APPLIED NUTRITION

Program Handbook

Updated August 2013
MISSION STATEMENT

Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

Supporting Key Concepts

Catholic

Canisius is an open, welcoming university where our Catholic faith and traditions are vitally present and operative. Rooted in the Catholic intellectual tradition, Canisius cultivates human knowledge for the benefit of Church and society.

Jesuit

Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person and service to humanity. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning and Student Engagement

Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform the mind and spirit. Our undergraduate core curriculum enriches students’ academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Leadership

Benefitting from academically rich, values-based experiences in their interactions with faculty, staff, and community, students learn responsible leadership and develop their ability to inspire others to achieve excellence. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities.
APPLIED NUTRITION PROGRAM

The coursework for this program can be completed entirely online. This program is approved by the New York State Department of Education.

Canisius’ programs are accredited by the Middle States Association of Colleges and Universities and are organized using a School of Education and Human Services Conceptual Framework. As part of this accreditation and organization, candidates are assessed across a series of program-wide common assignments and other instruments. Periodically, Canisius presents data demonstrating the proficiency of program participants. The common assignments and other instruments are designed with specific criteria in mind. The following pages discuss the Conceptual Framework that governs all programs at Canisius and sets forth Learning Goals that will be met as well as the standards and indicators as guided by the Middle States Association of Colleges and Universities.

ALIGNMENT OF COURSE ASSESSMENTS

The faculty member for each course will provide a course syllabus that identifies the requirements for the class. Each syllabus will identify content and tasks aligned with the Learning Goals and Objectives.
Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- **Cura personalis**, concern for individuals, and desire to educate the whole person;
- **Magis**, or seeking the greater good, striving for excellence and desire to have our candidates reach one’s full potential;
- Sharing one’s gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, being a reflective learner and educator striving for ethical decision-making and mindful creative solutions to today’s issues in education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively" (p. 8).

**Mission**

**Mission Statement of the School of Education and Human Services**
The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

**Goal Statement**

Candidates in the SEHS will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards (New York State and Middle States). Candidates will also demonstrate proficiencies with indicators articulated by the Specialty Professional Association (SPA) of their discipline.

**Candidate Proficiencies**

The successful Canisius College graduate will demonstrate proficiency in the knowledge, skills
and dispositions delineated by the standards outlined by their program and the Middle States Association of Colleges and Universities.

**Assessment System**

The School of Education and Human Services’ assessment system utilizes four transition points that are common to all programs at the undergraduate and graduate levels. The unit assessment system serves to evaluate performance of the SEHS, its programs and candidates, relative to the conceptual framework, institutional, state, national, and professional standards. A detailed description of the SEHS assessment system may be found at:


**Theoretical Framework**

**KNOWLEDGE**

Programs in the Canisius College SEHS provide candidates with the content, pedagogical, and professional knowledge, skills, and dispositions necessary for quality performance in their field. These fields include education, counseling, educational leadership, health, applied nutrition, and physical education. Canisius has made a college-wide commitment to equipping candidates with the knowledge to use technology effectively to enhance learning.

Professional development schools are partners in an expanded and purposeful learning community. The SEHS is jointly committed to, and mutually benefits from, improving educational outcomes for P-16 students. In the spirit of *cura personalis*, our candidates, faculty, and partners strive to foster relationships that positively impact students in the schools, the College, and the community. In caring for personal relationships, human dignity and individual differences are acknowledged and valued.

Through their coursework, field experiences and clinical practice, candidates will be prepared and supported by college faculty and school partners to engage in self-directed inquiry, problem-solving, critical thinking, and discourse as well as reflection on real world situations.

Cochran-Smith and Lytle (1999), in their detailed account of prevalent underlying conceptions of teacher learning, propose an inquiry stance that acknowledges the complex relationships between theory and practice that are at the center of teacher preparation. They conclude that content knowledge and pedagogy are linked to very basic questions and emphasize that individuals must face such questions, as "local knowledge" that evolves from problem solving and leads to "knowledge of practice". They state:

...constructing local knowledge is understood to be a process of building, interrogating, elaborating, and critiquing conceptual frameworks that link action and problem posing to the immediate context as well as to larger social, cultural, and political issues. Implicit in this process is a set of questions that function as lenses for seeing and making sense of practice broadly construed: Who am I as a teacher? What am I assuming about this child, this group, and this community? What sense are my students making of what is going on in this classroom? How do the frameworks and research of others inform my
own understandings? What are the underlying assumptions of these materials, texts, tests, and curriculum frameworks, and school reporting documents? What am I trying to make happen here and why? How do my efforts as an individual teacher connect to the efforts of the community and to larger agendas for school and social change?

The acquisition and application of the knowledge, skills, and dispositions required to meet college, local, state and national professional standards are recursive as illustrated in our symbol of infinity. These dispositions embrace the charisms, or values of Jesuit educational philosophy.

**SERVICE**

Candidates in the SEHS are provided with a variety of service opportunities to enable them to learn from populations that are ethnically, racially, culturally, religiously, and intellectually diverse. Service learning opportunities embedded in the academic program are intended to “emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth” (Kendall, 1990, p. 20).

Service initiatives within candidates’ course work provide them with a healthy forum of exchange among their classmates and professors. This model has been shown to increase the value of the experience for the student and enhance the relationship between the academic material and the service experience (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Astin, Vogelgesang, Ikeda, & Yee (2000) have demonstrated that service participation positively effects important outcome measures including GPA, critical thinking skills, a commitment to activism and the promotion of racial understanding, leadership activities, interpersonal skills, choice of a service career, and plans to participate in service after college. Other benefits include the development of citizenship skills and a higher regard for social responsibility and diversity (Keith, 1994).

Throughout their coursework, field experiences, and clinical practice candidates are encouraged to seek academic excellence for them and for the students they teach. During their programs of study, candidates engage in and promote authentic learning experiences, support the social and emotional development of students, and demonstrate a commitment to social justice in environments that foster a culture of care, respect for diversity and the dignity of all.

Through careful placement in field-based practica secured in collaboration with the college and its professional development schools and other partners, our candidates learn to plan, act, reflect upon and revise curriculum and service projects. Under the guidance and mentorship of field-based professionals who model the knowledge, skills, and dispositions required to ensure equity in education, our candidates develop the skills and sensitivities necessary to promote social justice and cultivate an appreciation for diversity.

Service provides opportunities for our candidates, faculty, and community partners to actively live out, and share the knowledge, skills, and dispositions gained in the classroom. In building relationships beyond the classroom, one can seek the greater good (magis) in service to others, supporting the potential, and uniqueness of people.
PROFESSIONALISM

The SEHS seeks to promote a high level of professionalism and to share a mutual commitment to achieve the objectives of all partners.

Candidates benefit from the acquisition of self-reflection as a habit of mind, continuously assessing and refining their professional practice (Schon, 1983) as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective candidate and/or counseling instruction and assessment, ensuring that all students and/or clients have optimal opportunities to learn and grow (Schein, 1973).

In the context of coursework, community based research and practice, faculty model and nurture the dispositions required for candidates to develop projects, learn with and from others, form a professional network of colleagues, and assume positions of responsibility.

Course work continuously presents research bases for theories and practice and develops candidates’ visions of ways in which they can contribute to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate’s professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.

Bridging theory to practice, candidates are integrated into authentic environments and provided “with real responsibilities, the opportunity to make decisions and to develop skills, to analyze student needs and to adjust practices using student performance data while receiving continuous monitoring and feedback” from faculty and p-12 mentors.(p10, BRR). Field experience and clinical practice embedded throughout the preparation program provide opportunities for candidates to become contributing and collaborative members of learning communities, and a variety of contexts in which the candidate can develop complex analytical and practical skills (p. 10 BRR) Candidates understand that their decisions, actions, and reactions are context dependent and student/client driven. As professionals, they involve colleagues, parents and the community in the responsible care and development of each participant.

Candidates are encouraged to embark on a lifelong commitment to their profession. They are encouraged to join professional organizations and actively participate in professional conferences and research (Donoahue, 1996; Patterson, 1996; Patterson, Santa, Short, & Smith, 1993). As professionals in their fields, Canisius College candidates will internalize the processes of reflective practice, and utilize multiple sources of information to inform educational decision-making that meets the needs of the individuals and communities in which they are engaged. Effective leaders, make these ethical choices in a spirit of cura personalis, when perhaps less socially responsible decisions might be easier.

Effective instructional planning demonstrates the candidate’s ability to integrate outcome based, state, national, and professional standards in their instruction. Assessment driven instruction is evidenced in classroom practice.
LEADERSHIP

Candidates become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community (Borich, 1996). Candidates accept that, as professionals, they are responsible for the long-term social and ethical implications of their performance and decision-making. The unit recognizes that the professionals it prepares for the future must be able to effectively use technology, analyze situations, set appropriate and attainable goals as well as plan and monitor actions that will lead to the accomplishment of these goals. They must be able to efficiently evaluate results, reflect on outcomes, and use their conclusions to improve practice. Throughout this activity candidates must maintain the standards of professional conduct (Fullan, 1990).

Through coursework, field experiences and clinical practice, candidates learn that education reform is ongoing and best accomplished by committed and well-informed practitioners (Porter & Brophy, 1988). Course work continuously presents research bases for theories and practice and develops candidates’ vision of themselves as change agents responsible for contributing to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate must be prepared as a leader whose professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.

REFERENCES


Patterson, L. (1996). *Reliving the learning: Learning from classroom talk and texts.* In Z. Donoahue, M. A. Tassell, & L. Patterson (Eds.). *Research in the classroom.* Newark, DE: IRA.

Patterson, L., Santa, C., Short, K., & Smith, K. (1993). *Teachers as researchers: Reflection and action.* Newark, DE: IRA.


PROGRAM LEARNING GOALS AND OBJECTIVES

The degree programs offered at Canisius College are accredited by the Middle States Association of Colleges and Universities. Middle States sets forth a requirement that programs must establish learning goals and objectives for the programs, and identify how students are assessed according to these learning goals and objectives.

As discussed earlier, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Conceptual Framework is used to identify program learning goals and the Middle States Association of Colleges and Universities Standards are used to identify program objectives. The program objectives are broad, but they are refined in each course as appropriate for the course content. The syllabus for each course provides detailed Learning Goals and Objectives and shows how the proficiency of students will be assessed in each course.

Learning Goal 1 (KNOWLEDGE – Observed in Writing): Candidates in the Applied Nutrition program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will have the opportunity to:

Demonstrate an understanding of the physiological principles as they relate to health/nutrition status and exercise performance. [1.1]

Demonstrate an understanding of the psychological principles that relate to behavior change, exercise performance, and overall health. [1.2]

Understand and demonstrate a working knowledge of nutrition, physiology, and the complex factors that influence health and disease. [1.3]

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions): Candidates in the Applied Nutrition program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

Understand and evaluate educational programs and prevention and treatment interventions toward improving the health status of target population groups. [2.1]

Acquire the skills necessary to interpret, evaluate and/or conduct applied nutrition/fitness research or programming. [2.2]

Prescribe and/or create safe and effective exercise for a variety of populations, including healthy clients and special populations. [2.3]
Learning Goal 3 (SERVICE): Candidates in the Applied Nutrition program will demonstrate willingness to use their skills to benefit and serve society. Within contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will have the opportunity to:

Understand the ethical principles of respect for persons, beneficence, and justice, both within the context of research and within the larger context of professional practice, media, and policy. [3.1]

Promote understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the local community, and show utility of such resources in developing health promotion and disease prevention programs to benefit society. [3.2]

Learning Goal 4 (PROFESSIONALISM): Candidates in the Applied Nutrition program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of sound evidence-based knowledge, skills, and attitudes for effective performance ensuring that all patients, clients and/or consumers have optimal opportunities to learn and grow.

Students will have the opportunity to:

Demonstrate an understanding of research design including consideration of ethical issues and the appropriate use of statistics as a tool for evaluating data and drawing inferences. [4]

Learning Goal 5 (LEADERSHIP): Candidates in the Applied Nutrition program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on patients, clients, organizations, and the community at large.

Students will have the opportunity to:

Understand and evaluate potential moral and legal consequences of decision-making relative to the health and welfare of patients and clients. [5.1]

Understand, anticipate, and assess emerging trends and initiatives in order to promote best practices in health care and effective educational strategies with the goal of improving the health and well being of patients, clients, and the community at large. [5.2]
PROGRAM FORMAT

All of the courses for the Applied Nutrition Masters Program and certificate programs are completed online, with the exception of the Business Track coursework which is on campus. The courses in the online program are facilitated through the Virtual classroom called Angel. The landing web page for this system is https://angel.canisius.edu/default.asp.

PROGRAM COURSE REQUIREMENTS

MS in Applied Nutrition

To be admitted to the program, the prospective student must have successfully completed a Bachelor’s degree from an accredited institution and meet the following requirements:

1. Graduated in good standing with a minimum 3.00 GPA. Experience and professional background will be taken into consideration.
2. Hold current licensure as a Registered Dietitian or
3. Provide evidence of sufficient college-level coursework in the areas of anatomy, physiology, biochemistry, and microbiology. Students that do not possess the appropriate preparation for admission into this program may be directed to specific undergraduate coursework as a condition to being considered for admission.
4. Provide a statement of purpose – explaining the motivation for pursuing the M.S. in Applied Nutrition at Canisius College.
5. Two letters of recommendation.

In addition, students pursuing the Business and Entrepreneurship track must provide proof of being either an R.D. or hold existing licensure as a healthcare professional.

Core Requirements (24 credit hours)
ALH 531  Applied Statistics for Health Professions
ALH 507  Clinical Health Behavior Change
ALH 631  Research Methods in Allied Health
ALH 503  Medical Nutrition Therapy
NTR 505  Advanced Nutrition
NTR 603  Nutrition Seminar
ALH 689  Master’s Project/Thesis

In addition to core requirements, candidates select three courses (9 credit hours) from one of the following specialty tracks to complete the master’s degree. For certificate only, candidates complete the six required courses (18 credit hours) in Specialty Track I or II. Specialty Track III cannot be completed for certificate only.
Specialization Areas (9 credit hours each):

**Specialty Track I: Obesity and Eating Disorders**
ALH 501  Health Promotion/Disease Prevention  
NTR 510  Adult and Pediatric Obesity  
NTR 512  Eating Disorders in Children and Adults  
NTR 612  Sociology of Nutrition  
NTR 625  Health Communications in Nutrition  
Guided elective (Selected with advisor)

**Specialty Track II: Fitness and Sports Nutrition**
ALH 520  Exercise Prescription  
ALH 522  Fitness Psychology  
ALH 582  Functional Conditioning (Note: this course requires an on-campus component)  
ALH 622  Sports and Fitness Nutrition  
NTR 536  Exercise Physiology  
Guided elective (Selected with advisor)

**Specialty Track III: Business and Entrepreneurship in Nutrition**
COM 616  Fundraising for Non-Profits  
MBA 504  Economics for Managers  
MBA 506  Marketing Solutions  
MBA 606  Entrepreneurship  
NTR 610  Accounting  
Guided elective (Selected with advisor)

Note: ALH 502  Nutrition may be required for non-Registered Dietitian (RD) or Dietetic Technician, Registered (DTR) students. The course will count as an elective within a specialty track.

**COMMON ASSIGNMENTS**

Each course has one or more program common assignments for which Canisius collects and displays assessment data. Canisius uses this information to demonstrate the proficiency of our students for each common assignment and for the program overall. Each assessment is aligned with the Conceptual Framework through the Learning Goals and Objectives. The Applied Nutrition Program is accredited by the State of New York and the Middle States Association of Colleges and Universities. Faculty members will identify a specific assignment within each of their courses to be considered the “common assignment.”

Each faculty member will identify on each syllabus which assignment within their course is considered the “common assignment.” It is the responsibility of the faculty member to gather assessment data from their respective courses and report such data to the School of Education and Human Services as per instructions. Individual student information will not be identified to maintain confidentiality. Faculty may also choose to consider this assignment as part of the final course grade calculation.
CANDIDATE CONCERNS PROCESSES AND PROCEDURES

The professor, advisor or candidate may request an informal meeting at any time in order to address any concern(s) regarding the candidate’s academic or professional behaviors. Possible solutions can be explored and enacted without additional process or procedures. Throughout the candidate concerns process and up to dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns not addressed in an informal manner.

If a candidate:

a. fails to meet any of the criteria listed in the four transition points, or
b. fails to meet critical course expectations, or
c. fails to act in an ethical, mature, respectful, or otherwise professional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:

a. determine that the matter does not warrant action by the Candidate Concerns Committee OR
b. determine that the matter should be referred to the Candidate Concerns Committee

If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy to the student’s advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee (s)he will contact the chair of the CCC (the candidate’s advisor) to convene a meeting with the candidate. The Candidate Concerns Committee consists of the student’s program advisor, the Department Chair, and the Associate Dean. In cases where the professor who initiates the Candidate Concerns Report is the program advisor, another faculty member will be asked to become the other member of the committee.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

If the candidate does not attend the meeting as required a hold will be placed on the candidate’s field experience placements until the candidate complies. This action will be communicated to:

a. the candidate
b. the appropriate associate dean of the SEHS
c. the candidate’s academic advisor
d. the person reporting the concern
The Candidate Concerns Committee will:

a. discuss the concerns report with the candidate
b. determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)

e. the appropriate department chair
f. the candidate’s departmental file

The Remediation Plan will:

a. be specific and measurable
b. have specific due dates
c. have specific consequences for not completing the conditions of the plan

d. the candidate

e. the appropriate associate dean of the SEHS
f. the candidate’s academic advisor
g. the person reporting the concern
h. the appropriate department chair
i. the candidate’s departmental file

If the candidate completes the plan as expected, the person responsible for the candidate’s evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. Copies will be sent to:

a. the appropriate associate dean of the SEHS
b. the candidate’s academic advisor
c. the person reporting the concern
d. the appropriate department chair
e. the candidate’s departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s(he) may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where
If the candidate fails to complete the plan satisfactorily:

a. The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
b. The Department Chair will confer with the candidate’s academic advisor and program coordinator (if applicable).

The department chair will either:

a. revise or re-establish the remediation plan, OR
b. dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:

a. the appropriate associate dean of the SEHS
b. the candidate’s academic advisor for inclusion in the candidate’s file

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal candidate concerns process, a candidate may be dismissed for a single egregious breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student’s advisor. An appeal of may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

**STUDENT COMPLAINT PROCESS**

If a student is unable to resolve a concern about their experiences in the program through direct, informal communication with the professor, the student’s advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student’s advisor, program director or Department chairperson. The advisor, program director and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student’s concern, providing written material, referral of the student, etc.). The Department Chairperson, the student’s advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal the resolution to the Associate Dean.