



**NORTHERN
ARIZONA
UNIVERSITY**

Master of Public Health Program

Graduate Student Handbook

Nutrition



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Table of Contents

Introduction to the Handbook	4
Introduction to the MPH-N Program.....	4
Program Accreditation	4
Program Mission, Vision, & Goals	5
Mission	5
Vision.....	5
Program Goals and Objectives	5
MPH Program Structure	6
Overview of the program	6
Program Requirements	6
Student Learning & Evaluation	7
Academic Program Calendar	8
The program will follow the Northern Arizona University calendar with university holidays and vacations observed. The university calendar can be accessed here: https://nau.edu/registrar/important-dates/	8
Proposed Course Planning for Health Promotion & Indigenous Health	8
Assessment of Prior Learning	9
Graduate Research Project	9
Graduate Research Project (GRP).....	9
Institutional Review Board Policy	11
Supervised Experiential Learning	12
Liability Insurance	12
MPH-Nutrition Academic Advising & Student Success.....	12
Student Files	13
Professionalism	14
Travel	14
Program Retention & Remediation Procedures	15
Disciplinary & Termination Procedures.....	15
Grievances.....	16
Injury or Illness	16
Drug Testing and Criminal Background Check.....	17
Program Tuition.....	17

Withdrawal & Refund of Tuition and Fees	18
Verification Statements.....	18
NAU Student Support Services	18
Academic Program Calendar	18
Health & Wellness	18
Campus Resources	19
Academic Support	19
Students with Disabilities	19
Safe Environment Policy	19
MPH Frequently Asked Questions.....	20
MPH Contact Information	21
Acknowledgement Statement.....	22
MPH Health Promotion Declaration.....	23
Appendix A: ACEND-required MPH Nutrition Competencies at NAU.....	24
Appendix B: CEPH-required MPH Nutrition Competencies at NAU	26

Introduction to the Handbook

Welcome to the Masters of Public Health Program in Nutrition (MPH-N) at Northern Arizona University (NAU). We are excited to have you join our program! This handbook will provide students with important information about our program and may serve as a guide throughout your MPH-N experience. Please read the handbook carefully. Note that policies and procedures may change over time. This handbook is meant to be a resource, and you can consult the program director or the Graduate College on changes that may arise during the course of your time in the program.

Be sure to check the Graduate College website (<http://nau.edu/gradcol/welcome/>) for updates to policies and the Registrar and Bursar sites for relevant registration and payment dates. In addition, you will want to become familiar with the Graduate Catalog under which you were admitted. Catalogs are available at <https://catalog.nau.edu>; be sure to check the catalog for the year for which you were admitted.

Introduction to the MPH-Nutrition Program

Northern Arizona University is an ideal setting to receive an education in public health & dietetics. The MPH in Nutrition emphasizes courses and experiences through a lens of health equity and social justice. Students will participate in competency-based learning with a commitment to community-driven nutrition research and practice within rural, indigenous and Latinx communities.

Our program is uniquely positioned within the largest rural county (Coconino County) in the US, and neighbors 14 Native Nations. Additionally, our diverse faculty are experienced educators and researchers in several public health and nutrition fields and practice community engaged scholarship. You will join our cadre of high impact community engaged faculty and students conducting community driven, applied nutrition and public health research, practice and policy.

We look forward to getting to know you and are honored for you to join our team and program!

Program Accreditation

The Graduate Program in Public Health Nutrition is a candidacy program seeking accreditation by:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190

Chicago, IL 60606-6995

(312) 899-0040 x5400

acend@eatright.org, <http://www.eatrightpro.org/resources/acend>

In addition, this program is in the process of pursuing accreditation through the Council for Education in Public Health (CEPH). Once accredited, graduates' degrees will become retroactively accredited.

Council for Education in Public Health (CEPH)

1010 Wayne Avenue, Suite 220

Silver Spring, MD 20910

(202) 789-1050

<https://ceph.org/>

NAU’s MPH-Nutrition program may lead to professional licensure/certification, and state information can be found at NAU’s Professional Licensure by State [table](#).

Program Mission, Vision, & Goals

Mission

The mission of the NAU Master of Public Health Nutrition program is to prepare graduates, through learner-centered educational strategies, research, and public service, to practice as Registered Dietitian Nutritionists who support the advancement of population health and the prevention of disease for diverse, underserved communities.

Vision

The program’s vision is to advance population health and achieve global health equity through education, research, and public service.

Program Goals and Objectives

Goals	Objectives
<p>1. To prepare competent registered dietitian nutritionists in a timely manner who are capable of planning, implementing, and evaluating health programs and contributing to scholarly endeavors.</p>	<ul style="list-style-type: none"> a. Program Completion: A minimum of 80% of students will complete program/degree requirements within 150% of the program length (or 3.5 years).** b. Employer Satisfaction: At least 80% of employers will indicate that program graduates were prepared or very prepared for their first position as a nutrition and dietetics professional.** c. Graduate Employment: At least 80% of program graduates will be employed in nutrition and dietetics or related fields within 12 months of program completion.** d. Registration Exam: 90% of program graduates will take the Commission on Dietetics Registration (CDR) credentialing examination for dietitian nutritionists within 12 months of program completion.** e. Registration Exam Pass Rate: 80% of graduates over a five-year period will pass the CDR credentialing exam for registered dietitian nutritionists within one year following the first attempt.** f. At least 80% of graduates will report confidence in planning, implementing, and evaluating health interventions.* g. At least 80% of graduates will present their public health projects and/or research in a professional conference setting or peer-reviewed scholarly publication.*

<p>2. To prepare nutrition and dietetics professionals to address the health and nutrition needs of diverse underserved communities through hands-on learner-centered educational strategies.</p>	<ul style="list-style-type: none"> a. At least 80% of employers will indicate that program graduates were prepared or very prepared to address the nutritional needs of diverse audiences.* b. At least 20% of students will be from traditionally underrepresented groups within the profession.* c. At least 50% of courses will include instruction and activities related to serving diverse, underserved communities.* d. At least 75% of students will report satisfaction with faculty instruction.*
<p>3. To provide professional growth and service opportunities in public health and nutrition that supports student and faculty development.</p>	<ul style="list-style-type: none"> a. At least 90% of students will report satisfaction with career advising and preparation received from faculty and staff.* b. At least 70% of alumni will report that the applied practice experience prepared them for their careers.* c. At least 80% of faculty will have service responsibilities.*

*Objectives unique to the Northern Arizona University MPH Nutrition Program

** Objectives required by ACEND

MPH Program Structure

Overview of the program

This MPH program is a 2-year program (including summers). The first 1.5 years of the program includes coursework with Supervised Experiential Learning opportunities woven into class activities and assignments. The last 6 months includes Supervised Experiential Learning rotations in clinical, foodservice, public health and nutrition communication rotations.

Program Requirements

Students must complete all required courses and applied experiences outlined in the course plan and pass all competency assessment assignments with at least a “meets expectations” in order to receive a Master’s of Public Health and a Verification Statement to sit for the RDN exam. Students complete the courses in a cohort model.

Students must complete the MPH Core courses (27 credits) and the MPH Nutrition courses (24 credits), which include the master’s project, and supervised practice experiences (17 credits). Students are required to complete the courses in the order listed, though exceptions may be made for extenuating circumstances.

Time Required. In the case of an extenuating circumstance, the student may be granted an incomplete in a course and be given up to a 12-month extension to complete the course, as outlined in the NAU Graduate School policy, located here: <https://policy.nau.edu/policy/policy.aspx?num=100406>.

Students must complete all requirements for their master's degree within a six-year period, as outlined in the NAU policy: <https://policy.nau.edu/policy/policy.aspx?num=100811>.

If sick leave becomes excessive or is patterned during the supervised experiential learning portion of the program, the student will be counseled by the Supervised Experiential Learning Coordinator and subject to dismissal from the program if warranted.

If a student must be absent for an extended period of time due to serious illness, pregnancy, adoption or personal crisis, he/she must meet with the Supervised Experiential Learning Coordinator and MPH Program Director and sign an agreement for completion of the program. Students will be allowed up to three additional months to complete the assignments and supervised experiences or be dropped from the program.

Student Learning & Evaluation

The MPH program is guided by a **Competency Based Education model** that emphasizes learner-centered teaching. Students are expected to thoroughly prepare for each class by completing online learning modules with worksheets and quizzes to gain foundational knowledge in the course topic. Class time will be spent primarily on activities in which students are expected to apply what they learned in their online learning modules, often in group activities.

Regular course attendance is required. If a student is unable to attend a class, the student must contact the instructor and offer to arrange a meeting to review missed material, or complete all course-related activities missed.

Formative evaluation techniques are used to assess knowledge gained from pre-class activities, while summative evaluation techniques are implemented to assess students' ability to apply what they learned.

Summative evaluation activities include service learning projects (projects that serve the community), case studies, papers, and simulated projects.

Evaluation rubrics are given to students when projects are assigned so that students are aware of project expectations. Each rubric may be used several times throughout the curriculum so that students can track their progress and growth in certain skill areas. These rubrics are used to track competencies required by accrediting agencies.

Should students meet competencies prior to completing their required hours for a particular supervised experiential learning experience, they may discuss alternative learning activities with their preceptor and Supervised Experiential Learning Coordinator in order to complete hours required for the course credit. Students who pass competencies prior to rotation completion may have the opportunity to participate in



MPH Core Competencies

projects and experiences in a particular area of interest that goes beyond the requirements for the rotation.

During the Supervised Experiential Learning rotations, students are evaluated by their preceptor mid-way through their rotation and at the end. All evaluations and advising sessions are documented in the student's file and students will have access to their files upon request

Academic Program Calendar

The program will follow the Northern Arizona University calendar with university holidays and vacations observed. The university calendar can be accessed here: <https://nau.edu/registrar/important-dates/>.

Proposed Course Planning for MPH-Nutrition

Fall 1		Day/Time	Spring 1		Day/Time
HS 501 Introduction to Public Health (1)	MPH Core	Mon 4-5	NTS 550 Human Metabolism: Macro & Micronutrients (3)	Nutr Core	Tues 4-6:30
HS 503 Principles of Biostatistics (3)	MPH Core	Thur 6-8:30	NTS 507 Medical Nutrition Therapy I (3)	Nutr Core	Wed 4-6:30
HS 612 Public Health Epidemiology (3)	MPH Core	Tues 4-6:30	NTS 630 Public Health Nutrition (2)	Nutr Core	Tues 7:30-9:10
HS 505 Advanced Behavior Change Counseling (2)	MPH Core	Thur 3:30-5:10	HS 622 Research Methods and Program Evaluation in Public Health (3)	MPH Core	Wed 7-9:30
HS 584 Social and Structural Determinants of Health (3)	MPH Core	Wed 4-6:30	NTS 520 Food Science and Culinary Arts w/lab (3)	Nutr Core	Mon 4-5:40 & Th 4-6:30
CHEM 360 Fundamental Biochemistry (3)	Hidden Pre-req				
Total Credits: 15			Total Credits: 14		
Summer 1					Day/Time
HS 511 Introduction to Health Policy and Management (3)				MPH Core	Online
HS 572 Environmental & Occupational Health (3)				MPH Core	Online
HS 689 Final Project (2)				MPH Core	Online
Total Credits: 8					
Fall 2		Day/Time	Spring 2		Day/Time
NTS 607 Medical Nutrition Therapy II (3)	Nutr Core	Wed 4-6:30	NTS 696 Dietetics Supervised Practice Experience (7)	MPH RD	8am-5pm
NTS 607L Medical Nutrition Therapy II Lab, 45 hours supervised practice (1)	Nutr Core	Thurs 6-8:30	HS 608 Public Health Applied Experience (3)	MPH Core	8am-5pm
NTS 445 Foodservice Management (3)	Nutr Core	Thurs 12:45-3:15	NTS 657 Career Preparation in Nutrition & Dietetics (1)	Nutr Core	Online
NTS 415 Nutrition Across the Life Cycle (3)	Nutr Core	Tues 12:45-3:15	Total Credits: 11		
NTS 650 Current Issues in Nutrition & Dietetics (2)	Nutr Core	Tues 3:30-5:10			
HS 698 Graduate Seminar (1)	MPH Core	Mon 3-3:50			
Total Credits: 13					
Summer 2					Day/Time
NTS 696 Dietetics Supervised Practice Experience (7)				MPH RD	8am-5pm
Total Credits: 7					
Total Program Credits					
Total MPH Core Courses: 27 credit hours					
Total MPH Nutrition Core: 24 credit hours					
MPH-RD Supervised Practice Rotation Hours (in addition to the public health applied practice in the MPH core): 14					
1 hidden course: 3 hours					
Total Credits for MPH-RD: 68					

*HS 511, HS 572, and NTS 657 are on-line courses. Student identification on Bblearn will be necessary to submit assignments and exams.

Assessment of Prior Learning

Supervised Experiential Learning and Applied Practice Experience. Public health and nutrition and dietetics experiences completed prior to the start of the program will not be considered as replacements of the program's required applied experiences.

Courses. Due to the nature of competency-based education, nutrition courses taken at other universities that are not accredited under Future Education Model (FEM) standards cannot be used in place of required courses. Syllabi for courses taken through another FEM graduate program can be submitted to the Program Director for review. While students may notice repetition in subjects from previously-completed nutrition courses, this repetition supports solidifying knowledge that is essential for a successful RD exam pass rate.

Graduate-level public health courses completed prior to acceptance will be considered for transfer if the student is able to demonstrate a "meets expectations" rating for the competency assessments that are linked to the course. If the MPH Director approves the course transfer and the student completes the competency assessment at a "meets expectations" level or higher, then the student will need to find an elective course that can replace the transferred course with equivalent credits. The NAU policy regarding transferring graduate credits can be found here: <https://www5.nau.edu/policies/Client/Details/550>. Request approval by sending the syllabus for the course the MPH Program Director.

Students who graduated from the Future Education Model Bachelors Degree program **at NAU** do not have to retake NTS 415 or 445; however, six (6) credit hours of electives must be taken in their place.

In addition to completing all courses with at least a 3.0 GPA, students must earn at least a "meets expectations" on all competency assessment assignments.

Graduate Research Project

Graduate Research Project (GRP)

HS 689, the Graduate Research Project, will align with the student's concentration and interest, and total approximately **90 hours**. GRPs may include: research or evaluation (quantitative, qualitative, or mixed methods); development of interventions, toolkits, or trainings; meta-analyses; systematic literature reviews; policy briefs; and grant proposals.

Students are encouraged to start thinking about a topic during Fall 1 (1st semester). In Spring 1 (2nd semester), students take HS 622: Research Methods and Program Evaluation in Public Health, in which students work with a faculty member (advisor or other faculty whose work aligns with the student's interest) to complete a Graduate Research Project proposal.

Students are encouraged to begin working on the GRP at the end of Spring 1 into Summer 1, so they can present their project during HS 698: Graduate Seminar course (Fall 2).

Students can coordinate with an agency and develop a project that benefits the agency, or work solely with a faculty member from the Department of Health Sciences to support previously established

research projects. Students can also develop their own graduate projects and propose them to a faculty member with similar research interests.

All GRPs must have one supervising faculty member. This supervising faculty member must approve and sign the project proposal prior to submission in HS 622 (Research Methods and Program Evaluation).

The final project is submitted in HS 698 (Graduate Seminar) in the form of a 1) **draft manuscript**, 2) **class presentation**, and 3) **poster** that will be presented in the spring semester at the university's research symposium (attendance is required), and/or at a professional conference. The supervising faculty member and the course instructors (for HS 622 and HS 698) will both grade and sign off on the Graduate Research Project proposal (HS 622), application for graduate research, manuscript, and poster (HS 698).

GRP Manuscript Requirements

Prepare a 3000-word report that follows the *American Journal of Public Health (AJPH)* guide for authors. Your final report will mimic a scientific publication and include the following sections:

- 1) **Title:** Get creative! Identify a title that clearly describes your project focus.
- 2) **Abstract:** Develop an abstract using the American Journal of Public Health guide for authors format, to describe what your health equity project aims to achieve. In 350 words or less the abstract should succinctly introduce the (1) background, (2) objectives, (3) methods, (4) results (5) conclusion and public health recommendations. 250 words
- 3) **Introduction/Background Section:** This section will succinctly describe the (1) purpose of the graduate research project (what you expect to gain), (2) scientific literature relevant to the subject, and (3) the reasons you believe your hypothesis/research questions are viable and important to explore.
- 4) **Methods Section:** This section will describe what you did in the order in which you did it related to: (1) Sampling procedures, (2) Description of instruments, (3) Description of data collection and (3) Description of data analyses procedures.
- 5) **Results Section:** This section will describe the results from your GRP.
- 6) **Discussion and Public Health Recommendations Section:** In this section you will explain the meaning and importance of your results/findings and situate your research project results or findings within the existing literature on the topic of your project. You will make recommendations for how your graduate research project could be modified, improved or replicated to improve its overall population impact on eliminating health inequities.
- 7) **Conclusion Section:** Succinctly, describe the research, practice or policy implications of your results of findings and the public health implications

NOTE: AJPH authors guide for manuals can be found here

<https://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf>

GRP Planning

Table 1. Timeline	
Fall 1: Project Exploration Meet with HS faculty; do they have projects that align with your areas of interest? Attend graduate seminar presentations (Fall) to learn more about graduate project ideas (Mondays 3-3:50).	Spring 1: Project Proposal Select a faculty advisor. Write a project proposal in HS 622 (research methods course). Faculty advisor provides feedback and signs off on the proposal prior to submission in HS 622. Begin final project.
Summer 1: Work on Final Project Enroll in HS 689 Final Project. Work on final project	
Fall 2: Finish Final Project Analyze data and/or finish project components. Develop and submit the following during HS 698 for individual grades: 1) 15-minute PowerPoint, 2) a project poster, 3) manuscript.	Spring 2: Present Final Project Present final project poster at the NAU Graduate Symposium (Spring). Present final project at state or national conferences (optional).

Institutional Review Board Policy

For APEs and GRPs that relate to human subjects, the following *Statement of Ethical Principles* from the NAU Institutional Review Board may become pertinent.

Northern Arizona University is committed to excellence in teaching, research, and public service, and to the conduct of these activities under the highest possible ethical standards. For projects involving living humans as subjects of research and research-related projects, Northern Arizona University is guided by the ethical principles regarding all research involving human subjects set forth in the Declaration of Helsinki, and the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled *Ethical Principles and Guidelines for the Protection of Human Subjects of Research: The Belmont Report*.

In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations will be followed for all applicable Department of Health and Human Services (DHHS) funded research and, except for the requirements for reporting information to DHHS, for all other research without regard to source of funding.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

Students conducting independent research projects should consult with their course instructor before beginning the project to ascertain if the project proposal needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review.

IRB Policies and Procedures are posted online at: <http://nau.edu/Research/Compliance/>

Date of Implementation: March 2, 2009

Supervised Experiential Learning

The Accreditation Council for Education in Nutrition and Dietetics requires a minimum of 1,000 hours of supervised experiential learning, with a minimum of 600 hours in a professional work setting. Supervised experiential learning is provided throughout the curriculum by way of case studies, simulation, the graduate research project, and other course projects.

In the last six months of the program, students will be placed at various sites for “professional work setting” supervised experiential learning in clinical, foodservice, community/public health nutrition, and nutrition communication. Supervised experiential learning involves shadowing preceptors, assisting preceptors with various tasks, and working independently on assigned tasks. The Supervised Experiential Learning Coordinator will place students in Supervised Experiential Learning sites with consideration to the students’ personal preferences.

During these supervised experiential learning rotations, students must be present during the hours the preceptor indicates, regardless of the time of day or day of the week, with the exception of school holidays and vacations. Students doing supervised experiential learning should not be used to replace employees. If the student feels they are being used to replace employees, the student should contact the Supervised Practice Coordinator.

This program prepares students for “front line” careers in health, therefore students are expected to be physically present on site for certain rotations. The Supervised Experiential Learning Coordinator will attempt to place all students in rotations with facilities that are allowing students and have policies and procedures in place that aim to protect employee and student safety. Students will be expected to attend in-person rotations unless directed otherwise by their site supervisor, Supervised Experiential Learning Coordinator and/or Program Director. If **COVID-19** or any other unexpected event prevents rotations from happening, students will receive instructions for alternate experiences from the Supervised Experiential Learning Coordinator.

Liability Insurance

Students are required to purchase liability insurance for supervised experiential learning hours prior to the final spring and summer terms. The cost for liability insurance is around \$35. If the student is a Dietetic Technician, Registered (DTR), then the liability insurance is \$75.

MPH-Nutrition Academic Advising & Student Success

The MPH-Nutrition Coordinator will serve as the student’s primary academic advisor and the Supervised Experiential Learning Coordinator. Questions about courses, graduate project, or Supervised Experiential Learning should be directed to the MPH-Nutrition Coordinator. Students should plan to meet with the MPH-Nutrition Coordinator at least once every semester to discuss student performance and progress. The MPH Nutrition Coordinator is Jennifer Hernandez, MS, RD. Contact Jennifer any time with your advising questions by emailing her at Jennifer.Hernandez@nau.edu or calling at 925-523-6859.

Students are required to meet with Jennifer in-person or via phone at least once every semester to discuss student performance and progress. Students will be asked to sign up for a 15-minute advising session mid-semester. Students will be asked to fill out an advising form prior to their advising session.

Faculty mentors are matched to students at the time of admission to the MPH program students based on common interest expressed by the student in their applications. Our MPH program faculty have

diverse interdisciplinary training and expertise in the field of public health and nutrition. Faculty bios can be found here <https://nau.edu/health-sciences/faculty-research-interests/>

Although questions related to coursework can be directed to the MPH-Nutrition Coordinator, faculty mentors can provide professional and academic advice and support. Faculty mentors can support you in engagement with your GRP. As you progress through the MPH program, your personal and professional goals may evolve, requiring you to shift direction and change faculty mentors. This process is normal and you are encouraged to find the best faculty mentor for your research and career interests.

Here are a few tips and strategies for success in our MPH Nutrition program:

1. **Limit work and volunteer hours.** Each semester includes a VERY full load of graduate-level courses. Therefore, students are strongly discouraged from working or volunteering more than 15-20 hours a week.
2. **Stay present.** Fully engage and participate in each course, including completing pre-class activities, in-class small group activities, and out-of-class projects. Be a strong and reliable group member for group projects. View each educational experience as a gift and an opportunity to grow and learn, even if you're reviewing material you don't find interesting, or it is content you already know. Reviewing previously learned material provides you with an opportunity to solidify understanding and prepare you for the RD exam and your career.
3. **Be professional.** You will have many opportunities to demonstrate professionalism throughout the 2-year program. Maintain professional relationships with classmates, faculty, preceptors, and advisors through consistent, clear, and cordial communication and follow-through. Your classmates, instructors, and preceptors may all be your future employers or may serve as references for future employment. Therefore, treat every interaction as an opportunity to demonstrate kindness and make a positive impression. (See additional information regarding professionalism below.)
4. **Manage your time wisely.** Use weekends and holiday breaks wisely by spending some time resting, practicing self-care, and connecting with others. In addition, spend adequate time completing course assignments. Holiday breaks are a great time to be productive with your Graduate Research Project.
5. **Don't procrastinate.** Allow plenty of time prior to class to complete required pre-class assignments and readings. In addition, start large projects early, especially those that require input from stakeholders and community agencies.
6. **Communicate.** If you find yourself in a difficult "season" in terms of trauma, mental health, or financial strain, please communicate with your instructors and advisor. Make specific requests about deadline extensions. Instructors will likely honor these requests if they have a full understanding of the situation and can assist you in finding an alternative submission plan. However, instructors may not honor or accept late submissions or gaps in course attendance without prior knowledge of the situation.

Student Files

Student files will be kept on a password-protected computer, within secure management software systems, and in locked filing cabinets. Students will have access to their own student files upon request. In addition, students will be able to access their transcripts through the password-protected LOUIE system.

Upon arrival, students must sign a release form that permits NAU to release information that includes evidence of student qualifications, e.g., immunizations, fingerprint card, etc. to clinical sites. The release form will be provided to students at the beginning of the program.

During the APE, students are evaluated by their agency supervisor at the end of their experience. All evaluations and advising sessions are documented in the student's file and students will have access to their files upon request.

Professionalism

Professionalism is critical to a student's success in the program, in the profession, and is an essential component of the curriculum. Additionally, the program has a policy specific to certain elements of professionalism:

Professional Behavior. A student must conduct himself or herself in accordance with University Policy and the professional and ethical standards of the profession. The student is referred to the following documents for details:

- Code of Ethics for the Profession of Dietetics
<http://www.eatrightpro.org/~media/eatrightpro%20files/career/code%20of%20ethics/codeofethicsdieteticsresources.ashx>
- Northern Arizona University's Student Code of Conduct <http://nau.edu/StudentLife/Student-Conduct-Safety/>
- NAU Academic Integrity (Dishonesty) Policy
<https://policy.nau.edu/policy/policy.aspx?num=100601>

A student who fails to comply with the standards established in these documents is required to meet with the Program Director. Depending on the nature of the incident and any previous infractions, remediation may be required or dismissal may be recommended. Remediation may include establishing an Academic Improvement Plan, and the student must meet the directives outlined within the plan in order to continue to progress in the program.

Professional Dress/Appearance. Professional appearance is encouraged at all times the student is engaged in program-related activities. Professional dress is required when students participate in public health settings. Additionally, if a supervised experiential learning site has a specific dress code policy, students are required to comply with that policy while in rotations.

Travel

Students must have dependable transportation and if driving, be able to provide proof of current car insurance. Students are liable for safety and travel to and from all activities related to program requirements. According to university policy, a traveler must be registered as an Authorized Driver PRIOR to operating ANY vehicle for university business.

To become registered as an Authorized Driver, the student must complete the Defensive Driver Course, located here: https://bblearn.nau.edu/webapps/bb-auth-provider-cas-BBLEARN/execute/casLogin?cmd=login&authProviderId= 102_1&redirectUrl=https://bblearn.nau.edu/w

ebapps/nau-bb-auto-enroll-BBLEARN/confirm.do?batchUid=144102.ZERO-CREDIT

Additionally, the traveler must get permission in writing prior to travel (may be done via email when requesting the business travel) to use a personal vehicle regardless of the destination. Policy also requires a traveler to submit a copy of the liability insurance card before driving a personal motor vehicle on university business. Drivers must complete an annual travel authorization form found here:

[file:///C:/Users/sd589/Downloads/Annual_Travel_Cert%20\(5\).pdf](file:///C:/Users/sd589/Downloads/Annual_Travel_Cert%20(5).pdf)

Program Retention & Remediation Procedures

Should the student struggle to perform at graduate-level standards within a class or APE/ SEL setting, the student is encouraged to arrange remedial instruction with the course instructor. Course instructors can provide tutoring during scheduled office hours, or by appointment. *If the student's GPA falls below a 3.0 the student will be required to set up a remedial instruction contract with the program director.*

Should the graduate project or APE require more time than allotted, the student may request an "In-Progress" grade by filling out a form in the department office. Students must be making satisfactory progress in a course in order to receive a grade of "IP." Graduate students may complete "IP" grades until the time limit on their academic plan expires.

A student, who, for reasons beyond the student's control, is unable to complete course requirements during the instructional period may make a request or submit a petition to the instructor for a grade of Incomplete ("I"). The student must be passing the course and must have completed a majority of the course. Non-attendance, poor performance, or intentions to repeat the course do not justify issuance of an "I" grade. Instructors cannot assign an "I" grade unless the terms to resolve the Incomplete are finalized and an Incomplete Contract is completed before the course ends. For graduate students, any grade of Incomplete becomes a permanent "I" on their transcript if a grade is not assigned within one regular semester following the due date listed in the Incomplete Contract. For complete information regarding this university policy, visit:

<https://www5.nau.edu/policies/Client/Details/29?whosLooking=All&pertainsTo=Graduate%20students&sortDirection=Ascending&page=3>

If writing assistance is needed, students are encouraged to schedule an appointment at the University Writing Commons <https://nau.edu/iwriting/uwc/>.

Disciplinary & Termination Procedures

Graduate students must maintain good academic standing in order to be eligible to continue in or return to the University. Good Academic Standing is demonstrated by:

- a 3.00 grade point average (GPA) for all courses taken including those required in the program of study,
- no more than 6 units of "C" course grades*, and
- no course grades of "D" or "F."

Additional information about the disciplinary and termination policies set by the graduate college can be found here: <https://policy.nau.edu/policy/policy.aspx?num=100319>

Within the MPH program, should the student's GPA fall below a 3.0 for more than one semester, or should the student earn a course grade of "D" or "F" within a single semester, the student will be dismissed from the MPH program.

Grievances

Most student complaints can be resolved on an informal basis with the instructor or preceptor. Students who believe they are victims of unfair policies or practices should first discuss their concerns with the instructor or preceptor directly. They may then contact the Program Director and, if necessary, the Chair of the department, without fear of retaliation.

Should the situation be unresolvable through informal means, the student may invoke formal grievance proceedings with Student Affairs and file a formal complaint with the college Dean, as outlined here: <https://www.nau.edu/Student-Affairs/Formal-Compliant-Process-for-NAU-Students/Welcome/>.

The program will maintain a record of student complaints for a period of seven years. Program non-compliance issues as well as grievances that cannot be resolved at the university level can be reported to the Accreditation Council for Education in Nutrition and Dietetics (ACEND):

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza
Suite 2190
Chicago, IL 60606-6995
800/877-1600, ext. 5400
312/899-0040
Fax: 312/899-4817
acend@eatright.org
<http://www.eatrightpro.org/resources/acend>

Once the program is accredited by CEPH, complaints regarding program noncompliance with the Council for Education in Public Health (CEPH) accreditation standards can be directed to:

Council for Education in Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
(202) 789-1050
<https://ceph.org/>

Injury or Illness

During Supervised Experiential Learning rotations, should a student become ill or injured, the student must notify the agency supervisor and MPH-Nutrition Coordinator immediately. The student must also obtain documentation for the injury or illness by visiting the student health center or an outside healthcare provider. The student must arrange with the agency supervisor how and when to make up missed hours and activities. Make-up opportunities for missed classes due to illness or injury are at the discretion of each instructor and outlined in each course syllabus.

Drug Testing and Criminal Background Check

Students may be required to complete drug testing and a criminal background check prior to the start of supervised experiential learning, as requested by the agency. The student will be responsible for all associated fees. If the student fails the drug test or criminal background check, the student will be unable to complete supervised experiential learning at that agency and will need to work with the MPH-Nutrition Coordinator to find an alternative placement.

Program Cost

Up-to-date tuition, fees, and estimated living expenses for all NAU graduate programs can be found here: <https://nau.edu/admissions/tuition-and-cost/tuition-expenses/>. Estimated tuition, fees, and additional expenses for the MPH program are as follows:

Estimated expenses for the 24-month program:

Tuition and fees*	\$35,000 (resident) \$63,000 (non-resident)
Housing	\$13,400
Food	\$6,468
Books – up to \$500/semester + 2 summers	\$2,500
Transportation	\$6,040
Liability insurance*	**\$35
Medical exams – TB test and other necessary vaccines	~\$200
Drug testing	\$65
Background check	\$75
Basic Life Support for Healthcare Providers	\$50
Lab coat	\$25
Total	\$63,858 (resident) \$91,858 (non-resident)

Note: Non-Arizona residents living in the western region of the United States may qualify for in-state tuition as part of the WRGP program. Visit <https://in.nau.edu/health-sciences/wrgp-program/> to find out more.

***Program fees:** The program fee covers program management and course-related costs such as RD exam study materials, lab materials, and program accreditation fees.

****Liability insurance** is required during the second year of the program. If the student is a Dietetic Technician, Registered (DTR), then the liability insurance is \$75.

Note: Extra costs may be incurred due to additional immunizations, drug testing, or background check requirements that are enforced by the supervised experiential learning site placement to which you are placed.

Withdrawal & Refund of Tuition and Fees

Withdrawal. The university withdrawal policy can be found here:

<https://policy.nau.edu/policy/policy.aspx?num=100325>

As stated in the policy, graduate students who wish to withdrawal from their courses must also include the professor(s) signature(s) or an email from the professor(s) indicating whether the professor supports the petition and why/why not. This “Withdrawal from Term” request must be filed no later than one year from the last day of the term being petitioned.

The instructor assigns an appropriate grade at the end of the course, which appears on your transcript. If your request is approved, those grades will be changed to a “W.”

Requests to withdraw from a term after the “last day to officially withdraw from the university” are not automatically approved.

Refund of tuition and fees. The university tuition refund policy can be found here:

https://nau.edu/sdas/tuition-fees/tuition_refunds/

As stated in the policy, refunds are calculated based on class start date for regular 16-week, 12-week, 10-week and 8-week classes:

- 0 - 14 calendar days - 100%
- 15th day and after - 0%

Verification Statements

Following completion of all program requirements, and once the degree is officially posted, students will receive a verification statement and become eligible to sit for the Registration Examination for Dietitian Nutritionists through the Commission on Dietetic Registration. Three signed copies of the verification statement will be mailed to the student’s permanent address.

NAU Student Support Services

Students have access to the following support services:

Academic Program Calendar

The program will follow the Northern Arizona University calendar with university holidays and vacations observed. The university calendar can be accessed here: <https://nau.edu/registrar/important-dates/>.

Health & Wellness

- Campus Health Services. <https://nau.edu/campus-health-services/>
- Counseling Services. <https://nau.edu/counseling-services/>
- Health Promotion. <https://nau.edu/health-promotions/>
- Campus Recreation. <https://nau.edu/Campus-Recreation/Recreation-Center/>

- UCAN Health Coaching: www.nau.edu/ucan
- Aquatic Center. <https://nau.edu/Campus-Recreation/Aquatic-and-Tennis-Complex/Wall-Aquatic-Center/>

Campus Resources

- First Generation Programs. <https://nau.edu/First-Generation/>
- Inclusion and Multicultural Student Services. <https://nau.edu/IMS/Welcome/>
- Native American Student Services. <https://nau.edu/NASS/Welcome/>
- Student Veteran Services. <https://nau.edu/military-veteran-education/>
- Career Development Assistance. <https://nau.edu/Career/>

Academic Support

- Public Speaking and Presentation Tutoring. <https://nau.edu/SSI/Academic-Success-Centers/Subject-Based-Study-Skills-Tutoring/>
- University Writing Commons. <https://nau.edu/CAL/English/Student-Resources/University-Writing-Commons/>
- English Language Support. <https://nau.edu/SSI/Academic-Success-Centers/English-Language-Support/>

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability-related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability-related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability-related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

Safe Environment Policy

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

MPH Frequently Asked Questions

The MPH Program Director, MPH-HP Coordinator, or faculty advisors are happy to answer any questions you have about the program. Here are some Frequently Asked Questions (FAQs) and answers.



How do you evaluate student applications?

A standardized rubric is used to evaluate each component of student applications. Each component is weighted differently, and point values are assigned. Application components are weighted in the following order (with higher weighted components listed first):

- Overall GPA
- Essay
- Experience serving underserved groups
- Identifies as an individual from an underserved group
- Demonstrated ability to balance multiple obligations
- Recommendation forms submitted by referees

In addition to these rankings, the top 25 applicants are interviewed, and interview scores are considered in final rankings.



Are NAU undergraduate students given priority over other applicants?

No. All applications are weighted equally.



How are supervised practice placements decided?

Each student will be asked to rank their top 3 preferred placements along with their reasons for their choices. Student preferences and justifications will be considered when deciding placements, but placements will ultimately be at the discretion of the Supervised Experiential Practice Coordinator.



Are students able to obtain outside employment during the MPH program?

Dedicated students with strong time management skills may be able to handle outside employment during the first 1.5 years of the program. Students are discouraged from working more than 20 hours a week. During the last 6 months of the program, students will not be able to work due to their obligations with the Supervised Experiential Learning rotations.



What if I want to take an extra elective course?

Students are welcome to take an elective course, but this course cannot replace another course within the course plan and must be added to the existing course plan.



Will previous supervised practice hours completed prior to the start of this program be counted?

No. All supervised practice hours must be completed during semester(s) in the MPH program at Northern Arizona University in which students are enrolled in NTS 696 and HS 608.

MPH Contact Information

MPH Program Director

Dawn Clifford, PhD, RDN

Associate Professor

Phone: 928-523-2566

E-mail: Dawn.Clifford@nau.edu

MPH Nutrition Coordinator/ ACEND FEM Graduate Program Director

MPH-Nutrition Advisor and Supervised Experiential Learning Coordinator

Jennifer Hernandez, MS, RDN

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E-mail: Jennifer.Hernandez@nau.edu

Health Sciences Chair

Dierdra Bycura, EdD

Associate Professor

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Department of Health Sciences:

Building 60, Room 437A

<http://hs.nau.edu/>

Telephone: 928-523-8238

Northern Arizona University
MPH Nutrition
Student Handbook

Acknowledgement Statement

This is to acknowledge that I,

(Please print name)

have reviewed and understand the MPH Nutrition handbook and agree to abide by the policies and procedures of this graduate degree program as outlined in the handbook.

Student Signature

Date

This form is to be signed by the student and placed in the student's
academic file.

Northern Arizona University
MPH Nutrition Declaration

Name: _____

NAU ID: _____

Address: _____

Phone Number: _____

Email: _____

I accept responsibility for knowing and meeting all requirements for the MPH Nutrition Degree Requirements listed in the NAU catalog under which I was admitted.

Signature: _____ Date: _____

Please submit this form to the MPH Director.

Appendix A: ACEND-required MPH Nutrition Competencies at NAU

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 Applies 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 system 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 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 B: CEPH-required MPH Competencies at NAU

CEPH Required Foundational Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice*
21. Perform effectively on interprofessional teams
Systems Thinking
22. Apply systems thinking tools to a public health issue