

MASTER OF SCIENCE IN CLINICAL NUTRITION



PROGRAM HANDBOOK

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SECTION 1: CLINICAL NUTRITION PROGRAM

INTRODUCTION TO THE PROGRAM HANDBOOK

This handbook contains policies, procedures, and requirements that govern academic performance and student and professional conduct for all students enrolled in the Clinical Nutrition Program (Program), within the Department of Nutrition (Department) in the School of Health Sciences (School) at University of the Pacific (University).

These Program policies are designed to promote standards for academic competency, professional behaviors and conducts, integrity, and personal responsibilities necessary for practice as a clinical registered dietitian/nutritionist (RDN). They represent the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public. The Program has a responsibility to protect the public by educating competent students. As such, the Program reserves the right to outline policies, procedures, and requirements more stringent than University policies.

This Program Handbook is the primary source of information for the Program. It is the responsibility of all students and Program faculty to be knowledgeable about Program, Department, School, and University policies. The policies apply all aspects of the student's academic progress and conducts for as long as the student is enrolled in the Program. The Program expects students to refer to it prior to asking or emailing a question. Students are advised to refer to University resources for additional information and material when referenced.

The Program, the Department, and the University reserve the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The Program maintains the right to refuse to matriculate or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically, or professionally incompetent, or otherwise unfit or unsuited for continued enrollment in the Program.

PROGRAM OVERVIEW

The Master of Science in Clinical Nutrition (MSCN) is an accelerated 16-month, full-time, 59-credit graduate program that is completed in four continuous trimesters (fall, spring, summer, fall). Students complete the curriculum as a cohort, with new cohorts starting annually in the fall. As a Graduate Program (GP) in Nutrition and Dietetics, the program *integrates* didactic coursework *with* 1110 hours of supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Upon students' fulfilling all program graduation requirements, the Program awards students the degree of Master of Science in Clinical Nutrition (MSCN) and a verification statement that makes graduates eligible to become active members of the Academy of Nutrition and Dietetics and to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration (CDR).

The Program is housed in the Department of Nutrition at the School of Health Sciences (SHS) which comprises graduate programs in athletic training, audiology, medical/health science, nursing, occupational therapy, physical therapy, physician assistant, social work, and speech language

pathology. MSCN students participate in interprofessional education (IPE) across the SHS and the University.

ACCREDITATION

University of the Pacific

University of the Pacific is fully accredited by the Western Association of Schools and Colleges (WASC). The WASC Commission reaffirmed Institutional Accreditation in June 2019. The next accreditation review is scheduled for 2027.

Clinical Nutrition Program

The University of the Pacific Master of Science in Clinical Nutrition Graduate Program (GP) in Nutrition and Dietetics has been granted full accreditation term by the Accreditation Council for Education in Nutrition and Dietetics. Current accreditation term ends June 30, 2031. The next accreditation review will be held in 2031.

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995, (312) 899-0040 ext. 5400
<http://www.eatrightpro.org/ACEND>

ACEND® is recognized by the United States Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND® meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND® is also a member of the Association of Specialized and Professional Accreditors (ASPA) and abides by its code of good practice.

PROGRAM MISSION, GOALS AND OBJECTIVES

Program Mission Statement

The mission of the Master of Science in Clinical Nutrition Future Education Model Graduate Program is to prepare competent, entry-level registered dietitian nutritionists who advance the profession through interprofessional, evidence-based practice, and leadership.

Program Goals and Objectives

Program Goal	Objectives
Goal One: Graduates will become employed entry-level registered dietitian nutritionists (RDNs).	1.1 At least 80% of program students complete the program requirements within 2 years (150% of the program length).
	1.2 At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
	1.3 The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists will be at least 80%.
	1.4 Of graduates who seek employment, at least 80% will be employed in nutrition and dietetics or a related field within 12 months of graduation.
	1.5 During their first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as “satisfactory” or better in professional knowledge and skills as compared to the expected competency of entry-level RDNs.
	1.6 During their first year of employment, 90% of program graduates who respond to our graduate survey will report that they felt well-prepared by the Program as an entry-level registered dietitian nutritionist (RDN).
Goal Two: Graduates will participate in interprofessional practice and leadership activities and apply an evidence-based approach to practice.	2.1 During their first year of employment, 80% of program graduates who respond to our graduate survey will report participating in interprofessional practice (interdisciplinary healthcare teams, interprofessional committees/initiatives)
	2.2 During their first year of employment, 80% of program graduates who respond to our graduate survey will report participating in leadership activities at workplace and/or professional organizations.
	2.3 During their first year of employment, 100% of program graduates who respond to our graduate survey will report that they routinely use current evidence-based research in professional practice.

Program outcome data are available upon request from the Program Director.

COMPETENCY-BASED EDUCATION

Competencies

The MSCN is a competency-based education (CBE) program that measures learning by how well a student demonstrates the ACEND® Future Education Model (FEM) Graduate Degree Competencies, which define the minimum level of proficiency needed of nutrition and dietetics practitioners to function successfully in practice. The FEM Graduate Degree Competencies describe the essential synthesis of knowledge, skills, abilities, behaviors and other characteristics in the seven units described below:

Unit:	Future Education Model Graduate Degree Competencies	
1	Foundation Knowledge	Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
2	Client/Patient Services	Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3	Food Systems Management	Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
4	Community & Population Health Nutrition	Applies community and population nutrition health theories when providing support to community or population nutrition programs.
5	Leadership, Business, Management & Organization	Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
6	Critical Thinking, Research, & Evidence-Informed Practice	Integrates evidence-informed practice, research principles and critical thinking into practice.
7	Core Professional Behaviors	Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

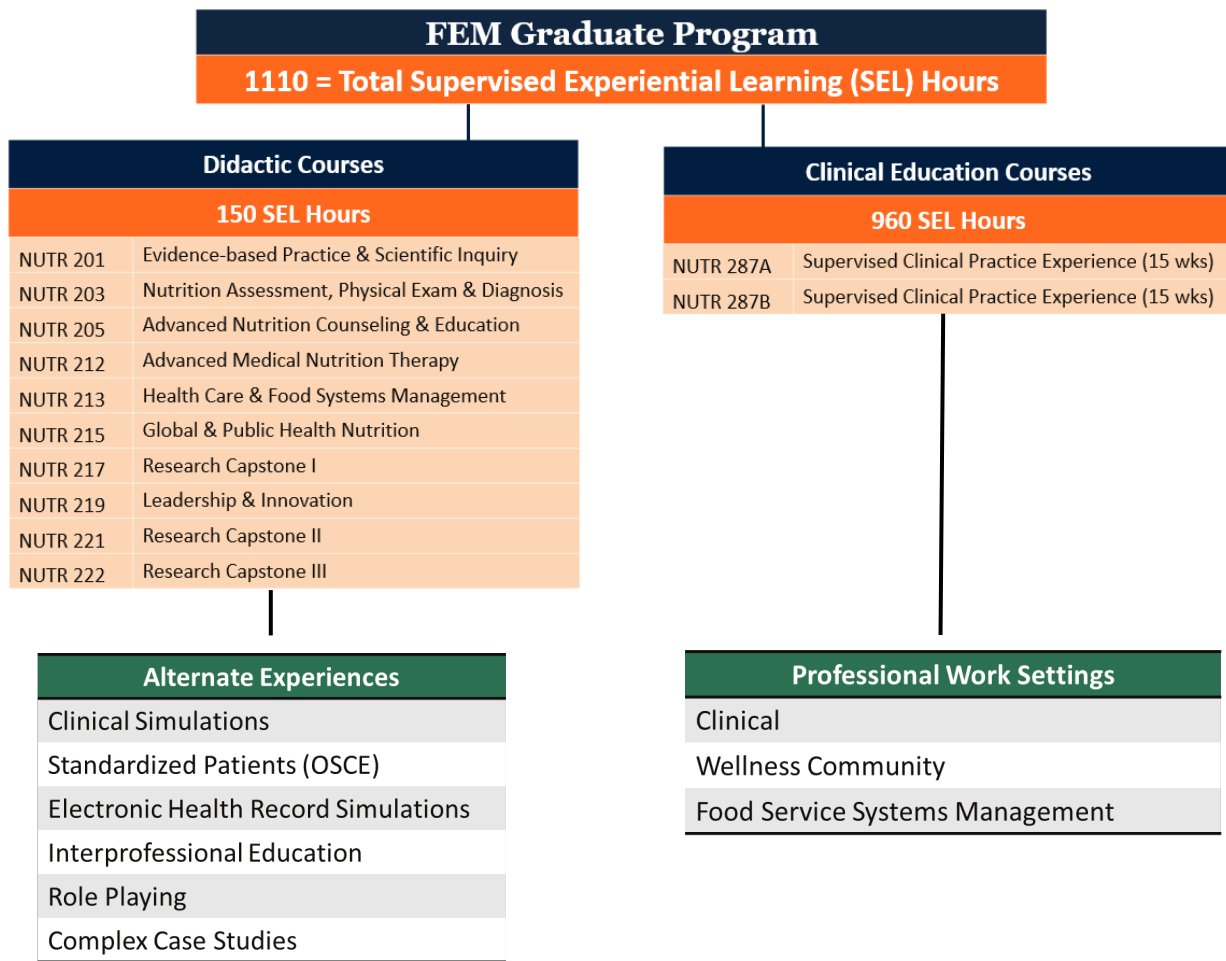
Competencies are covered repeatedly throughout the curriculum and build on previous knowledge and experience to progress from introductory to more advanced learning activities, thus providing students multiple opportunities to achieve the competencies at the expected depth and breadth of the competency.

Performance Indicators and Supervised Experiential Learning

Performance Indicators are defined by ACEND® for *each* competency that provide measurable, observable criteria of what competence actually looks like in practice. Learning activities are then planned based on these performance indicators to assess the student’s progress towards achievement of competence. In CBE, supervised experiential learning is especially important, as students have the chance to practice new skills with hands-on learning, or as it is often described: “learning by doing.”

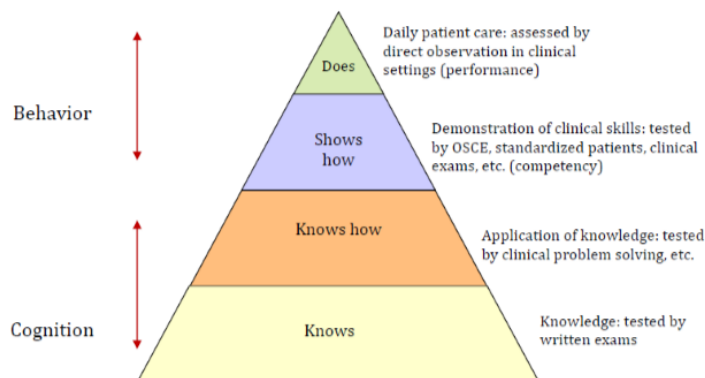
Pacific’s MSCN Program plans 1110 hours of supervised experiential learning, comprising 960 hours in Supervised Clinical Practice Experience (SCPE) rotations within professional work settings

and 150 hours in alternate experiences. The images below show examples of the supervised experiential learning activities planned:



Knows, Shows, Does

Another key tenet of CBE is that competence goes beyond just *knowing* information, but rather the student *shows* how to apply the knowledge or *does* so by performing it in practice. These levels of performance [knows (K), shows (S), does (D)] are designated for each competency and performance indicator by ACEND®. This is why supervised experiential learning – and supervised clinical practice experience (SCPE) rotations especially – are such an important part of the MSCN Program, as students are showing they can *apply* their knowledge and *demonstrate* competence.



Source: ACEND Competency-based Education Training Based on Miller's Pyramid of Clinical Competence

Assessment of Student Learning and Competence

As is characteristic of CBE, attainment of competence occurs over time and may differ for each student. Assessment of student learning and competence is ongoing (formative and summative) so that feedback to the student is frequent and student-centered to support success throughout the program. [Section 6 covers Assessment of Student Learning and Competence.](#)

PROGRAM RESOURCES AND EQUIPMENT

The MSCN Program has a dedicated teaching and learning classroom with fully equipped AV that houses lecture seating, a food demonstration teaching kitchen, and nutrition counseling and assessment suites. The classroom has equipment both for clinical and culinary education, including:

- BIA bioelectrical impedance
- Circumference tapes
- Digital scale
- Edema models
- FitMate indirect calorimetry and fitness testing
- Food models
- Glucose meter and glucose strips
- HemoCue, portables hemoglobin photometers
- Jamar hand grip dynamometers
- Lange skinfold calipers
- Nasogastric tube feeding model
- Pedometers
- Portable bone densitometer
- Pulse oximeter
- Sphygmomanometers
- Stadiometer
- Urine strips
- Stove, refrigerator, dish washer, and cooking utensils

Additionally, the MSCN Program has access to the state-of-the-art clinical skills and simulation classrooms located within other School of Health Sciences programs for select learning experiences, including objective structured clinical examinations (OSCE).

The Pacific School of Health Sciences Library has created a **Clinical Nutrition Subject Guide** with access to pertinent databases, journals, books/manuals, drug references, as well as guides for researching, evidence-based practice, citations, and poster presentations. Resources purchased by the MSCN Program include:

- Academy of Nutrition and Dietetics (AND) Nutrition Care Manual
- AND Pediatric Nutrition Care Manual
- Electronic Nutrition Care Process Terminology (eNCPT) online

SECTION 2: PROGRAM ADMISSION

PROGRAM ADMISSION REQUIREMENTS

Applicants must meet the following admission requirements:

- Completion of **one** of the following:
 1. ACEND[®] accredited U.S. Didactic Program in Dietetics (DPD)
 - A “Verification Statement” or “Declaration of Intent” to complete form must be submitted with application to show evidence of DPD enrollment.
 - A “Verification Statement” must be provided by the time of enrollment.
 2. Another bachelor’s degree program completed at any accredited institution **and** all of the MSCN Program Prerequisite Courses listed below. These courses are listed in a recommended sequence for supporting higher level chemistry and nutrition courses. All units are semester units unless otherwise indicated:
 - Anatomy (with Lab)* 4 units or equivalent
 - Physiology (with Lab)* 4 units or equivalent
 - General Chemistry (with Lab) 4 units or equivalent
 - Organic Chemistry (with or without Lab) 3-4 units or equivalent
 - Biochemistry (with or without Lab) 3-4 units or equivalent
 - Microbiology (with Lab) 4 units or equivalent
 - Introduction to Nutrition (from Nutrition or DPD program) 3 units or equivalent
 - Experimental Foods (with Lab) 4 units or [Food Science] equivalent
 - Macronutrient (carbohydrate, protein, fat) Metabolism** 3 units or equivalent
 - Vitamin and Minerals Metabolism OR Micronutrient Metabolism** 3 units or equivalent
 - * The Anatomy and Physiology individual course requirements can also be met by completing a year-long (2 semesters or 3 quarters) combined Anatomy and Physiology course.
 - ** For DPD students, these requirements are met by MNT I & II, Advanced Nutrition, Nutrition Metabolism, Clinical Nutrition, etc.
- DPD students **and** non-DPD students must meet the following admission requirements:
 - Completion of a minimum of a bachelor’s degree from a U.S. regionally accredited institution or foreign equivalent by the time of enrollment.
 - The overall GPA for all MSCN Program Prerequisite Courses must be 3.00 or higher. Students can contact Pacific’s Graduate Admissions if assistance is needed on how to calculate the GPA.
 - All MSCN Program Prerequisite Courses must be completed with a minimum grade of “C.”
 - **Note:** Standardized Tests, including the GRE, are **not** required for admission to the MSCN program.

SELECTION CRITERIA

A selection committee, comprising the Program Director and faculty, reviews qualifications and skills and rates each applicant using a standardized Applicant Score Sheet. A committee approach

is used to prevent unconscious biases. The selection committee selects students on a competitive basis, based on their application and interview. The MSCN Program uses the following selection criteria to assess applicants' ability to be successful in the program and are listed in order of importance below:

- **Academic Preparation** — A strong applicant is one who has done well in both professional nutrition courses and general science courses, with particular attention to advanced nutrition (macronutrient and micronutrient metabolism), anatomy, physiology, and biochemistry courses. Additional academic preparation via a DPD program is recognized but not a significant determinant of selection.
- **Two Letters of Recommendation** — Your letters of recommendation should be from those who know you well enough to comment on your strengths, your achievements and those qualities that will make you successful.
- **Essay Questions** — Applicant's responses to Pacific's three short-essay questions are reviewed. Strong responses:
 - Address all components of the questions
 - Include specific examples
 - Follow the instructions
 - Highlight your skills and suitability for the program, including leadership skills, critical thinking and problem-solving and professionalism.
- **Resume/CV** — Experience in the food/nutrition field is encouraged but not required. Valued work experience is that which gives a student responsibility, time management, problem-solving, ability to work with others and leadership skills.
- **Interviews** — The selection committee invites applicants to interview who meet criteria scoring. Strong interview candidates demonstrate effective communication, professional skills, problem-solving and personal self-reflection and attributes.

NON-DISCRIMINATION POLICY

It is University policy to admit qualified students irrespective of race, age, gender, color, creed, national origin, religion, sexual orientation, or disability. To be considered for admission to any program offered by the University, the student must possess the academic credentials and professional attributes deemed essential by the respective program admissions committee for selection to the program.

REQUIREMENTS PRIOR TO MATRICULATION

Background Screening

The Program requires students to undergo background screenings prior to matriculation and periodically throughout enrollment. Students have a fiduciary responsibility for the costs associated with the background screening. Recent violations which have yet to be adjudicated and positive findings on a background check may result in dismissal from the Program. Applicants are required to be truthful when completing their application regardless of time and disposition. Discrepancies noted on the pre-matriculation background screening will be investigated and may result in denial of matriculation or dismissal from the Program. Some clinical placements require an additional background screening immediately prior to the start of the rotation. Therefore, students may be required to complete multiple background screenings throughout enrollment, at the student's expense.

Criminal Background Screening Procedures

- Upon request of the Program, each student must sign a Release and Authorization Form.
- The non-University entity specializing in lawful background screening will conduct the screening.
- Each student's background may be checked by name, social security number, and license number (if applicable), for up to the prior 7 years, and in state, local, and federal databases for each of their reported addresses showing any activity for that social security number. The screening will include healthcare provider databases. The screening will include criminal records, including arrests and convictions for all offenses of any type, and a review of the registries of reports of child and dependent adult abuse. The screening may include records that have been reported as expunged and judgments that have been deferred.
- Findings from the background screening may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the background screening will be reviewed and maintained by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's criminal background screening will be provided to any clinical placement that is participating in the academic training of that Clinical Nutrition student, upon written request from the practice site and/or if determined by the Program in its discretion. The clinical site is responsible for determinations whether the student may participate in clinical educational activities in the facility, department or setting.

Toxicology Screening

The Program follows the School of Health Sciences Student Policies & Procedures, Section 30 Student Code of Conduct, Part B.ix Drug Use Policy and Expectations.

The Program requires students to undergo toxicology screening prior to matriculation. Students are responsible for the costs associated with toxicology screening. Some clinical placements require additional toxicology screens immediately prior to the start of the rotation; therefore, students may be required to complete multiple screens throughout enrollment. Abnormalities noted on the pre-matriculation toxicology screening will be investigated and may result in denial of matriculation. Students with abnormal findings on these screening tests may be referred to the Student Progress Committee (SPC) for review, which may result in disciplinary action.

Toxicology Screening Procedures

- Upon request of the Program, each student must sign a Release and Authorization Form.
- The non-University entity specializing in toxicology processing will conduct the screening.
- Each student's toxicology screening shall include a 10-drug panel toxicology. Urine toxicology screens will include a urine creatinine.
- Findings from the toxicology screenings may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the toxicology screenings will be reviewed by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's toxicology results will be provided to any clinical placement site participating in the academic training of that Clinical Nutrition student, upon written request from the site and/or at the program's discretion. The practice site is responsible for determining student eligibility to participate in that setting.

HEALTH CLEARANCE AND IMMUNIZATION COMPLIANCE

Students must fulfill the requirements listed below prior to, and during the Program in compliance with the Program’s policy for health and communicable disease clearance protocol:

- Health History and Physical Examination
- Hepatitis B Surface Antibody Titer – Titer results showing immunity (quantitative preferred; qualitative accepted). For negative titer results, submit documentation of previous Hep B vaccination(s) and demonstration vaccination series has been restarted.
- MMR (Measles, Mumps, Rubella) – Two documented doses OR antibody titer test showing immunity (quantitative preferred; qualitative accepted)
- Varicella Vaccine (Chickenpox) Series – Two documented doses OR antibody titer test showing immunity (quantitative preferred; qualitative accepted). Documentation of Varicella disease is not acceptable.
- Tdap Vaccine (Tetanus, Diphtheria, Acellular Pertussis) – One documented dose of Tdap (after age 10). Td booster every 10 years.
- Influenza Vaccine – annual requirement due by November 1st. Documentation of Influenza for current season.
- Tuberculosis (or PPD) Test/Screening – initial 2-step with annual 1-step or Chest X-ray.
- Meningococcal Conjugate Vaccine – one documented dose given on or after 16 for all students who are under 22 years of age.

Recommended:

- HPV vaccination series
- Hepatitis A vaccination series
- Submission of all vaccination records – if available (many facilities where you will train require both proof of vaccination and titers)

Forms are found at Pacific Student Health Services Immunization Requirements for Health Profession Students [here](#).

Students in the Program must comply with the SHS Student Policies and Procedures, Section 19 Health Professions Immunization.

Medical Records

Health records required for enrollment at University of the Pacific are collected and retained in a secure electronic environment by the University of the Pacific Student Health Center.

The Program utilizes an external agency (PRISM) to verify and store health records and clearance documents required for enrollment in the Program and SCPE rotation placement. Students are responsible for uploading these health records into PRISM. Instructions are provided prior to the start date of the program.

Students are advised to retain a copy of all documents for their records, since these records may be required by a variety of institutions as the student progresses through his/her professional career.

PROGRAM TECHNICAL STANDARDS

The student must be able to achieve and maintain certain technical standards of knowledge and skill to successfully complete the MSCN Program. The technical standards in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of non-academic essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner.

More specifically, a student in the MSCN Program must have adequate abilities and skills in the following four areas:

1. **Observation:** A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.
2. **Communication:** A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.
3. **Conceptual, Integrative and Quantitative Abilities:** A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment and synthesis. The student must be able to identify significant information from the patient's history, provide a reasoned explanation for likely issue, and share appropriate information. The ability to incorporate new information from many sources in formulating plans is essential. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.
4. **Behavioral and Social Attributes:** A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities related to the care of patients. The development of mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during the admissions and education processes.

SECTION 3: MATRICULATION/GETTING STARTED

TUITION AND OTHER ESTIMATED PROGRAM EXPENSES

Expense Description	Cost
Tuition per trimester	\$14,350 to \$15,375 ¹
Application Fee (one time only)	\$60
Graduate ASUOP Student Fee	\$30
Professional Liability Insurance	No cost to student
Wellness Center Fee	\$330
Health Insurance	\$2,820 ²
Physical Examination, Immunizations	\$345 ³
Background Check and Toxicology Screen	\$120 one-time ⁴
Clinical Education Site Onboarding Requirements	\$ 36.50 one-time ⁵
Housing/Meals/Transportation	Varies by student and accommodations \$5,000-\$6000 sample estimation (student responsibility) ⁶
Auto Insurance	Varies (student responsibility)
Textbooks and Reference Materials	~\$550-\$600 Tri 1, \$100-\$200 each Tri 2, 3, 4
Academy of Nutrition and Dietetics Student Membership/California Academy of Nutrition and Dietetics Student Membership	\$65 annually ⁷
Nutrition Care Professionals (NCPro) (one time only)	\$120 one-time fee (Tri 1) for 18- month access ⁸
EHR Go (one time only; 2nd trimester)	\$45 one-time fee (Tri 1) ⁹
ServSafe Manager Certification	One-time fee (Tri 1) You may choose either method <u>described</u> <u>below this table</u> .
Slip-Resistant Shoe Coverings	\$8.99 one-time fee (Tri 1)
Cut Gloves	\$8.99 one-time fee (Tri 1)
Parking	Free on campus, off-site varies ¹⁰
Graduation Fee	There is no graduation fee
Estimated Total Cost per Trimester	\$22,526 to \$24,549 ¹¹
Estimated Total Costs for the Program, with estimation for living expenses included	\$95,057 (4 Trimesters) ¹²

¹Pacific MSCN program graduate tuition 2024-25 \$1,025x59 credits = \$60,475 = \$14,350 (14 credit) to \$15,375 (15 credit) per trimester. Please visit the [Pacific Sacramento Catalog](#) for information on Tuition and Fees.

² Student may submit annual waiver if student has own comprehensive health insurance plan.

³ Includes \$200 initial + \$145 annual TB and flu vaccination. Clinical education sites used for supervised clinical practice experience rotations may have additional onboarding requirements, at the student's expense.

⁴ Clinical education sites used for supervised clinical practice experience rotations may have additional onboarding requirements, at the student's expense.

⁵ Certain clinical education sites require students to use a different platform than Pacific, such as MyClinicalExchange, which is at the student's expense.

⁶ The MSCN program oversees the selection, scheduling and student placement at clinical education sites for supervised clinical practice experience rotations (NUTR 287A&B). The student is responsible for making arrangements for their housing and/or commuting plans to assigned clinical education sites, at the student's expense.

⁷ Enables access to Evidence Analysis Library[®] used for systematic reviews in 8 courses. CAND is free for student Academy members.

⁸ Virtual learning environment with comprehensive Academy Nutrition Care Process-centered case studies used in experiential learning.

⁹ Educational Electronic Health Record (EHR) and learning platform, for proficiency in technology/informatics.

¹⁰ There is no cost for parking on the Sacramento campus. Clinical education sites used for supervised clinical practice experience rotation may have parking fees, at the student's expense.

¹¹ Calculated using \$6000 estimate for Housing/Meals/Transportation. Highest value of the range includes the one-time expenses.

¹² Includes estimate for Housing/Meals/Transportation, however this expense will vary by student; excludes optional expenses.

Pacific's MSCN program supports student success by covering the costs of the following:

Expense Description	Cost Paid by Pacific MSCN Program
Food Processor Software by ESHA	\$30/month
RDN Exam Prep Course with Jean Inman	\$385
SPSS Statistics	Pacific provides open access to students
Program subscriptions to valuable resources, including UptoDate, AND Nutrition Care Manual, AND Pediatric Nutrition Care Manual, eNCPT for the Nutrition Care Process	\$1000 a year for all students
PRISM online system for supervised clinical practice experience (SCPE), compliance tracking service (immunizations, backgrounds etc.)	\$135

FINANCIAL AID SERVICES

Financial aid packages are tailored to each individual's qualifications and program of study at the University. Students will receive financial aid information once they are admitted and have accepted admission to the program. Students can contact the Office of Financial Aid at 916-739-7158 or finaid@pacific.edu.

ASSESSMENT OF PRIOR LEARNING OR EXPERIENCE

Advanced Placement

Advanced placement credit is not granted in the Program.

Credit by Examination

There is no credit by examination for courses taken at other institutions. All students must take all courses in the program and complete the clinical year of rotations in its entirety.

Transfer of Credit and Credit for Experiential Learning

Transfer of credit is not allowed. No credit or supervised learning experience hours will be granted for prior learning or work-related experiences.

COHORT BASED PLAN OF STUDY

The MSCN Program is a full-time program with a cohort-based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given trimester in order to advance to the subsequent trimester with their cohort and progress in the program. Students who do not pass a course, or who withdraw from a course, will not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the Program Director.

STUDENT IDENTIFICATION

Pacific Student Identification

Student identification is required at all times when on campus. Students will be provided with a student identification card, also known as the PacificCard. The card provides access for building entry, residential facility entry (if applicable), checking out library books, and gaining entrance to Pacific sporting events. Additionally, this card can serve as PacificCash, a debit card system, attached to the student's account. PacificCash allows students to access PacificPrint copy machines, campus laundry facilities, meal plan purchases, etc.

COMMUNICATION

Communication with the Program and the University

Students are assigned a university (@pacific.edu) email address. MSCN Program and/or University personnel will only respond to correspondence from the student's official University email address. Students are required to use their university issued student email account to communicate with the Program, faculty, and supervised clinical practice experience (SCPE) rotation sites. Email notifications and announcements are sent to official University issued student email addresses. Forwarding University email to another email account is discouraged. These accounts can lack the security, capability, and sometimes, adequate space necessary for downloading important attachments.

The structure of clinical health sciences education necessitates an increased frequency of electronic communication with students. For email communication, students are expected to:

- Check their university email accounts at least once every 24 hours
- Respond to Program emails within 24 hours or the next business day
- Email responses and forwarded emails should include the original message when appropriate
- Email messages and responses should be saved to a file (if necessary) for reference
- Be responsible for maintaining access to their email account during clinical education rotations
- Utilize the following signature line requirements:

Jane Smith
 University of the Pacific
 Master of Science in Clinical Nutrition Program/Class of 20XX

For phone communication, students are expected to:

- Ensure that their phone voicemail system is active and able to receive messages
- Provide a phone number in all messages
- Identify themselves in any text message sent to the Program Director, Clinical Education Director, faculty, or clinical education site

Change of Address, E-mail Address, or Phone Number

Students are required to keep the Program and the Registrar informed of any changes to mailing address, e-mail address, and/or phone numbers within one business day of the change.

To make changes for official University records, go to [MyPacific](#) and access Academic Services under the “Academic” tab.

DRESS CODE

Students must maintain neat and clean appearance befitting students attending a professional school whether attending in-person or in a virtual setting. While business casual attire is acceptable during didactic training, professional attire may be required for certain situations. All tops should be appropriate and either business fit, relaxed, or loose while covering the top appropriately. No spaghetti straps unless they are under a shirt. Special clothing may be required for specific courses. Hair should be neatly groomed, and students must be conscious of personal hygiene. Fragrances (perfume/cologne or aftershave) should not be worn. Nails should be short and clean. Clothing having caricatures, messages, symbols, etc. that can be construed based on societal norms to be vulgar, offensive, or contribute to the creation of a hostile learning environment is considered to be unacceptable attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

Dress Code for Supervised Clinical Practice Experience

On clinical placements, students must maintain a professional appearance. Expectations include clean, pressed, conservative attire and good personal hygiene, including short and clean nails. Male students should wear collared shirts with ties. Female students should wear slacks/skirts with dress shirts or dresses. Closed-toed, non-slip shoes are required. Specific clinical education

sites may designate other prescribed clothing such as scrubs and/or tennis shoes. Any clothing, hair color, fragrances, jewelry, or body art that may cause a concern with affiliated faculty, hospitals, or patients should be avoided. Students may be asked to change their appearance to conform to the dress code of rotational sites. Students must wear their university issued identification badges at all times.

REQUIRED MATERIALS AND SUPPLIES

Textbooks

Students can plan on spending approximately \$1200 to \$1500 on required textbooks for the entire program. Course syllabi also include recommended books which students are not required to purchase but may wish to have as important reference materials. If a required text is available online, purchase of a hard copy text is optional. However, please note that online text versions may vary slightly in presentation. Students are expected to have purchased required textbooks that are not available online by the beginning of class for each term.

Students may purchase books through any source, such as Amazon.com or publisher sites. When purchasing textbooks, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older editions of certain texts may be inadequate as they may provide old information. The ISBN number is provided on the list and is the unique identifier for a specific edition of a text.

Laptop/Tablet Requirements

Students are required to have a laptop computer and mobile device. Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process.

- Pacific uses **CANVAS**, a web-based educational program, as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through CANVAS.
- The Program uses **PRISM** to manage and coordinate student’s clinical education in supervised clinical practice experience rotations, including pre-rotation screening requirements, site rotation assignments, performance evaluations, timesheets, patient logs, and other activities.
- **ehr Go** is an educational online electronic health record (EHR) and learning platform with 600+ patient cases and activities that MSCN students use to simulate patient care and nutrition informatics.

The campus offers a wireless environment enabling access to informational resources via the internet and proprietary Pacific sites such as the online library and other University resources. By making these a Program requirement, the cost is accounted for by Financial Aid.

Any laptop computer made within the last 4 years with at least 2GB of memory is acceptable and should work well. However, please check that your laptop hardware and software meet each requirement.

Hardware Requirements

PC Requirements

- Processor Manufacturer: Intel or Advanced Micro Devices; NO mobile processors
- Network Interface Card: 10/100 802.11b/g wireless
- RAM: highest recommended for the operating system or 8GB
- Hard-Drive: highest recommended for the operating system or a minimum of 250GB
- Surface Pro tablets must meet minimum PC requirements (Non-pro Surface tablets are NOT supported)

Apple/Mac Requirements

- Processor: Intel or M-chip
- Network Interface Card: 10/100 802.11b/g wireless
- RAM: 8GB
- Hard-Drive: 250GB minimum

Software Requirements

Acceptable operating systems

- Microsoft Windows 10 or later
- Apple operating systems are acceptable (macOS 13 (Ventura) or later)

Other requirements

- Adobe Reader (current version)
- An antivirus suite is required (e.g., MacAfee, Norton Antivirus or Symantec)
- Office 365 (available free for current students)
- Students should use a cloud backup service such as Google Drive, OneDrive (available free for current students), iCloud, or Dropbox.
- RECOMMENDED: periodic backups to an external hard drive to be kept in a safe location.

The Program recommends that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Program nor University of the Pacific IT offers support to help with hardware or software issues.

CLASSROOM POLICIES

Online Learning

Information and resources will be provided to students during student orientation on synchronous and asynchronous delivery methods, and the strategies used to verify student identity for hybrid and online courses. These include but are not limited to learning activities via password protected Zoom, use of the Canvas LMS for courses, assignments, exams, and utilization of a dual authentication process to log into Canvas.

Use of Wireless Devices in the Classroom

Laptops, tablets/iPads and smartphones may be used in the classroom at the discretion of the course instructor for educational purposes only. Use of these and other electronic equipment in a manner not consistent with classroom topics often creates unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity.

Disruptions in class are considered a professionalism issue and will be addressed individually by the course instructor or referred to the Student Progress Committee (SPC) for disciplinary action. The following activities are considered disruptions:

- Texting
- Cell phone ringing
- Web surfing
- Checking personal emails
- Playing games

Recording of Lectures

The Program will make available to students, recordings of lectures via the CANVAS learning system when appropriate. Permission to individually record lectures is solely at the discretion of the instructor of record unless recording is a university approved accommodation. Otherwise, prior approval must be obtained. Therefore, it is important to obtain permission prior to recording a lecture or session whether via audio or video. The instructor of record's approval is voluntary and as such a privilege, which may be withdrawn at any time. Group discussions and exam reviews may not be recorded. Violation of this policy will be referred to Student Progress Committee (SPC).

Intellectual Property

Students will be provided copies (electronic or printed) of instructional lecture materials for individual student use only. Such materials are the intellectual property of the University. Distribution or alteration of original lecture content without prior approval of the lecturer constitutes academic dishonesty.

OCCUPATIONAL SAFETY AND HEALTH

Required trainings

Students are required to complete self-guided University Canvas trainings, including but not limited to HIPAA privacy and security, infectious disease, bloodborne pathogens, universal

precautions and personal protective equipment (PPE). Clinical education sites may require additional site-specific trainings, at the student’s expense.

Infectious Disease and Environmental Hazards

Students enrolled in the Program may be exposed to various infectious diseases and environmental hazards. It is the student’s responsibility to remain compliant. Students who are not in compliance will be removed from classes and/or clinical rotation(s) until such time as the deficiency is corrected. No exceptions will be made.

Allergen Exposure

Students may also be exposed to allergens during training. Students with known chemical or latex allergies must inform the Program. While the Program will attempt to reduce exposure to potential allergens, it is the student’s responsibility to monitor their individual exposure and take the necessary steps for self-protection.

Infectious Disease Impact on Student Learning

The presence of an infectious disease may impact a student’s ability to complete the necessary curriculum requirements within the originally dedicated time period. Students may be removed from learning activities as indicated by the nature of the disease. The inclusion of some clearance policies are dictated by clinical placements, therefore failure to provide documentation may impact clinical rotation placements.

COVID-19 Pandemic

Due to evolving COVID-19 mitigation policies and efforts, student shall refer to the University of the [Pacific COVID webpage](#) for the most up-to-date information, and contact the Program Director or Clinical Education Director with any questions.

LIABILITY FOR SAFETY IN TRAVEL

Student Travel

It is the student’s responsibility to establish consistent and reliable transportation for course-related field trips and SCPE rotation sites. Liability for safety in travel to and from assigned areas is the responsibility of each student. Automobile insurance is the responsibility of each student with a car in the MSCN program.

STUDENT SUPPORT SERVICES

Student Advising

Student advising is an important component of the educational process. Each MSCN student is assigned a faculty member in the program who will serve as their advisor. Students will meet with their faculty advisor at least once each trimester, but may request additional meetings with advisors at any time. These checkpoints allow the student and advisor to see what competencies the student has achieved, review competencies still anticipated to be addressed in the upcoming trimesters, and which competencies the student did not yet achieve. Students are encouraged to

discuss the program and offer feedback, reflect on their academic and clinical experiences, and seek professional guidance.

The advisor is responsible for helping students understand the curriculum, policies and procedures, and track student progress towards meeting the competencies and degree completion.

The Program has an open-door policy allowing students to consult with faculty as desired for academic, psychological and/or psychosocial issues. Students may also self-refer to University student support services for academic, psychological and/or psychosocial issues. Non-routine advising appointments can be requested by students at any time, in accordance with the Program’s open-door policy. Additionally, faculty may request additional meetings with a student for academic, psychological, psychosocial or professional issues. Advising is particularly important when a student encounters academic or clinical difficulty.

Additional information about advising can be found in Section 8 “Academic and Professional Progress.”

Counseling Services

Psychological support of enrolled students is important to the Program and University. Students are strongly encouraged to utilize the University’s counseling services, located on the Sacramento and Stockton campuses. Online and afterhours resources are also available. The University counseling services are adept at helping students with both personal and academic psychological issues, including testing anxiety and stress management. Students are advised to contact the counseling office early in the educational experience for support and guidance. The Program may also initiate or recommend student referrals for observed academic, psychological and/or psychosocial issues.

[The Counseling & Psychological Services \(CAPS\) department](#)

209-946-2315, extension 2

Crisis Intervention/Psychological Emergencies:

- During school hours: Call number above and ask for emergency appointment or call 911.
- After hours: 209-946-2315, extension 3,— this will transfer you to a therapist for immediate consultation or call 911.

Additional information regarding other student services, such as research consultations and the writing center, can be found on the University’s website [University Student Academic Support Services Hub](#).

EXTRA-CURRICULAR ACTIVITIES

Employment

The Program strongly discourages outside employment. The Program curriculum is rigorous and requires the presence of the student at all classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. If a student feels that it is necessary to work while in the Program, it is advisable that the student inform his/her faculty advisor of this. Program standards, expectations, assignments, schedules, deadlines, and responsibilities will not

be altered to accommodate working students. It is expected that employment will not interfere with a student's learning experience.

Students may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere in their academic pursuits. When available, students may have the opportunity to seek employment through Pacific Recruitment and Outreach as a student ambassador for the MSCN Program, if approved by the Program based upon student's academic performance to take on additional work.

Students must not be used to replace clinical or administrative employees during supervised clinical practical experiences. Furthermore, no student will substitute or function as instructional faculty or as the primary instructor for any component of the curriculum.

Student Service Work

The goal of service work in a clinical education program is to provide an opportunity to practice and achieve clinical competencies. Work-related activity must not conflict with the educational goals of the program or create a conflict of interest for the student or clinical setting:

1. Students may not be hired as employees for any private or public practice, clinic, or institution to perform nutrition services during any time they are part of the MSCN Program under the sponsorship of that specific practice, clinic, or institution. An example of this would be if a student is working at a clinic on the weekends and is a student there during the week.
2. Students may not take the responsibility or serve as substitutes for regular, qualified staff.
3. Students may not be given any payments, stipends, or other remuneration for nutrition services performed as part of the MSCN Program.

Volunteer Activities

Community service is an important component of the Clinical Nutrition philosophy. Volunteer work shall not interfere with a student's academic responsibilities or be conducted at the same time a scheduled classroom or clinical instruction unless prior Program approval has been granted. Students are still required to adhere to all curricular requirements. Students who wish to volunteer in health-related extracurricular activities (e.g. health tent at a race) must not represent themselves as a Clinical Nutrition student or as a representative of the University of the Pacific Clinical Nutrition Program.

Student Activities Related to the MSCN Profession

Leadership development is an essential component of the educational process. This may require that students attend relevant off-campus activities during class/clinical time. Off-campus activities must be in accordance with students' professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive approval from the Program. Students requesting permission to attend an off-campus conference or program must be in good academic standing. Students must obtain Program approval from their Faculty Advisor to attend any off-campus events. Students attending off-campus events are responsible for making up any missed classes/laboratories or other course assignments. Assignments that are due during the approved absence must be submitted before departure unless other arrangements

have been agreed upon with the course coordinator. Attendance at these events will be the fiduciary duty of the student.

Participation in Clinical Activities

Students are not allowed to participate in clinical activities, including observation, as a representative of the University of the Pacific, University of the Pacific Clinical Nutrition Program or as a Clinical Nutrition student at a clinical site during enrollment unless the experience is authorized and arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.

SECTION 4: PROGRAM SCHEDULE

SCHEDULE OVERVIEW

The Master of Science in Clinical Nutrition (MSCN) is a 16-month, full-time graduate program that integrates didactic courses with supervised experiential learning and research in a rigorous, accelerated 59-credit program that is completed in four continuous trimesters (fall, spring, summer, fall). Students complete the curriculum as a cohort, with new cohorts starting annually in the fall.

Part-Time Status

The Program does not allow a part-time option for incoming or continuing students. The Program has an integrated lock-step curriculum requiring that all courses each trimester be taken together to facilitate knowledge acquisition and application. Students may not request a part-time curriculum.

Deceleration

Completion of Program curriculum on a decelerated timeline is only permitted as a recommendation by the Student Progress Committee (SPC). Students may not request a decelerated curriculum. Deceleration occurs when a currently enrolled student joins the subsequent cohort. The SPC determines when a student will be required to join a subsequent cohort and what, if any, coursework must be repeated. Academic standing of a decelerated student is evaluated on an individual basis. A decelerated student is responsible for any and all additional costs incurred by deceleration.

Repeat Coursework

The Program's integrated curriculum is lockstep. Students complete the curriculum as a cohort. Courses are only offered once a calendar year. The opportunity to repeat coursework is not available unless outlined by the Student Progress Committee (SPC) as a component of a remediation plan. The SPC determines what, if any, coursework must be repeated. At the SPC discretion, a student may be required to repeat any coursework regardless of the grade received during the initial class attempt. The student acknowledges that additional tuition and fees may be incurred with repeat coursework and that said coursework may not be eligible for financial aid. Academic standing of a student repeating coursework is evaluated on an individual basis.

Maximum Hours/Timeframe Allowed

All students are expected to complete degree requirements after having attempted not more than 150% of the number of credit hours of course work required for the degree program, rounded down to the nearest credit. If it is determined at any time within a student's course of study that he/she/they will be unable to graduate within the 150% timeframe, the student will become immediately ineligible for financial aid. Please direct questions regarding this policy to the Registrar and/or the Financial Aid Office. Any disciplinary action resulting in content or course remediation may in turn delay a student's completion of the Program and may result in additional tuition and/or fees.

REASONABLE ACCOMMODATION

The University of the Pacific will provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. The safety and welfare of a patient shall never be put in jeopardy due to an effort to reasonably accommodate a disability.

ACADEMIC PROGRAM CALENDAR

The MSCN Program follows the School of Health Sciences trimester academic calendar, as summarized below.

Holidays and Recess

Pacific observes most federal holidays. During Supervised Clinical Practice Experience (SCPE), students do not follow the university holiday schedule, but rather the holiday schedule for the clinical education site. Students have a scheduled recess* of approximately:

- 3 weeks between the fall-1 and spring trimesters
- 1 week between spring and summer trimesters
- 2 weeks between summer and fall-2 trimesters

*For students who do not meet all expectations during a trimester, recess time may be used for remediation.

[School of Health Sciences Academic Calendar](#)

PROGRAM COURSEWORK AND SCHEDULE

The first two trimesters are dedicated to didactic coursework to establish a strong foundation of knowledge and competencies in preparation for supervised clinical practice experience (SCPE) rotations and capstone research in the third and fourth trimesters. During the 30 weeks of SCPE, students complete 32 hours of supervised experiential learning per week in rotations at assigned clinical education sites, which generally is scheduled Monday through Thursday (8-hour days). The daily rotation schedule may be modified based on the preceptor schedule or clinical education site operations. During SCPE rotations in third and fourth trimesters, regular interaction occurs between students and instructors via virtual Friday Seminars (Zoom), which comprise rotation debriefing, didactic and experiential learning activities led by faculty and guest instructors. The Program may require students to return to campus during SCPE for required in-person learning activities.

The table on the next page shows the course sequence for each trimester:

Course #	FALL 1	Units
NUTR 201	Evidence Based Practice & Scientific Inquiry	3
NUTR 203	Advanced Nutrition Assessment, Physical Exam & Diagnosis	3
NUTR 213	Healthcare and Food Systems Management	3
NUTR 215	Global and Public Health Nutrition	3
NUTR 219	Nutrition Leadership and Innovation	3
	Total Units	15
SPRING		
NUTR 205	Advanced Nutrition Counseling & Education	9
NUTR 212	Advanced Medical Nutrition Therapy	3
NUTR 217	Capstone I	3
	Total Units	15
SUMMER		
NUTR 221	Capstone II	2
NUTR 287A	Supervised Clinical Practice Experience (SCPE)	13
	Total Units	15
FALL 2		
NUTR 222	Capstone III	1
NUTR 287B	Supervised Clinical Practice Experience (SCPE)	13
	Total Units	14
	MSCN Degree Total	59

ATTENDANCE POLICIES

Attendance

The Program requires all students to be available for class and other instructional activities from 8:00 am – 5:00 pm Monday through Friday regardless of the posted class schedule. The Program may schedule courses and learning activities in evening (5- 9 pm) and on weekends. Due to the nature of the Program, courses, lectures, and exams may need to be moved on short notice. Students are expected to check the Program calendar frequently.

The Program’s curriculum is designed to provide the education and professionalism training required to be a competent clinical registered dietitian nutritionist. Reliability and punctuality are expectations of professionals in the workplace. Attendance at all classes is considered an aspect

of professional responsibility and individual dependability. The Program is fast-paced and builds upon previous instruction. In addition, class discussions and other interactions aid in the development of the clinical registered dietitian nutritionist role. Important information may only be presented once; therefore, the Program requires students to attend all lectures, activities, clinics, and other scheduled functions. This includes arriving on time and remaining until the class, clinic, or other function has ended. Since attendance is required of all students, formal attendance will be taken. The Program and all scheduled activities and supervised practice experiences requires priority. Missed events will result in an attendance violation, potential grade reduction, remediation, delayed graduation, and/or dismissal.

Occasionally, students may be required to attend educational events on the weekends. Should this be required, notification will be provided in advance. Additionally, students may be required to attend remediation on academic content during the inter-trimester recesses. Students may also be required to attend a disciplinary meeting during the inter-trimester recess.

Tardiness

Punctuality and attendance are markers of professional behaviors and attitudes. Tardiness, early departures, and absence from classes are not conducive to optimal learning for any student in the Program. It is your responsibility and an expectation of professional behavior to arrive on time, be prepared for class on time (with your gear stowed before class begins) and remain for the entire class period.

Arriving on time demonstrates respect for instructors and peers. Tardiness in the didactic phase of training has been linked to tardiness and other unprofessional behaviors in the clinical phase of training and as a professional. Therefore, repeated tardiness is considered a professionalism issue. Repetitive tardiness or early departure may result in referral to the Student Progress Committee for disciplinary action.

Late students are fully responsible for the material covered during the time missed. Tardiness will be tracked by the Program across all courses. Two episodes of tardiness shall result in a meeting with the student's faculty advisor. Three episodes of tardiness shall result in an unexcused absence. Two unexcused absences may result in referral to the Student Progress Committee for remediation and/or disciplinary action.

Absences

While it is the Program policy that students attend all classes, discussions and other Program related functions, the Program understands a student may have exceptional events which might keep them from classes or Program activities. Students are not permitted to take "vacations" while school is in session. Students should notify their instructor of record as early as possible if they cannot attend scheduled learning activities. If advance notice is not possible, students must report their absences within 24 hours. Excused absences include illness and family emergencies. Students are responsible for all materials and examinations missed during their absences. Students should understand that any absences including excused absences could lead to delayed graduation.

Any extraordinary request for "time off" during planned learning experiences will be reviewed on a case-by-case basis at the sole discretion of the Program Director.

Program Notification of Unplanned Absences

Students are required to notify the Program of any absence and the reasons for the absence by calling 916-325-4659 (Program Manager) and emailing their current course instructor if the absence is anticipated 24 hours in advance. If 24 hours advance notice is not feasible (e.g. the student got sick during the night), notification by phone and/or email as soon as possible is acceptable. Sending messages through classmates is not an acceptable form of notification. It is the student's responsibility to make up for missed course work and should be initiated immediately when an absence is anticipated.

Excused/Unexcused Absences

Student absences will be monitored by the Program. Two unexcused absences may result in referral to the Student Progress Committee. Students with excessive absences, excused or unexcused, may be referred to the Student Progress Committee for disciplinary action or lead to a remediation plan, delayed graduation, or further consequences up to program dismissal.

SECTION 5: SUPERVISED CLINICAL PRACTICE EXPERIENCE

SUPERVISED CLINICAL PRACTICE EXPERIENCE OVERVIEW

An essential component of ACEND’s Future Education Model (FEM) and Competency-Based Education (CBE) is supervised experiential learning. The MSCN Program plans 1110 hours of supervised experiential learning through:

- Supervised Clinical Practice Experience (SCPE) rotations in professional work settings throughout the region (up to 960 hours)
- Alternate experiences, including complex case studies, simulations, objective structured clinical examinations (OSCE) with standardized patients, and role-playing – scheduled within didactic courses to practice, apply and demonstrate competence (150 alternate experiential hours)

SCPE COURSES

During the last two trimesters of the MSCN program, students complete Supervised Clinical Practice Experience I and II (NUTR 287A, 287B, respectively). The MSCN program curriculum plans for 30 weeks of supervised clinical practice experience (SCPE) representing the diverse individual and population care delivery settings that registered dietitian nutritionists apply their clinical training and leadership across the continuum of care. The program approaches SCPE holistically and aims to offer learning opportunities with rotations in innovative and expanding areas of practice. Students will complete rotations in three areas: **Clinical, Wellness Community, and Food Service Systems Management** and complete either the Clinical Track or Wellness Community Track, as shown in the tables below. The **Clinical Track** gives students more time in clinical rotations, with more advanced clinical nutrition and hospital food services. The **Wellness Community Track** gives students more breadth with two rotations in Wellness Community settings and school nutrition/community-based food services (including community hospitals, SNF, long term care).

CLINICAL TRACK		WELLNESS COMMUNITY TRACK			
Weeks	Rotation	Example Clinical Education Sites/Settings	Weeks	Rotation	Example Clinical Education Sites/Settings
20	Clinical	15 weeks in Acute Care (Inpatient Hospitals, Critical Care Units, Pediatrics), plus 5 weeks in Ambulatory Care (Hospital Outpatient Clinics, Primary Care Practices, Private Practice, Intensive Outpatient or Partial Hospitalization Program, Home Health, Home Infusion, Hospice, Medical Weight Loss Centers, Dialysis Centers)	15	Clinical	10 weeks in Acute or Post-Acute Care (Inpatient Hospitals, Rehab Hospitals, Long Term Acute Care Hospitals, Skilled Nursing Facilities, Long Term Care), plus 5 weeks in Ambulatory Care (Primary Care Community Centers, Private Practice, Intensive Outpatient or Partial Hospitalization Program, Home Health, Hospice, Medical Weight Loss Centers, Dialysis Centers)
5	Wellness Community	Agricultural Dietetics, Corporate Wellness, Education Setting, Food as Medicine, Private Practice, Sports Nutrition, Women Infants Children, other non-profits	10	Wellness Community	Two 5-week rotations in Agricultural Dietetics, Corporate Wellness, Education Setting, Food as Medicine, Private Practice, Sports Nutrition, Women Infants Children, other non-profits
5	Food Service/Systems Management	Hospital-based, Skilled Nursing Facility/Rehab	5	Food Service/Systems Management	School Nutrition (K-12 Public School District), Summer Camp for Special Populations, Hospital, Skilled Nursing Facility or Long-Term Care-based

The **Clinical Experience**, comprising Acute or Post-Acute Care and Ambulatory Care, is the MSCN program’s **major rotation**, comprising 20 weeks for the Clinical Track and 15 weeks for Wellness Community Track. The program ensures the majority of these Clinical Experience hours (>50%) are completed on-site (in-person) by maintaining a sufficient affiliation agreement portfolio with acute and post-acute care hospitals and ambulatory care clinics throughout the state of the CA and with

clinical education sites residing in states where the University has authorized Pacific students may complete clinical education. While the sequence of rotations and clinical education sites will differ for each student and Track, all students complete SCPEs including the same ACEND® Future Education Model (FEM) Graduate Degree Program (GP) Competencies.

CLINICAL EDUCATION SITES

Pacific affiliates with clinical education sites throughout California and some out-of-state facilities. Affiliated sites comprise both local and remote supervised experiential learning sites (greater than or equal to 100 miles from Pacific Sacramento Campus). Students can expect to relocate within California (and potentially out-of-state) for one or more SCPE rotations and are responsible for all financial costs associated with travel and/or relocation. For clinical education sites residing within the Program’s local area (less than 100 miles from Pacific Sacramento Campus), students can still expect to have a commute of over an hour to their assigned site and are responsible for planning accordingly.

The MSCN program is responsible for identifying SCPE clinical education sites and preceptors, and for assigning student placements depending on availability of qualified sites and preceptors. At matriculation, students may complete a SCPE Intake Form as an opportunity to share preferences and interests with the Program related to Tracks, regions, practice settings, and specialties/conditions. Additionally in fall-1, students may submit Wishlist rankings of specific clinical education sites offering slots for the clinical year within PRISM. Completion of these rankings does not guarantee placement in the preferred Track or any specific region, practice setting, or clinical education site. The Program is responsible for all final placement decisions. It is *not* the responsibility of students to secure clinical placements or to solicit sites or preceptors. Declining rotation sites assigned by the program may lead to delayed progress and delayed graduation, in which case the student will be responsible for any additional cost incurred.

SCPE CURRICULUM

Tracks

Upon admission to the MSCN program, students may complete a SCPE Intake Form which includes sharing their preference for the Clinical Track or Wellness Community Track. During the fall-1 trimester, SCPE faculty offer advising to students on track selection to clarify student interests, goals, and aptitude. The MSCN Program notifies students of track assignment and assigned rotation site placements by the end of the fall-1 trimester. The MSCN Program reserves the right to reassign tracks and rotation site placements depending on student academic performance, professional conduct, and availability of qualified sites and preceptors. Refer to Section 8 Academic & Professional Progress.

Competencies and Performance Indicators

SCPE rotations and learning activities are planned based on the ACEND® Future Education Model (FEM) Graduate Degree Programs (GP) Competencies. The Pacific MSCN program has selected specific competencies and performance indicators for each rotation relevant to the practice setting.

Rotation Descriptions

Rotation Descriptions have been developed for each SCPE rotation to orient students and preceptors to the:

- general rotation description;
- facility settings and preceptor;
- populations served in the rotation practice setting;
- supervised experiential learning hours planned in the curriculum;
- ACEND® competencies and performance indicators selected;
- planned learning activities that fulfill the competencies that student can expect to perform; and
- assessment of student learning and competence / performance evaluation methods.

PRISM OVERVIEW

The MSCN Program utilizes PRISM, an online clinical education management platform, to manage and coordinate students' SCPE rotations – including:

- Student profiles and pre-rotation screening requirements (health/immunization, background checks, drug testing, and other required documents)
- Clinical placements of students with clinical education sites
- Performance evaluations
- Student timesheets

PACIFIC NUTRITION PRISM PUBLIC PAGE

The program uses the following webpage within PRISM to house MSCN Program Resources:
<https://public.exxat.com/D011/University%20of%20the%20Pacific>

Students and preceptors can access this public page to review and/or download:

- Course Specific Resources
 - NUTR 287 A & B Course Syllabi
 - Rotation Descriptions for their assigned rotations
 - Rotation Resources for the Preceptor
 - Pre-SCPE Orientation for Students
- Program Wide Resources
 - Pacific Nutrition Preceptor Orientation and Training
 - RDN Preceptor CPEU resources
 - Preceptor Handbook
 - PRISM How-to Guides for Preceptors
 - Preceptor Newsletter and listserv

STUDENT RESPONSIBILITIES WHILE PARTICIPATING IN SCPE

In addition to the policies and requirements described in Section 3 Matriculation/Getting Started, this section defines additional requirements applicable to the SPCE setting. Students must adhere to the following requirements during their participation in SCPE.

SCPE Rotation Placements

The Program makes all final placement decisions. It is *not* the responsibility of students to secure clinical placements or to solicit sites or preceptors. Students may not arrange their own clinical sites and may not switch site assignments with other students. Once the rotation schedule has been set, requests for changes by the student will be limited to emergencies only. If a student refuses to attend an assigned rotation, the student will be required to sit out for the period of that rotation. Failure to complete a rotation on schedule will result in delayed program completion and may result in additional tuition and fees.

Transportation, Travel and/or Relocation

Pacific affiliates with clinical education sites throughout California and some out-of-state facilities. Students are responsible for all financial costs associated with transportation, travel, housing, and/or relocation to assigned clinical education sites. Students may be eligible to rent temporary housing on the Stockton or Sacramento Pacific campus to be in closer proximity to some clinical education sites (subject to availability). Students who arrange for air travel are encouraged to purchase trip cancellation insurance to minimize financial burden in the event of a postponement or cancellation of the assigned rotation.

Contacting Preceptor Before Rotation

Students are responsible for emailing the assigned preceptor at the clinical education site at least 6 weeks before the start of the rotation to establish contact to:

- introduce themselves;
- request the projected rotation schedule and hours and confirm physical location (to assist with planning housing and/or commute);
- verify and complete site-specific onboarding requirements;
- verify pre-rotation assignments; and
- ask if any special instructions for parking or site dress code.
- Your instructor of record (IOR) should be CC'd on initial email correspondence to a preceptor in order to establish communication.

Site Regulations

Students must comply with all rules, regulations, bylaws, and policies of the clinical education site. Students are responsible for accessing and completing **all** site-specific onboarding requirements in PRISM **before** the start of the rotation. Failure to do so will result in delay or removal from the rotation and may result in additional disciplinary action.

Preparation

Students are expected to complete all pre-rotation assignments by the first day of the rotation, including the Rotation Resource Sheet (located in PRISM).

Students must report to clinical education sites fully prepared to start work at the time designated by the preceptor, with all necessary resources and equipment (e.g. clinical references, completed assignments, etc.).

Attendance

All students are expected to adhere to the student schedule determined by the preceptor and the Program for entire length of scheduled learning experiences. In the event of illness or emergency necessitating absence from the clinical education site, students are required to contact the preceptor and the instructor of record (by email) prior to the scheduled shift to determine appropriate course of action, including documentation and medical care. If it is necessary to leave the site prior to completion of scheduled hours, the student must notify their site preceptor and the instructor of record immediately. All personal appointments must be made outside of scheduled supervised learning experience hours. It is the student's responsibility to ensure they are present for all scheduled hours as determined by the site, even if the student has met the minimum number of required supervised hours as per ACEND. There is no tolerance for unexcused absences. A pattern of unexcused absences may lead to remediation, delayed graduation, disciplinary action including program dismissal.

Timesheets

Students are responsible for completing timesheets of supervised experiential learning hours and shall route weekly on Fridays to the preceptor via PRISM for preceptor sign-off. Timesheets must only reflect time spent while working at the program site as coordinated with the student's preceptor. Uninterrupted lunch breaks are not to be counted as time spent and are to be provided to students within a productive 8-hour workday. Time spent driving to and from sites is not to be counted as productive time spent or as part of a student's logged practice hours. It is the student's responsibility to ensure timesheets reflect truthful, accurate information and disciplinary action may be taken leading up to program dismissal if timesheet do not follow policy. Students must meet the minimum required hours, competencies, and various assignments. If a student has met the minimum required hours and still has scheduled time left during the supervised practice experience, they are expected to continue fulfilling out the remainder of that experience, accumulating more hours than the minimum required.

Timeliness

It is the responsibility of the student to report to clinical sites promptly at assigned times designated by the preceptor. If a student feels they will be late during scheduled hours they must contact both the preceptor and instructor of record (IOR).

Students must submit all required assignments and forms by their designated due date for a given site before moving on to another supervised learning experience location. Repetitive paperwork/assignment tardiness may result in disciplinary action.

Identification and Attire

Students must wear their Pacific-issued photo ID badges at all times and identify themselves with patients/clients/customers as "clinical nutrition student." Students are expected to dress in conservative attire and present a clean neat appearance. Please refer to Section: Matriculation/Getting Started for further detail.

Student Role

Students must be aware of their limitations as students and of the limitations pertaining to RDN practice. Students at clinical sites must always work under the supervision of a preceptor. Students must not be used to replace employees. Students may not function in the place of an employee or assume primary responsibility for a patient's care. The student is to contact the Program immediately with any questions or concerns about the student's role at a site.

Learning and Professional Attitude

All students must adhere to the Academy of Nutrition and Dietetics Code of Ethics. Students must take an active part in the learning process during their clinical education. Students should show initiative and an eagerness to learn. Preceptors have very different teaching styles and time constraints. Students must be assertive in pursuing their educational goals, but never aggressive nor disrespectful. In general, preceptors are likely to invest more time and energy teaching students who demonstrate significant interest and effort. Students are expected to manage their time well and use any slow periods for additional review of resources. Students are responsible for all assignments given by the preceptor and the Program and should demonstrate initiative with driving communication with the preceptor to schedule their mid-point and final rotation performance evaluations. Students are expected to welcome feedback, accept constructive feedback without defensiveness or excuses and incorporate the feedback to change behavior. Students are responsible for self-evaluation as well as completion of a SCPE Learning Activities Checklist to monitor the breadth and depth of nutrition services and types of populations served; this checklist and instructions are provided to students during their Pre-SCPE Orientation.

Flexibility

MSCN education involves instruction from practicing clinicians with unpredictable schedules and various teaching styles. At times, clinical rotations may need to be adjusted with short notice. The Program requires students to be flexible and tolerant of changes. Student schedules are based upon their preceptor schedules and site operations. Students are expected to maintain a positive attitude and appropriate communication skills when changes occur.

Demeanor

Students must conduct themselves in a professional and courteous manner at all times displaying respect for the privacy, confidentiality, and dignity of patients, preceptors, faculty, staff, health care workers, and fellow students. Displays of aggression, argumentative speech (in verbal and/or written correspondence), threatening language or behavior, inappropriate sexual conduct or speech, demeaning language, and behavior and language that is deemed to be insensitive to, or intolerant of, race, religion, gender, sexual orientation, and ethnicity to and/or overhead by Program faculty, a preceptor, staff, and/or patient will **not** be tolerated. Students displaying this type of behavior will be referred to the Student Progress Committee, which may result in disciplinary action including possible dismissal from the Program.

Integrity

Students must display the highest ethical standards expected of a health care professional.

Confidentiality

In compliance with HIPAA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations and documentation assignments, all identifiable patient information must be removed as per HIPAA requirements.

HEALTH AND SAFETY

Student Conduct

Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff, or fellow students may be immediately removed from the clinical site and/or face disciplinary action. Removal from a clinical rotation may prolong the length of the program and delay the student's graduation.

Personal Safety

A student's personal safety is very important. Students are advised to call 911 for all emergencies. The University and Program recommend that all students be aware of their surroundings at all times and utilize common sense security techniques (i.e. keeping one hand free, locking their car and concealing valuables from view in car.) Additionally, the University and Program recommend that students utilize any available safety systems present at clinical rotation sites, such as security escorts to their car. If at any time a student does not feel safe in a clinical rotation site, the student is to notify the Program immediately. Students are expected to notify the Program immediately if a crime occurs. For additional campus/facility and crime awareness information, please refer to Section 14 of the Student Handbook.

Student Illness or Injury at the Site during SCPE

MSCN graduate students who are injured or become ill during SCPE will be sent to University Student Health Services, Emergency Room or private physician as appropriate. The student should notify the clinical education director or program director. Preceptors, clinical education director, program director or other authorized personnel will make the clinical judgment to send the MSCN graduate student to seek medical care.

On-Campus SCPE

The supervising manager on duty will complete an accident report if the MSCN graduate student is injured on the job. The MSCN graduate student will take this form to Employee and/or University Student Health Services and/or the Emergency Department.

The MSCN graduate student will be sent to University Student Health Services, Monday through Friday, during normal business hours. On weekends and/or after hours, the MSCN graduate student will be sent to the Emergency Department at their own health insurance expense, unless the injury was job related.

Off-Campus SCPE

If the MSCN graduate student is injured at an offsite SCPE rotation, the MSCN graduate student should contact the Preceptor and Site Supervisor at the SCPE rotation and the Pacific clinical

education director immediately. The Site Supervisor or supervisor on duty will complete an injury report per site procedure if the MSCN graduate student is injured on the job.

In the event of a crisis situation, call 911 to attend to the emergency. **If the event is an emergency**, the student should seek emergent help and notify the preceptor and clinical education director as soon as possible. Students must adhere to exposure protocol of the program and site. Students must immediately report any blood/body fluid exposure(s) to their preceptor, clinical education director, and any hospital personnel (if instructed by their preceptor). Students are expected to submit claims to their own medical health insurance. The Program and University are not responsible for the health care costs accrued if an exposure occurs.

NON-DISCRIMINATION

Students shall deliver quality health care service to patients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

IMPAIRMENT

Students shall not appear at the University or clinical sites under the influence of alcohol or drugs. Should this occur, the student will be immediately removed from the rotation and referred for disciplinary action.

PROBLEMS OR CONCERNS

Students should initially attempt to work out any minor problems with their preceptor or supervisor. If the student continues to perceive a problem, including personality conflicts, communication issues, supervision, or inadequacy of the learning experience, he/she should contact the clinical education director.

STUDENT SELF-EVALUATION DURING SCPE

Students are required to complete a reflective practice activity at the end of each rotation, which includes reporting on their progress on completing the Learning Activities Checklist. Students are also expected to briefly share these reflections with the incoming preceptor on the first day of the next rotation to facilitate rotation goal setting.

STUDENT EVALUATION OF CLINICAL EDUCATION SITE, ROTATION, AND PRECEPTOR

Students are required to complete an online evaluation of the SPCE clinical education site, rotation, and preceptor upon completion of the rotation. De-identified feedback is aggregated and shared with sites. This feedback is valuable for continuous program/curricular improvement.

REGISTRATION AND FINANCIAL OBLIGATIONS

Students in SCPE rotations must adhere to deadlines concerning tuition bills, financial aid, registration, and relaying current contact information. Students are responsible for ensuring correct registration for the appropriate rotations. Failure to do so may result in removal from clinical rotations, delay in program completion, and additional tuition/fees. Delayed program completion may impact a student's eligibility for financial aid.

PROGRAM RESPONSIBILITIES FOR SCPE

Student Preparation for SCPE

The Program adequately prepares the students for their SCPE rotations, including pre-requisite coursework and advising sessions. Supervised experiential learning activities are planned in the didactic courses to give students meaningful simulation of electronic health records, documentation of their nutrition assessments, and practice working with clients or standardized patients. Debriefing sessions are scheduled for SCPE orientation.

In addition, the Program requires all students to complete a background screening, toxicology screening, student health clearance and required immunizations. This information is managed in PRISM and can be provided to clinical education sites upon request.

Site Identification and Evaluation

The Program identifies and evaluates the adequacy and appropriateness of clinical education sites prior to placing students. The Program meets with sites and uses established site selection criteria to determine the site's ability to provide quality precepting and clinical education and ability to meet the competences. Criteria include:

- Site characteristics
- Patient/client population
- Evidence-based and innovative practices
- Learning experiences
- Preceptors
- Student Scope
- Supervision
- Technology
- Time commitment
- Space
- Leadership support of student training and affiliation agreement

Affiliation Agreements

The University maintains legally binding contracts with each facility with which Pacific affiliates for clinical education. Students may not be placed in SCPE rotations with which there is no affiliation agreement in place (with the exception of rotations residing within the University). Securing affiliation agreements is the responsibility of the Program, who coordinates with the School of Health Sciences and the University.

Clinical Education Track and Site Rotation Placement

The Program determines track assignments of students and clinical education site rotation placements, depending on availability of qualified sites and preceptors and student factors. Once a student has been assigned to a clinical education site, any changes to assigned clinical placements are at the discretion of the Clinical Education Director. The Program works towards firmly establishing each rotation in advance, however unforeseeable events can occur which require a student to be assigned to a different site with short notice, just prior to starting and/or

during a rotation. If a clinical assignment is changed, every attempt will be made by the Program to secure an alternative assignment, minimizing the potential for delaying program completion.

Rotation Curriculum

The Program develops a Rotation Description for each rotation type, rotation performance evaluations, and rotation tools to support preceptors (including a Rotation Resource Sheet, Pre-Rotation Checklist, Rotation Day One Checklist).

Preceptor Orientation

The Program provides preceptor orientation and training via:

- Preceptor Handbook
- Scheduled orientation and training sessions

Professional Liability Insurance

Pacific provides medical liability insurance for all MSCN students. Students are responsible for their own safety in travel to and from assigned rotations during the program.

Rotation Evaluation and Course Grading

The Program provides ongoing assessment and monitoring of student rotation performance and progress towards competency attainment and can addend rotation performance evaluations accordingly.

The Program is also responsible for assigning a final course grade for SCPE trimesters.

Problems or Concerns

The Program will interact with all preceptors, sites, and students and be available to respond to any problems or concerns. Should problems arise at the site, the Program retains the right to remove a student from a rotation.

Student Support

Student advising is an important component of the educational process. Regular meetings with advisors keep communication channels open and enable mentoring relationships to develop. During SCPE, the clinical education director is the primary point of contact for all issues related to a clinical education site or placement. Students are still required to meet with their faculty advisor at least twice each trimester to review and address academic, psychological, psychosocial and professionalism issues.

The Program maintains an open-door policy allowing students to consult with faculty as desired for academic, psychological and/or psychosocial issues. Students may also self-refer to University student support services for academic, psychological and/or psychosocial issues. Advising is particularly important when a student encounters academic or clinical difficulty. Therefore, students are advised to meet with the clinical education director or faculty advisor in the event of rotation difficulties or failure.

PRECEPTOR RESPONSIBILITIES FOR SPCE

Preceptors comprise both registered dietitians and other health care professionals, including nutrition-related supervisors/managers, and professional preceptors who are chosen by the Program to facilitate students' clinical education. The preceptor plays a vital role in the educational process. The preceptor acts as a clinical and professional resource while students apply the knowledge and skills obtained during didactic education. The preceptor is responsible for the on-site supervision, training, assessment and evaluation of the MSCN student.

Pre-Rotation Preceptor Checklist

The Program has developed a Pre-Rotation Preceptor Checklist to help preceptors organize and prepare for their key preceptor responsibilities before the start date of the rotation. Each of these checklist items are described below.

For New Preceptors

If this is the first year precepting for the Pacific MSCN Program, preceptors must complete the Preceptor Eligibility requirements for:

- Qualifications and Credentialing
- Preceptor Training

Rotation Site Resources Sheet

While the Program develops Rotation Descriptions for each of the SCPE rotation types, the preceptor needs to create a brief Rotation Site Resource Sheet that provides site-specific information to orient the student to their assigned clinical education site. This sheet also includes items that the student is expected to complete in preparation for the rotation. The preceptor needs to fill out the Rotation Site Resource Sheet template and email to the Program Services Coordinator to be loaded into PRISM. The template offers these sections, and the preceptor can determine which are applicable for their rotation type and practice setting:

- Rotation Key Contacts
- Terms, Concepts, Abbreviations to become familiar with related to this professional work setting
- Medical Terms/Conditions/Procedures to be familiar with for this healthcare setting
- Common diagnoses seen in this rotation (as applicable)
- Medications to become familiar with (as applicable)
- Reading assignments – if there are key articles or practice standards
- Written assignment you wish to develop such as question sets (such as practice calculations)
- Suggested resources – if you have recommendations for additional resources

Develop the Student's Schedule

The preceptor determines the student's schedule for the rotation. Students are expected to complete 32 hours of supervised experiential learning hours per week, which is generally scheduled Monday through Thursday (8-hour days), though may include weekends or varied shift lengths to align with the preceptor's regular schedule. Students are NOT on rotation on Fridays, as this is a protected day for students to complete other courses or course requirements.

Please prepare the projected schedule for your assigned student at least six weeks before the rotation (as students may be relocating and securing housing) and email to the student and their assigned program faculty instructor of record.

Student tardiness or unexcused absences are not tolerated and should be promptly reported to the Program.

Pre-rotation Communication

The student initiates pre-rotation communication with the Preceptor. Preceptors can expect to receive an email from their assigned students approximately 6 weeks before the start of the rotation to introduce themselves and to introduce the preceptor to their assigned faculty instructor of record. Please be prepared to discuss the projected rotation schedule you've prepared, confirm the physical site location, verify site-specific onboarding requirements and/or refer student to the Site Administrator point-of-contact (usually the Clinical Nutrition Manager, Nutrition/Food Department Manager, other manager/supervisor), communicate pre-rotation assignments you'd like for student to complete on the Rotation Site Resource Sheet, and communicate the site dress code and any parking instructions.

Student Orientation

The **Rotation Day 1 Checklist** is used to help the preceptor orient the student and set the stage for the preceptor-student relationship. This checklist covers key topics for:

- facility health and safety
- facility tour and staff introductions
- review resource packet/introduce key features of their rotation
- communicate expectations as the preceptor
- introduce their workflow and thought process

Student Supervision

The preceptor is responsible for the overall supervision of the MSCN student's educational experience at the clinical education site. While on rotations, the MSCN student will be supervised in all his/her activities commensurate with the complexity of care/service being given and the student's own abilities. In clinical settings, students do not hold the same duty of patient care as the registered dietitian. The registered dietitians retain all responsibility for the patient's evaluation, assessment, plan, and patient education. An assigned qualified practitioner must be at the facility (and available for remote tasks) while the student is performing patient care tasks. The student must know who this person is and how to contact them.

The preceptor also retains full legal responsibility to obtain informed patient/parental consent prior to student evaluation of a patient.

Observation of Student Skills

Especially early in the rotation, the preceptor should observe the student performing clinical or professional functions prior to allowing the student to perform independently. You will use observation as one of your methods for evaluating student performance.

In patient care settings, it is not necessary that the preceptor observe these functions for all patients. The students will be expected to present patient cases to you and have received training and practice giving patient report during didactics.

Co-signing Medical Record Documentation

For rotations in patient care delivery settings, all encounter notes completed by the student must be co-signed by the registered dietitian responsible for the patient’s care. The preceptor retains full responsibility for the content of the medical record. If the practice uses an Electronic Health Record (EHR) system, students should be provided with a student ID and password. Students cannot use the preceptor’s ID and password. Please notify the student’s Faculty Instructor of Record if student EHR access is limited at your clinical education site to discuss options – which may include the student simulating documentation for their assigned patients and/or providing additional case presentations to the student.

Co-signing is also a valuable teaching method to give feedback to the student on their application of the Nutrition Care Process and nutrition documentation standards.

Assignment of Learning Activities

Students should spend as much time as possible involved in supervised hands-on nutrition care activities of patients, clients, or other recipients of services– “learning by doing!”

In patient care settings, students shall be directly involved in the evaluation and management of patients based on the preceptor’s judgment and the individual student’s skill and/or knowledge level. Patient encounter volumes vary depending on the specialty, location and practice. The preceptor should assign the students to appropriate clinical oriented activities such as:

- patient assessments (including the nutrition-focused physical exam)
- nutrition care process development, recommendations, monitoring, and documentation
- diagnosis and treatment research
- case studies related to rotation
- interdisciplinary rounding or communication

Students maintain a formal Patient Log within PRISM to monitor their experience with various populations over their SCPE rotations. The Preceptor and Student can review this log each rotation to help guide goal setting with assessing target patient populations.

Project-based Activities

Some rotations do not involve direct patient care, but rather concentrate on ACEND® competencies in project, program or service development, execution and evaluation. In these rotation settings, preceptors are expected to assign and discuss these activities on the first day of the rotation and communicate expectations for the deliverables and evaluation of work, as well as the expected intervals for preceptor-student communication (project check-ins).

Teaching Activities

The preceptor should allow time for teaching activities. This can be accomplished in a variety of ways such as structured teaching rounds, chart review periods, reading assignments, hallway or

informal consultations between patient/client/participant encounters, and/or discussion of written assignments (e.g. Rotation Resource Sheet– discuss key articles, review case studies). It is expected that the preceptor will model, expose students to, and teach in accordance with current evidence-based practice and accepted standards of care.

Student Performance Evaluation

The preceptor is expected to provide **ongoing formative verbal feedback** to support the student’s growth. The preceptor will **formally assess** the student’s performance using the online PRISM rotation performance evaluation form and discuss with the student at:

- the rotation mid-point
- the end of the rotation (ideally the last day)

The Preceptor Handbook provides an overview of the evaluation process.

Preceptor Sign-off on Student Timesheets

Students are responsible for managing a daily timesheet of supervised experiential learning hours in PRISM in compliance with ACEND® Standards. You will receive an automated email notification from the student via PRISM with a link that sends you to the weekly timesheet. The preceptor needs to review to ensure accuracy and sign off electronically on the timesheet. Supervised experiential learning hours apply to time in which students are working on assigned learning activities of the rotation under supervision. These learning activities may occur on site or remotely and include virtual care such as telehealth. Students report SEL hours in 15-minute increments. If completed activities are something that their preceptor would perform on the job – or simulate what they do on the job like a case review or study – the activity applies to SEL.

Problems or Concerns

Preceptors should initially attempt to handle minor problems directly with the student. Contact the student’s Faculty Instructor of Record or the Clinical Education Director for major or persistent problems or concerns about the student’s performance. The Faculty Instructor of Record and the Clinical Education Director are available for advising with the preceptor at any time to clarify expectations or problem-solve situations the preceptor has encountered.

The student’s Faculty Instructor of Record provides ongoing monitoring of student performance through review of all PRISM performance evaluations and faculty hold weekly debriefing with the student cohort. Faculty also provide periodic 1:1 student advising or refer to their faculty advisor.

Preceptor Survey

Preceptors will receive an online survey from the program each year of their participation to solicit feedback about the MSCN program. This feedback is valuable for continuous program/curricular improvement.

SECTION 6: ASSESSMENT OF STUDENT LEARNING & COMPETENCE

The ACEND® Future Education Model Graduate Degree Competencies are the basis on which the Program's curriculum and student learning assessment are built. The student's demonstration of competence is integrated in the coursework and supervised experiential learning activities throughout the program. As such, the competencies are assessed more than once throughout the curriculum and build on previous knowledge and experience to progress from introductory to more advanced learning activities, skill practice and competency performance – thus providing students multiple opportunities to achieve the competencies at the expected depth and breadth of competence. Competency-based education (CBE) follows the Miller's Pyramid of Clinical Competence (Miller, 1990), in which competence goes beyond just *knowing* information, but rather the student *shows* how to apply the knowledge or *does* so by performing it in practice. These levels of performance [knows (K), shows (S), does (D)] are designated for each competency and performance indicator by ACEND®.

As is characteristic of CBE, attainment of competence occurs over time and may differ for each student. Assessment of student learning and competence is ongoing (formative and summative) so that feedback to the student is frequent and student-centered to support success throughout the program.

DIDACTIC COURSES

Evaluation Methods

Courses are planned to include both didactic and experiential learning activities which cover the specific ACEND® competencies and performance indicators defined in the syllabus by the Course Learning Objectives/Student Learning Outcomes. These assignments/assessments may include:

- Academic faculty observations
- Capstone final project
- Capstone research papers such as scoping reviews and systematic reviews
- Case presentations/activities (individual and team based)
- Case study assignments
- Class with lab
- Discussion boards
- Group activity circles, round robins to practice application of skills
- Nutrition-focused physical examinations
- Objective Structured Clinical Evaluations (OSCEs)
- Papers
- Peer evaluations/feedback
- Professionalism assessments
- Projects, which may include oral presentations (individual and team based)
- Quizzes and exams
- Role playing
- Simulation encounters, including standardized patient exercises

- Video recordings and playback to practice application of skills and self-reflective practice
- Other competency-based ‘hands-on’ or ‘real life’ assessments

Didactic Course Grading

At the end of each course, a grade for each student will be submitted to the Registrar. The Program uses the following grading system. The Program does not round grades nor utilize a (+/-) system.

Grading Scale

A = 90.00 – 100

B = 80.00 – 89.99

C = 70.00 – 79.99

D = 65.00 – 69.99

F = < 65.00

W = Withdrawal = Authorized withdrawal from courses after the prescribed period.

I = Incomplete = Inability to complete assigned coursework within the term.

The student must achieve an overall course grade of 80% “B” or higher, while maintaining a minimum trimester and cumulative GPA of 3.00. Failure to meet this requirement shall result in failure of the course.

The MSCN program is a full-time program with a cohort-based plan of study. Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence with their cohort. Students are required to successfully pass each course in a given trimester in order to advance to the subsequent trimester with their cohort and progress in the program. Students who do not pass a course, or who withdraw from a course, will not be able to progress with their cohort. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the Program Director.

SUPERVISED CLINICAL PRACTICE EXPERIENCE (SCPE) COURSES

Evaluation Methods

Supervised clinical practice experiences are scheduled over multiple rotations which reflect a variety of practice settings, thereby providing the student multiple opportunities to practice and apply the ACEND® competencies and performance indicators listed under the Course Objectives/Student Learning Outcomes. The preceptor may use a variety of assessment methods including:

- Direct observation
- Review of medical record documentation
- Feedback from interdisciplinary healthcare team members based on observation and interactions
- Rotation-specific assignments, such as case studies, question sets, discussions, and projects

SCPE Rotation Performance Evaluations

Each SCPE course (NUTR 287A, NUTR 287B) consists of one or more rotations at clinical education sites/settings assigned by the MSCN Program clinical education director. Each rotation serves as a milestone or checkpoint on the student’s progress, with the final rotation performance evaluation

conducted determining the degree of mastery of the competencies and performance indicators. Within each rotation, the student's performance is formally assessed by the preceptor at the following intervals:

- **Mid-point Rotation Performance Evaluation.** The student receives a verbal and a written mid-point evaluation from the preceptor during each rotation (*of rotation length greater than one week*) to communicate the student's progress and identify areas for continued development for the remainder of the rotation. Mid-point performance ratings do not count toward the student's Rotation Summary – Average Performance Rating.
- **Final Rotation Performance Evaluation.** At the end of each rotation, the student receives a written evaluation from the preceptor. Evaluations rate student performance in rotation learning activities against the ACEND® Future Education Model Graduate Degree Competencies, thereby documenting what the student has done to demonstrate knowledge and competence. Students receive a **Rotation Summary Average Performance Rating** which reflects the average of all the rotation competencies that are assessed. The written evaluation is completed and discussed with the student within three working days of completion of the rotation.

The Program reviews all evaluations and Rotation Summary Average Performance Ratings. If the student achieves a Rotation Summary Average Performance Rating below 3.5 (less than 70%) on a 5-point scale, the clinical education director or assigned faculty may meet with the student (and preceptor, as appropriate) for advising to identify the specific competencies needing further practice and development. Depending on the timing of the rotation within the student's 30 weeks of SCPE, the clinical education director will determine, in coordination with the SPC which monitors students' academic progress, if a remediation plan for performance improvement is indicated, which may include repeating the SCPE rotation and/or additional SCPE hours to address identified competencies and areas for performance improvement. As consistent with CBE, each student may achieve competence in FEM graduate competencies/performance indicators at different timepoints and, therefore, the need for formal remediation will depend upon the specific competencies and the remaining planned courses/rotations in which assessment occurs in the Program.

SCPE Course Grading

A Pass/Fail grading system is used for SCPE courses.

In order to receive a grade for SCPE courses, the following must be submitted in PRISM:

- Final rotation performance evaluations (completed by preceptor) for all trimester SCPE rotations
- Student timesheets – signed off by preceptor
- Student evaluations of clinical education site, rotation, and preceptor
- Student self-evaluations
- Learning activity checklist

The student must satisfactorily complete all rotations or have successfully completed remediation in order to achieve a SCPE course (NUTR 287A, NUTR 287B) grade of Pass.

SECTION 7: STUDENT & PROFESSIONAL CODES OF CONDUCT

OFFICE OF STUDENT CONDUCT AND COMMUNITY STANDARDS

The Office of Student Conduct and Community Standards manages the general student conduct process for students on the Stockton and Sacramento campuses. Pacific has developed policies and procedures to clarify the expectations and standards for students. Each student is responsible for knowing and adhering to all University policies and procedures. The policies are outlined specifically in the Tiger Lore Student Handbook and on the web site at

<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-/Pacific-Student-Code-of-Conduct.html>

CONDUCT STANDARDS

Student Code of Conduct, University Policies and/or Local, State or Federal Laws

The violation of established policies or procedures and/or local, state or federal laws may constitute a violation of the Student Code of Conduct and University policies. Such violations may include conduct occurring off-campus when students are participating, attending or in some manner connected to a university related activity.

Violations of the Student Code of Conduct and University policies will be referred to the Division of Student Life for disciplinary action. If the violation also violates Program policy for professionalism, the student may be referred to the Student Progress Committee (SPC) for disciplinary action in lieu of or in addition to the Division of Student Life.

Campus Standards

Rather than publish in this handbook a complete and detailed code of the laws, rules, and regulations that students are required to follow, the University and the Program declare the intention to uphold all federal, state and municipal laws applicable and expects all students to abide by the Student Code of Conduct and University policies. At the time of admission, each student agrees to follow such standards. Accordingly, any conduct not consistent with responsible and/or lawful behavior may be considered cause for the University to take appropriate administrative, disciplinary or legal action.

In addition, the University acknowledges and actively upholds the adult status of each student with all the rights pertaining thereto and, in accordance with that status, considers each student responsible for his/her own actions.

Honor Code/Academic Integrity

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. All students are required to sign an honor pledge appropriate to the objectives and relationships of the University. Students are expected to:

- act honestly in all matters;
- actively encourage academic integrity;
- discourage any form of cheating or dishonesty by others; and

- inform the instructor or appropriate University administrator if they have a reasonable and good faith belief and substantial evidence that a violation of the Honor Code has occurred.

Use of artificial intelligence in learning activities and communications (eg. emails) must be authorized by instructors/preceptors in writing. Unauthorized use of artificial intelligence will be reported as academic dishonesty.

All violations of the Honor Code/Academic Integrity policy will be reported to the SPC. If the violation is the student's first violation, the instructor will determine sanctions and/or remediation. Students have a right to appeal the instructor sanction through the grievance procedures outlined in the SHS Handbook Section 31. Multiple violations or violations in multiple courses will result in a referral to SPC for remediation and/or disciplinary action (See *Student Progress Committee* below).

Professional Code of Conduct

Success in the MSCN profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, professional behavioral attributes – including empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency situation in a composed manner – are considered to be a part of academic performance.

MSCN students are expected to conduct themselves in a manner that is nothing less than professional and consistent with appropriate patient care and adheres to the Professional Code of Conduct. Students will be evaluated on their academic and clinical skills and professional behavioral attributes. Professional conduct includes the following, described throughout this Program Handbook:

- Attendance
- Attire
- Communication
- Confidentiality
- Demeanor
- Flexibility
- Health and Safety
- Identification
- Impairment
- Integrity
- Learning and Professional Attitude
- Non-discrimination
- Preparation
- Program Evaluation
- Reliability/Accountability
- Respect
- Self-Guided Learning
- Student Participation in the Learning Process
- Student Role
- Teamwork
- Timeliness

- Weapons

Integrity

[Pacific Tiger Lore Student Handbook](#) . Academic integrity violations such as forgery, plagiarism, stealing/copying tests, cheating during examinations, or inappropriate use of artificial intelligence (AI) in their work will not be tolerated. As future healthcare professionals, MSCN students are also expected to always display the highest ethical standards—personally and professionally.

Impairment

Students shall not appear at the University or clinical sites under the influence of alcohol or controlled substances.

Respect

Students are expected to treat all patients, faculty, University staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to be aware of and follow all University and Program policies and procedures. Similarly, students are expected to follow faculty, staff, and preceptor directions. If there are concerns, students should address them appropriately in a professional, respectful manner. Conflicts should be resolved in a diplomatic and reasoned manner using appropriate professional communication skills. Students should be sensitive to, and respectful of, diversity in both academic and professional spaces as a key aspect of professionalism and patient care.

Clinical Nutrition education involves a close working environment with other students and can include physical examinations of fellow students and sensitive discussions that may include sensitive personal information. These situations must be approached with respect for privacy, confidentiality, and with empathy, as they would be in clinical practice.

Students should offer constructive feedback in a thoughtful, reasoned manner that fosters respect and trust. Displays of anger or the use of demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender, ethnicity, religion, sexual orientation, gender identity, or disability will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not engage in disruptive or obstructive behaviors at the University or affiliated clinical sites. Any concerns brought to the Program regarding the student will be addressed and discussed with the student and referred to the Student Progress Committee (SPC) for remediation and/or disciplinary action.

Reliability/Accountability

Students are expected to accept responsibility and consequences for their own actions, including mistakes and conflicts. Students are expected to fulfill obligations undertaken and manage time appropriately and effectively.

Timeliness

Timeliness is an important aspect of professional behavior. Students must submit all required assignments by their designated due date. Repetitive tardiness, delays in submission of program

paperwork or class assignments may result in disciplinary action. Additional information regarding tardiness is noted in the Attendance section.

Weapons

Students are not permitted to carry any firearms or other weapons on campus or to clinical sites.

ACADEMY OF NUTRITION & DIETETICS/COMMISSION ON DIETETIC REGISTRATION CODE OF ETHICS

In addition, each student is required to learn and adopt the 2018 Code of Ethics for the Nutrition and Dietetics Profession via in-class training and assessments utilizing the Commission on Dietetic Registration's Ethics Education Resources:

- http://www.cdrnet.org/go/and/cdr/cpe_search.cfm
- <https://www.eatrightpro.org/practice/code-of-ethics>

Students are held by all Code of Ethics Principles:

- a. Principle 1: Competence and professional development in practice (non-maleficence)
- b. Principle 2: Integrity in personal and organizational behaviors and practices (Autonomy)
- c. Principle 3: Professionalism (Beneficence)
- d. Principle 4: Social responsibility for local, regional, national, global nutrition and well-being (Justice)

For any complaints pertaining to a potential infraction in the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics, please first contact the Program Director and/or Clinical Education Director. Program staff will provide assistance if a formal complaint is indicated.

SECTION 8: ACADEMIC & PROFESSIONAL PROGRESS

STUDENT PROGRESS COMMITTEE

The Student Progress Committee (SPC) includes all Clinical Nutrition faculty members and may include other University faculty. The SPC monitors academic and professional progress, monitors clinical track assignments, determines academic standing, and addresses behavioral concerns.

The SPC may review and discuss student records with appropriate faculty members and/or preceptors in evaluating optimal progress towards competence or determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the Program.

The SPC supports the student academic advising process by meeting once a trimester to review academic, professional, and competency development for each student. SPC meeting proceedings are shared with students' advisors to inform the student advising session.

The SPC may require remediation or take disciplinary action including placing students on probation, suspending them from the program, or dismissing students from the program. In some cases, the SPC may require students to appear before the committee to discuss a specific case. All SPC determinations including changes in academic standing, remediation plans, or corrective actions will be communicated to the student in writing. Appeals of SPC decisions, when applicable, must follow the steps outlined in the SHS Student Handbook.

Referrals to SPC are triggered by any of the following:

- Multiple or egregious violations of Honor Code/Academic Integrity
- Violation of program policy on Professionalism
- Multiple verbal or written faculty/preceptor reports documenting failure to progress towards competence, unsatisfactory student progress and/or address deficiencies in professional technical standards or conduct
- Criteria met (or likely to be met) for Academic or Professionalism Probation and/or Dismissal

ACADEMIC AND PROFESSIONAL PROGRESS

Academic Progress

Students are expected to maintain *satisfactory academic* progress. Satisfactory academic progress is defined as earning a grade of 'B' (80%) or higher in each didactic course and 'Pass' grade in each SCPE course. Any failure to progress academically up to and including the failure of a course will be referred to the Student Progress Committee (SPC) for remediation and/or disciplinary action.

Professional Progress

Professionalism is as important as academic progress. Students must demonstrate professionalism at all times and adhere to the legal, moral, and ethical standards of healthcare professions.

Professionalism includes characteristics such as the knowledge, competence, responsibility, accountability demeanor, timeliness, organization, communication, attendance, accepting feedback, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. Refer to the Professional Code of Conduct (section 7) and the ACEND competencies related to Professionalism for more information.

Students who fail to meet professionalism expectations will be referred to the Student Progress Committee (SPC) for remediation and/or disciplinary action.

ACADEMIC STANDING

All students must maintain satisfactory progress, as defined above, throughout the Clinical Nutrition program (Program) and meet the minimum standards and requirements set by the School and University of the Pacific to remain in good academic standing. Academic Standing Categories are:

- good standing
- probation
- dismissal

Academic standing is determined by the SPC. Criteria for probation and dismissal can be found in the following sections and in the School of Health Sciences Student Policies & Procedures, Section 3: Academic Standing.

CLINICAL COMPETENCY

In a competency-based education (CBE) program, students engage in clinical learning activities designed to achieve all program graduate competencies.

Before beginning SCPE rotations, students must demonstrate the necessary skills, aptitude, and competencies to complete the course. Students who do not demonstrate adequate clinical and experiential competency will be referred to the SPC for remediation, clinical track reassignment, and/or disciplinary action.

MONITORING STUDENT LEARNING AND PERFORMANCE

Student learning and performance is monitored in several ways including, but not limited to, formative assessments of planned assignments in courses and ongoing feedback provided by preceptors during SCPE rotations (including the formal mid-point rotation performance evaluations). Additionally, courses will include summative assessments aligned with overall performance indicators. These include major course assignments, course grades, or final rotation performance evaluations. Formative assessments support early detection of deficiencies so that the faculty member or preceptor can work with the student to identify a plan to address the specific performance issues to support student success in summative assessments.

Student-faculty advisor meetings will occur at least once a trimester to monitor student progress towards competency attainment.

During these meetings, the faculty advisor will discuss overall performance and progress with the student. Formal advising sessions will follow the steps below:

Step 1. Students will complete and sign a self-evaluation on professionalism using the template provided by the Program in the cohort Canvas shell. The self-evaluation must be completed in Canvas at least 72 hours prior to the advising session.

Step 1a. SPC convenes a pre-advising meeting once a term to review students' academic, professionalism, and competency progress. Findings are shared with Faculty Advisors.

Step 2. Students will meet with their Faculty Advisors for advising sessions.

Step 3. Faculty Advisors will prepare and sign a summary of the advising session, which will be shared with the student. Students must sign the summary to acknowledge receipt and return to the program within 5 business days of receiving the summary. Students will also upload a signed copy of the summary in Canvas.

Step 4 (optional). Students can choose to provide a written response to the summary of advising.

The following documents from advising will be added to the student's program record:

- a. Student self-evaluation on professionalism (see Step 1).
- b. Summary of advising signed by both students and faculty advisors (see Step 3).
- c. Student response (if applicable, see Step 4).

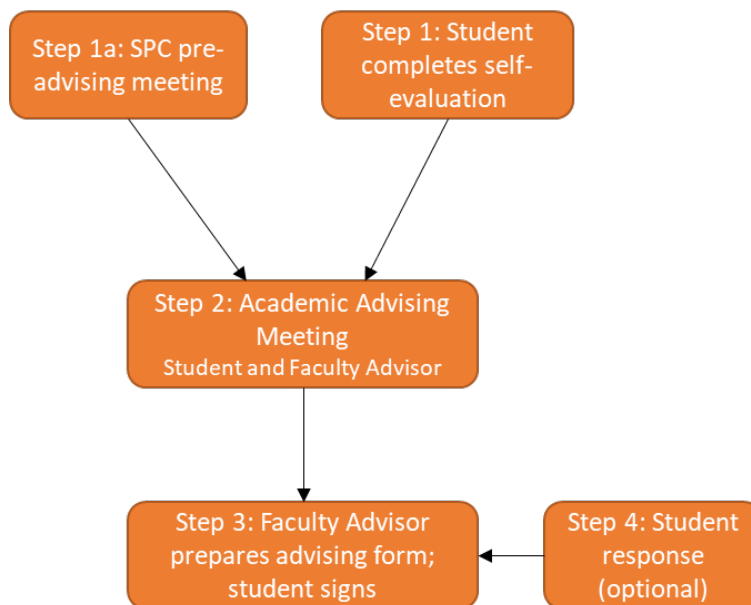


Figure 1. Academic Advising Flowchart

MONITORING SUPERVISED EXPERIENTIAL LEARNING HOURS

The Program tracks each student’s supervised experiential learning (SEL) hours in professional work settings (SCPE timesheets) and in alternate supervised experiential learning activities, such as course simulations, OSCE, case studies, role playing, and interprofessional education and interprofessional collaborative practice. The SPC monitors each student’s progress towards achievement of the Program’s 1100 SEL hours.

REMEDICATION

In a competency-based education (CBE) program, students engage in clinical learning activities designed to achieve all program graduate competencies (PI). Gaps or other issues in student performance can be detected through assessments and observation by faculty throughout the program. Some of these concerns may be addressed at the course level, at the instructor's discretion. All concerns related to unmet PI's, professionalism, behavior, or described in the criteria for probation (below) will be referred to the SPC for remediation and/or disciplinary action.

Formal remediation will take place through an action plan designed to improve or rectify progress towards competence, help students reach satisfactory performance, and/or address deficiencies in professional technical standards or conduct.

In CBE when a student has not achieved a specific competency (PI), and the competency is not addressed again in subsequent courses, an additional learning activity or activities may be assigned by the SPC as part of a formal remediation plan.

Determination of Remediation Plan

Remediation plans will be developed by the instructor, advisor, or SPC and be assigned to be completed over a specific time period. The formal plan will be presented to students, outlining the identified area for development, competency/performance indicator, remediation goal, the learning plan/activity and evaluation strategy, and the timeline and expectations.

SPC remediation plans cannot be appealed.

Plan Implementation

The SPC chair(s) will work with an assigned faculty member/preceptor to implement the remediation plan.

Plan Monitoring

Remediation plans are monitored by the assigned faculty member/preceptor who will report progress back to the SPC.

Remediation monitoring is documented on the remediation plan form throughout the remediation process and will summarize the student’s progress and compliance with remediation requirements. The frequency of progress checks will vary depending on the duration and components of the remediation plan.

Post Completion Reevaluation

At the completion of the remediation period, the student will be referred back to the SPC for re-evaluation. Failure to satisfactorily complete the remediation plan within the stipulated period may result in probation or dismissal.

Documentation

Documentation of the remediation requirements, implementation process, and outcome will be placed in the student’s file.

University Support

In addition to the programmatic remediation plan, the Program recommends that students utilize all available resources within the University’s Student Academic Support Services and/or Student Health and Psychological Support Services.

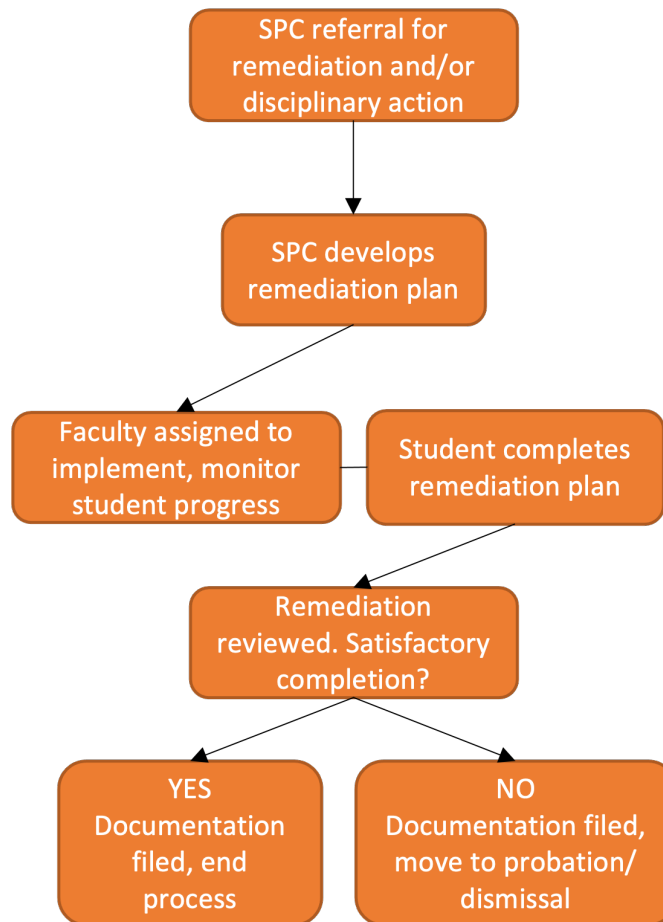


Figure 2. SPC Remediation Plan Flow Chart

PROBATION

Probation is a warning to students that the SPC has identified deficiencies in academic or professional progress. The SPC will review student progress and any identified concerns to determine if the probation criteria have been met. SPC determinations of probation cannot be appealed.

When a student is placed on probation, a remediation plan will be provided to address the identified deficiencies and the SPC will monitor student progress closely. Failure to demonstrate improvement in areas of deficiency may result in dismissal.

Academic Probation can occur as the result of unsatisfactory scholarship and/or professionalism, which may lead to dismissal from the Program. *It is documented on the official transcript.*

Professionalism Probation is a subcategory of Academic Probation. It is the result of unsatisfactory professionalism, which may lead to dismissal from the Program. *It is documented on the official transcript as Academic Probation.*

Note: Most state licensure boards request information on academic and professionalism probation on the official Program Completion Verification paperwork. The Program must document when a student has been on Academic and/or Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies and could influence an individual's ability to obtain employment clearance.

Criteria for Placement on Academic/Professionalism Probation

A student may be placed on probation if they meet any of the following criteria:

- Failure of a course (receiving a grade lower than B in a didactic course or receiving a Fail in a SCPE course)
- Failure of any 3 (initial and/or retake) exams or major assignments (regardless of final course grades) within one or more courses within the same trimester.
- Trimester GPA is < 3.0 and/or cumulative GPA < 3.0
- Failure to complete an SPC-assigned remediation plan
- Failure of re-examination under a remediation plan
- Violations of University of the Pacific's Code of Conduct policies or any University policies and procedures outline in the Tiger Lore Student Handbook
- Professional misconduct, behavior and/or attitude inconsistent with the Clinical Nutrition profession or in violation of the Professional Code of Conduct policies found in this Handbook
- Failure to adhere to the Program policies and procedures found in the Program Handbook
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptors, or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, and/or limitations of the student role
- Consistently failing to progress academically or professionally as determined by repetitive documented failure to demonstrate competency across multiple evaluation modalities.

- Failure to demonstrate the ability meet the Program’s Technical Standards.

NOTE: Knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including supervised clinical practice experiences and satisfactory progress in professional development, behaviors and attitudes may result in probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed, even though passing grades have been assigned. In such instances, successful completion of a remediation plan will be required to continue in the program.

Terms of Probation

Notification:

- When a student is placed on probation, they will be notified in writing by the SPC and provided with a remediation plan. A copy of this letter will be provided to the appropriate University officials and placed in the student’s academic file. The student must acknowledge receipt within 24 hours.
- Within 1 week, the student should meet with their advisor to review the remediation plan. The advisor will monitor student’s progress during the probationary period and report back to the SPC.
- Probation status will be noted on the official transcript.
- When the terms of probation and remediation have been met, notification of removal from probation will be sent to the student in writing and forwarded to the appropriate University officials. Documentation will be placed in the student’s academic file.

Duration of Probation:

- A student will remain on Academic Probation until the terms of probation have been satisfied, as stated in the remediation plan and probation letter. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate.
- A cumulative term and overall cumulative GPA of ≥ 3.0 by the end of the following academic term is required of a student placed on probation.
- A student will remain on Professionalism Probation until the SPC has determined that the student has achieved an acceptable level of professional behavior and has met the terms of the remediation plan. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate.
- If a student fails a didactic course and the SPC determines that a student must repeat an entire course(s) as an element of their remediation plan, the student must take a leave of absence from the Program until those course(s) are offered again in the next trimester the course is offered. A place will be held for the student to return to the Program at the beginning of the term that must be repeated.

Extracurricular Restrictions:

- A student on Academic Probation may not serve as an officer of any official Program or University club or organization (including holding a Class Officer position) as it may detract from time needed to be academically successful. If a student presently serving as an officer/representative is placed on Academic Probation, the other class leaders or the entire class will choose a substitute officer/representative to fill the position until the student is removed from probation.

STUDENTS WITH MINIMAL CHANCES OF PROGRAM SUCCESS

Students with minimal chances of success in the Program will be counseled into career paths appropriate to their ability.

DISMISSAL

The Program, after due consideration and process, reserves the right to dismiss any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

Criteria for Dismissal

A student may be dismissed if they meet any of the following criteria:

- Failure of 2 or more didactic courses (receiving a grade lower than B)
- Failure of 1 didactic course and 1 SCPE course
- Failure of a repeated or remediated course
- Failure by a student on probation to comply with or complete a SPC remediation plan within the defined period
- Meeting Academic Probation criteria for 2 or more trimesters
- Meeting 2 or more criteria for Academic and/or Professionalism Probation
- Meeting criteria for disciplinary action while on Academic Probation
- One egregious or two or more occurrences of professional misconduct, behavior, and/or attitude inconsistent with the Clinical Nutrition profession or in violation of the Professional Code of Conduct Policies
- Trimester GPA of <3.0 and/or cumulative GPA of <3.0 after being on Academic Probation in the prior academic term
- Violation of University of the Pacific's Code of Conduct policies or any University policies and procedures outlined in the Tiger Lore Student Handbook, while currently on Academic Probation or any egregious violations that are determined to be qualification for Criteria for Dismissal
- Verbal, written reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, and/or limitations of student role
- Verbal, written reports, and/or evaluations from academic faculty, clinical preceptor, or designees indicating that a student, who is already on probation, is not progressing academically and/or not demonstrating clinical or professionalism proficiency to a level where it may jeopardize patient safety
- Consistently failing to progress academically or professionally as demonstrated by repetitive evaluative assessment failures to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, simulations/standardized patient exercises, preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, site visits
- Consistent failure to maintain the ability to meet the Program's Technical Standards
- Two or more occurrences of failure to follow Program policies and procedures as defined in this Handbook
- Unprofessional conduct due to failure to comply with requirements set forth by the SPC and/or Program Director
- Refusal to participate in remediation.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. Other University departments may review dismissals for violations of the University Code of Conduct.

Notification of SPC Decision for Dismissal

1. The SPC shall notify the student in writing via university email. A copy of this letter will be provided to the appropriate University officials and placed in the student's academic file.
2. The student must acknowledge receipt of the letter within 24 hours.
3. The student must notify the Program of their intention to accept or appeal the dismissal within 72 hours of the time the letter is sent.
4. Failure to meet either deadline shall result in immediate dismissal.

If a student accepts the dismissal, the dismissal is effective immediately. If a student intends to appeal the decision, the student shall remain enrolled until a final decision is determined. While the appeal is pending, the enrollment status of the student will not be altered. The student must follow all Program and University policies for enrolled students. The Program reserves the right to remove the student from clinical placements until the appeal decision is rendered by the program director. Removal from a SCPE clinical rotation may delay the student's completion of the program should the appeal be granted. Delayed Program completion may result in additional tuition and/or fees.

If a student is dismissed, his/her registration will be void and tuition will be refunded according to university policy. Notification will appear on the student's academic transcript.

APPEAL PROCESS FOR PROGRAM DISMISSAL

The Program follows the School of Health Sciences Student Policies & Procedures, Section 31 Student Grievance and Student Affair Review and Appeal Procedures.

RE-ENROLLMENT

The Program follows the School of Health Sciences Student Policies & Procedures, Section 27 Re-enrollment Policy.

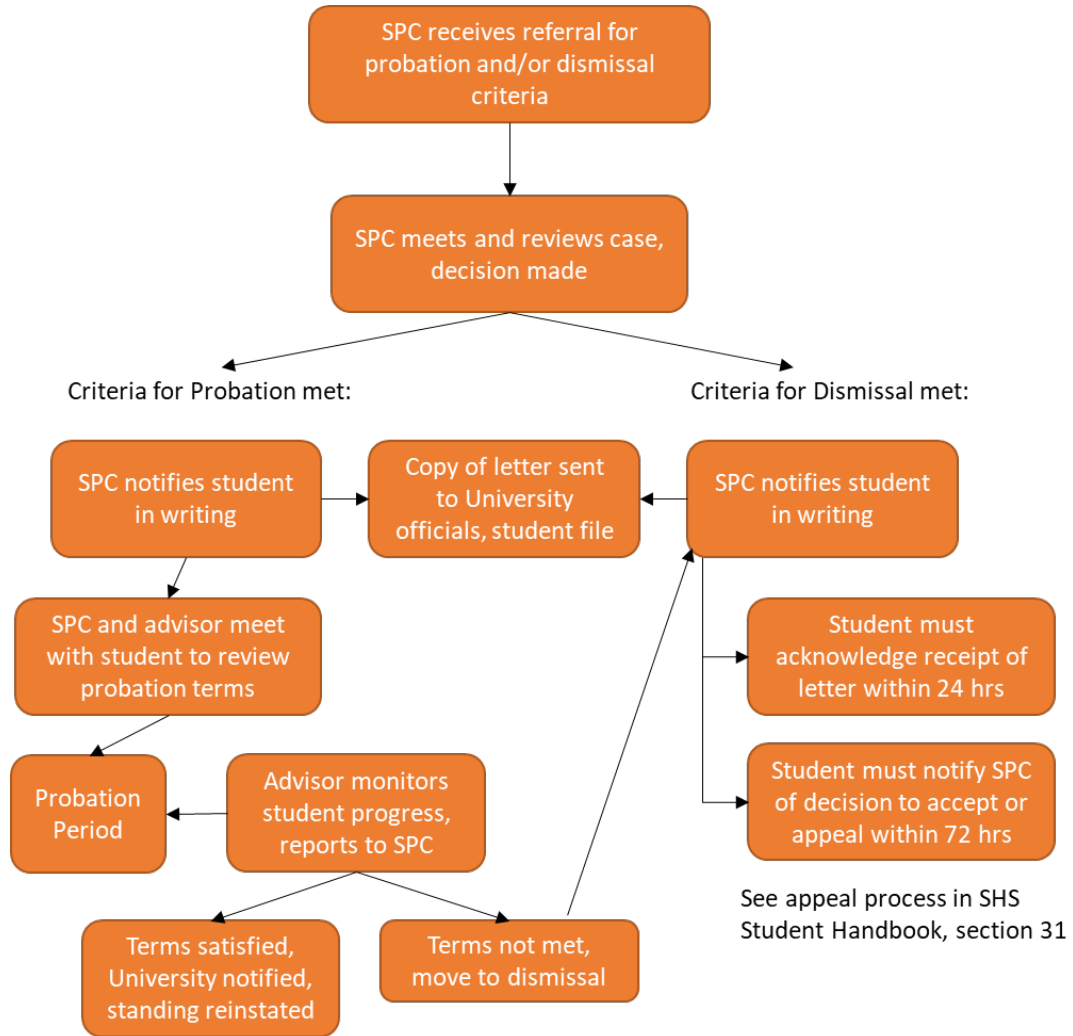


Figure 3. SPC Disciplinary Action Flowchart

SECTION 9: GRIEVANCE POLICY AND PROCEDURE

ACADEMIC GRIEVANCE POLICY

The Program follows the School of Health Sciences Student Policies & Procedures, Section 31 Student Grievance and Student Appeal Review and Appeal Procedures.

COMPLAINTS FILED BY PRECEPTORS

Preceptors have the ability to file written complaints specifically related to the Program with the Program Director or the Assistant/Associate Dean of Student Affairs of School of Health Sciences.

FILING A COMPLAINT WITH ACEND

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review unresolved complaints that relate to the Program's noncompliance with the ACEND accreditation standards. Students or preceptors shall submit complaints directly to ACEND only after all other options with the Program and University have been exhausted. ACEND is interested in maintaining high standards of quality for ACEND accredited programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or interns.

A copy of the accreditation standards and/or ACEND's policy and procedure for submission of written complaints may be obtained by contacting ACEND at:

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza Suite 2190
Chicago, Illinois 60606-6995
Phone (800)-877-1600 ext. 5400
E-mail: acend@eatright.org
www.eatright.org/ACEND

RECORDS OF STUDENT COMPLAINTS

The Program maintains a secure chronological record of student and preceptor complaints, including the resolution of complaints, for a period of seven years.

SECTION 10: LEAVE OF ABSENCE/WITHDRAWAL

LEAVE OF ABSENCE

The Program follows the School of Health Sciences Student Policies & Procedures, Section 20 Leave of Absence.

WITHDRAWAL

The Program follows the School of Health Sciences Student Policies & Procedures, Section 39 Withdrawal from a Term or the University.

SUSPENSION FROM THE UNIVERSITY

The student is temporarily separated for the University for a specified period, with or without conditions that must be satisfied before resumption of student status is permitted. The record of suspension shall appear on the student's academic transcript. The student will not participate in any University activity and will be barred from entering the campus, unless otherwise notified in writing. Suspended time will not count against any time limit requirements for completion of a degree. Suspension may be converted to dismissal if it is determined that the specified conditions or resumption of student's duties have not been satisfied. The SPC will also evaluate the student's preparedness to resume participation in the Program's curriculum, including the student's ability to meet the Program Technical Standards. The SPC may deny reentry or recommend a student restart the program.

SECTION 11: GRADUATION REQUIREMENTS & VERIFICATION STATEMENTS

GRADUATION REQUIREMENTS

A student will be recommended for the Master of Science in Clinical Nutrition (MSCN) Degree provided they have fulfilled the following:

1. Completion of all prescribed academic requirements with:
 - a. A cumulative weighted grade point average of 3.0 or higher in the MSCN Program with no incomplete or unsatisfactory grades, AND
 - b. Achievement of all ACEND FEM Graduate Program Competencies. Once competencies are achieved, the student must also demonstrate sustained performance for the duration of the program.
2. Demonstration of no deficiencies in ethical, professional, or personal conduct.
3. Compliance with all legal and financial requirements of University of the Pacific.
4. Completion of the academic requirements within the required 150% of time frame following matriculation. MSCN graduate students are expected to complete the program in no less than 16 consecutive months and no more than 24 consecutive months.
5. Completion and submission of the “Application for Graduation” to the Office of the Registrar. The registrar oversees clearing the student for graduation, which indicates that all graduate degree requirements have been completed.

VERIFICATION STATEMENTS

Upon fulfilling all graduation and program completion requirements, a student will be issued a Verification Statement by the Program, delivered via email with an authenticated digital signature of the Program Director. This Verification Statement signifies the student’s eligibility to write the registration examination for dietitian nutritionists administered by the Commission on Dietetic Registration (CDR) and eligibility for Active membership in the Academy of Nutrition and Dietetics. Students should retain the digital Verification Statement in their records for future use, as it may be requested for state licensure/certification and employment. The Program retains an electronic copy of the digitally signed Verification Statement indefinitely in the student/graduate file at the University.

Students who have not completed all graduation and program requirements will not be issued Verification Statements, nor will their names be submitted by the Program to CDR to write the registration examination for dietitians and nutritionists. Both of these steps are required before taking the RDN exam.

SECTION 12: STUDENT RECORDS

The MSCN Program follows School of Health Sciences Student Policies & Procedures, Section 34 Student Records. The University's FERPA policy can be found at <https://catalog.pacific.edu/stocktongeneral/generalinformation/universitypolicyondisclosureofstudentrecords/>

Distance education (both synchronous and asynchronous courses) is delivered via password protected Zoom and Canvas LMS. Students must use their official student login information (Web ID and password) in order to access the platforms, following a dual authentication process mandated by the University.

SECTION 13: DISABILITY SERVICES

The University is committed to providing reasonable accommodations to students with documented disabilities. Disabled student rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of the University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event.

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. Requests are handled on a case-by-case basis. To initiate the process, please contact the:

Office of Services for Students with Disabilities
University of the Pacific - Stockton Campus, McCaffrey Center, Rm. 229
Phone: 209.946.3221
Email: ssd@pacific.edu
Online: www.pacific.edu/disabilities

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD at the start of the semester or earlier. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

SECTION 14: STUDENT SAFETY & HARASSMENT

CRIME AWARENESS AND ON/OFF-CAMPUS SECURITY

Pacific makes every effort to ensure student safety on campus and when off campus on clinical placements. The University and Program recommend that all students be aware of their surroundings at all times and utilize common sense security techniques (i.e. keeping one hand free, locking your car and concealing valuables from view in your car.) Additionally, the University and Program recommend that students utilize any available safety systems present at clinical placements, such as “security escorts to your car”. If at any time a student does not feel safe in a clinical placement, the student is to notify the program immediately. Students are expected to notify the program immediately if a crime occurs.

FOR EMERGENCIES CALL 911 OR 9-911 FROM CAMPUS PHONES

IMPORTANT PHONE NUMBERS

Campus Public Safety Department (on duty 24 hours/day)	916.739.7200
Sacramento Fire Department (non-emergency)	916.808.1300
Sacramento City Police Department (non-emergency)	916.264.5471

Call 916.217.0896 for 24-hour access to Public Safety when campus phone lines are down or during a campus power outage.

EMERGENCY MANAGEMENT

The Campus Public Safety Department is responsible for publishing the Disaster Operations Control Plan, which is the emergency operations plan for the Sacramento Campus. In the event of a non-life-threatening emergency/incident, members of the campus community should contact Public Safety. For life-threatening emergencies, contact Public Safety and 911. The Dean or the Dean’s designee is responsible for the coordination of this plan during emergency operations through the Director of Public Safety. A copy of this plan is available in hard copy in the Director of Public Safety’s office.

For questions concerning **safety and security issues**, please refer to the Sacramento Campus, [Department of Public Safety website](#).

For the **Annual Security and Fire Safety (Clery) Report**, please see the Sacramento Campus, [Department of Public Safety website](#).

Public Safety Department
 2981 32nd St.
 Sacramento, CA 95817

HARASSMENT

University of the Pacific is committed to providing a learning environment free of unlawful harassment. The University abides by federal and state laws that prohibit workplace harassment,

including the California Fair Employment and Housing Act, Government Code Section 12940, et. seq., and Title VII of the Civil Rights of 1964, as amended.

The University prohibits sexual harassment, environmental harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. This policy applies to all persons involved in the operation of Pacific and prohibits unlawful harassment by any employee of the University, including supervisors, coworkers and preceptors. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

- **Harassment** is any behavior by a person(s) that is offensive, aggravating or otherwise unwelcome to another person.
- **Environmental harassment** is any severe or pervasive action that results in a hostile or offensive working environment for the recipient. Environmental harassment is also known as hostile environment harassment.
- **Sexual harassment** is defined as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature. The conduct need not be motivated by sexual interest but need only be of a sexual nature to be considered sexual harassment. Sexual harassment is one form of unlawful harassment.

Students experiencing harassment may be removed from the environment during the investigation period. All reports will be submitted to the University for a protocol-based investigation. During this investigation, students and witnesses may be contacted for further information.

TITLE IX – RESPONSIBLE PARTY – TITLE IX COORDINATOR

University of the Pacific seeks to promote an environment that is free of Sexual Misconduct, Discrimination, and Retaliation (Misconduct). Misconduct includes sexual violence, stalking, dating violence, domestic violence and gender-based harassment; terms that are defined in Addendum A of this Policy. The University seeks to educate students, faculty and staff about the issue of misconduct and to provide a clear path to resolution and correction of prohibited misconduct. The University reserves the right to respond with whatever measures it deems appropriate to prevent misconduct and preserve the safety and wellbeing of the University community. University of the Pacific prohibits misconduct in any form. The University is committed to compliance with Title IX of the Education Amendments of 1972, the Campus SaVE Act, and state and federal sexual discrimination laws. Title IX states,

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

This policy applies to all University of the Pacific community members, including students, faculty, staff, administrators, consultants, vendors, and others engaged in business with the University. Every community member is responsible for complying with all University policies and procedures. The University’s prohibition of misconduct includes conduct occurring on campus or off-campus, including online and electronic communication or other conduct, when the University determines it has a substantial interest. University policies and procedures apply to conduct that takes place

once a person becomes a student or employee of the University, including periods during academic breaks and between semesters/academic terms. This policy applies to and protects visitors to the University. Visitors may file a complaint for alleged violation(s) of university policies and procedures committed by members of the University community. University community members may be held accountable for the conduct of their guests. University of the Pacific's full Title IX Policy, with appendices, is available at [Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation](#).

SECTION 15: SOCIAL MEDIA POLICY

UNIVERSITY GENERAL GUIDELINES

Profile Photo	The "P" graphic is reserved for social media accounts administered by the Office of Communications.
Pacific seal	The seal should not be used as an identity element on social media sites.
Naming	Refer to the university as "University of the Pacific" or "Pacific." "UOP" is not an authorized variation on the university's name.
Hashtags	Use the general hashtag #UOPacific where appropriate.

The Office of Communications reserves the right to review and approve profile photos and graphic and identity elements of any University-affiliated site.

Groups that are not officially connected to the University may not use Pacific logos or wordmarks on their social media sites. This includes student organizations that are not recognized by the Office of Student Life.

Members of the Pacific community are expected to act with honesty, integrity, and respect for the rights, privileges, privacy and property of others when using social media.

The Pacific Social Media Guidelines can be found [here](#).

REGISTERED STUDENT ORGANIZATIONS

Social media accounts that represent registered student organizations should be included in the University's [social media directory](#)

Usernames and passwords should be available to an advisor or other college administrative staff, or an advisor or administrative staff member should be made an administrator on social media accounts of recognized student organizations.

Recognized student organizations are important ambassadors of the University and are expected to represent Pacific responsibly in all activities and communications, including social media.

PERSONAL ACCOUNTS

Each of us is responsible for what we post on our personal accounts and on the accounts of others. Our reputations are best served when we make ethical and career-conscious choices about how we use social media.

We should be cognizant that if we identify ourselves as members of the Pacific community on our personal accounts, our posts and images reflect on the institution.

PROGRAM SOCIAL MEDIA POLICY AND GUIDELINES

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a Clinical Nutrition student at University of the Pacific, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Flickr, YouTube, Snapchat and Instagram.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program:

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings are strictly prohibited. This includes but is not limited to written posts and emoji symbols.
2. It is inappropriate to use social media sites as a venue for venting. Written or photographic posts directed toward institutional or clinical faculty/staff as well as environmental surroundings are strictly prohibited. Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments. Another example is posting photographs of facilities or any component within a facility with or without comments.
3. Negative or derogatory posts that may affect the Program's ability to operate are strictly prohibited.
4. Think before posting as internet and email archives can permanently affect your reputation.
5. Anonymous posts will be thoroughly researched to identify the corresponding IP address.
6. Social networking during class, program activities, and clinical hours is strictly prohibited.
7. HIPAA laws apply to all social networking, so it is the utmost priority to protect patient privacy by not sharing information or photographs. Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided and/or personal characteristics of the patient are described making the patient identifiable.
8. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
9. If you state a connection to the University or the MSCN program, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the University or the MSCN program.
10. All laws governing copyright and fair use of copyrighted material must be followed.
11. Consult the Academic Director or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and subject to discipline, up to and including dismissal from the Program.

The Program reserves the right to review social media prior to admission to the Program and throughout enrollment.

**UNIVERSITY OF THE PACIFIC
MASTER OF SCIENCE, CLINICAL NUTRITION DEGREE PROGRAM**

PROGRAM HANDBOOK SIGNATURE SHEET

I have read, understand, and agree to follow the policies and procedures set forth by University of the Pacific, the School of Health Sciences, and University of the Pacific Clinical Nutrition Program. As a student, I am responsible for referring to this Handbook and the School of Health Sciences Student Policies & Procedures for specific policies and procedures governing my status as a Clinical Nutrition student to include all Program requirements, Program Technical Standards, satisfactory academic and professional progress, and grievance policies. I agree to fulfill my responsibilities and abide by all policies and procedures governing my clinical education (supervised clinical practice experience/SCPE). I acknowledge that SCPE rotation placements may require relocation within California (and potentially out-of-state) for one or more SCPE rotations and that I am responsible for all financial costs associated with travel and/or relocation.

Every attempt is made to provide a complete Handbook that provides an accurate overview of the Program policies and curriculum. However, circumstances and events may make it necessary to modify the Handbook during enrollment. Any amendments shall supersede those sections of the original handbook. I understand that amendments may be made to the policy and procedures noted within. I hereby agree to comply with all provisions listed in this handbook and any future amendments.

Student Name (Print)

University ID Number

Student Signature

Date

REVIEW/REVISION HISTORY

- Draft created 11/2019, Demonstration Program Self-Study Report (A. Davis)
- Revised 08/10/2020, Inaugural Cohort (L. Gray, A. Davis)
- Revised 08/16/2021 (L. Gray, K. Himmerick)
- Revised 08/14/2022 (L. Wang, L. Gray)
- Revised 03/13/2023 (L. Wang, L. Gray, S. Yaceczko)
- Revised 08/14/2023 (L. Wang)
- Revised 05/08/2024 (L. Wang)
- Revised 08/15/2024 (L. Wang, L. Gray, J. Beaudoin, M. Hill)

School of Health Sciences

Student Policies and Procedures

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1. Introduction

The mission of the School of Health Sciences (SHS) is to empower, engage, and prepare all graduates to be transformative professionals and socially conscious leaders through education, reflection, scholarship, and service. The *SHS Student Policies and Procedures* document outlines the processes that enable the smooth functioning of various academic and student life issues that students may encounter during their time here at the University of the Pacific). The SHS student policy and procedures will be updated periodically to reflect changes in policies and procedures. A notification will be sent to the SHS community when these changes are made.

The SHS requires its students to follow [Pacific's Tiger Lore: Student Code of Conduct](#) (Tiger Lore) which is designed to supplement the University's catalog and other related publications. Students are required to read *Tiger Lore* and keep it available as a reference. It is subject to change at any time as deemed appropriate by the University at its sole discretion. Any such changes may be implemented without prior notice and without obligation, and unless specified otherwise, are effective when made. SHS students are also required to consult their individual program handbooks for program-specific information that applies to them.

2. Academic Advising

Academic advising is an integral part of all programs within the SHS. Each student will be assigned an advisor by their program. The number and duration of advising meetings per semester/trimester will be determined by the programs based on the program requirements. Programs will evaluate the efficacy of academic advising annually via procedures established by each program for evaluation of advising.

3. Academic Standing

All SHS students are expected to make satisfactory progress toward the academic degree for which they were admitted. Graduate students are required to maintain a cumulative minimum grade point average (GPA) of 3.0 or as specified by the applicable Program Handbook and earn a grade of P (Passing) on all coursework that does not affect grade point average to remain in good standing.

Minimum grade requirement

Only grades of a C or above and a P (Pass) are acceptable for graduate credit. A grade of N is considered acceptable with respect to the minimum grade requirement for thesis credit. Grades of a C-, D, F, or NC (No Credit) are not acceptable for graduate credit at Pacific.

Students should also refer to their individual program's policies for academic standing expectations.

For all students, academic standing is determined at the end of each term to be one of the following:

- Good standing
- Probation
- Dismissal

The criteria for these academic standings are based upon a combination of cumulative Graduate GPA and the term GPA. Programs within the SHS may have degree-specific criteria for academic standing. It is important to refer to the criteria published by the program for the degree for which the student is enrolled. Criteria for the different academic standings are outlined below:

Good Standing: Graduate students are required to maintain a cumulative minimum grade point average (GPA) of

3.0 and earn a grade of “C” or “P” (Passing) on all course work or meet the specified Program GPA and course requirements required for the degree to remain in good standing.

The SHS programs of Study and their Program specific minimum GPA to remain in good standing are as follows:

- Athletic training: 3.0
- Audiology: 3.0
- Clinical Nutrition:3.0
- Nursing:3.0
- Occupational Therapy:3.0
- Physician Assistant: 2.75
- Physical Therapy: 3.0
- Social Work: 3.0
- Speech-Language Pathology:3.0

Probation: Any graduate student who has completed six (6) or more course units of study, falls below the specified Program GPA requirement, or has earned a grade of NC in two separate terms is placed on academic probation.

Students may also be placed on probation for clinical performance issues, professional conduct issues, or other reasons published in individual Program handbooks.

Removal from Probation: To be removed from probation, a student must achieve a cumulative 3.0 GPA or meet the specified Program requirement and not receive any grades of NC within the completion of the following semester. Students on non-academic probation (e.g., clinical or professional conduct issues) must meet published program guidelines to be removed from probation.

A student who is removed from probation is not eligible for a second placement on probation unless approved by the Department Chair and the SHS Dean.

Dismissal: Students may be dismissed from their graduate program if any of the following apply:

- i. A student on probation fails to be removed from probation after the probationary period.
- ii. The GPA of a student who has previously been on probation falls below the threshold set by their program of study.
- iii. A student who has previously been on probation receives a grade of NC in any class.
- iv. Other academic and non-academic reasons can result in a student's

dismissal from a graduate program.

A dismissed student may appeal for reconsideration and possible reinstatement on probation within the same School. Students who wish to appeal must follow procedures outlined in each program's policy. If no program- specific procedure is outlined, students must submit a written petition to the Associate Dean of Student and Faculty Affairs. [See section 33](#) for the policy on appeals related to Academic Dismissal.

4. Acquisition of Graduate Credit as an Undergraduate

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Undergraduate students meeting all the following requirements may petition the SHS Dean by submitting the Application to Receive Graduate Credit as an Undergraduate Student to open a graduate transcript (i.e., receive credit in graduate-level courses toward a graduate degree) before the last day to add classes of the previous semester as an undergraduate:

- The student must be within nine units of completing the baccalaureate degree.
- The student must be in the last two semesters of the baccalaureate degree at the University of the Pacific unless they are enrolled in a pre-established pathway such as a 3+3 or similar program of study.
- An Evaluation of Degree Requirements form has been submitted to the Office of the Registrar before the last day to add classes. This must be submitted before or with the Graduate Credit as an Undergraduate application. (This serves as permission by the undergraduate advisor for the student to take graduate-level coursework.
- The student has been accepted into a graduate credential program.

Graduate credit can be received under the following guidelines:

- The total number of graduate credits for the semester, including coursework completed at other schools, cannot exceed the maximum graduate course load for the department providing the graduate coursework.
- The tuition rate for the entire semester is at the undergraduate rate.
- No more than 12 units (16 units for student teachers) can be transferred from an undergraduate transcript into a graduate degree program.
- Graduate credit will only be granted for graduate-level (200 numbered) courses and above.
- Credits cannot be retroactively transferred from an undergraduate transcript to a graduate program. Approvals for graduate credit must be obtained prior to the last day to add classes of the student's last semester.
- Coursework will not count toward graduate credit if the student fails to complete the bachelor's degree by the second semester of taking graduate courses unless the student is enrolled in a pre-established pathway such as a 3+3 program with a pre-determined sequence that extends beyond two semesters.
- Graduate courses completed under this agreement will not be recorded by the Registrar as graduate coursework until the baccalaureate degree has been completed

and matriculation into the graduate program has commenced. Grades from these courses will not be counted in the undergraduate grade point average unless the bachelor's degree is not completed. Students who do not complete the bachelor's degree by the second term when graduate courses are taken cannot start a graduate program and cannot take additional graduate coursework until the bachelor's degree has been awarded.

- Students bear the responsibility of assuring graduate units earned as undergraduate students transfer to or be counted as post-baccalaureate units by other universities or school districts.

Students are not classified as graduate students until they register for and begin graduate courses following the receipt of their bachelor's degree.

5. Changing Degree Programs

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Graduate students are admitted to the University of the Pacific for a specific degree program. Apart from programs overseen by the same admission committee, if a student wishes to change a degree program, the student must submit a new application for admission, pay the application fee, and comply with all admission requirements.

No more than nine (9) units of coursework taken in non-degree seeking, certificate-seeking, or previous degree-seeking status may be applied to any Master's degree, and no more than 12 units may be applied to any doctoral degree. Credits transfers towards completion of a degree must be approved by the applicable program.

Students who wish to change degree programs overseen by the same admission committee may do so by using the Change of Program form available in the Registrar's Office.

6. Classification of Graduate Students

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Full: All students admitted with full graduate standing.

Conditional Admission: Students may be admitted to some of the graduate programs on a conditional admission basis.

Credential: Students admitted for post-baccalaureate work that leads toward an initial teaching credential, specialist instruction credential, or services credential.

7. Clinical Competency

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Many of the graduate and professional programs offered at the University include experiential coursework. Prior to taking a course that includes an experiential component, students are required to demonstrate that they have the necessary skills, aptitude, and competencies to successfully complete the course. Faculty of departments/programs that offer experiential courses have the discretion of denying or terminating enrollment in these courses to students evaluated as not possessing the necessary clinical competencies.

Procedures used to assess clinical competency vary across programs. Students may obtain additional information from their Department Chair or Program Director.

Students who do not demonstrate adequate clinical and experiential competency can be dismissed from their program.

8. Commencement

The universal application for graduation deadlines is **April 2** for the upcoming Fall, Spring, and Summer graduation dates (for all trimester programs). Graduation applications are open for two semesters prior to the deadline. SHS students who are near completion of degree requirements are eligible to participate in the May commencement exercises under the following conditions:

- All degree requirements will be met before the end of the last summer session of the same year. An approved plan of study that specifies all degree requirements will be completed in time and must be on file in the School of Health Sciences.
- The Master's degree oral examination, which includes thesis defense or written examination (where applicable), will be successfully completed by the Spring semester deadline for Written/Oral Exam — Thesis/Dissertation Defense or according to specified policies in the applicable program handbook.
- The student is in good academic standing.
- On a case-by-case basis, special consideration is given to international students who complete degree requirements during the fall semester of the same calendar year. Approved Degree Evaluations must be on file by the spring semester deadline, and the student must state they are unable to return to campus to participate in ceremonies in the spring following degree completion.
- Doctoral degree students are ineligible to participate in graduation ceremonies until all degree requirements are met and the final dissertation has been approved by the School of Health Sciences. However, on a case- by-case basis (or by unit request), special consideration will be given for international and domestic doctoral students who will complete degree requirements by the end of the fall semester of the same calendar year. Approved programs of study must be on file by the spring semester deadline, and the student's Department Chair or Program Director must approve the request.

9. Continuous Registration

All SHS students must satisfy the Continuous Registration Policy of their respective programs from admission until all degree requirements are met or their status as a degree- or credential-seeking student is terminated. This includes students who are completing final examinations or presenting terminal projects. If degree or credential

requirements are completed between semesters, student must have been registered during the preceding term. International students may have additional registration requirements depending on their visa status and should consult with the Office of International Programs and Services to obtain current information.

Continuous registration is intended for students who have completed all required coursework. The Continuous Registration Policy can be met by registering for GRAD 200 (master's students) or GRAD 300 (doctoral students) through Inside Pacific at least one semester per academic year (Fall or Spring).

There is no limit to the number of times a student can register for GRAD 200/GRAD 300; however, Pacific's

Residency and Time Limit policies must be met.

Students enrolled in GRAD 200/GRAD 300 may utilize library facilities but are not entitled to:

- the use of other University facilities
- receive a fellowship, assistantship, financial aid, or
- take course work of any kind at the University of the Pacific.

Students should also be aware that registration in GRAD 200/GRAD 300 or equivalent courses may cause existing student loans to come due. Please consult with the Office of Financial Aid.

Some programs may require courses other than GRAD 200/GRAD 300 ("equivalent courses") to meet continuous registration requirements. Please consult individual program pages for additional information.

Failure to Meet Continuous Registration Requirements

A student who fails to meet the continuous registration requirements will be inactivated. Students in good academic standing who were inactivated may petition for readmission to their original degree program by submitting the Application to Request Reinstatement to their respective program. The program will need to support the decision and recommend readmission to SHS.

Reinstatement will occur to the current catalog. If reinstated, the student will be required to meet University and degree program admission and degree requirements that are in effect on the date of reinstatement, not the date of original admission.

Reinstatement requests must be accompanied by a plan for completing the degree within the maximum time allowed (see Residence and Time Limits).

A decision to reinstate a former student must be supported by the student's degree program. The continuous registration requirement does not apply to students on approved leaves of absence (see below).

10. Course Audits

Eligible graduate courses may be audited only by students admitted to the SHS who have the

approval of the student's advisor and of the instructor and Department Chair of the academic department where the course is offered. Departments may grant permission to students in a different program to audit eligible graduate courses. Students auditing a course may be required to pay an audit fee and any special fees associated with the course. Audited courses cannot be retroactively converted to course credit unless officially changed to credit before the "Add Classes" deadline of the semester.

11. Course Loads

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Course load refers to the number of units a student takes during a semester or trimester term. Course-load requirements are program-specific (i.e., programs determine the minimum or the maximum number of units students are required to take in a term). Course load influences financial aid. The following course load categories correspond to financial aid categories.

Full time: 8 or more units per semester/trimester

Half Time: 4 to 7 units per semester/trimester

Less than Half Time: 1 to 3 units per semester

Students with teaching or other assistantships should check with their department for specific guidelines concerning unit requirements. Conditionally admitted students are not eligible for assistantships.

While the above Course Load categories are applicable to domestic students receiving financial aid, international students studying on an F-1 or J-1 visa must meet registration requirements for a "Full Course of Study," as defined by U.S. Citizenship and Immigration Services, in accordance with the U.S. Department of Education. A "Full Course of Study" is defined on a semester/trimester basis, and students on F-1 or J-1 visas must meet at least one of the established criteria to obtain/maintain their visa:

- eight units
- six units plus 20 hours per week assistantship
- At least 1 unit of Internship, Research, Seminar, Thesis, or Dissertation

For additional information on the "Full Course of Study," please contact the Office of International Programs and Services.

12. Course Syllabus

For each course, a syllabus approved by the AACG must be made available to students. This syllabus constitutes an agreement between the student and the instructor. Students are required to review the syllabus for each course and be acquainted with all the course specific requirements specified within.

13. Credit-by-Examination for Graduate Courses

An SHS student in good standing, or a student who has been accepted into one of the SHS programs, which allows credit by examination, may request to take an exam to receive

Credit by Examination (CbE) for one or more courses offered by the program. Departments have the right to designate which, if any, of their courses are appropriate for CbE. This policy is subject to the following restrictions.

- a. A student may request CbE for a course covering material in which, through independent study, work experience, or work at another institution that was not accepted for transfer credit, the student feels prepared. It is the responsibility of the student to explain how the material was mastered.
- b. Students wishing to pursue CbE should not expect preparation support (tutoring, office hours, etc.) beyond a statement of the scope of topic coverage and expectations for passing the exam(s).
- c. A student wishing to pursue CbE for a course may not attend the class meetings of the course.
- d. A student cannot receive CbE for a course they have previously taken for academic credit.
- e. A student may not get CbE for a course in a structured sequence if the student has received credit for a higher-level course in the sequence.
- f. A maximum of 9 units total may be earned by a student via CbE and/or transfer credit combined.
- g. A student wishing to pursue the credit by examination option must:
 - I. Complete the appropriate form from the office of the University Registrar
 - II. Obtain approval from his or her adviser, and the dean of the school or college offering the course
 - III. Pay the scheduled service fee.
- h. Successful completion of the examination will be recorded on the transcript with a grade of Pass and will be made a part of the student's academic record. This will occur in the semester in which the exam is taken or in a subsequent semester as directed by the student's graduate program, especially in the case where a candidate takes the exam before being a full-time graduate student.
- i. Pending credit for having successfully passed the exam can be used as justification for prerequisite overrides for courses that require the course to which CbE was earned. Appropriate tuition fees will be assessed.

14. Credit Limitations

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Unless included in an approved dual degree or 2+3/3+3 accelerated program, a course can be applied toward only one degree unless an exception is approved by the Academic Regulations Committee (ARC). The following are courses not applicable to graduate degrees:

- a. Lower division undergraduate courses (001-099)
- b. Courses in which a grade of C- or lower were received. Courses that receive a C- or lower must be repeated
- c. Courses for the improvement of English language skills of foreign students
- d. Directed teaching or prerequisite courses for directed teaching except for

the Master of Education degree or the Master of Arts in Special Education degree.

- e. Physical education activity courses.
- f. Unclassified Status: No more than 12 units, no matter when they are earned, can be transferred from an “Unclassified” transcript into a graduate program.
- g. Credit used toward a degree earned at another institution cannot be applied to a graduate degree at the University of the Pacific.

15. Double-Listed Courses

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

To differentiate student responsibilities in courses double-listed between undergraduate/masters or masters/doctoral, there must be significant differentiation between the two levels, with the more advanced course level evidencing additional rigor as denoted by higher-level student learning outcomes and academic rigor with corresponding masters or doctoral level assignments and grading criteria indicated in the syllabus.

Master’s degree students enrolled in courses double-listed as both undergraduate and master’s level must register using the 200-level course number and complete all requirements in the course for masters-level work. Similarly, doctoral students enrolled in courses double-listed as master’s and doctoral level must register using the 300-level course number and complete all requirements in the course for doctoral-level work.

16. Degree Audit

Programs must complete a Degree Audit & Approval for each graduating student. Pre-audits can be completed at any time but should be completed before the end of the student’s last term. The final degree audit occurs after all grades have been posted for the term.

17. Grade Point Average

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

The Pacific grade point average is determined by adding the total quality points and dividing the resultant sum by the total number of quality hours. As a rule, the ratio is based on the number of letter grades completed.

18. Grading Policies

SHS students are assigned grades in keeping with the following provisions. Utilization of (+/-) is at the discretion of individual programs.

Symbol GPA Definition

A	4.0	Exemplary
A-	3.7	
B	3.3	
+		
B	3.0	Satisfactory
B-	2.7	
C	2.3	
+		
C	2.0	Marginal
C-	1.7	
D+	1.3	
D	1.0	Unsatisfactory
F	0.0	Failing
I		Incomplete

A grade of Incomplete must only be assigned if there are extenuating and hardship circumstances that prevent the completion of the work assigned within the regular time of the term.

Each incomplete grade assigned must be accompanied with a contract statement agreed to by both instructor and student as to:

- a) what work remains to be completed
- b) how it is to be evaluated
- c) a time indicated for completion within six months.

If work is not completed within six months, the instructor can indicate a grade in lieu of the F/NC, which automatically would be imposed with failure to complete the work. All incompletes must be made up before the last day of the semester in which the student intends to graduate.

Grading Policies

Symbol Definition

- N** Deferred grading for thesis, dissertation, or research work.
- NC** No credit recognition. Represents unsatisfactory work under the pass/no credit option.
- NG** No Grade Received from the Instructor. Please contact the instructor.
- P** Passing work on the pass/no credit system. Approved only for certain courses and programs of a college or school. Note: Research for thesis or dissertation, the department may determine whether letter grades or pass/no credit grades are to be given. In the seminar or comparable courses, letter grades or pass/no credit may be used.
- W** Authorized withdrawal from courses after the prescribed period.

19. Health Professional Immunizations

SHS students must comply with all immunization requirements set for them by the County, University, School, and program of study both at the time of matriculation and during their subsequent course of study. Compliance with immunization and vaccination requirements is mandatory. Exemptions for medical reasons will require a licensed medical provider's certificate. A medical exemption from vaccination may limit the type of clinical environments and training that will be available to the student during the program. This may impact the ability to graduate from a program.

20. Leave of Absence

Students experiencing life-changing or catastrophic events are encouraged to request a **Leave of Absence**, especially if the Residence and Time Limits policy will be impacted. Consideration of requests submitted after the degree time limit has expired will be impacted by evidence of successful continuous progress towards the degree, programmatic changes, and faculty availability. A student who is in good standing may petition for a leave of absence of no more than one academic year, and the maximum number of Leave of Absence requests is two.

Programs may have time limits on graduation requirements which may impact the application for a leave of absence. Requests for a leave of absence must be approved in advance by the faculty advisor or Program Director/Department Chair, the Assistant/Associate Dean of Student Affairs, and the SHS Dean. If the petition is approved, the registration requirement will be set aside during the period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with pursuing the degree, including the use of university facilities and faculty mentoring/advice.

Title IX regulations also require the university to treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for so long a period as is deemed medically necessary by the student's physician. Students requesting a leave of absence under this provision must submit their request to the Title IX Coordinator, who will initiate the process. Counting of the time to the completion of the degree ceases when a leave of absence is granted and resumes when the student re-enrolls to continue the program.

A student who returns to the University after an approved leave of absence will not be required to apply for readmission. Individual Programs may require knowledge assessments and reaffirmation of technical standard competency prior to resuming educational activities. Programs reserve the right to require remediation or repeating of curriculum content to facilitate student success. Unapproved leaves of absence may result in the student being required to re-apply to their program. International students should consult with the International Programs and Services Office to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

The **Leave of Absence form** [Leave of Absence.pdf](#) (pacific.edu) should be maintained/filed within

the SHS, and the Registrar's Office must be notified.

21. Petitions

The petition process is designed to assist students in obtaining exceptions to academic regulations for extenuating reasons. Any student with an issue requiring a petition should contact their faculty advisor. The petition may need to be submitted to a program-specific committee, School-wide committee, or University-wide committee, depending upon the nature of the petition. A student may file a petition for the resolution of academic issues. In the following sections, a description of the general procedure regarding the filing of petitions within the SHS and descriptions of the types of petitions that can be filed are outlined.

A. School Level Petitions

Student petitions for the following regulations can be reviewed and addressed at the program level. If a petition cannot be addressed at the program level, it can be forwarded to the SHS Associate Dean for Academic Affairs for review.

Registration: Current Term

- I. Late Add/Withdrawal for 1/+ courses – until last day of classes deadline
- II. Audit
- III. Overload
- IV. Pass/No Credit vs. Letter Grade
- V. Waiver of Catalog Expiration and Requirements Policy (7-year rule)
- VI. No enrollment in Courses in the current Term
- VII. Plan of Study Change from Thesis to Non-Thesis Option
- VIII. Waiver of Advancement of Candidacy/Period of Candidacy

B. Academic Regulations Committee (ARC) Petition

An ARC petition is a request for the University to make an exception to an academic deadline or policy. Typically, all retroactive actions on course petitions need to be reviewed by the ARC. An explanation of the circumstances and the verifiable documents provided are the primary sources of information that the committee will use to approve or deny a petition. Academic regulation forms must be returned to the Registrar's Office. Registrar forms, including the ARC form, may be found here: <https://www.pulse.pacific.edu/x51712.html>

22. Registration

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Registration is how an individual officially becomes a student at Pacific. Registrants are further identified by school/college of the University, degree status, classification, and major.

All students must register by the last day to add or drop. Students are held accountable to complete every course for which they register. If it is necessary to add or drop a course, the student must complete the appropriate registration transaction by the last day such activity is allowed as published in the University Calendar.

After the add/drop deadline dates have passed (but prior to the end of the term), requests to add or drop courses must be made by special petition to their respective program.

Requests to drop courses after the term must be made to the Academic Regulations Committee (ARC). In either case, petitions are only approved if it can be shown that the request is warranted due to some special situation or hardship. Courses approved to drop after the deadline appear on the student's transcript with the notation "W" but do not count in the units earned or in the calculation of the grade point average.

Any petitions approved after the deadline dates are subject to a service fee. Tuition and fee refunds are based on the date a withdrawal form is initiated in the Office of the Registrar.

23. Registration - Individualized Study

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

To register for Individualized Study (Independent Study course, Internships, or Practicum), students must use the Individualized Study Request form. This form is a written contract between students and faculty that specifies the nature of the work to be undertaken and the method of evaluation. The form must have proper approval within the unit and be filed with the Office of the Registrar. An independent study course may not be taken in the same term in which a regular course in the same subject is offered.

24. Repeating of Courses and Grade Replacement Policy

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

For courses in which the grade earned is C- or lower, the units are counted for GPA purposes in a student's degree program and -- if required for the degree -- must be repeated. Some departments or programs have established higher grading standards that must be met by students in those programs. All grades earned in courses taken as a graduate student at the University are counted in the cumulative GPA.

Only courses with grades of "B-" or lower can be repeated. Once a course is completed with a grade of B or higher, the graduate student cannot repeat that course or any prerequisites for the course. When a course is repeated, grades from both the original and repeated attempt appear in the official records and transcripts. A course can only be repeated once, and programs determine the exact number of courses that can be repeated (up to 25% of courses required for a degree). The grade received in the repeated course is used for the calculation of the Pacific grade point average.

25. Requirements for the Master's degree

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

The following requirements apply specifically to the Master's degree. Students are responsible for also following the policies and graduation requirements of their program.

Total Units

Most Master's programs at the University of the Pacific require a minimum of 30 units of approved graduate credit.

Degree Candidacy

Successful completion of 12 units with a cumulative GPA of 3.0 or better or as specified in the applicable program handbook.

Grade Point Average

Students must maintain a minimum GPA of 3.0 or as specified in the applicable program handbook. See the Grading Policy and Academic Standing sections, in addition to program-specific guidelines.

Comprehensive Examination/Capstone Experience/Creative Project/Thesis

Most programs have a culminating experience. In addition to successful completion of all courses required for graduation, students may be required to pass a comprehensive examination taken during their final semester of enrollment or, if specified by the program, successfully complete a capstone experience or creative project, or defend a thesis.

The thesis must be checked for plagiarism and approved by the thesis committee prior to the defense. Students must be enrolled in the semester in which the defense/final examination occurs.

(See individual program sections for more information).

26. Requirements for Terminal Degree Programs (Doctoral Programs)

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

The goal of terminal degree programs at the University of the Pacific is to provide students with a comprehensive discipline-specific knowledge base and/or extensive training in the methods of research/creative activity. The programs are designed to encourage students to make contributions that advance their field of expertise.

Students are expected to demonstrate an ability to conduct independent research and the ability to express thoughts clearly in both verbal and written, and/or creative formats. To earn a terminal degree, candidates must successfully complete all degree requirements, demonstrate a high level of professional skill and performance in their academic work and their internship experience (if required), and submit a dissertation acceptable to the student's committee. Specific program requirements can be found in the appropriate sections of the catalog.

Degree Candidacy

Successful completion of approved candidacy requirements is defined by the degree program (e.g., qualifying activities or preliminary examinations).

Grade Point Average

Students must maintain a minimum GPA of 3.0 or as specified in the applicable program handbook. See the Grading Policy and Academic Standing sections, in addition to program-specific guidelines.

Presentation of an Acceptable Dissertation (if required by the program)

To be acceptable, the doctoral dissertation may be any of the following:

- I. A product with significant contribution to the advancement of knowledge
- II. A work of original or primary research product
- III. Final Oral Examination

If an oral defense of the dissertation is required, candidates present themselves for the oral examination by the examining committee, which consists of the candidate's advisor (who shall act as chair) and such other examiners as the advisor shall approve. The examination shall focus intensively on the field of specialization in which the candidate's dissertation falls, though it need not be confined to the subject matter of the dissertation. To be considered satisfactory, the report of the examining committee must be unanimously favorable. (Refer to the applicable program for more information).

27. Re-enrollment Policy

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Students who have separated from their program without an approved leave of absence will require to re-enroll in their program of study. Enrollment eligibility during an appeals process is determined at the program level. A dismissed student may not enroll in any graduate program for a minimum of 12 consecutive months (waiting period). A student must reapply, meet current requirements for degree-seeking students, and be accepted by the University and the Department to re-enroll for graduate studies following the waiting period.

Programs may develop additional procedures or requirements related to re-enrollment following dismissal. Some programs may not permit reinstatement.

28. Residence and Time Limits

The period of residence involves students in a total commitment to their program of study. Individual programs within SHS may have prescribed residency requirements.

SHS programs are typically accelerated and are cohort-based. Changes in course sequencing will result in delayed graduation. Registration in courses outside of the program prescribed sequence is only possible with the permission of the Department Chair. Any changes to program sequence or coursework require approval from the Department Chair. Failure to do so may result in an inability to graduate from the program or result in dismissal from the program.

29. Revalidation Request

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

If revalidation of expired courses is requested, the faculty advisor or Program Director recommends a revalidation plan. Revalidation will verify that the student's knowledge in a specific subject area is current and documented. Options for course revalidation include a written examination, a scholarly paper, a project, an annotated bibliography, a course retake, or other equally rigorous academic means appropriate to the discipline to determine

the student learning outcomes have been met.

Revalidation requests should be submitted on the Revalidation Request Form and accompanied by a written justification, revalidation plan, and documentation used for revalidation. All revalidation requests and plans must be approved by the student's advisor, program director, and the SHS Dean. The student's advisor/Program Director and SHS Dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study. Failure to follow all designated requirements of the revalidation agreement may result in dismissal from the program. SHS students will not be permitted to submit more than 12 units of the program's courses for revalidation. Courses beyond the 12-unit limit will need to be retaken. Only courses completed at the University of the Pacific are eligible for revalidation.

30. Student Code of Conduct

SCHOOL OF HEALTH SCIENCES STUDENT CODE OF CONDUCT

Professionalism holds equal importance to academic progress. School of Health Sciences (SHS) students are expected to demonstrate the legal, moral, and ethical standards required of a healthcare professional and display behavior that is consistent with these qualities.

Professionalism and professional ethics are terms that signify certain scholastic, interpersonal, and behavioral expectations. SHS students are always required to exhibit professional behavior which is consistent with the School and department/program expectations. Department/program-specific expectations and requirements are described in the policies and procedures for each academic program. SHS students must consult their individual program handbooks for program-specific information that applies to them. SHS expects students to always display a respectful and professional demeanor.

The SHS requires its students to follow the [Student Conduct/ Tiger Lore Handbook](#) (Tiger Lore), which is designed to supplement the University's catalog and other related publications. Students are required to read Tiger Lore and keep it available as a reference. It is subject to change at any time as deemed appropriate by the University at its sole discretion. Any such changes may be implemented without prior notice and obligation and, unless specified otherwise, are effective when made.

This Student Conduct Code, which is incumbent upon all SHS students, applies to:

A. Academic performance

- i. All SHS students are expected to make satisfactory progress toward the academic degree to which they were admitted. Refer to the Academic Standing section of the SHS Student Policies and Procedures for the school and university's academic standing criteria.
- ii. Departments/programs within the SHS may have additional specific academic standing or disciplinary action criteria. Students should also refer to their individual department/program's policies for academic standing expectations.

B. Behavior expectations

- i. Cooperate with the orderly conduct of classes.
- ii. Treat others with respect.
 - a. Students are expected to treat all patients/clients, university faculty and staff, clinical

preceptors/supervisors, health care team members, and fellow students with dignity and respect. Students must respect university, SHS, and department/program policies and procedures. Students shall not display disruptive or obstructive behavior in the classroom, at institution (university, SHS, or department/ program) functions, or at clinical sites. Students are expected to be able to follow directions and express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic manner.

- b. Students must be sensitive to, and tolerant of, diversity in the faculty, staff, student, and patient/client populations.
- iii. Avoid actions that reflect poorly on the school or the professions.
- iv. Demonstrate professionalism in all communications and interactions.
- v. Adhere to all department/program professionalism code of conduct standards.
- vi. Maintain professional confidentiality. Students must respect and keep confidential all private/privileged patient/client, peer, and institutional information, such as patient/client conditions, medical and pharmaceutical records, fee systems, economic information, professional policies, research results, and information from committees on which a student is a member.
- vii. Abide by program or clinical /experiential site dress and hygiene requirements. Attire and personal grooming should not distract from nor compromise the professional integrity of the school or the professions.
- viii. Adhere to the University Honor Code and all university student-related policies outlined in the Tiger Lore Student Handbook. [Student Conduct/ Tiger Lore Handbook](#). Specific actions that are violations of the Code include theft; vandalism, or inappropriate access to personal property, including offices, desks, computers, or other University property or student property; acts of physical violence or aggression against students, faculty, or staff; inappropriate behavior resulting from mental health disturbances; impairment due to drugs or alcohol; and involvement with drug diversion and illicit drug use.
- ix. Drug Use Policy and Expectations
 - a. Evidence of substance abuse or impairment by a student is a reason for immediate sanctions and possible termination from the program due to the unique nature of the health professions. Substances of potential abuse include drugs, chemicals, alcohol, and dietary supplements. Students may be subject to drug screening as a part of the academic program or because of suspicions or accusations regarding drug abuse. Students refusing to submit to drug testing as requested by the department/program, SHS, or clinical rotation site may be subject to disciplinary action including, but not limited to, dismissal or the inability to progress in their academic program until the issue is resolved.

C. Technical Standards

- i. Individual departments/programs have published technical standards relating to performance expectations for their clinical discipline. SHS requires that students work with their departments/programs and the Office of Services for Students with

Disabilities (if applicable) to meet the published technical standards of their program.

D. The Honor System and Expectations

- i. Established at Pacific in 1958, the Honor Code is intended to maintain and preserve the high standards of personal character and integrity that are vital in academic pursuits. The honor code is described in detail in Tiger Lore. The success of the Honor Code is made possible only by the acceptance and cooperation of every student, staff, and faculty member to maintain its principles and traditions.

Examples of violations of the Honor Code include the following:

- I. Give to or receive from another student information during an examination or other assessment.
- II. Use unauthorized sources for answers during an examination or other assessment, such as a programmable calculator, computer, cellular phone, other electronic devices, cheat sheets, or other methods.
- III. Obtain unauthorized test answers before an exam or other assessment.
- IV. Alter answers on any test, quiz, or other assessment instrument after submitting it to the instructor.
- V. Plagiarize. Plagiarism is defined as the intentional or unintentional use of another's work without recognition of the original author.

Violations of the Honor Code must be reported to the course instructor of record, department/program administration, or an SHS administrator (e.g., Assistant/Associate Dean of Student Affairs). All students are entitled to due process as outlined in the *SHS Student Affairs Review Process*.

- ii. Faculty must include a statement regarding the Honor Code within the syllabus of each course. The following is a sample statement:

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- *act honestly in all matters;*
- *actively encourage academic integrity;*
- *discourage any form of cheating or dishonesty by others; and*
- *inform the instructor and appropriate University administrator if they have a reasonable and good faith belief and substantial evidence that a violation of the Honor Code has occurred.*

NOTE: If a student believes that behavior in violation of the University's policy against sexual and other unlawful harassment has occurred, the student should notify the Title IX Coordinator (titleix@pacific.edu) as soon as possible. Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University's policy statement on prohibited discrimination. ([Title IX - Sexual Misconduct Procedures and Support](#)). Pacific's Title IX Coordinator or the SHS Assistant/Associate Dean of Student Affairs should be contacted if a student has concerns related to a violation of this policy.

31. Student Grievance and Student Affairs Review and Appeal Procedures

A. GRADE GRIEVANCE PROCEDURES

The following describes the grievance procedures available to all SHS students. These procedures address issues that arise from, relate to, or directly impact a student's academic activities or performance, such as assignments and evaluation of academic work when a student is attempting to fulfill the requirements of a particular course or degree. These procedures allow students and the SHS an opportunity to resolve grievances promptly and equitably.

Definition of a Grievance

A grievance is a written complaint concerning a decision or action made by university faculty or staff that directly and adversely affects the student as an individual in their academic capacity. Grievances must be based on objectively demonstrable evidence regarding an instructor's academic practices. For example, the basis for a grade grievance may exist if the student's evaluation differed from other students in the course and can be documented or if a grade is assigned in a manner other than the prescribed method in the course syllabus or assignment instructions. The grievance process is not a vehicle for a regrading. The grievance process is limited and provides relief only when it is demonstrated that the grade is based on an improper decision or action, such as a math error in adding points or grading motivated by discriminatory intent.

A grievance is not a means to challenge a department/program, SHS, or University policy or disciplinary action taken by a department/program, the SHS, or the University.

Issues relating to violations of the SHS Student Code of Conduct, as well as the University's Honor Code and Student Code of Conduct, are separate from this Grievance Process. A grade grievance will not be considered until student misconduct allegations have been resolved.

NOTE: If a student believes that behavior violates the University's policy against sexual and other unlawful harassment has occurred, the student should notify the Title IX Coordinator (titleix@pacific.edu) as soon as possible. Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University's policy statement on prohibited discrimination. ([Title IX-Sexual Misconduct Procedures and Support](#)). Pacific's Title IX Coordinator or the SHS Assistant/Associate Dean of Student Affairs should be contacted if a student has concerns related to a violation of this policy.

Right to Participate in Grievances Without Retaliation

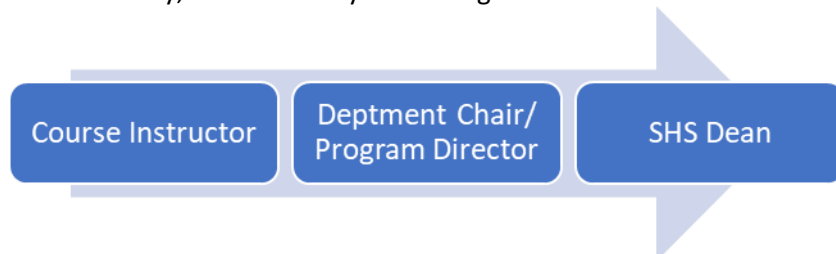
No student, student representative, or other member of the University community who assists or participates in these procedures shall be subject to adverse action by the university based on their good faith activity during filing or participating in the grievance process.

Confidentiality Maintenance

All matters relating to a grievance are considered confidential. All parties, including faculty, staff, and students, are required to maintain confidentiality and limit their communications regarding the grievance to those who are actively involved in the process. Failure to maintain confidentiality violates the SHS Code of Conduct and may result in disciplinary action by the department/program or the SHS.

GRIEVANCE PROCESS

The grievance process begins at the department/program level with the student and the course instructor. If they cannot reach an agreement, the student shall contact the Department Chair/Program Director. If the outcome of the department/program-level grievance process is unsatisfactory, a student may submit a grievance to the SHS.



DEPARTMENT/PROGRAM LEVEL GRIEVANCE PROCESS

Step 1:

1. The student has **five (5) calendar days** (until 5:00 p.m. Pacific Time) from the date the assessment component grade is entered in the approved university LMS system (e.g., CANVAS) to submit a written grievance via E-mail to the course instructor. This is the initial step in the process, even if the Department Chair/Program Director is the course instructor. Failure to submit a written grievance before the deadline results in losing the right to submit a grievance.

Requirements for the Written Grievance to the Course Instructor:

1. The specific action(s) that led to the grievance
 2. Objectively demonstrated evidence supporting the grievance
2. The course instructor shall respond to the grievance in writing within seven (7) calendar days. A meeting between the course instructor and the student may or may not occur. If a meeting is called, the student can request that their faculty advisor or the Assistant/Associate Dean of Student Affairs be present.
 3. If the course instructor is unavailable to meet with the student, the student shall proceed to the next step in the process.

Step 2:

1. The student has **five (5) calendar days** (until 5:00 p.m. Pacific Time) from the date of the course instructor's written response to submit a written grievance via E-mail to the Department Chair/Program Director. If the Department Chair/Program Director cannot be reached by E-mail within the given time frame, the student shall contact the designee or acting Department Chair/Program Director. Should the grievance be with the Department Chair/Program Director, the student will submit a school-level grievance if the issue was not resolved in Step 1. Failure to submit a written grievance before the deadline results in losing the right to submit a grievance.

Requirements for the Written Grievance to Department Chair/Program Director:

1. The specific action(s) that led to the grievance
2. The person(s) perceived to be responsible for such action(s)
3. Objectively demonstrated evidence supporting the grievance
4. The harm to the grievant
5. The efforts taken to resolve the matter to date

6. Additional information the student believes is relevant to the grievance
2. The Department Chair/Program Director or designee will recommend a solution to the grievance in writing within seven (7) calendar days. A meeting between the Department Chair/Program Director or designee and the student may or may not occur. If a meeting is called, the student can request that their faculty advisor or the Assistant/Associate Dean of Student Affairs be present.
3. If the outcome of the department/program-level grievance process is unsatisfactory, the student may submit a grievance to the SHS.

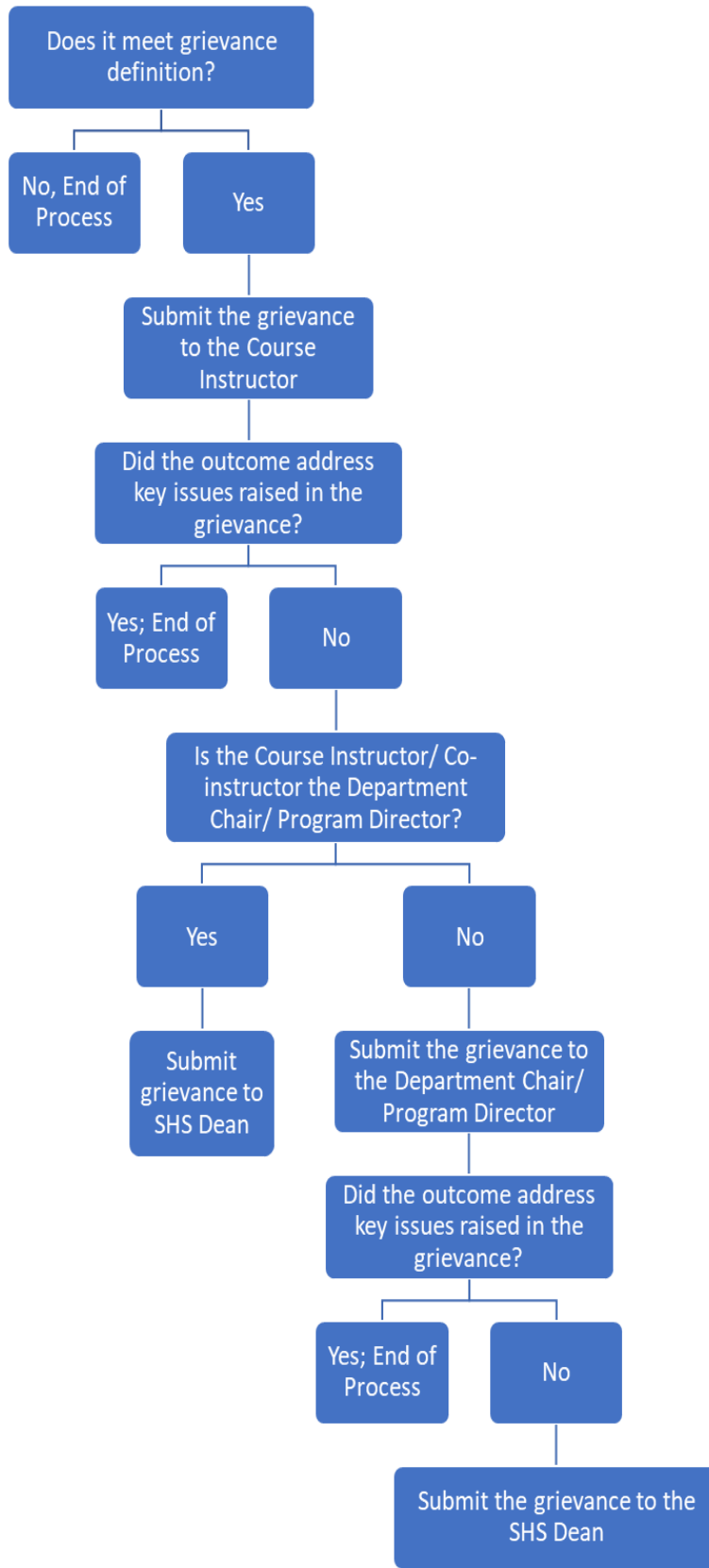
SCHOOL-LEVEL GRIEVANCE PROCESS

1. The student has **five (5) calendar days** (until 5:00 p.m. Pacific Time) from the date of the Department Chair/Program Director's written response to submit a written grievance via E-mail to the SHS Dean. Failure to submit a written grievance before the deadline results in losing the right to submit a grievance.

Requirements for Grievance to Department Chair/Program Director

1. The specific action(s) that led to the grievance
 2. The person(s) perceived to be responsible for such action(s)
 3. Objectively demonstrated evidence supporting the grievance
 4. The harm to the grievant
 5. The efforts taken to resolve the matter to date
 6. Additional information the student believes is relevant to the grievance
2. The SHS Student Affairs Review Committee (SARC) will review the grievance while considering the following prior to making a recommendation for resolution to the SHS Dean:
 1. Failure to use proper facts and criteria
 2. Due process or procedural errors

The SHS Dean will review and consider the SARC's recommendation and issue a final determination regarding the outcome of the grievance. The SHS Dean's grievance decision is final and binding.



B. STUDENT AFFAIRS REVIEW PROCEDURES

DEPARTMENT/PROGRAM REVIEW COMMITTEE

The Department/Program Review Committee monitors students' academic and professional progress and remediation plans. This committee is comprised of program faculty members, excluding the Department Chair/Program Director, and it may include faculty from other SHS programs or faculty from Pacific's other health professional schools. Each department retains the right to name its review committee as desired.

The Department/Program Review Committee reviews the cases of students who meet the disciplinary criteria or violate the SHS or the department/program code of conduct. The committee may review and discuss student records with appropriate faculty members and/or preceptors/clinical supervisors to determine an appropriate course of action for students experiencing academic and/or professional conduct difficulties. The committee may request the student's presence during the review process. The department/program review committee makes disciplinary action decisions. If a student's enrollment status may change, the student must be invited to be present at the Department/Program Review Committee meeting. The student's advisor or designee shall be present as the student's advocate and ex-officio during deliberations. The student may also request that the Assistant/Associate Dean of Student Affairs be present as an advocate. The review committee assigns academic standing and disciplinary action statuses. Disciplinary decisions are made on an individual basis after considering all pertinent information. The Chair of the Department/Program Review Committee will issue a letter of decision to the student regarding their status in the program.

SHS STUDENT AFFAIRS REVIEW COMMITTEE (SARC) [SCHOOL-LEVEL REVIEW COMMITTEE]

A SHS Student Affairs Review Committee (SARC) is formed for each case referred to the SHS Dean. The SHS Dean or designee selects the faculty from the voting SHS faculty pool. The SHS SARC includes an SHS Assistant/Associate Dean of Academic Affairs, Faculty Affairs, or Student Affairs and two SHS faculty members. Assistant/Associate Dean(s), faculty associated with the department/program, or any other individuals involved in the case under review are excused from this review committee. When the SHS Dean deems it appropriate, the Assistant/Associate Dean of Student Affairs may be designated to participate in the review committee as an ex-officio student advocate if they have been already working closely with the student.

The SHS SARC reviews the following:

- Secondary appeals for dismissal/disqualification disciplinary action decisions
- School-level grade grievances

SHS Student Affairs Review Committee (SARC) Procedures

- The Department/Program shall provide all relevant materials to the SHS SARC Chair within five (5) business days of the initial referral.
 - Examples of relevant materials include, but are not limited to:
 - Department/program policies, review committee meeting minutes and student correspondence, student academic files, and grievance/appeal letters

- Department/program or course policies
- Course-related materials
- The SARC has ten (10) business days to review the case documentation. The SARC may request to meet with the Department Chair/Program Director or designee and/or the student. Meetings may be held remotely via appropriate technology.
- The SARC will provide a report to the SHS Dean summarizing the materials and decision recommendation(s) within 12 business days of receiving the materials.
- The SHS Dean will review the materials and the SARC’s recommendations prior to making a final decision. The SHS Dean will provide the outcome decision to the student and the Department Chair/Program Director in writing within 5 business days of receiving the SARC’s recommendation.
- Any deviation from the SARC’s recommendation requires the SHS Dean to provide written justification to the committee.
- All timelines associated with this process may be adjusted for just cause, and the rationale for the adjustment must be documented. Typically, the SHS review process shall not exceed 22 business days [typically equivalent to one month (30 calendar days)].

The resolution by the SHS Dean shall be final and binding.

C. STUDENT AFFAIRS APPEAL PROCEDURES

All reviews of an SHS student’s performance (academic, conduct, or professional) shall start with an evaluation by the department-level review committee. Students may **only** appeal Dismissal/Disqualification disciplinary action decisions. The appeal process consists of two stages, starting with the Department Chair/Program Director and then a potential secondary appeal to the Dean of the SHS.



Enrollment Status during the Appeal Process

During the appeal process, the student remains enrolled, and, therefore, is expected to follow all University, SHS, and department/program policies. Departments/programs retain the right to remove a student from clinical education experiences throughout the appeal process. Removal from clinical education experiences will delay program completion and may result in additional tuition and fees.

Confidentiality Maintenance

All matters relating to an appeal are considered confidential. All parties, including faculty, staff, and students, are required to maintain confidentiality and limit their communications regarding the grievance to those who are actively involved in the process. Failure to maintain confidentiality violates the SHS Code of Conduct and may result in disciplinary action by the department/program or SHS.

First-Level Appeal to Department Chair/Program Director

Upon receiving a Dismissal/Disqualification notification from the department/program review committee, the student has **48 hours** to notify the committee chair of the student's acceptance of the dismissal or the intention to submit an appeal. The student has **five (5) calendar days (until 5:00 p.m. Pacific Time)** from the date of the department/program review committee letter to submit a written appeal via E-mail to the Department Chair/Program Director. Failure to submit an appeal within the deadline will cause the student to lose the right to appeal. The written appeal should fully explain the situation and substantiate the reason(s) for advocating a reversal of the decision being appealed.

The Department Chair/Program Director will independently review the student record, with or without individual interviews.

The Department Chair/Program Director may grant an appeal based on one of the following:

1. The bias of one or more of the members of the department/program review committee
2. New information not available to the committee at the time of its initial decision, as determined through a secondary review.
3. Procedural error

The Department Chair/Program Director may choose any of the following options when an appeal is being considered:

1. Concur with the department/program review committee's decision
2. Amend the decision with or without referral to the committee for approval
3. Repeal the department/program review committee decision

Secondary Appeal to Dean of the School of Health Sciences

If the Department Chair/Program Director upholds the departmental/program review committee decision, the student can submit a written appeal to the SHS Dean. The student has **48 hours** to notify the Department Chair or designee of the intention to submit a secondary appeal. The student has **five (5) calendar days (until 5:00 p.m. Pacific Time)** from the date of the Department Chair/Program Director's decision letter to submit a written appeal via E-mail to the SHS Dean. Failure to submit an appeal within this period results in losing the right to appeal. Upon receiving the appeal, the SHS Dean will convene an SHS Student Affairs Review Committee (SARC).

Criteria for Secondary Appeals

The following are grounds for an appeal to the SHS Dean:

1. A departmental review process procedural error
2. Substantiated bias against the student

The SHS Dean may choose one of the following options when a secondary appeal is being considered:

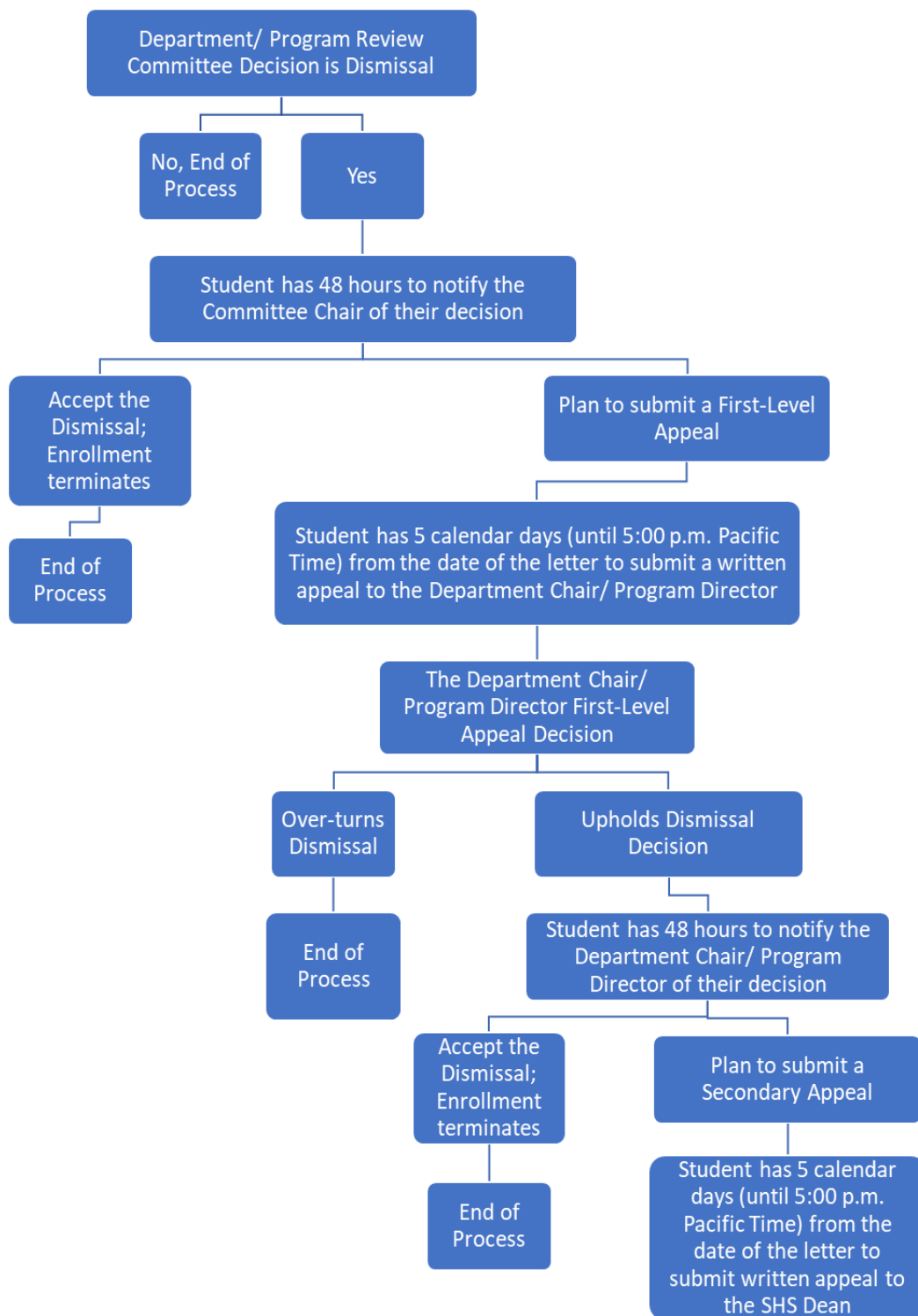
1. Concur with the SARC recommendation
2. Amend the SARC recommendation
3. Disagree/overrule the SARC recommendation

The possible appeal outcomes include:

1. Grant the student's appeal

2. Uphold the department/program review committee and department chair/program director's decisions

The appeal decision of the SHS Dean shall be final and binding.



32. Student Honors and Scholarships

Honors and awards, including scholarships, are conferred upon outstanding students by their academic programs. Faculty, committees, student organizations, or other organizations select recipients based on criteria set by the donor, organization, or faculty, depending on the nature of the honor or award. The general process for application and selection is described in each academic program's policies and procedures. SHS student honors include, but are not limited to, the following:

- I. Dean's List (Undergraduate only, GPA of 3.5 for 12 or more credit hours in a semester)
- II. Dean's Transformative Resilience Scholarship
- III. [Phi Kappa Phi](#)

33. Student Organizations

Student organizations exist to further the goals of the students within the SHS. Each organization must be approved by the faculty of their academic program based on the SHS Bylaws and the criteria and policies, and procedures set by the program. Student organizations must register with the University of Pacific's Student Activity Center (SAC) and be included and follow the guidelines for the registered student organizations within the University. Student organizations may also be subject to removal if they violate the policies and procedures of the Department, School, or University.

34. Student Records

- a. Pacific complies with the *Family Educational Rights and Privacy Act* (FERPA), which provides students with certain rights respective to their education records. These rights are defined below. A student's FERPA rights begin when the student registers and attends his/her/their first class. Students who originally sought admission to one program of study at the University and are denied but subsequently are admitted and enrolled in a different program of student have FERPA rights only in their admitted/enrolled program of study. Students at Pacific have the right to inspect and review their education records within 45 days of the date a request for access is received. Students should submit a written request stating their desire to inspect their education records to the Office of the Registrar, Associate Dean of Academic Affairs, or the Department Chair where the records to be inspected are stored. Students at Pacific have the right to request amendment of their education record if the student or resident believes the record is inaccurate with respect to fact. Students must submit such requests in writing to the University official responsible for the record.
- b. Students at Pacific have the right to prevent disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure with student or resident consent ("directory information").
- c. Students at the University have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to

comply with the requirements of FERPA. For more information on FERPA, visit <https://www.pulse.pacific.edu/x7070.html>

Individual programs within the SHS may keep student records of examinations and tests for durations mandated by accreditation requirements within their disciplines.

35. Thesis and Dissertations

Masters and Doctoral programs in the SHS may require the completion of a thesis (master's degrees) or dissertation (doctoral degrees) as partial fulfillment of an advanced degree. SHS makes available to faculty and degree candidates instructions for the preparation of theses and dissertations. The instructions are to be applied to all theses and dissertations submitted at the University of the Pacific. Theses and dissertations must be submitted by the deadline dates published in the Academic Calendar.

Programs have specific courses that must be taken for work on a thesis or dissertation and are graded on a Pass/No Credit basis.

TIME LIMITS FOR MASTER'S DEGREES

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

The requirements for a Master's degree must be completed within five (5) years after admission to the program. The five-year period begins the first semester students are enrolled and is calculated from the date of degree conferral. Credit that is more than five years old will not be counted toward a Master's degree. Exceptions provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception as well as a revalidation plan. Written approval from the department and the SHS are required.

Individual programs may have additional residency and stricter time limit requirements. Students must also consult the program's policies.

TIME LIMITS FOR TERMINAL DEGREES

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

The requirements for a terminal degree must be completed within ten years after admission to the terminal degree program. The ten-year period begins with the first semester students are enrolled and is calculated from the date of degree conferral. Students have a maximum of five years to advance to candidacy and a maximum of five years from candidacy to successfully defend the dissertation. Students who exceed the candidacy deadline may request an extension. Candidacy extensions will require strong justification in writing from the student and should be accompanied by a plan of study for timely completion of all requirements for advancing to candidacy. The extension must be approved by the student's advisor, the Program Director, and the Graduate Dean.

Courses taken ten or more years prior to the comprehensive examination (terminal degree programs) do not apply to the graduate degree and must be repeated or revalidated to

satisfy the degree requirements.

Individual programs may have additional residency and stricter time limit requirements. Students must consult the program's policies.

36. Thesis or Dissertation Committee

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

This section outlines the general requirements for thesis or dissertation committees. Programs may adopt additional program-specific criteria and guidelines.

Thesis or dissertation chair: Faculty chairing thesis or dissertation committees must be regular, full-time members of the University of the Pacific's faculty in the student's graduate program, hold a terminal degree, and have demonstrated expertise to serve as a thesis or dissertation chair. Faculty members without supervisory experience must serve for at least one year as a co-chair with an experienced advisor before they may be recommended to independently supervise thesis or dissertation research.

Thesis or dissertation committee: The Thesis or Dissertation Committee is composed of a Chair and a minimum of 1 (thesis) or 2 (dissertation) other committee members. The number of committee members depends on the degree objective. All members of the committee must hold degrees at least equivalent to the degree being sought or have demonstrated expertise in the student's field of study. In addition to the committee chair, who must be a University of the Pacific faculty member, the committee member(s) may be selected from within the student's school or college, from another school or college, or from another institution or organization with recognized expertise in the field or industry.

It is recommended that the committee be formed after a student selects a chair for their research and the faculty member agrees to chair. The student, in consultation with the chair, is responsible for contacting potential members of the committee, inviting members to serve, and completing the Masters' Thesis Committee form or the Doctoral Dissertation Committee form. Committee members from outside the University of the Pacific must be approved by the SHS Dean.

The responsibilities of the thesis or dissertation committee members are:

- I. providing the student with guidance in their thesis or dissertation research,
- II. monitoring the student's research progress of their thesis or dissertation research, and
- III. approving the content of the final thesis or dissertation.

To fulfill the above responsibilities, the committee should hold at least one meeting each semester.

37. Transfer Credit

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Coursework completed at the University of the Pacific or at other regionally accredited institutions of higher education since completion of the baccalaureate can be evaluated for transfer credit work with the following restrictions:

Up to nine (9) semester units can be transferred at the Master's level and up to 12 semester units at the doctoral level.

Only courses that qualify for graduate or first-professional credit by the transferring institution can be transferred. Only courses in which a grade of B or better are eligible for consideration of transfer credit. Some departments set higher standards, and there are identified by individual program catalog sections.

The course work must be less than five years old for Master's degrees and less than ten years old for Doctoral degrees at the time the University of the Pacific degree is awarded. Credit used toward a degree earned at another institution cannot be transferred to a graduate degree at the University of the Pacific.

Extension courses do not qualify for transfer credit except for university-approved transfer agreements.

Grade points earned in those courses are not counted in the student's Pacific grade point average. This process is initiated using the Degree Requirement Adjustment Form and must be approved by the Director of the Graduate Program and the Office of the Registrar.

Some programs may have more restrictive transfer credit policies.

38. Unclassified Graduate Students

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

Students may take graduate level courses as an unclassified graduate students if they meet the following:

- a. Have a bachelor's degree or the equivalent from a regionally accredited institution or other international institution of acceptable standing
- b. Apply using the First Time Unclassified Application and submit it to the Office of the Registrar
- c. A maximum of 12 units (16 units for student teachers) taken as an unclassified graduate student will count toward a graduate-level program at the University of the Pacific. Upon acceptance to the university, resident and transfer coursework are evaluated by the school/department for applicability to the degree.

Some programs/courses have restricted enrollment and are not open for registration for unclassified students.

39. Withdrawal from a Term or the University

(Graduate catalog <https://catalog.pacific.edu/stocktongraduate/academicregulations/>)

If a SHS student is requesting a **Withdrawal** from a term or from the University, they **MUST** consult with their Department Chair/Program Director prior to submitting this request via email to the Registrar's Office at sacregistrar@pacific.edu. Students who withdraw from a term or from the university cannot be guaranteed future progression in

their program. SHS students should consult department/program policies for program-specific information.