Didactic Program in Dietetics

Handbook

Department of Human Sciences

The Didactic Program in Dietetics at The Ohio State University is currently granted Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (formerly the Commission on Accreditation for Dietetics Education) of The Academy of Nutrition and Dietetics (formerly the American Dietetic Association), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600

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The Ohio State University

College of Education & Human Ecology

Department of Human Sciences

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Dear Dietetics Major:

Welcome to the Didactic Program in Dietetics (DPD) at Ohio State! We are happy to let you know that you have been admitted officially to the dietetic major in the College of Education and Human Ecology. As you know, the DPD from the College of Education and Human Ecology prepares you to become a registered dietitian nutritionist. The curriculum is science-based. It is important that you do well in chemistry, biochemistry, anatomy, physiology, and microbiology, as well as the nutrition and food courses, to succeed in this program and be competitive for a Dietetic Internship.

The following are important things you need to know about your dietetic education and training:

For a student who wishes to become a registered dietitian (RD) there are three steps required by the Academy of Nutrition and Dietetics. They are completion of:

1. A baccalaureate degree and course work that meets the knowledge requirement specified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
2. A supervised practice experience (Dietetic Internship), which meets the performance requirements established by the ACEND.
3. A passing score on the National Registration Examination.

When a student completes the DPD, he/she is expected to apply to a Dietetic Internship. The Dietetic Internship application process occurs twice a year (February and September). Most students apply in February during the spring semester prior to graduation or upon completion of program requirements. A review of former students who have been successful in obtaining Dietetic Internship appointments in the last five years reveals that the successful applicant usually has achieved the following:

* GPA of 3.0 or better (Successful applicants from the classes of 2014 and 2015 had an average GPA of 3.5)
* High quality work and volunteer experience in the dietetics area preferred (e.g., Dietary or Nutrition Aide in hospital or nursing home, volunteer with community nutrition organizations such as Local Matters or Mid-Ohio Food Bank, internship with an RDN, culinary training)
* Evidence of well-rounded involvement in university and extracurricular activities, particularly showing leadership ability/potential (e.g., membership and leadership in Food and Nutrition Forum, Global Nutrition Club, undergraduate research or other nutrition-related organizations)

For students who are not eligible for or are not accepted into a Dietetic Internship, the program’s foundation in food, nutrition, foodservice management, and the life sciences provides the background appropriate for several careers, including foodservice management within institutions and restaurants; food and pharmaceutical sales; consumer relations; education; and extension.

Making regular visits with your academic advisor to plan your program, develop your goals, and evaluate your progress will enhance your success. Please make an appointment with your assigned advisor before scheduling for the next term. As the Director and Coordinator of the DPD, we are very happy to meet with you and discuss your professional development. Other DPD faculty will be able to answer questions about the dietetics and nutrition profession and career roles. All of the faculty in the department participate in the undergraduate program in some way, and are committed to helping you succeed in your academic endeavors. Do not hesitate to seek our guidance. More information about the DPD is available on our website, <http://ehe.osu.edu/human-sciences/undergraduate/nutrition/dietetics/>

Sincerely,

Tonya Orchard, PhD, RD, LD Danielle Musick, MS, RDN, LD Director, Didactic Program in Dietetics Dietetics Program Coordinator

**Introduction**

The DPD Student Handbook has been developed as an informational guide for students majoring in Dietetics. The information herein is intended to supplement other Department, College, and University publications that contain official policies and procedures. Students should read and become familiar with the following:

**OSU Student Policies & Regulations at:** [**http://studentaffairs.osu.edu/resource\_policies.asp**](http://studentaffairs.osu.edu/resource_policies.asp)

The following can be viewed at: [**http://buckeyelink.osu.edu/**](http://buckeyelink.osu.edu/)

**Master Schedule**

**Course Availability**

**Course Bulletin**

**Course Bulletin Listings – All Semesters (Adobe File)**

The Didactic Program in Dietetics (DPD) at The Ohio State University is located in the Department of Human Sciences, College of Education & Human Ecology. Graduates of the Program receive a B.S. degree in Nutrition with a major in Dietetics. The Program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics – ACEND. The Address and phone number of ACEND is 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995
800/877-1600, ext 5400, email: education@eatright.org. Current enrollment of the DPD is approximately 120 undergraduate and special (have a degree and are meeting AND requirements) students.

**Human Nutrition**

A primary goal of the Human Nutrition programs within the Department of Human Sciences is to provide opportunities for students to develop and apply knowledge, understanding, and skills in the areas of human nutrition, dietetics, food, and foodservice management. The Department is committed to education for professionals in these fields. Undergraduate majors are offered in dietetics, nutrition science and nutrition in industry.

The Department is unique in its overall orientation to food and nutrition related to humans and their environment. The Department offers MS and PhD degrees in nutrition. An accredited Dietetic Internship is offered separately.

The Department of Human Sciences website is: <http://ehe.osu.edu>

**Academic Advisement**

Your academic advising is coordinated by The College of Education and Human Ecology (EHE) Office of Undergraduate Student Services (UGSS) (<http://ehe.osu.edu/ugss/>) located in A100 PAES Building.

Academic advising within the Department of Human Sciences is a continual process. Your first conference should occur as early as possible during your first semester in the College. There are EHE Information Sessions for new students each semester, which will provide important information about your major, the department, and registration. You can sign up for these at <http://ehe.osu.edu/ugss/advising-basics/info-sessions/>.

**Department faculty and staff are listed on the Department webpage at** [**http://ehe.osu.edu/human-sciences/directory/**](http://ehe.osu.edu/human-sciences/directory/) **along with their phone numbers, office location, email address, and research interests.**

Planning and scheduling your program is ultimately your responsibility. Fulfilling this responsibility requires contacting your advisor to make appointments for conferences and following the scheduling guidelines outlined in this Handbook. Prior to scheduling your first advising conference, obtain a program sheet from <http://ehe.osu.edu/human-sciences/undergraduate/nutrition/dietetics/> . Using the most current **The Ohio State University Bulletin, Course Offerings**, and current **Master Schedule** (all available at <http://buckeyelink.osu.edu/> ) develop an academic plan for graduation, listing when you will take required courses. Information about the switch to Semesters is also included in this Handbook.

Since the Didactic Program in Dietetics at Ohio State meets the knowledge requirements specified by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students completing the program will not only receive a Bachelor of Science degree in Nutrition with a major in Dietetics, but also a **Verification Statement** indicating that they have completed the Academy of Nutrition and Dietetics knowledge requirements.

Students who complete the DPD are eligible to apply for a supervised practice experience (Dietetic Internship), which meets the ACEND performance requirements. Computerized matching of applicants to Dietetic Internships occurs each April and November.

**Didactic Program in Dietetics: Philosophy and Goals**

**Mission Statement: Human Nutrition,** from <http://ehe.osu.edu/human-sciences/human-nutrition/>

The **Mission** of the Department of Human Sciences is to generate, disseminate, and apply knowledge in the areas of human nutrition, dietetics, food, and food service management to improve the quality of life for individuals, families, and associated organizational systems. Through intensive research, scholarly discourse, and outreach we aspire to become a nationally and internationally recognized model for excellence in research, education, and service. Central to our goals is a strong commitment to learning and the development of new knowledge. To this end, we encourage critical thinking among our students and faculty in an environment of mutual respect.

As part of the restructuring of the College of Education and Human Ecology, the Department of Human Nutrition became part of the newly formed **Department of Human Sciences**. The **mission** of the new **Department of Human Sciences** is to advance and improve the human experience by integrating academics, research, and outreach in the areas of nutrition, human development and family science, consumer science, and kinesiology. We work to identify and promote healthy physical and social behaviors through effective intervention and prevention strategies.

**Mission Statement: Didactic Program in Dietetics,** from

<http://ehe.osu.edu/human-sciences/undergraduate/nutrition/dietetics/>

The **philosophy** of the Didactic Program in Dietetics at The Ohio State University is that the successful dietitian is best prepared through a learning environment which provides comprehensive and intensive preparation of the student to respond to the diverse roles of the practitioner. Broadly educated individuals with strong theoretical training in natural sciences and quantitative skills will be optimally prepared to adapt to the demands of the dietetic profession. The unique **mission** of the DPD at Ohio State is to provide students with a broad, general education and depth in advanced nutrition, medical nutrition therapy, community nutrition, foodservice systems and management.

The DPD mission statement is congruent with the Ohio State, College and Department missions, providing accessible, high-quality education for qualified students who are able to benefit from the scholarly environment within the Department of Human Sciences in which research inspires and informs teaching. The Program faculty shares a strong commitment to excellence in teaching, research and outreach.

The program provides students with the knowledge required as a foundation for supervised practice for entry-level dietitians and to promote life-long professional development through self-directed learning and innovative thinking skills. We celebrate and learn from our diversity, and we value individual differences. The mission of the Ohio State DPD is consistent with the following 2012 Standards of Professional Performance (SOPP) for Registered Dietitians formatted according to the following six domains of professional behavior:

* Standard 1: Quality in Practice
	+ The registered dietitian (RD) provides quality services using a systematic process with identified leadership, accountability and dedicated resources.
* Standard 2: Competence and Accountability
	+ RDs demonstrate competence in and accepts accountability and responsibility for ensuring safety and quality in the services provided.
* Standard 3: Provision of Services
	+ RDs provides safe, quality service based on customer expectations and needs, and the mission and visions of the organization/business.
* Standard 4: Application of Research
	+ RDs applies, participates in, or generates research to enhance practice. Evidence-based practice incorporates the best available research/evidence in the delivery of nutrition and dietetics services.
* Standard 5: Communication and Application of Knowledge
	+ RDs effectively apply knowledge and expertise in communications.
* Standard 6: Utilization and Management of Resources
	+ RDs use resources effectively and efficiently.

**Program Goals.** The Ohio State DPD program goals reflect the DPD mission and are accomplished through activities conducted by the faculty, preceptors and graduates.

**The Goals, Outcomes and Target Measures of the Ohio State DPD are the following:**

1. The program will prepare individuals to become registered dietitians through a sound and comprehensive educational program that will be followed by successful completion of a supervised practice experience and the registration examination.

Outcomes and Target Measures:

* Percentage of enrolled juniors who have declared a DPD major will complete the program within three years.
* Percentage of DPD graduates applying to supervised practice within 12 months of graduation.
* Percentage of students applying to supervised practice programs within twelve months of graduation will be accepted.
* Percentage pass rate for first-time test takers of the RD exam.
* Percentage of graduates not completing dietetic internships that will pass the DTR Registration Exam or be enrolled in a graduate or professional program.
* Percentage of graduates scoring at least Satisfactory in Surveys of DI Directors and Graduate Program Directors.

2. The program will actively recruit a diverse student population of males and females representing a variety of ethnic, cultural and socioeconomic backgrounds, and will maintain diversity within our program, while producing successful graduates.

Outcomes and Target Measures:

* Percentage of students from minority populations.
* Percentage of minority graduates successfully completing a DI and passing the Registration Examination to become an RD.

3. Encourage life-long professional development and involvement, including leadership roles,

 through early exposure to the practice of dietetics and participation in student and

 professional organizations.

 Outcomes and Target Measures:

* Percentage of students joining nutrition and dietetic organizations.
* Percentage of students holding leadership positions in nutrition, student or related professional organizations.

4. The program will encourage an understanding and involvement in cutting edge research and

 scholarship.

* Percentage of DPD students that participate in undergraduate research.

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**DIDACTIC PROGRAM IN DIETETICS ADMISSION POLICY**

The Human Nutrition Undergraduate Studies Committee (UGSC) is responsible for the admission, readmission, and progression of DPD students. The UGSC consists of regular faculty members, including the DPD Director and Undergraduate Studies Chair, as well as invited staff members such as instructors or program coordinators. The chairperson of the committee is a regular faculty member. The DPD subcommittee of the UGSU performs the following functions:

* Review records of all applicants for admission or readmission to the dietetics program on a semester basis and makes recommendations to the UGSC for the selection of students.
* Interviews applicants as needed for admission, readmission, or transfer.
* Review student progression status and make recommendations on student progress within the program.
* Review and uses data on students for examining criteria, policies, and procedures for admission, readmission, and progression.
* The committee functions with an admission quota of 45-50 students established by the dietetics program.
* Applicant records are initially screened by the EHE Office of Undergraduate Student Services for completeness.
* All completed applicant records will be reviewed by the DPD subcommittee beginning the 2nd week of each term.
* Acceptance and rejection letters will be emailed to all applicants as soon as possible after all applications have been reviewed. All efforts will be made to complete the process by the 4th week of each term.

**Admission:**

* All applicants must be accepted by the university and are responsible for determining the completeness of their application.
* Applications are received through the 1st Friday of each term.
* All applicants will not be invited for an interview.
* Students are ranked according to their academic record, completion of program pre-requisites, and any other factors which the committee deems pertinent for consideration.
* The top applicants will be offered admission to the program within the quota of 45-50 students per class.
* Any applicant who is not admitted to the program in a given year may reapply the next term and complete the entire process again.
* Upon completion of the process, applicants will be informed by email and given approximately one week to accept or decline the position.

**Evaluation of Applicants:**

* Applicants are encouraged to meet with an academic advisor and the DPD Director or Dietetics Program Coordinator early in their college career to determine the proper courses and sequencing to increase the probability of their acceptance into the program.
* Applicants are encouraged to complete all of the prerequisite courses prior to applying.
* The best predictor of success in the dietetics program is the completion of and strong performance in the science, food and nutrition courses in the curriculum. Historically, those applicants with above a 3.0 overall GPA and above a 3.0 in the sciences have the best chance of being accepted into the program.
* The applicant may be invited for an interview if the committee has further questions about the applicant’s potential for success in the program or commitment to become a dietetic practitioner.
* Applicants who are transferring from another institution will be evaluated using the same criteria as those applicants from Ohio State.

**Application Process:**

**Admission requirements for the Human Nutrition PRE-major, Dietetics Option**

Students enrolled in another major at The Ohio State University may enter the Human Nutrition PRE-major, Dietetics Option with the following

* 2.50 OSU GPA
* 15 credit hours completed at OSU

Students who are not currently in the pre-major must attend an online information session where they can indicate the desire to switch to the Human Nutrition Major or Pre-Major, Dietetics Option. Information sessions are offered online through Carmen and students can register at <http://ehe.osu.edu/ugss/advising-basics/info-sessions/>

New students to The Ohio State University (transfer or freshman) may indicate the desire to enter the Human Nutrition PRE-major, Dietetics Option in the College of Education and Human Ecology on orientation materials.

**Admission requirements for the Human Nutrition Major, Dietetics Option**

* 2.50 OSU GPA (A competitive OSU GPA will be *at least a 3.0*, because students that graduate with an OSU GPA less than 3.0 are not competitive for dietetic internships.) Admitted students over the last two years had an average GPA of 3.5.
* Completion of the following pre-requisite courses
	+ Math placement M or higher or MATH 1148 or equivalent
	+ ENGL 1110
	+ BIOL 1113
	+ CHEM 1210
	+ CHEM 1220
* Personal Statement between 500 – 750 words and including
	+ Reason for applying to Dietetics
	+ Work, community service, and leadership experiences related to nutrition and dietetics
	+ Professional/career goals as they relate to nutrition and dietetics

**Applications are due by 11:55 pm of the first Friday of every semester.**

Students will fill out the application ONLINE via the following link: <https://tk20.ehe.osu.edu/>. Find the application link on our [website](http://ehe.osu.edu/human-sciences/undergraduate/nutrition/dietetics/). The application is only “live” in the month preceding the start of the semester. An Advising Report (print from Buckeyelink 🡪 Enrollment and Academic History 🡪 Advising Report) printed or available for reference when filling out the application will be helpful in providing needed information for grades in pre-requisite courses, current GPA (i.e. cumulative point hour ratio or CPHR), and total earned hours (“EH” column to on the left of your listed courses).

Applications will be ranked according to OSU GPA (CPHR), grades in prerequisite courses (see above), grades in any additional science and human nutrition courses that have been taken, strength of relevant experience and career goals as discussed in the Personal Statement.

The number of students admitted each semester is limited by the faculty and other resources available to equal a total number of 45 students in each class. Admissions to the Human Nutrition Major, Dietetics Option are decided during the semester in which a student applies (timelines may vary).

Further questions? Contact an Academic Advisor or call 292-9261 to make an appointment.

**Requirements for DPD Program Completion and Verification Statement**

In order to obtain a signed Declaration of Intent form, the student must have documentation that s/he *will meet* the minimum academic requirements for the Didactic Program in Dietetics at The Ohio State University (Advising Report and Degree Audit).

In order to obtain a signed Verification Statement, the student must have documentation that they *have completed* all academic requirements for the Didactic Program in Dietetics at The Ohio State University (official transcript).

Requirements for the Bachelor of Science (B.S.) of Nutrition with the Dietetics specialization include completion of 120 semester hours. Specific course requirements are outlined on the Program Sheet at <http://ehe.osu.edu/human-sciences/undergraduate/nutrition/dietetics/> , as well as a sample plan for completion of the program in four years. For students pursuing a B.S. of Nutrition, requirements for the Verification Statement for the Didactic Program in Dietetics are the same as the graduation requirements for the Bachelor of Science in Nutrition with the Dietetics specialization.

The Didactic Program in Dietetics will provide a Verification Statement of a student meeting Didactic Program in Dietetics (DPD) requirements based on the program the student is using for graduation requirements if the student is continuously enrolled and graduates within five years. If the student cannot finish their studies within this five-year time period, they must comply with the DPD graduation requirements currently in effect. The Department of Human Sciences will not accept course work to meet DPD requirements from any university/college outside The Ohio State University in which a grade of D-, D, or D+ was earned.

In order to receive a Verification Statement from the Ohio State DPD, a minimum of 15 credits from 4000- or 5000- level courses must be completed at The Ohio State University. Nine of the 15 credit hours must come from at least three of the following classes: HUMNNTR 4504 Nutrition Education and Behavior Change, HUMNNTR 4596 Dietetics Seminar, HUMNNTR 4609 Macronutrients, HUMNNTR 4610 Micronutrients and Phytochemicals, HUMNNTR 5611 Medical Nutrition Therapy 1, and HUMNNTR 5612 Medical Nutrition Therapy 2.

Verification Statements are prepared by the DPD Director. For students completing the B.S. Nutrition-Dietetics, Verification Statements are available the week following graduation. In order to receive their Verification Statements, graduates must submit to the DPD Director, an official transcript that includes degree completion, as well as the completed DPD Student Exit Survey. Five signed originals of the Verification Statement are given to each graduate. An original Verification Statement is kept in the DPD files for each graduate. For graduates completing the DPD requirements after completion of another bachelor’s degree, Verification Statements are available the week following completion of the DPD requirements. These graduates must also submit an official transcript that includes completion of all DPD requirements, as well as the completed DPD Exit Survey to the DPD Director in order to receive their Verification Statements.

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**DIDACTIC PROGRAM IN DIETETICS**

**ASSESSMENT OF PRIOR LEARNING POLICY**

The Didactic Program in Dietetics will assess prior learning and grant credit for prior learning in accordance with The Ohio State University policies. The Ohio State University has an established transfer credit policy which is consistent with the Ohio Articulation and Transfer Policy of the Ohio Board of Regents. The policy is available at <http://registrar.osu.edu/transfer_credit/transferCreditPolicy.pdf> . The statewide policy is designed to facilitate the transfer of students and credits from one college or university to another, assure maximum utilization of prior learning, and encourage students to advance as far through the educational system as they can in pursuit of their goals.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) allows dietetic programs to assess and grant credit for prior learning in order to allow flexibility to programs that seek to provide quality dietetics education using innovative methods. Nontraditional students often bring to the classroom knowledge and experiences that have been acquired in settings other than the traditional academic and supervised practice locations, and they may seek to receive credit for the same. The DPD at Ohio State will individualize the didactic experience by taking into account prior coursework and experiential learning and credit for the learning that they have acquired in nontraditional settings. Our goal in assessing prior learning is to evaluate work experience, and the learning acquired in a variety of settings, and match it to the skills and competencies required of qualified registered dietitians serving the public.

The DPD follows the recommendations of ACEND (<http://www.eatright.org/ACEND/content.aspx?id=82>) when giving credit for prior learning:

* Measures output competency not the input by giving credit for the learning that occurs in life experiences.
* Assesses the competence/knowledge learned, not the number of hours spent in the experience.
* Uses the Foundation Knowledge, Skills, and Competency statements to evaluate the level of prior learning.
* Establishes and fully discloses a standard policy and process for assessing and granting credit for prior learning, including provision for appeal.
* Applies the process consistently to all applicants interested in having prior learning considered for credit.
* Seeks documentation or evidence that the student has actually acquired the learning claimed and for which credit is being sought.
* Identifies which competencies have been met when granting credit for prior learning.
* Meets Ohio State standards separate from ACEND requirements, for granting undergraduate level academic credit.
* Uses portfolio-assisted assessment of prior learning in order to ensure overall program quality.

In addition, the DPD uses formal articulation agreements between the Ohio State DPD and dietetic technology programs at Columbus State Community College to facilitate the assessment of prior learning from the education and experience that DTRs have acquired.

# The following Assessment of Prior Learning framework has been adapted from that published by the FOCUS Degree Completion Program at Northwestern College <http://www.unwsp.edu/c/document_library/get_file?uuid=e8cf829c-84c9-41b2-bae0-48673bb4845e&groupId=311509> and from Elderlearning: New Frontier in an Aging Society by Lois S. Lamdin (1997)

**Assessment of Prior Learning Process**

Assessment of Prior Learning (PL) is the process of earning college credit from learning acquired through work, training, volunteer experiences, and other life experiences. The assessment methods used work in concert with coursework to help complete a student’s educational goals. The process measures the quality and level of a student’s experiential learning—that is based on the Kolb Model (<http://www.infed.org/biblio/b-explrn.htm>). The model is described in more detail below. The basic assumption of this model is that learning involves reflection upon experience that allows one to derive concepts or principles that are comparable to those attained in formal educational settings such as a classroom.

* Credit should be awarded only for learning, and not for experience.
* College credit should be awarded only for college-level learning.
* Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
* The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
* Credit should be appropriate to the academic context in which it is accepted.
* Learning must have been acquired after high school to be considered college level.
* The Prior Learning Assessment essay is a part of the portfolio.

**Administrative Context in which the Assessment and Credit Award Occur**

* Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning.
* Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available.
* Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
* All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.
* Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served and in the state of the assessment arts.

An assessment fee will be charged to review the Prior Learning Portfolio.

Assessment fee $75

Credit fee $50 per petitioned credit

Resubmission fee $50 (Revision for content, style or grammatical errors)

**Prior Learning Assessment Portfolio**

Each student is responsible of writing an Assessment of Prior Learning Portfolio. A portfolio is a type of “formal communication, assembled and written by the student to the college, as part of a petition requesting credit for learning outside the college classroom. The portfolio must make its case by identifying learning clearly and succinctly, and it must provide sufficient supporting information and documentation so that faculty can use it, alone or in combination with other evidence, as the basis for their evaluation” (Lamdin, 1997, p. 84.).

Lamdin, L., and Fugate, M. **Elderlearning.** Phoenix, AZ: Oryx Press, 1997.

The portfolio consists of the following three sections:

Section One

* Title page
* Contact information
* Personal learning theme
* Transcripts
* Degree plan

Section Two

* Petition for academic credit
* Copy of course description
* Assessment of PL summary
* **Assessment of PL essay**

Section Three

* Index to documents
* Brief explanation of documents
* Documentation of experiential learning

**Assessment of Prior Learning Essay**

The most critical portion of the Assessment of Prior Learning Portfolio is the Assessment of Prior Learning Essay (PL essay). A PL essay documents the student’s experiential learning and must include the following steps:

* experience upon which the learning is based;
* reflective process used to derive the concepts, insights, or principles;
* integration of the content from step 2 with college level research and theory;
* statement of how the learning has been applied in other settings or could be applied. Credit is awarded to those essays that comply with specific criteria.

**Criteria**

The PLA essay must be based upon learning from an appropriate or approved experience. While learning can occur through many experiences, not all experiences are worth college credit. Typically, the learning should be in an area in which one could take a college course or relate the learning outcomes to such a course.

This makes the process of integrating college level research and theory more likely.

The PLA essay must have proper documentation following the Journal of the Academy of Nutrition and Dietetics procedure for documentation.

Fourth, the PLA essay must strictly follow the Kolb Model and format layout. The Kolb Model consists of four parts: Experience, Reflective Observation, Abstract Conceptualization, and Application. These are described in detail below.

**Experience**

Experience refers to the basic setting and situations in which the learning occurred. The description of the experience(s) should provide a context for the evaluator to understand the circumstances upon which the learning is based. This section should be condensed to reflect the highlights or main themes of the experience.

Excessive detail should be avoided. Generally, two pages should be adequate to describe the experiential background.

**Reflective Observation**

This section is a description of the learning outcomes that are based upon one’s reflections upon the experience. A reflective observation consists of a paragraph that begins with the words, “I learned that…,” followed by a statement of the learning outcome. For example, if one is submitting an essay on counseling, the topic sentence of the reflective observation paragraph might be, “I learned that one’s style of counseling may need to vary with the client’s temperament and situation.” Furthermore, it is not overly simplistic. For example, topic sentences such as, “I learned that people are different,” is too obvious. While this statement is true, it is unlikely that one did not know this prior to the experience. The nutritional implications of these insights should form the basis of the learning outcome. An example of an inappropriate topic sentence for the area of business would be, “I learned that a business needs to make a profit.” It is hard to imagine that one would not know this prior to starting one’s business; therefore, it is not sufficient as a learning outcome. However, one could state, “I learned that the three most important ingredients to making a profit in my market include….” This learning most likely occurred after one began the business and attempted various marketing strategies. Also, as the learning outcome statement is formed, it should anticipate the third section of the PLE that integrates the college level theory and research. One should be able to see that acceptable topic sentences are more general and reflect a higher level of insight. **The topic sentence for each learning outcome paragraph should be** **bolded.**

Once the topic sentence for the learning outcome is presented, the paragraph content should describe the process of reflection and insight that supports the learning outcome. It should not be a description of new or previously stated experience content. The appropriate description is a record of what thoughts, questions, or issues accompanied the experience rather than a restatement of the experience. For example, one could describe observed patterns, similarities and differences or the important and unique aspects of the experience that led to the learning outcome. Even though it is after the fact, the paragraph gives a glimpse into what thinking led to the learning process. For example, using the business learning outcome statement above, one could describe the way information was analyzed for trends, strengths, weaknesses, etc. The paragraph can also describe the concerns or questions that emerged as a result of the reflection.

**Abstract Conceptualization (Integration of College Level Theory/Research)**

In this third section, the writer integrates college level theory and research with the learning outcome statement.

This is actually the most important part of the Prior Learning Essay. Abstract conceptualization is essentially a discussion of the learning outcome in the context of or with support from college level theory and research. College level means that the sources of theory and research would be the same as those used in an upper-level college course. For example, one would not use pop psychology or self-help sources for the theory or research. College textbooks, professional refereed journals, or scholarly books meet the criteria. In some cases, articles obtained from the Internet are acceptable as long as they meet the criteria above.

The first paragraph in this section should relate to the first learning outcome topic sentence from the Reflective Observation section. Next, the paragraph should continue to explain and develop this topic sentence and should clearly relate to the learning outcome described in the Reflective Observation section. This can be done by demonstrating how one’s learning outcome is consistent with the theory or research mentioned from the scholarly source. It is essential that a strong connection between the learning outcome and theory/research is evident.

**Application**

The final section of the PL Essay is a statement of how the learning outcome has been or can be applied. In other words, if learning has occurred, it is expected that it would continue. Therefore, the first paragraph in this section should have a topic sentence that is prescriptive in form and clearly connects back to the first paragraph’s topic sentence in the Reflective Observation section. The application statement should not drift too far from the theory and research foundation. Following the topic sentence, the paragraph should illustrate how the prescription has been applied or could be applied. This should be discussed in very specific detail so that any reader would be able to replicate the application concept.

In summary, the Kolb Model is a four-step process that traces learning from experience to application. One can see that a well-written essay will have a conceptual thread that links the separate sections through the topic sentences. Each paragraph effectively develops the topic sentences. In addition, a well-written essay must follow the specific format described below.

**PL Essay Format**

Most experiences lead to more than one learning outcome. In order to maintain the conceptual thread from experience to application described above, the essay must address each learning outcome in both the abstract conceptualization and application sections. The experience should be described only once.

* Experience
	+ First Reflective Observation
		- First Abstract Conceptualization
		- First Application
	+ Second Reflective Observation
		- Second Abstract Conceptualization
		- Second Application

One experience must result in a minimum of two learning outcomes and may result in a maximum of five learning outcomes.

**APPROPRIATE DOCUMENTATION**

The final thing evaluators look for is appropriate documentation of knowledge resulting from learning experiences. All essays must have documentation. Documentation is the verification of specific learning experiences. The following guidelines give suggestions for this documentation.

1. **Documentation of Professional Experience:**

*Acceptable*

* employment records
* awards
* letters of commendation
* letters of corroboration from supervisors, peers, clients
* congratulations on high performance
* promotion evaluations
* evidence of promotion
* evidence of suggestions adopted
* samples of work produced
* membership in professional or trade organizations
* scores on licensing exams
* bills of sale
* rating forms
* work samples

*Unacceptable as documentation but may be included for clarification:*

* explanation of ranking, rating, or classification system in company or organization
* performance standards
* membership requirements
* job descriptions
1. **Documentation of Community Service Activities:**
* commendations
* awards
* newspaper and magazine clippings
* letters of corroboration from co-volunteers, clients served, or supervisors
1. **Documentation of Special Accomplishments:**

Works of art should be submitted in an appropriate visual form

* books published
* pictures painted
* music written
* patents obtained
* mementos from countries lived in and traveled to
* machines designed
* exhibits produced
* presentations/speeches given
* programs from presentations
* writing samples
1. **Using Letters as Documentation:** Letters can be used for verifying learning outcomes. When students ask someone to write a letter of verification, they should provide explicit instructions as to what the letter should contain. Students should use the following guidelines in requesting letters of verification:
* The individual writing the letter must know the student and have first-hand knowledge of the experiential activity that the student has cited in the Learning Experience Essay.
* The author of the letter should state clearly the nature of the relationship with the student.
* The letter should be written on the official letterhead stationery of the company or organization with which the author is associated.
* The content of the letter should focus on the duties, responsibilities, tasks, or activities which were inherent in the experience under consideration. In addition, the letter should tell the context of the experience—the who, what, when, where, why, and for how long.
* A special accomplishment resulting in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while developing the product. The student should make it clear to the author that the letter to be written is one of verification, not recommendation.
1. **RESOURCES:** The student is required to include in the learning experience essay any books read or other references used in the past which have added to understanding. Be sure to include the title and author, especially if the author's ideas are discussed. Discuss why that resource was chosen and how it was used.

**PETITIONING FOR CREDIT**

Essays evaluated for credit need to include a Course Substitution Petition Form. A petition form is available online at <http://ehe.osu.edu/students/ugss/downloads/course-sub-petition.pdf> the back of this booklet. Forms are also available online at [www.nwc.edu/focus/student.php](http://www.nwc.edu/focus/student.php).

**EVALUATION:**

**Faculty evaluation of Learning Experience Essays**

Learning Experience Essays that meet the basic standards are sent to the faculty of that discipline for evaluation. The evaluators review the essays submitted and may recommend the credit requested, recommend partial credit, request additional development and/or verification, or deny credit. In the latter two cases, the evaluator explains the additional work requested or the basis for denial. The evaluator may change the department and/or course title on the petition if another department or course is more appropriate for the student's learning. Recording of credit and notification of student is completed by Student Academic Adviser. The essay is returned to the student after the credit has been awarded.

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### HUMAN NUTRITION

### PROGRAM ACTION POLICIES AND PROCEDURES

### Program Action and Academic Action

#### Program Action. Program action applies to students who are in the Human Nutrition pre-major or Nutrition pre-major. Students can be placed on **program probation** or **program dismissal** based on poor academic performance.

**Program Probation.** Human Nutrition and Nutrition pre-majors with an OSU GPA below 2.5 will likely be placed on academic probation after the end of the semester. Conditions can include:

* Locking the student's access to their schedule so that they are unable to add or drop courses.
* Limiting course load to no more than 15 credit hours/semester.
* Meet with an advisor to discuss scheduling options.
* Submitting a list of specific courses and course sections to an advisor by email so that the advisor can add these classes to the student's schedule. The student is encouraged to include alternative sections or courses in the event any of the courses on the list are full.

#### Program Dismissal. Students, who have been placed on program probation for at least one semester without showing academic progress, may be placed on Program Dismissal. The decision to place a student on Program Dismissal is made on a case-by-case basis. The student's records are reviewed and the student is not permitted to add classes until they have switched to another OSU undergraduate program. Students who have been placed on Program Dismissal can schedule an appointment with a Human Nutrition advisor (292-9261) or Exploration advisor (292-0646) to discuss other program options.

#### Academic Action. Academic Action differs from Program Action and applies to both pre-major and major students who are in Nutrition or Human Nutrition. Students whose OSU cumulative GPA is below 2.0 can to be placed on **Academic Warning**, **Academic Special Action** or **Academic Probation**. At the conclusion of each semester, the status of students in academic difficulty is reviewed by the Assistant Dean in Undergraduate Programs and Services. Advice from faculty members and academic advisers is considered during review. Students are notified in writing of their status based on the following policies:

**Academic Warning:** A student will be placed on Academic Warning if the student has 1-14.9 Deficiency points. A student can remain on Academic Warning no more than two semesters without showing satisfactory progress. After a second semester of warning, if progress is not shown, a student will be placed on academic probation through special action.

**Academic Probation:** A student will be placed on Academic Probation if the student has 15 (or more than 14.9) deficiency points. Each semester, when satisfactory progress is shown, Academic

Probation is extended for another semester to allow a student the opportunity to continue to demonstrate academic progress. Each semester, if progress is unsatisfactory, the student's case will be reviewed for possible Academic Dismissal. If there are extenuating circumstances which the student would like to have considered the student should notify the Assistant Dean, Undergraduate Programs and Services before the semester ends.

**Academic Probation by Special Action:** A student will be placed on Academic Probation by special action if he/she has less than 15 deficiency points and is found to be making unsatisfactory academic progress toward the degree. For example, if a student has a history of being on warning and/or probation; or if a student earns a significant number of deficiency points in one semester, he or she may be placed on Academic Probation by Special Action. Consequences for the student on Academic Probation by Special Action are identical to those for students on regular Academic Probation.

**Academic Dismissal:** Academic Dismissal decisions are made by the Assistant Dean, Undergraduate Programs and Services, when a student has been on Academic Probation for one semester or more and unsatisfactory progress is shown. A student must be on Academic Probation to be subject to Academic Dismissal from the university.

**Return of Fees:** If you have already paid fees for next semester, your fees will be automatically returned to you in full with a processing fee. Requests for refund of prepaid residence and dining hall fees should be sent directly to the OSU Housing Office, 350 Morrill Tower, 1900 Cannon Drive, Columbus OH 43210.

**Reinstatement:** A student may be reinstated after a lapse of three semesters following academic dismissal, provided the current university procedures permit this. The student must submit a petition for Reinstatement to the Assistant Dean, Undergraduate Programs and Services early in the semester prior to the semester Reinstatement is desired. There is no limit to the number of times a student may apply to be reinstated. If reinstated, a student must make satisfactory progress\* each semester and will remain on academic probation until a 2.0 cumulative GPA is attained.

**Dismissal Appeal Procedure:** Formal appeals must be submitted in writing and will be reviewed by the Dean or designee, the Assistant Dean, Undergraduate Programs and Services, and Academic Program Coordinator within 7 working days of its submission. Upon request, the student may also present the case in person. If desired, the student may be accompanied by a university staff member who will provide counsel and support. The student shall be notified by phone, if possible, and in writing within 14 calendar days of the date of the appeal review. Any decision rendered within the College (e.g. College of Education and Human Ecology) is considered final.

**Satisfactory progress:** For students on either Academic Warning or Academic Probation, satisfactory progress includes both of the following items: A minimum semester grade point hour of 2.30 must be achieved and courses taken must be approved by a Human Nutrition adviser and be related to the declared major.

**Scheduling for Students on Warning and Probation:** Pass/Non-Pass is not an option for a student with a cumulative point-hour ratio below 2.0. Incomplete grades are not allowed. Students on Academic Probation must secure registration permission from their academic adviser and be unlocked by staff members in the Undergraduate Office, 201 Campbell Hall, to register for the next semester.

Academic Review and Notification to Students: The status of students in academic difficulty is reviewed at the conclusion of each semester by the Assistant Dean, Undergraduate Programs and Services. Students are notified of the decisions in writing within 14 calendar days of the date of the committee review. All decisions are considered final unless formally appealed to the Assistant Dean, Undergraduate Programs and Services.

**Academic Assistance:** If a student would like to have the opportunity to increase his/her grade point average, The Walter E. Dennis Learning Center (formerly Academic Learning Lab) (WEDLC) in the Younkin Success Center (1640 Neil Ave) can be utilized. The WEDLC offers a five-credit, letter-graded course (Ed P&L 259) offered in multiple sections every semester. The student will learn strategies for learning from lecture and from text, preparing for exams, writing papers, overcoming procrastination, building self-confidence, and managing time and life in college. Students who completed Ed P&L 259 earned GPAs for that semester that were .73 higher than the cumulative GPA they had upon entering the course. The WEDLC also offers individual consultation services on a walk-in basis. Students can meet with a learning specialist, take the School Strategies Scale (SSS) to assess their current status, work through interactive materials on the computer that you and your learning specialist decide are appropriate, and use some of the new computer tools to help you complete your course assignments and study for tests. Please contact The Walter E. Dennis Learning Center by telephone at 688-3967, email at **staff@all.successcenter.ohiostate.edu**, or ask your academic adviser. Visit their website at [**http://all.successcenter.ohio-state.edu**](http://all.successcenter.ohio-state.edu).

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### HUMAN NUTRITION

### STUDENT GRIEVANCE POLICIES AND PROCEDURES

### Student Grievances

Resolution of grievances about academic problems or complaints about faculty, such as violations of university requirements, incompetence and misconduct, begin first with speaking with the faculty member or instructor. If the difficulty is not resolved, the student may make an appointment with the Department Chair. If satisfactory resolution does not occur after this meeting, the student may take the grievance to the Dean of the College of Education and Human Ecology, and if necessary, the Executive Vice President and Provost. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department. Specific procedures are outlined in Faculty Rule 3335-8-23, which is available at <http://senate.osu.edu/rulesbook.pdf>.

#### Notice of Opportunity to File Complaints with the Commission on Accreditation for Dietetics Education

Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to the Accreditation Council for Education in Nutrition and Dietetics (ACEND, formerly the Commission on Accreditation for Dietetics Education). However, the ACEND does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. Where a complainant has threatened or filed legal action against the institution involved, ACEND will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

A copy of the accreditation/approval standards and/or ACEND’s policy and procedure for submission of complaints about programs is available at <http://www.eatright.org/ACEND/> and may be obtained by contacting the Education and Accreditation Team at The Academy for Nutrition and Dietetics at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995 or by calling 1-800-877-1600.

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**Transition to Semesters**

As The Ohio State University moves to the semester calendar, the [Pledge to Students](https://maverick.hec.ohio-state.edu/exchweb/bin/redir.asp?URL=http://oaa.osu.edu/conversion_pledge.html) reassures students that their academic progress will be protected as we make the shift. The [Transitional Advising Plan (TAP)](https://maverick.hec.ohio-state.edu/exchweb/bin/redir.asp?URL=http://www.google.com/url?q=http://registrar.osu.edu/sishelp/ja_tap.pdf%26sa=U%26ei=4bkmT9X0DorWtge6gJ2sAg%26ved=0CBYQFjAJ%26client=internal-uds-cse%26usg=AFQjCNGeyTvIc7EGoXpF3Of3K-yFGBsH3A) is a tool that students should be using to ensure this process. Ohio State is intent on minimizing any negative impact that the transition could have on students. It is important to maintain a strong line of communication between students and their advisors.

**Important semester calendar reminders.**

* A **calendar showing academic years 2012-13 through 2016-17** may be found at <http://registrar.osu.edu/staff/bigcal.asp>.

Student & Professional Organizations and Activities

Students in Dietetics are encouraged to participate in Department, College and University organizations, activities, and government activities, as well as those in the community, and especially in nutrition-related activities.

**Human Nutrition Student Activities**

All nutrition students are expected to join the department student organization, **Food and Nutrition Forum** (FNF) and the **Global Nutrition Club** (GNC). The FNF organization promotes professionalism in the areas of dietetics, nutrition, and health care. FNF holds regular business meetings, professional speaker programs, makes frequent field trips to professional meetings and places of business, and coordinates National Nutrition Month educational activities at Ohio State.

Find more information about FNF at:

Facebook Group Page: [www.facebook.com/groups/227476097311463/](http://www.facebook.com/groups/227476097311463/)

Advisor: Dr. Tonya Orchard

OSU Organization Page:

<http://ohiounion.osu.edu/get_involved/student_organizations/directory?org_id=2092>

The purpose of the Global Nutrition Club is to bring students with a common interest in Global Nutrition together and provide them with: -research and educational opportunities, including monthly student/faculty presentations -outreach and volunteer activities to better themselves and the world around them -raising awareness to the public about global nutrition issues -collaboration with organizations concerned with world hunger and malnutrition.

Advisor: Dr. Sanja Ilic

Facebook Group Page: [www.facebook.com/groups/275609562456531/](http://www.facebook.com/groups/275609562456531/)

OSU Organization Page: <http://ohiounion.osu.edu/get_involved/student_organizations/directory?org_id=3936>

Dietetic students are also encouraged to become student members of **The Academy of Nutrition and Dietetics** and the **Columbus Dietetic Association (CDA)**. All current Academy student members receive many benefits and opportunities such as mentoring resources, participation in the Student Advisory Committee, becoming a Student Liaison and much more. Membership in the Academy also provides eligibility for Academy Foundation scholarships that can be used to support your undergraduate dietetic education or your dietetic internship. Join the Academy at <http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8141>

**Columbus Dietetic Association**

A membership application for CDA is included in this packet. Student membership in CDA is available for $10.00/year. Member benefits include information about monthly meetings and speakers and other local dietetic information and activities; listing in the CDA Directory; networking with local dietetic professionals; eligibility for the annual CDA student scholarship. The dietetic faculty from the Department, as well as students from other dietetic programs in Central Ohio, regularly attends CDA meetings. The CDA student scholarship competition is held in the Spring with an application deadline in April.

**Membership and active participation in these professional dietetic associations is an excellent way to demonstrate your commitment to the profession and your leadership potential, characteristics looked for on Dietetic Internships applications.**

 **JOB OPPORTUNITIES IN DIETETICS FOR STUDENTS**

Work or volunteer experience in a clinical nutrition environment is strongly encouraged for students applying to dietetic internships. Dietetics students familiar with daily operations within clinical foodservice and nutrition operations tend to be the most competitive applicants for dietetic internships.

**Positions**:

|  |  |
| --- | --- |
| Dietary Aide | Tray prep & delivery; assist patient w/ menu selections (etc) |
| Dietary Clerk | Check menu w/ diet prescriptions; computer analysis of menus, inventory (etc) |
| Supervisor/Manager | Supervise food prep staff |
| Dietetic Technician, Registered | Assists dietitian (requires 2 or 4 yr degree in dietetics)  |

**Hospitals in the Columbus Area**:

|  |  |
| --- | --- |
| OSU Wexner Medical Center | \*Students should apply online (<http://medicalcenter.osu.edu/careers>) to any “Student Assistant” position within the Nutrition Services, then email Jenny Geruntino notifying of application. Jenny.geruntino@osumc.edu\*Contact Mike Folino if you are interested in nutrition and industry.Mike.folino@osumc.edu General Contact Information: 293-4995 (for medical center employment inquiries) 293-8653 OR jane.federer@osumc.edu (for all medical center volunteer opportunities) |
| OSU Hospital East | Sheila.reckner@osumc.edu (Sheila Reckner; Asst Director Patient Food Service)General Information:257-3989 (Dietary Dept.) |
| Arthur G. James Cancer Hospital | 293-4663 (volunteer)<http://cancer.osu.edu/waystogive/volunteering/pages/index.aspx>  |
| OSU Ross Heart Hospital | \*Use General Contact Information for OSU Wexner Med Center listed above for employment & volunteer opportunities |
| Nationwide Children’s Hospital | 614-722-1519 (Kathy Grover; Food Service Director)614-722-3635 or Volunteering@NationwideChildrens.org (volunteer)For more information:<http://www.nationwidechildrens.org/college-volunteers>  |
| Riverside Methodist Hospital | 614-566-4757 (employment) 614-566-5313 (volunteer) |
| Grant Medical Center | 614-566-4757 (employment) 614-566-9399 (volunteer) |
| Doctors Hospital | 614-544-1016 (employment) 614-544-1056 (volunteer) |
| Grady Memorial Hospital | 740-615-1334 (volunteer) |
| Mt. Carmel East | 614-234-6226 (employment) 614-234-6658 (Alyssa Fry; Volunteer) |
| Mt. Carmel St. Ann’s | 614-898-4090 (employment) 614-898-4097 (volunteer) |
| Mt. Carmel West | 614-234-2108 (employment) 614-234-5260 (volunteer) |

\*Continued on next page

**Nursing Homes/Long-Term Care Facilities in the Columbus Area**:

|  |  |
| --- | --- |
| Emerald Crossing | 614-336-3677 (Charles Dickerson, manager) |
| First Community Village | 614-487-3990 (Ask for Human Resources) |
| Forum at Knightsbridge | 614-451-6793 (Chelsea Shaefer, RD, LD) |
| Friendship Village of Dublin | 614-764-1600 |
| Heinzerling Development Center | 272-8888 (Midge Dunaway; Director of Volunteers) |
| Summit’s Trace | 614-252-4987 |
| Wesley Glen Retirement Community | 614-396-4824 (Lisa Wolfe; lwolfe@mecsrc.com)  |
| Whetstone Gardens & Care Center | 614-457-1100 ext. 1123 (Kathy Crabb, RD, LD, Director of Dining Services) |

For information concerning available part- or full-time positions, as well as volunteer opportunities, contact these facilities or the individuals listed. In addition, be sure to look at the facilities’ websites for online job postings, as the majority of employers require applications to be completed electronically. If you call a facility without a contact person, ask for the Dietary Department or Human Resources. The following is an example of how to introduce yourself and ask about positions when you call:

*“My name is and I am currently a nutrition/dietetic student at The Ohio State University. I am calling to inquire if there are any positions available for students in the dietary department at this time. Could you help me with this or direct my call to someone that would know about available positions? Thank you for your help.”*

*“My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am currently a nutrition/dietetic student at The Ohio State University hoping to gain more practical experience within a clinical nutrition and foodservice setting. I am calling to let you know that I submitted my application for the dietary/nutrition aide position posted online. I look forward to hearing back from you about the position.”*