria must still be met, including a signed affiliation agreement.

Requests for a change in facilities will not be accommodated. Most placement issues can be resolved with a change in mindset and flexibility.

Supervised Experiential Learning: Hours and Schedule

Hours

The Master of Nutritional Sciences & Dietetic Graduate Program requires students to earn a minimum of 1,100 hours of supervised practice. The program plans for a minimum of 1,040 professional worksite hours and 60 alternative supervised experiential hours. The program schedules just over 1,180 hours and students are

expected to train for the duration of the scheduled rotations, and the hours of their preceptors, even if the minimum hours have been met. Extra planned hours allow for unexpected events and emergencies, and are often required to meet full competency.

Hours are categorized as professional work setting hours or alternative supervised experiential learning hours. Professional work setting hours are hours under the supervision of a preceptor, whether distance or not. Alternative supervised experiential learning hours are UCB classroom-based activities and projects. UCB tracks and assigns all alternative supervised experiential learning hours.

Professional work setting hours are further categorized as onsite or distance.

> The MNSD rotations are planned for onsite. The MNSD plans for 1,120 onsite hours. Per ACEND, major rotations for the program require the majority of hours to be onsite. For the MNSD, this includes inpatient clinical and foodservice management, however, all rotations are planned for onsite unless the preceptor or facility requires distance activities.
>
> Distance hours are when the intern is not in the same physical location as the preceptor. Should a preceptor require distance learning, these hours will be tracked as distance hours and will count towards total professional worksite hours.
>
> Students may track evening and weekend hours spent on rotation activities as distance, but these will not replace scheduled onsite hours, and rotations will not be shortened due to accumulation of these hours. Interns are required to train as scheduled. Students should not ask for distance hours to replace onsite hours.

Examples of professional work setting versus classroom and onsite versus distance as shown below:

Example Experience	Professional work setting or alternative supervised experiential practice	Onsite or distance
Training for the work of the RDN at a facility	Professional work setting	Onsite
Training for the work of the RDN via Telehealth	Professional work setting	Distance
Working on a project or activity for a worksite while at the worksite	Professional work setting	Onsite
Working on a project or activity or assigned professional reading for a worksite while away from the worksite (accumulated hours will not replace onsite hours or shorten a rotation schedule)	Professional work setting	Distance
Reviewing a lecture or education with a preceptor onsite	Professional work setting	Onsite
Reviewing a lecture or education with a preceptor over Zoom	Professional work setting	Distance
Completing a skill based workshop or assignment from UCB course	Alternative supervised practice	N/A as UCB assigns these hours

Schedule
Interns train four to five full days a week. A full day is an 8 to 10 hour day. The training schedule is Tuesday-Friday with Monday reserved for class and time to work on projects. Once 200-level courses are over, as is the case for two accelerated courses and after formal classes are over (RRR and finals week), the intern may be at the training site five days a week, Monday-Friday, to build skills and competency.

Academic schedules cannot be adjusted to accommodate personal needs, employment or GSI responsibilities. Students are expected to train for the duration of the scheduled rotations. A request for a drastic change in rotations schedules is not permissible. Examples of drastic changes include, but are not limited to, requesting part-time training, extended time to allow for part-time training, changing dates or weeks, or changing regular training days.

Major projects are usually scheduled into the training days, however, mini and major case studies, reading, reflections, worksheets, and other projects often occur nights and weekends, and would be considered extra distance professional work setting training hours. Hours spent on these activities outside of the facility will not replace scheduled onsite hours.

Students train the hours determined by their preceptors. Hours will vary depending on the rotation. Inpatient clinical nutrition hours are typically ~7:30/8:00 am – 4:30/5:00 pm but may have a limited number of longer days that extend to 5:30/6:00 pm and some preceptors work 10 hour days. There is variability per site and per preceptor. Food service management hours are typically at 7:30/8:00 am – 4:00/5:00 pm but interns may be required to train during earlier shifts (5:30 a.m. to 2:00 p.m.) or later shifts (1:30 pm to 8:00 pm). There will be times during the year when interns need to stay beyond scheduled hours and train on weekends and on holidays. It is expected interns train the hours of their preceptor and remain flexible with scheduling.

The Cal Campus rotation is considered a professional worksite as the students are providing real-time onsite nutrition education to Cal students under the supervision of a preceptor. This is not a simulated experience.

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

Illness and other absences
Please see the section titled, “Illness and Absences”.

Supervised Experiential Learning: Tracking Hours

Students are required to track their supervised experiential learning hours in every NST 400, Professional Preparation: Supervised Practice in Dietetics, course. Instructors track alternative supervised practice hours that are integrated into the NST 200-level courses.

Time spent in professional work settings is tracked on an “Hours Verification Log” set-up in Google Sheets. This sheet is shared with the program administrator. The hours are tracked and verified as follows:

1. Students track all professional setting hours. Hours as tracked as onsite or distance and missed hours.
2. Students must update their hours every week to assure accuracy.
3. If students are tardy or absent in a rotation, they are required to inform the facility and university administrators. They are instructed to report the missing hours for the day on their Hours Log.
4. On the final evaluation of the rotation, preceptors list the number of days the intern was late or absent and they sign, attesting to its accuracy.

5. The program administrator reviews the Hours Verification Log, their personal records of the student's attendance, and the final preceptor evaluation form that attests to the attendance and hours.
6. If a preceptor works less than 8 hours a day, the students need to alert the program and a plan needs to be put in place to accumulate the full rotation hours. Interns can ask for extra projects and activities related to professional development.
7. Hours need to be tracked closely to assure they are being met and the student stays on track.

The minimum hours are planned as follows, however, the student will train and follow the scheduled hours, which are higher than the minimum:

Requirement	**Minimum Planned Hours**
Total required hours	1,100
Minimum Professional Work-setting Hours: time in the facility, excluding lunch and breaks. While in supervised practice (NST 400), hours spent working on projects that are under supervision of the preceptor, even if the hours are completed at home or in a distance environment, such as the QPI, recipe modification, Inservice, audits, lesson plans, real-patient facility based case studies, policy review, reflections and journals, etc, are considered professional hours. Students track these hours each week and document if they are onsite or distance.	1,040
NST 400, Foodservice Management (majority must be onsite)	215
NST 400, Inpatient Clinical (majority must be onsite)	500
NST 400, Outpatient Counseling	140
NST 400, Community	140
NST 400, Cal Community	45
Alternate Supervised Experiential Learning: While in a course (NST 200-level), hours spent working on mock patient case studies, role playing, and simulations. Hours are assigned and verified by reviewing the gradebooks to make sure attendance and/or the assignments were completed. The program director requests this data from the instructors. Students do not track these hours.	60
NST 245, Counseling in Nutritional Sciences 2 hours of workshop for 6 class periods: 12 hrs Counseling session #1: 1 hr SEL Counseling session #2: 1 hr SEL Counseling session #3: 2 hr SEL Final counseling session #4: 2 hr SEL (minimum required hours: 18)	18

NST 261, Nutrition Care Process Exchanges worksheet: 2 hours Labs worksheet: 2 hours Anthropometrics worksheet: 2 hours ENN worksheet: 2 hours EN/PN worksheet: 2 hours Pregnancy Case: 2 hours Pediatrics Case: 2 hours Developmental Disorders Case: 2 hours Cardiovascular Disease case: 2 hours Aging Case: 2 hours	20
NST 262, Medical Nutrition Therapy Lipid testing & blood pressure skill development: 2 hours Lower GI Case: 2 hours Bariatric Surgery Case: 2 hours Diabetes Self-Management skill development: 2 hours Diabetes Case: 2 hours Hepatobilliary/Pancreatic Case: 2 hours Renal Case: 2 hours Oncology Case: 2 hours Pulmonary Case: 2 hours Critical Illness Case: 2 hours Final Case: 2 hours	22
Other scheduled activities that could accumulate hours, and may be distributed at the program's discretion, include the kitchen manager project (10 hours), recipe modification project (4 hours), MNT workshops (24 hours), MNT summer review (40 hours).	

Supervised Experiential Learning: Student Status

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

Supervised Experiential Learning: Labor Disputes While at Supervised Practice Sites

Students will not report to supervised practice facilities, nor will they train with the facility in a distance format, during employment disputes (employment strikes).

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

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

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

UCB is not responsible or liable for accidents that occur during travel to and from assigned areas. Students are responsible for their own transportation and auto insurance. Students are expected to

have reliable transportation during the program when placed in the professional work setting. Students will be responsible for all travel expenses. All but a few facilities are within a 40-miles radius of campus, however, some students will travel further to San Jose, Burlingame, Palo Alto or Santa Rosa.

Supervised Experiential Learning: Compensation from Supervised Practice Sites

Students cannot be compensated for supervised practice, or substitute current paid work experience for supervised practice, because affiliation agreements stipulate that trainees will not be entitled to receive any compensation and that they are not to be used as employees.

Recommendations From the Program: Leadership and Awards

A committee, usually composed of the program director, program coordinator, and one other faculty member, will determine recipients for available department financial awards, professional awards, and leadership opportunities that require letters of recommendation from the program. Faculty or staff can nominate students for available awards or leadership positions, or students can request to be nominated. All nominations and requests will then be reviewed by the committee.

Protection of Student Privacy

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

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

Student Protection Level 4 data includes government issued identifications, criminal background checks and health records. This data is collected and stored via CalShare (SharePoint), a cloud-based secure service that encrypts data in transit and is approved to store the highest level of protected data. The university health services department will also collect this data and store it on its secure database.

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

Data will be stored for 5 years.

Access to File and Student Records

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

CalCentral houses student transcripts. The Canvas platform bCourses houses student exam papers, test scores, evaluations and competencies data. Local electronic folders store verification statements and as needed, store electronic shared notes.

Protected Health Information: HIPAA

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

Filing Complaints

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

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

If all options within the University have been exhausted, then a written complaint should be brought to the Accreditation Council for Education in Nutrition and Dietetics Education (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, (312) 899-0040 ext. 5400. The written compliant form can be found at
https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint

Retaliation will not occur due to filing a complaint.

All complaints and resolutions will remain on file for seven years.

Equitable Treatment of Students

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

The program has a low faculty to student ratio, which allows time for advising, mentoring and understanding the needs of the students. Faculty are trained on making appropriate campus referrals to Center for Educational Equity and Excellence, Basic Needs Center, disability services, and the Office for Graduate Diversity resources and campus clubs and organizations. Please see, “Access to Student Support Services” for additional website links.

Access to Student Support Services

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

Support Service	**Link**
Basic Needs Center	https://basicneeds.berkeley.edu/home
Berkeley Events :Join the Community	https://events.berkeley.edu/
Career Center	https://career.berkeley.edu/
Center for Educational Equity	https://ce3.berkeley.edu/
Conflict Resolution	https://sa.berkeley.edu/ombuds; https://rjcenterberkeley.org/
Counseling Services/Mental Health	https://uhs.berkeley.edu/caps
Financial Aid Resources & Repaying Your Loan	https://admissions.berkeley.edu/types-of-aid https://admissions.berkeley.edu/apply-financial-aid https://financialaid.berkeley.edu/financial-literacy-and-resources-financial-literacy-and-resources/repaying-your-loan/
GradPro: Campus Professional Development Resources	https://grad.berkeley.edu/professional-development/guide/
Handshake	https://career.berkeley.edu/handshake/
Health Services	http://uhs.berkeley.edu/
Library: Off Campus Access	https://www.lib.berkeley.edu/help/connect-off-campus
Students with Disabilities Support Services	https://dsp.berkeley.edu/support-services
Strategic Learning Programs	https://slc.berkeley.edu/home
Student Veterans	https://veteran.berkeley.edu/
Student Technology Services	https://studenttech.berkeley.edu/techresources
Student Resources for Remote Engagement	https://studenttech.berkeley.edu/remoteresources
Testing Services	https://dsp.berkeley.edu/auxiliary-service-units/proctoring
Tutoring Services	https://www.berkeley.edu/academics/advising-tutoring

Student Support: Room Reservations

Students can reserve a quiet meeting space in 124b Morgan Hall by checking the availability on the calendar and then emailing the Department Coordinator to reserve the space (NST_Coordinator@berkeley.edu). Shared room space includes 124 Morgan Hall and 209 Morgan Hall (Graduate Lounge). Quiet space is also available in all libraries.

Information For Prospective Students and the Public

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

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

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Appendix A: Program Mission, Goals and Objectives

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

Program Mission: The mission of the Master of Nutritional Sciences and Dietetics (MNSD) at the University of California, Berkeley, is to prepare graduates for practice as registered dietitian nutritionists (RDN) through a professional graduate degree program. Using competency-based learning, graduates will achieve the knowledge and skills to actively contribute to the nutritional

sciences and dietetics field through practice, research, leadership and policy and become dedicated and inquisitive professionals.

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

1. At least 80% of students complete program/degree requirements within 31 months (150% of the program length). (RE 2.3.b.1)

2. Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation. (RE 2.3.b.2)

3. At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (RE 2.3.b.4.1)

4. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. (RE 2.3.b.4.2)

5. At least 90% of employers will rank graduates as prepared for various practice areas. (RE 2.3.b.3)

6. At least 80% of new and 12 month graduates will feel prepared to practice as an entry-level registered dietitian nutritionist or an entry-level dietitian nutritionist in at least one practice area.

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

7. At least 90% of employers will indicate UCB graduates demonstrate professional behaviors. (RE 2.3.b.3)

8. At least 80% of new and 12 month graduates will indicate the program helped them to develop professional preparedness.

9. At least 80% of graduates will indicate they plan to participate or participated in 2 or more professional activities over their first 12-months after completing the program.

Appendix B: Graduate Program Competencies

A list of Graduate Program competencies and performance indicators, including MNSD program specific performance indicators, can be found on this link. The competencies are also written below. The evaluation method used to assess each competency can be found on the Competency Assessment Plan. Where the competencies can be found in the curriculum can be found on the Curriculum Map.

Unit 1: Foundational Knowledge

Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.

1.2 Applies an understanding of anatomy, physiology, and biochemistry.

1.3 Applies knowledge of microbiology and food safety.

1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.

1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease.

1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.

1.7 Integrates the principles of cultural competence within own practice and when directing services.

1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.

1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.

1.10 Applies knowledge of math and statistics.

1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.

1.12 Demonstrates knowledge of and is able to manage food preparation techniques.

1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.

1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.

1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.

1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.

Unit 2: Client/Patient Services

Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.

2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.

2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.

2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.

2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.

2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.

Unit 3: Food Systems Management

Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.

3.1 Directs the production and distribution of quantity and quality food products.

3.2 Oversees the purchasing, receipt and storage of products used in food production and services.

3.3 Applies principles of food safety and sanitation to the storage, production and service of food.

3.4 Applies and demonstrates an understanding of agricultural practices and processes.

Unit 4: Community and Population Health Nutrition

Applies community and population nutrition health theories when providing support to community or population nutrition programs.

4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.

4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.

Unit 5: Leadership, Business, Management and Organization

Demonstrates leadership, business and management principles to guide practice and achieve operational goals.

5.1 Demonstrates leadership skills to guide practice.

5.2 Applies principles of organization management.

5.3 Applies project management principles to achieve project goals and objectives.

5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives.

5.5 Develops and leads implementation of risk management strategies and programs.

Unit 6: Critical Thinking, Research and Evidence-Informed Practice

Integrates evidence-informed practice, research principles and critical thinking into practice.

6.1 Incorporates critical thinking skills in practice.

6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.

6.3 Applies current research and evidence-informed practice to services.

Unit 7: Core Professional Behaviors

Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.

7.2 Uses effective communication, collaboration and advocacy skills.

Appendix C: Summary of the Standards of Professional Performance

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

Standard 1: Demonstrating Ethics and Competence in Practice.

Standard 2: Striving for Health Equity.

Standard 3: Illustrating Quality in Practice.

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

Standard 5: Applying Research and Guidelines.

Standard 6: Providing Effective Communications and Advocacy.

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

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

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

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

Appendix E: Student Acknowledgement of Handbook Policies

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

- The Master of Nutritional Sciences & Dietetics is a professional master's degree where students are equipped with the knowledge and skills to become an entry-level registered dietitian nutritionist (RDN). Graduates earn the academic designation of MNSD and eligibility for the RDN examination offered by the Commission on Dietetic Registration.
- Continued admission in the MNSD is contingent upon a clear criminal background check, clear drug screen, and proof of immunizations and provider health clearance. The student gives UC Berkeley permission to share these records, including their resume and academic records, with training facilities for placement purposes.
- Actual tuition and fees are subject to change by the University of California as determined to be necessary or appropriate. Final approved tuition and fee levels may differ from the amounts presented on the website or in the handbook. Fee increases are carefully reviewed alongside the program's operating costs and are currently expected to increase a minimum of 3% at the start of each academic year (fall term). The 2025-2026 fees are $992/unit and the proposed fees are **$1,022/unit for the 2026-2027 academic year** and **$1,053/unit for the 2027-2028** academic year.
- Given program fees are assessed on a fee per unit basis. Taking a course outside of the published curriculum, including electives or remaining prerequisite courses, will be charged at the fee per unit rate. The degree requires 66 units.
- Admission is contingent upon completion of the required prerequisite courses as outlined in the offer for admission letter. If a student believes they have taken a similar course, they can submit a syllabus to request to waive the prerequisite requirement. A quiz to assess for understanding may also be required. The Metabolic Basis for Human Health and Disease is a required prerequisite course and is a course unique to UC, Berkeley. All students should assume they need to take this prerequisite course while enrolled in the program. Given this is a prerequisite course, the units for this course cannot be applied towards the 66 unit degree requirement.
- Course offerings or units may differ from what is described in the handbook or webpage.
- This is a full-time degree that provides a high level of academic rigor and skill development. Many courses meet for 3-4 hours, twice per week, which creates a full day when classes are back-to-back. While in supervised practice rotations, students are expected to follow the normal business hours for the facility and preceptor, which could include some longer 10-hour days, early start times, later days, weekends, and training on holidays. Assigned reading, reflections or worksheets may be required after training hours. Additional learning modules and worksheets will be given over breaks and the summer months.
- Academic and rotation accommodations must be presented through the Disabled Students' Program. Other scheduling requests or accommodations will not be accommodated. Any non-disability related appointments should be arranged so that they occur on the class day, not on a training day.
- UCB will place students in facilities located off-site and students need to be able to transport themselves to facilities for training. The cost of this is the responsibility of the student. Most facilities are within 40 miles, however, some students will travel further to San Jose, Burlingame, Palo Alto or Santa Rosa. The program prefers to place students in these cities when that is of interest to the student, however, should the need arise, the program may need to place any student in one of these cities and the expense would be that of the student.
- Students should be prepared to train in Oakland, San Francisco, Castro Valley, San Leandro, Hayward, and other urban areas. It is suggested students read about the communities served, and where these cities are located, before accepting an offer of admission. Requests for a change in facilities will not be accommodated.

Name:_____ Signature_____ Date _____

Appendix F: Handbook Revisions

1. June 2025, 2025: clarified hours, clarified prior learning policies, added a policy regarding strike days, added distance education policies and resources. Moved the spring prior learning deadline to August 15.
2. August 8, 2025: updated cost of attendance for 2025-2026 Academic Year. Added a sentence that the program does not participate in computer matching.
3. August 14, 2025: added a GenAI policy.
4. October 23, 2025: Clarified Metabolism Requirement on page 21. Completion of a minimum of 2 units of a metabolism course from UC, Berkeley. For those without a prior metabolism course, the course must be taken for 4 units and a letter grade. For those with a previous metabolism course, the course can be taken for 2 or 4 units, and a letter grade or S must be earned. Clarified that an "S" is a B- or higher.
5. December 2, 2025: Clarified the supervised practice schedule cannot be adjusted to meet personal needs or employment requirements.
6. December 6, 2025: Clarified students must abide by the UCB email policies.
7. December 16, 2025: Clarified requirement to meet professional behaviors and that the program has the right to not place a student until readiness is demonstrated.
8. December 16, 2025: Added an award and leadership position selection process.
9. December 27, 2025: Added the supervised practice facility placement process.
10. February 11, 2026: Updated the vaccination requirements.