



THE UNIVERSITY OF ARIZONA  
COLLEGE OF AGRICULTURE & LIFE SCIENCES

# Nutritional Sciences & Wellness

## Applied Nutrition – Dietetics Graduate Program Handbook

### Policies & Procedures 2024-2025

\*Updated 8/22/2024

Welcome to the Applied Nutrition – Dietetics Graduate Program (GP) in the School of Nutritional Sciences & Wellness at the University of Arizona. This handbook is designed to serve as a resource for you during your time as a student in our program. If you have any questions, please don't hesitate to contact us.

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#### Accreditation Statement

The Applied Nutrition – Dietetics Graduate Program (GP) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL. Phone: 1-800-877-1600 ext. 5400 – email: [ACEND@eatright.org](mailto:ACEND@eatright.org)

## School of Nutritional Sciences & Wellness Information

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### **Program Overview**

The School of Nutritional Sciences & Wellness leads in cutting-edge research, outstanding undergraduate and graduate programs, Cooperative Extension programs and continuing professional education that advance the discovery and translation of nutrition and physical activity in optimizing health for people in Arizona, and beyond.

### **Program Description**

The Professional Science Masters in Applied Nutrition – Dietetics Emphasis is an ACEND-accredited Graduate Program. The three-semester program combines online coursework through Arizona Online Campus with supervised experiential learning at community, clinical, and food service sites. To become a Registered Dietitian Nutritionist (RDN), graduates must complete the required coursework and supervised experiential learning hours (1000 hours). Following completion of the program, a national exam is required as the final step to earn the RDN credential.

### **Mission, Vision, and Goals**

The School of Nutritional Sciences & Wellness at the University of Arizona takes a collaborative and interdisciplinary approach to discovering, integrating, extending and applying knowledge and skills related to nutritional sciences to prevent disease and to promote optimal nutritional status, health and well-being. The School of Nutritional Sciences & Wellness is housed in the College of Agriculture, Life and Environmental Sciences (CALES).

### **CALES Mission, Vision, and Goals**

Purpose: To ensure resilience and health of our communities, people, environments, and economies locally, regionally, and globally.

Mission: To educate students and communities in ways that enable their future success in the regional and global economies. To develop new knowledge and new technologies to benefit society.

Vision: To be the most important driver in Arizona's economy and the world's top college in 21st century agriculture, life sciences, and commerce.

### **Mission of the School of Nutritional Sciences & Wellness**

To provide outstanding research, graduate and undergraduate programs, and outreach education that advances nutrition and physical activity in optimizing health for all people.

Graduates from our programs will be imbued with our values and will carry forward the unit's vision in their future endeavors.

**The Graduate Program's Mission, Goals and Objectives:**

Mission: To provide advanced knowledge in nutrition and skills in dietetics, to successfully prepare competent graduates for entry-level practice as registered dietitians/registered dietitian nutritionists in the state and nation.

Goals & Objectives:

Goal #1: Graduates will receive a rigorous and comprehensive education to excel in the nutrition and dietetics workforce.

Objectives:

1. "At least 80% of program graduates complete program/degree requirements within 1.5 years (150% of the program length)."
2. "Of graduates who seek employment, 50 percent are employed in nutrition and dietetics or related fields within 12 months of graduation."
3. "80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion."
4. "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%."
5. 80% of program graduates will rate the overall quality of the program as "good" or "excellent."
6. 80% of employers surveyed will rate the program graduates as "good" or "excellent" in preparation for entry level practice in a nutrition or dietetics related field.

Goal #2: Graduates will engage in top-tier supervised experiential learning experiences aimed at developing the skills, knowledge, and beliefs necessary for success in the nutrition and dietetics field.

Objectives:

1. "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%."
2. 80% of program graduates will rate the overall quality of the program as "good" or "excellent."
3. 80% of employers surveyed will rate the program graduates as "good" or "excellent" in preparation for entry level practice in a nutrition or dietetics related field.

**Steps to Obtain the RDN Credential from the Graduate Program Include:**

- Minimum of a bachelor's degree from an accredited university.
- January 1st, 2024, minimum of a master's degree from an accredited university.
- Complete dietetics coursework in a program which has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- Complete a minimum of 1000 supervised experiential learning hours.
- After completing coursework and supervised experiential learning, are provided a verification statement to allow to sit for the national registration examination.

- Complete and pass a national registration examination given by the Commission on Dietetic Registration (CDR).
- Licensure is regulated at the state level and many states, but not all, require RDNs to be licensed. For more information regarding licensure, please visit: <https://www.eatrightpro.org/advocacy/licensure/licensure-map>
- Continued education is required for maintaining professional registration (RDN Status), and for updating and expanding practitioner knowledge and skills.
- For more information on pathways to earn the RDN credential: <https://www.cdrnet.org/RDNeligibility>  
<https://www.eatright.org/become-an-rdn>

### Applied Nutrition – Dietetics GP Faculty

Faculty & Contact Information	Courses Taught
Priscilla Alvarez, PSM, RD Assistant Professor of Practice <a href="mailto:pduarte@arizona.edu">pduarte@arizona.edu</a>	NSC 693C Professional Experiential Learning in Dietetics - Medical Nutrition Therapy
Connie Bell, MBA Assistant Professor of Practice <a href="mailto:cbell4@arizona.edu">cbell4@arizona.edu</a>	NSC 558 Advanced Food Service Management NSC 693B Professional Experiential Learning in Dietetics – Foodservice Management
Erika Barrera, MPH, RDN Assistant Professor of Practice <a href="mailto:ejbarrera@arizona.edu">ejbarrera@arizona.edu</a>	NSC 535 Advanced Clinical Nutrition NSC 562 Professional Ethics and Best Practices in Nutrition Education & Counseling NSC 693C Professional Experiential Learning in Dietetics - Medical Nutrition Therapy
Vanessa Fisch, PSM, RD, CNSC Assistant Professor of Practice <a href="mailto:vfisch@arizona.edu">vfisch@arizona.edu</a>	NSC 562 Professional Ethics and Best Practices in Nutrition Education & Counseling NSC 693C Professional Experiential Learning in Dietetics - Medical Nutrition Therapy
Ashlee Linares-Gaffer MS, RDN, FAND Associate Professor of Practice <a href="mailto:alinares@arizona.edu">alinares@arizona.edu</a>	NSC 563 Preparing for Dietetics Professional Practice I NSC 564 Preparing for Professional Dietetics Practice II NSC 570 Agriculture and Food Literacy for Nutrition & Health Professionals

	NSC 693A Professional Experiential Learning in Dietetics- Community Nutrition
Lucia Ramonet, MS, RDN, CNSC Assistant Professor of Practice <a href="mailto:Imosquiera@arizona.edu">Imosquiera@arizona.edu</a>	NSC 509 Advanced Clinical Nutrition
Alexandra Samarron Longorio, MPH, RDN Assistant Professor of Practice <a href="mailto:aes6@arizona.edu">aes6@arizona.edu</a>	NSC 540 Nutrition Interventions
Elyse Shearer, PhD, RDN, LD Assistant Professor of Practice <a href="mailto:eshearer@arizona.edu">eshearer@arizona.edu</a>	NSC 519 Advanced Applied Nutritional Sciences NSC 693C Professional Experiential Learning in Dietetics - Medical Nutrition Therapy

### Semester Schedule

#### Summer: 9 units

NSC 509 Advanced Nutrition Metabolism & Disease (3)

NSC 519 Advanced Applied Nutritional Sciences (3)

NSC 562 Professional Ethics and Best Practices in Nutrition Education & Counseling (3)

#### Fall: 10-11 units

NSC 563 Preparing for Dietetics Professional Practice (1)

&

Depending on SEL either:

NSC 540 Nutrition Interventions (3)

NSC 558 Advanced Food Service Management (3)

NSC 693A Professional Experiential Learning in Dietetics – Community Nutrition (2)

NSC 693B Professional Experiential Learning in Dietetics – Foodservice Management (2)

OR:

NSC 535 Advanced Clinical Nutrition (3)

NSC 570 Agriculture and Food Literacy for Nutrition & Health Professionals (3)

NSC 693C Professional Experiential Learning in Dietetics – Medical Nutrition Therapy (3)

#### Spring: 10-11 Units

NSC 564 Preparing for Dietetics Professional Practice (1)

&

Depending on SEL either:

NSC 540 Nutrition Interventions (3)

NSC 558 Advanced Food Service Management (3)

NSC 693A Professional Experiential Learning in Dietetics – Community Nutrition (2)

NSC 693B Professional Experiential Learning in Dietetics – Foodservice Management (2)

OR:

NSC 535 Advanced Clinical Nutrition (3)

NSC 570 Agriculture and Food Literacy for Nutrition & Health Professionals (3)

NSC 693C Professional Experiential Learning in Dietetics – Medical Nutrition Therapy (3)

### **Program Costs**

Tuition for the Applied Nutrition – Dietetics program is \$950 a credit, plus fees per semester of enrollment (program is three semesters in length). Tuition rates are listed at:

<https://bursar.arizona.edu/tuition> . All tuition and fee schedules are subject to change from semester to semester. In addition to tuition, costs include textbooks, and materials/supplies for supervised experiential learning.

### **Course Requirements and Descriptions**

*NSC 509 Advanced Nutrition Metabolism & Disease (3)*

This class will review the multi-facets of macronutrient metabolism and application to the prevention and development of common chronic diseases. The clinical applications of nutrient deficiencies and toxicities will also be reviewed. Metabolic alterations associated with obesity, metabolic syndrome, and other diseases will be discussed. The application of evidence-based guidelines and research for nutritional interventions will be discussed through weekly readings and assignments.

*NSC 519 Advanced Applied Nutritional Sciences (3)*

This course will advance understanding of research design, methods, and implementation, interpretation of research findings, and advances in nutrition science research for selected chronic diseases.

*NSC 535 Advanced Clinical Nutrition (3)*

This course will review the nutrition care process and the application of nutrition science principles in the selection of the appropriate medical nutrition therapies related to gastrointestinal disorders, cancer, diabetes mellitus, neurological impairment, renal disease, wound healing, and critical illness. The role that integrative medicine may play will also be reviewed. A case-based approach will be utilized to foster analytical and critical thinking skills related to designing nutrition prescriptions and interventions as well as redesigning nutrition care plans related to monitoring and evaluation. This course will cover disease prevention and management utilizing lifestyle and nutrition therapies including oral diet and nutrition support.

### *NSC 540 Nutrition Interventions (3)*

This course will provide students with tools and competencies for developing, implementing, and evaluating nutrition intervention programs. Course topics include evidence-based behavior change, social determinants of health and wellness, nutrition screening & tools for community settings, using nutrition surveillance data to inform program development, and cultural awareness/bias recognition. Course skill-building will focus on problem identification, conducting needs assessments, developing evidence-based intervention strategies, evaluating program implementation and effectiveness (including planning a budget and seeking/obtaining funding support). Students will select a semester-long course project based on their personal interests and that of a collaborating community entity. Students completing this course will be able to apply knowledge of social, psychological and environmental aspects of eating and food to formulate food and nutrition services that meet the needs of individuals, communities and populations.

### *NSC 558 Advanced Foodservice Management (3)*

This course will provide students with knowledge, tools and competencies related to foodservice systems management to prepare them to lead in institutional foodservice management and entrepreneurial roles. Course topics include recipe/menu development and modification; supply and procurement; food production and service systems; sanitation and safety; quality management; management tools, functions, skills; resource management; and information management and reporting.

### *NSC 562 Professional Ethics and Best Practices in Nutrition Education and Counseling (3)*

Students will learn and implement inclusive best practices in nutrition education and counseling to serve diverse audiences in preparation for supervised experiential learning in food, nutrition, and healthcare settings. This course will touch on various theories and best practices in culturally responsive education, counseling, leadership, and communication to help students demonstrate the professional competency required for dietetics professionals by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students will complete the course with a deeper understanding of the Code of Ethics for the Profession of Nutrition and Dietetics and practice applications that align with the “core values of customer focus, integrity, innovation, social responsibility, and diversity,” including the influence of personal identities and biases on practitioner interactions. Students will complete written and oral deliverables, including self-assessments, reflections, case studies, and targeted education materials. Students will also begin the process of developing their professional digital portfolios.

### *NSC 563 Preparing for Professional Dietetics Practice I (1)*

In this course, you will explore and research career opportunities for Registered Dietitian Nutritionists (RDNs) across different settings and industries, in alignment with personal and professional values and talents. You will begin preparing professional materials for applications and continue developing your professional digital portfolio. You will also learn and apply



inclusive mentoring and outreach best practices so that you can lead in fostering a diverse pipeline of dietetics professionals during your career.

*NSC 564 Preparing for Professional Dietetics Practice II (1)*

In this course, you will continue to develop your identity as a mentor and future leader in the dietetics profession. Concepts include how to engage with the Academy of Nutrition and Dietetics professional communities and continuing education opportunities, logistics and expectations of the RDN exam, and considerations when researching and negotiating compensation for nutrition and dietetics professions. You will also work on developing how to communicate about your Dietetics Graduate program and training, refining your job application materials, and practicing interview skills.

*NSC 570 Agriculture and Food Literacy for Nutrition and Health Professionals (3)*

The Dietary Guidelines for Americans provide robust guidance on what types of foods to eat, but the public is increasingly asking nutrition and health professionals to weigh in on the safety, ethics and environmental impact of individual foods and food systems. In this course, students will develop knowledge of different agricultural and food production systems and we will also examine the considerations related to nutrition, food safety, environmental sustainability and ethics of food production, processing and distribution. We will also examine emerging and controversial topics that influence consumer food choices and their adherence to dietary recommendations. Students will critically analyze the evidence around common consumer concerns and beliefs regarding food through completion of case studies, persuasive arguments, and communicating evidence-based recommendations to patients, clients and the public.

*NSC 693A Professional Experiential Learning in Dietetics – Community Nutrition (2)*

Supervised experiential learning in a community nutrition professional practice setting to meet the required competencies and hours required by ACEND to meet the Graduate Program standards.

*NSC 693B Professional Experiential Learning in Dietetics - Food Service Management (2)*

Supervised experiential learning in a food service professional practice setting to meet the required competencies and hours required by ACEND to meet the Graduate Program standards.

*NSC 693C Professional Experiential Learning in Dietetics – Medical Nutrition Therapy (3)*

Supervised experiential learning in a clinical nutrition professional practice setting to meet the required competencies and hours required by ACEND to meet the Graduate Program standards.

**Admission Requirements & Process**

This program utilizes the DICAS platform for program applications. Applications open in August yearly and are due January 15<sup>th</sup>. Interviews will take place in February, with program selection by March 1<sup>st</sup>.

If selected for the program, an application for the University of Arizona Graduate College is also required to be admitted to the University of Arizona:

<https://apply.grad.arizona.edu/users/login>

**Program Admission Requirements Include:**

- Bachelor's Degree
- THE GRE IS NOT REQUIRED
- Undergraduate GPA of 3.0+ or GPA over last 60 units of 3.0+
- DPD verification statement OR
- Coursework in:
  - Anatomy & Physiology (2 course series)
  - Biochemistry (requires organic chemistry pre-req)
  - Food Science
  - Nutrition Metabolism
  - Food Service Management OR ServSafe Manager Certification
  - Statistics
  - Minimum two semesters in Clinical Nutrition/Medical Nutrition Therapy (must include NCP)
    - if taken at the university of Arizona the three course MNT series is required (NSC 325, NSC 425, NSC 435)
  - Recommended coursework: Community / Public Health Nutrition, Counseling / Nutrition Counseling, Additional coursework in Medical Nutrition Therapy / Clinical Nutrition

**Supervised Experiential Learning (SEL) Site Selection**

For distance track students, admission requirements also include identification of sites/preceptors for medical nutrition therapy, foodservice management, and community supervised experiential learning (SEL), with signed preceptor agreements submitted at time of application. The majority of experiences must be completed in person – below is information regarding each SEL experience and the in-person hours required.

- Community Nutrition SEL (16 hours/week = 240 hours. 123 hours required in person, up to 117 hours MAX allowed to be completed remote.)
- Food Service Management SEL (16 hours/week = 240 hours. 123 hours required in person, up to 117 hours MAX allowed to be completed remote.)
  - Community Nutrition and Food Service Management SEL must be scheduled the same semester.
- Clinical Nutrition SEL (32 hours/week = 480 hours – must be completed in person.)
  - Clinical Nutrition SEL must be scheduled the opposite semester as the Community and Food Service Management SEL.

**Locating Preceptors for Distance SEL**

**What are Preceptors?**

A preceptor is an expert or specialist, such as a Registered Dietitian Nutritionist (RDN). However, not all your preceptors must be RDNs. Preceptors should be someone involved with

the field of nutrition and dietetics in some way. They should also be able to help guide your experience in the internship and help arrange experiences. Clinical supervised experiential learning must have a RDN as a preceptor, however the clinical site does not need to be a large hospital. Skilled nursing facilities with rehabilitation units are a possibility for a clinical site.

### **How to Locate Preceptors**

It will take effort on your part to locate and identify potential preceptors for your supervised experiential learning. Here are some tips for this process:

- Talk with your advisor or Program Director
- Attend state and local dietetic association events to network and meet professionals working in your area
- Contact people you have worked or volunteered for previously
- Cold calling facilities (this may be frustrating, but sometimes you are able to make a connection)
  - If looking for a foodservice preceptor, ask to speak with the Kitchen or Dietary Manager
  - If looking for a clinical preceptor, ask to speak with the Clinical Nutrition Manager or Director of Nutrition
- Search for preceptors <https://www.eatright.org/find-an-expert> or <https://www.eatrightpro.org/find-a-preceptor?state=ShowSearch>

### **Communicating with Potential Preceptors**

It is important to be organized and professional when contacting potential preceptors. Be sure to introduce yourself and explain that you are planning to apply to a distance track, which means you are responsible for planning your own supervised experiential learning. You will want to be able to provide them with the following information when asking them to consider serving as your preceptor:

- What supervised experiential learning do you want to do under their supervision?
- How many hours (in weeks) are you requesting to spend with them?
- When are you requesting to spend time with them, and can you be flexible with the dates?
- Do you have any unique qualifications that might help you to be more of an asset to them at their facility (such as bilingual, experience working with veterans, CPR certification, etc.)?

We recommend that you draft a well-formed email to send to preceptors that includes a personal introduction, your purpose, and the key information listed above. We highly suggest utilizing the Preceptor Communication Packet which can be found on our website under the "Supervised Experiential Learning" section.

When you have identified your potential preceptors and sites, you will ask them to fill out a Preceptor Agreement Form, which you will submit with your application to the program. During application review, appropriateness of sites and preceptors will be reviewed by the program

coordinator and program director. Once admitted into the program, affiliation agreements will be established.

### **Admitted Student Information Policies & Procedures**

#### **Advising**

The program coordinator serves as the advisor for students enrolled in the Applied Nutrition – Dietetics Emphasis Graduate Program. It is recommended that you contact the program coordinator at least each semester to facilitate adequate contact regarding progress in courses, questions regarding future coursework and any other academic or personal issues.

#### **Program Costs**

Tuition for the Applied Nutrition – Dietetics program is \$950 a credit, plus fees per semester of enrollment (program is three semesters in length). Tuition rates are listed at: <https://bursar.arizona.edu/tuition> . All tuition and fee schedules are subject to change from semester to semester. In addition to tuition, costs include textbooks, and materials/supplies for supervised experiential learning – see below.

#### **Additional costs to students include:**

Student ID \$25

AND Membership (National and state membership \$58; district membership varies)

Attire \$150 (non-slip shoes, professional wear-dress code varies by site - scrubs, lab coat)

Professional Liability Insurance \$40 (varies)

Health Insurance (varies)

Laptop computer \$500-1500

Drug test & background check \$100 (varies)

CPR & First Aid \$100 (varies)

ServSafe Manager Certification \$109-179

UArizona Parking Permit \$100-800 (if Tucson Track assigned to on campus rotations)

#### **Insurance Requirements (required element 8.2A)**

Professional liability insurance and personal health insurance are required for all students, and proof of insurance must be provided to the program director/program coordinator prior to the start of the first semester. Auto insurance is also required, if applicable. Professional liability insurance must cover at least \$1 million per incident, \$3 million per occurrence.

#### **Immunization Records**

Immunization records and a TB test are required for students before starting the program. The following vaccinations need to be current based on our partner SEL site requirements: Flu shot, COVID-19 series, Hep B series, MMR, Varicella, Tdap. Varicella vaccination or titer showing immunity is also required.

#### **Drug Testing and Criminal Background Check (required element 8.2D)**

Students need to complete a criminal background check prior to starting the program. Distance track students should consult with the program coordinator to discuss the appropriate background check for their locations, as this will depend on local government agencies. Some SEL sites have additional background check and/or drug testing protocols. It is the responsibility of the student to communicate with the program coordinator at least 4 weeks in advance of SEL to determine if there are any additional human resources requirements to complete prior to the start of the upcoming SEL.

### **Access to Support Services (required elements 8.2K, 8.2T)**

#### **Financial Aid**

The Office of Scholarships and Financial Aid administers aid through a variety of programs. To be eligible for financial aid, students must be registered as degree seeking and making satisfactory progress toward degree completion. To access financial aid information, see the following website: <http://financialaid.arizona.edu> .

#### **Disability Resource Center (DRC)**

Leads the University in a progressive and proactive approach to campus accessibility. Our goal is to ensure that disabled students, employees, and visitors, have a similar, if not identical, experience to that of their non-disabled counterparts. In addition to facilitating individual accommodations, DRC works proactively to impact the systemic design of our campus environments to be seamlessly accessible, reducing or eliminating the need for any individual accommodations or modifications. <https://drc.arizona.edu/>

#### **Think Tank**

The Think Tank provides tutoring and other academic support services to students at Main Campus and Online. For more information, please visit: <https://thinktank.arizona.edu/>

#### **University of Arizona Libraries**

The University of Arizona libraries provide resources, services and expertise to the University and the local community, the main library website can be found at <http://new.library.arizona.edu/> There is a library resource page set up specifically for Applied Nutrition students, please access: <http://libguides.library.arizona.edu/gcpsm> for more information. This website has the contact information for the librarian for the College of Agriculture and Life Sciences, as well as links for information that is relevant to graduate students and to online students.

#### **Graduate College Support Services**

To access to Graduate College policies, contacts, information about resources, deadlines and other useful information: <http://grad.arizona.edu> To view all resources The Graduate College has to offer, visit: <http://grad.arizona.edu/new-and-current-students>

The Graduate and Professional Student newsletter provides up to date information regarding funding opportunities, employment opportunities, trainings, social events and more. To register

for the newsletter, please visit: <https://arizona.us17.list-manage.com/subscribe?u=af018f756d1ccbea4673d3677&id=4c8a27f1fd>

For events being held by the Graduate & Professional Student Council, please visit: <https://gpsc.arizona.edu/calendar>

### **Support, Opportunity, Success (SOS)**

The department of Academic Success & Achievement provides a service called SOS (Support, Opportunity, Success). SOS is for UA students who find themselves facing questions or issues and are unsure about where to go for answers. Whether you're brand-new to campus or have been around for a while, just reach out to SOS for round-the-clock support. Access their website to learn more about SOS, or to ask a question: <https://sos.arizona.edu/>

### **Important Links**

General Catalog provides comprehensive information related to all academic programs at the University of Arizona: <http://catalog.arizona.edu/>

Responsible Conduct of Research: <https://research.arizona.edu/research-compliance/rcr>

It is the School of Nutritional Sciences & Wellness policy that the student holds final responsibility for being aware of and responding to all Nutritional Sciences & Wellness, Graduate College and University of Arizona policies, requirements, formats, and deadlines as they pertain to progression towards and completion of their program. If any questions persist following review of all policies, please contact your program coordinator for assistance and clarification. For more resources: <http://advising.arizona.edu/content/resources-tools>

### **Privacy (required element 8.2R)**

In general, the University will not release "personally identifiable information" from a student's education record without the student's prior written consent; however, FERPA allows disclosure without student consent under the following circumstances:

- School employees who have a "legitimate educational interest" in the records in order to perform their duties
- Other schools where a student seeks to enroll or is enrolled
- Accrediting organizations
- Organizations doing certain studies for or on behalf of the University
- Appropriate parties to determine eligibility, amount or conditions of financial aid, or to enforce the terms and conditions of aid
- Parents of a "dependent student," as defined in the Internal Revenue Code, when the parent has provided a notarized affidavit, along with a copy of the relevant page of the parent's most recent income tax return indicating the student's dependent status. Affidavits must be updated annually, otherwise, prior written permission from the student is required
- Certain government officials of the U. S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with an audit,

authorized representatives of the U. S. Attorney General for law enforcement purposes or state or federally supported education programs

- Individuals who have obtained a judicial order or subpoena
- School officials who have a need to know concerning disciplinary action taken against a student
- Appropriate parties who need to know in cases of health and safety emergencies when necessary to protect the student and/or others
- An alleged victim of a crime of violence or non-forcible sexual offense has a right to learn the results of a disciplinary proceeding conducted by the institution against the alleged perpetrator of the crime.
- Information regarding any violation of university policy or state, federal or local law, governing the use or possession of alcohol or a controlled substance may be released to the parents or legal guardian of a student under the age of 21
- Those requesting "directory information" on a student provided the student has not requested his or her information be withheld
- Approved vendors/ 3rd party operators contracted with the university to provide services.

FERPA allows for disclosure in the above circumstances, but disclosure is not required.

Additional information can be accessed at the following website:

<https://registrar.arizona.edu/privacy-ferpa/ferpa>

### **Access to Personal Files (required element 8.2S)**

Students and former students have the right to inspect and review their education records within 45 days from making such a request through the Office of the Registrar. The Family Educational Rights and Privacy Act of 1974, commonly referred to as FERPA or the Buckley amendment, is a federal law designed to protect the privacy of a student's educational record.

FERPA grants adult students (18 and older) the following rights:

- The right to inspect and review their educational records
- The right to seek the amendment of their educational records
- The right to consent to the disclosure of their educational records
- The right to obtain a copy of their school's Student Records Policy
- The right to file a complaint with the FERPA Office in Washington, D.C. - Family Policy Compliance Office. U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

The institution is not required to permit students to inspect and review the following:

- Information about other students.
- Financial records of parents.
- Confidential letters of recommendation if they waived their right of access.
- Additional information can be accessed at the following website:

<https://registrar.arizona.edu/privacy-ferpa/ferpa>

### **Student Complaints (required elements 8.2G and 8.2H)**

For matters pertaining to academic programs, curriculum and specific standards and expectations, students should seek the advice of the program coordinator. All faculty members in the School of Nutritional Sciences & Wellness are available to guide and assist students in the completion of the Applied Nutrition – Dietetics program. If problems arise, the following is recommended to achieve resolution:

- Level 1: Discuss the issue directly and privately to the individual(s) involved (student, faculty, etc.) If the problem cannot be resolved at this level, discuss concerns with program coordinator. Program coordinator will recommend that all students with program complaints (regarding faculty, coursework, ethics, etc.) submit an email documenting key details of the complaint including name, topic area for complaint (Faculty/Staff, course, Guidelines/Policies. Other), description of complaint, desired outcome (Address issue with faculty/staff member, discuss as potential program change for future, suggest making policy change as soon as possible, other)
- Level 2: If the problem cannot be resolved at this level, the next appropriate step would be to discuss your concerns with the Applied Nutrition – Dietetics Program Director and/or the Program Coordinator. The Program Director and/or Program Coordinator will make an appointment with the student to review the complaint and discuss next steps to achieve desired outcomes.
- Level 3: If the problem cannot be resolved at this level, the next appropriate step would be to discuss concerns with the School of Nutritional Sciences & Wellness director, Dr. Kenneth Wilund.
- Level 4: If resolution is not reached at this level, the school director will advise of further appropriate action. Additionally, the UA complaint process can be found at: <https://catalog.arizona.edu/resources/student/formal-student-complaint>

If the issue remains unresolved at the level of the school director, students have the right to file a written complaint related to the ACEND accreditation standards directly to ACEND. The written complaint must be submitted to ACEND directly only after all other options with the GP and University of Arizona have been exhausted. Students may access ACEND by email or via the Internet at [acend@eatright.org](mailto:acend@eatright.org)

Additionally, the University of Arizona offers the following services to aid in conflict resolution:

- Student Assistance offered by Dean of Students also offers conflict coaching, during which you and a staff member would discuss the conflict, ways you can approach it, and options you have. Please call 621-7057 to schedule an appointment. <https://deanofstudents.arizona.edu/support/studentassistance>
- The Ombuds Program is an informal, neutral, confidential, and independent resource for any academic or workplace concern. <https://ombuds.arizona.edu/>

### **Identify Verification (required element 8.20)**

Verification of student identity is done upon application/admission to the University of Arizona as well as using D2L Brightspace, which requires NetID and password, as well as secondary verification through DUOPush.



## **NetID and Email**

Your NetID is your personal identifier for several online services at the University of Arizona, including email and UITS computing accounts (CatMail, UAConnect), UAccess account, D2L (learning management system and university site-licensed software).

The UA NetID verifies identify when it is used for online services the University of Arizona provides. To set up your NetID, please visit: <https://netid.arizona.edu/> Your CatMail account is created automatically when you select your NetID. The new email address is formatted as NetID@arizona.edu, and it is the official means of communication between the students and the university. It is required that you use your UA email for communication with your instructors. You will also receive notification of tuition bills, etc. via this email address. The email is provided by the Google G Suite for Education, which provides access to Google's full suite of applications.

## **CatCard**

The CatCard is the official University of Arizona Identification card. The card features a digitized photo, digitized signature, Contactless SmartChip, ISO number and magnetic stripe. It is up to you how you want to use your card.

As an online student, it is not required to obtain a CatCard, but there are many benefits, like using/showing your card to obtain student discounts. As an online student, you can obtain a CatCard, but first you will need to upload a photo. To learn more about this process, and to obtain your card, please visit: <https://catcard.arizona.edu/>

## **D2L (Desire2Learn) Brightspace**

D2L provides instructors and students with an online space for traditional classroom courses, online classes, or hybrids. In D2L you will find:

- Course syllabi
- Readings
- Assignments
- Quizzes
- Grades
- List of classmates
- Online discussions
- And more....

D2L includes access to tools such as ZOOM, Panopto, VoiceThread and Examity. To access D2L, please visit: <https://d2l.arizona.edu/> . For assistance with D2L, please visit: <http://help.d2l.arizona.edu/student/student-home>

D2L requires that you submit files as Microsoft Office compatible (i.e. WORD) or as PDF files. Other file types (i.e. PAGES) will not be accepted. As a UA student, you can download Microsoft

Office 365 for your use. Other software is available to students for free or a discounted fee. Please visit this site for more details: <https://softwarelicense.arizona.edu/students>

### **Distance Education Technical Requirements**

To complete an Arizona Online degree, you will need to have a personal computer that meets the minimum system requirements for the D2L learning management system. Specific programs may have additional requirements. <https://help.d2l.arizona.edu/student/minimum-system-requirements>

### **Financial Aid Requirements**

Hourly grader positions may be available on a competitive basis. If you are interested in a grader opportunity, please contact the program coordinator. If there is an opportunity, you will be provided more information.

All degree-seeking students are eligible to apply for federal aid by submitting the Free Application for Federal Student Aid (FAFSA) form. For more information regarding financial aid eligibility please visit: <https://financialaid.arizona.edu/faqs> Students interested in obtaining financial aid will need to fill out TWO separate FAFSA applications, once for the 2023-2024 school year for summer aid, and one for the 2024-2025 school year for fall/spring aid. Contact the Financial Aid Office for more information: <http://financialaid.arizona.edu/>

Students who are members of the Academy of Nutrition and Dietetics, may apply for scholarships and other financial aid offered through the AND Foundation: <https://www.eatrightpro.org/leadership/honors-and-awards/grants-and-scholarships>

Scholarships available through the University of Arizona can be searched here: <https://financialaid.arizona.edu/scholarshipuniverse>

Loan deferment is available during the program, please contact your loan provider for more details.

The Graduate College provides information regarding funding and financial information (including information regarding grants, fellowships, and scholarships): <https://grad.arizona.edu/funding>

The Graduate & Professional Student council provides travel grants for professional development purposes. For more information, please visit: <http://gpsc.arizona.edu/travel-grants>

The Graduate & Professional Student Council provides Research and Project (ReaP) Grants that offer up to \$1,000 to partially or completely fund projects. For more information, please visit: <http://gpsc.arizona.edu/research-grants>

### **Withdrawal and Refund of Tuition and Fees (required element 8.2P)**

A withdrawal from the University is defined as leaving the University by dropping all classes after having paid registration fees. Information on leaving the University is available at the following website: <https://catalog.arizona.edu/policy/registration-tuition-fees/registration-enrollment/leaving-university>

Information regarding refund of tuition and fees is available here:  
<https://bursar.arizona.edu/refunds/options/policies>

### **Academic Calendar**

All important dates and deadlines are available in the online Academic Calendar – the program encompasses the 2023-2024 and the 2024-2025 Academic Calendars:

<https://catalog.arizona.edu/2023-2024-academic-calendar>

<https://catalog.arizona.edu/academic-calendar#2024-2025>

Generally, the first summer session is generally the month of June and the second summer session is the month of July. Fall semester starts in mid/late-August and end in early/mid-December. Spring semester begins in mid-January and end in mid-May. Holiday closures will follow the official UA Holiday Schedule.

### **Program Schedule, Vacations, Holidays and Leaves of Absence (required element 8.2Q)**

This program is an accelerated 11-month program, from June to May, with didactic coursework each semester, and supervised experiential learning in the fall and spring semesters. Supervised experiential learning traditionally follows the work schedule of preceptors/sites and is not guaranteed to be M-F 8 am – 5 pm. Evening/weekend requirements will be discussed at the start of each SEL. Vacations should be scheduled during the breaks in the program (break between summer courses to start of fall semester, winter break, spring break). Observed holidays include Juneteenth, Labor Day, Veteran’s Day, Thanksgiving, and MLK Jr. Day.

Leaves of Absence are available upon discussion with program coordinator and program director, depending on the circumstances for the leave of absence, specific forms will be completed by the student in Grad Path. For more information regarding Leave of Absence policies, please visit: <https://grad.arizona.edu/policies/enrollment-policies/leave-absence>

### **Student Responsibilities & Professional Conduct**

Please visit the following link for more information regarding the Student Code of Conduct at the University of Arizona: <https://deanofstudents.arizona.edu/student-rights-responsibilities/student-code-conduct>

Also please review the code of academic integrity:

<https://deanofstudents.arizona.edu/policies/code-academic-integrity>

### **Monitoring Student Performance, Student Retention, Discipline & Termination (required elements 8.1A, 8.2B, 8.2K, 8.2L)**

Formal evaluation of student learning and performance occurs in all Applied Nutrition – Dietetics courses using various assessment modalities including but not limited to quizzes, online discussions, papers, group projects and class presentations, and exams. Students are

informed of their progress on a regular basis as all instructors utilize the University's D2L LMS for course management. Many opportunities exist for informal feedback about performance. These should be viewed as opportunities to gain insight and adjust performance. Examples of informal evaluation include, but are not limited to, daily feedback and discussions with GP faculty and/or TAs on class assignments/exams, daily feedback and discussion with SEL preceptors, skill development, presentations and projects.

Students are encouraged to meet with the program coordinator at least once per semester to track progress in the program. All students must maintain good academic standing by earning an overall GPA of at least 3.0, and a grade of C or better in all coursework. All coursework must be passed with a grade of C or better for the units to count towards the required 30 units of the degree. An overall GPA of > 3.0 in the program is required for graduation from the Graduate College.

Students judged to have academic or professional conduct difficulties (e.g., poor, grades, failing or at risk of failing to satisfy program requirements) will receive notice from the program director with specific suggestions as to how these problems might be remedied and the date by which such actions must be taken. This includes counseling regarding alternative options for career paths if the student is not making satisfactory progress in the program.

Any academic, professional conduct or behavioral infraction may lead to a formal written warning and action plan. Failure to adhere to the action plan as outlined or additional infractions will lead to an escalation of behavior reporting to the Dean of Students. Additional infractions that could lead to dismissal includes prohibited conduct as outlined in the Code of Academic Integrity <https://deanofstudents.arizona.edu/policies/code-academic-integrity> as well as violations of the Student Code of Conduct <https://deanofstudents.arizona.edu/student-rights-responsibilities/student-code-conduct>

This information is reviewed during program orientation, but you are STRONGLY encouraged to review these websites in detail.

Support is available for students from many services, including the THINK TANK, Writing Services Programs (WISP), and the Graduate College. One on one tutoring and support is also available from program coordinator, program instructors and course teaching assistants.

The School of Nutritional Sciences & Wellness faculty members are readily available to assist you in successfully obtaining your RDN credential. However, we have found there are a variety of factors that also promote success in the program as outlined below:

- Understand why you are part of this program. Identify specific goals and a useful goal setting process for yourself.

- Assume responsibility for your own education. This is your opportunity to learn new things and apply existing knowledge in professional settings. Ask questions and advocate for your own learning.
- Learn what resources your campus offers and where they are located. UA has academic and personal support services that are free and confidential. Successful people use them.
- Know how to find information on campus, including at the library. The library isn't as formidable as it might seem, and it offers a wealth of resources. The librarians are there to help you – even virtually!
- Make use of your program coordinator. Your program coordinator is there to guide and support you. You should take the opportunity to meet with them at times other than registration.
- Members of the campus community care about your survival. Get to know at least one. It takes only one person to make a difference. It might be the leader of your orientation seminar, an instructor, an academic advisor, someone at the career or counseling center, a dean, or an advisor to a student organization. You will need to take the initiative to establish this relationship, but it will be well worth it.
- Understand how you use your time wisely. Completing the program requirements should take priority while enrolled. Additionally, every effort should be made to meet the schedule expectations of rotation preceptors. It is possible to have a job while in the program, but it should be one with flexible hours and scheduling options.
- Assess and improve your study habits. Find out about your own learning style. This will help you learn how to take better, more efficient notes in class, and be more successful on tests. The THINK TANK, the office of Academic Success & Achievement, Career Services, and the SALT Center for Learning Disabilities can assist you. Information on UA services can be found at: <http://www.arizona.edu/academic-support>
- Develop critical thinking skills. Challenge, ask why, and look for unusual solutions to ordinary problems and ordinary solutions to unusual problems.
- See your instructor outside of class. It's okay to go for help. Students who interact with instructors outside of class tend to stay in college longer.
- Improve your writing. Employers want graduates who can write. Write every day; the more you write, the better you will write. The THINK TANK is there to aid.
- Participate in class regularly. "Go to class and participate. Be there!"
- Join a study group. Studies have shown that students who study in groups get the highest grades and survive college better.
- Develop your computer skills. You should be comfortable with basic file manipulation, the use of a standard word processing program, and e-mail.
- Try to have realistic expectations. Develop realistic goals for yourself.
- Get involved in extracurricular activities. Aligning yourself with professional organizations in your areas of interest is a great step! Attend your local dietetics affiliate group meetings and events throughout the year. Attend meetings and conferences hosted by relevant professional organizations throughout the year.

- Take your health seriously. How much sleep you get, what you eat, whether you exercise, and what decisions you make about such things as drugs or alcohol, all contribute to your well-being.
- Be good to yourself and you'll be happier and more successful. Find healthy ways to deal with stress. Campus Health and the THINK Tank can help you.

*Adapted for Your College Experience; Strategies for Success by John Gardner, A. Jerome Jewler, and Mary-Jane McCarthy. Concise Second Edition, Wadsworth Publishing Company*

### **Formal Assessment of Student Learning and Regular Reports of Performance (required element 8.2J)**

Formal evaluation of students occurs at pre-determined times throughout the supervised experiential learning using forms available in iComp. Evaluations include both assessments of the student's progress as well as assessments of the student's knowledge and performance in supervised experiential learning. Preceptors completing the evaluation do so within the iComp rotation management system and review with the student prior to submitting to the program coordinator.

Students also complete an identical self-evaluation, which is reviewed with the preceptor. It is the student's responsibility to be familiar with the various evaluation forms so that he/she is aware of the criteria and timing for each evaluation.

Students can expect to receive formal evaluations in the following formats:

- Written evaluations from preceptors
- Rubrics for oral presentations
- Comprehensive review of nutrition assessments and charted notes with written feedback provided by preceptors (daily during rotations where medical nutrition therapy is provided).
- Preceptor reviewed assignments, such as case studies

Many opportunities exist for informal feedback about performance. These should be viewed as opportunities to gain insight and adjust performance. Examples of informal evaluation include, but are not limited to, daily feedback and discussions with preceptors on skill development, clinical documentation, presentations, and projects.

If at any time the conduct of a student is judged to unfavorably affect the morale of other students in the program, resulting in an unsatisfactory level of performance, or health status of a student is a detriment to the student's successful completion of the program, a meeting will be called between the program director and appropriate parties to determine a prudent course of action. If a student does not meet the competencies and objectives of the supervised experiential learning, the student will be required to complete experiences, not to exceed 3 weeks, until the desired level of expertise is achieved. Should this occur, the program director in consultation with the facility preceptors will provide in writing, specific steps and actions that are required of the student. If the student does not meet the competencies at that point, the intern will be dismissed from the program.

**Assessment of Prior Learning (required element 8.2I)**

The Applied Nutrition – Dietetics Emphasis GP only provides prior learning assessment for alumni who have previously graduated with the PSM Applied Nutrition degree and/or Nutrition & Wellness emphasis. Transcripts will be reviewed by the program director, identifying which courses/competencies must be completed by alumni. Alumni can enroll in courses as nondegree seeking graduate students.

**Supervised Experiential Learning Documentation (required element 8.1C)**

The program will utilize the iComp rotation management system to document supervised experiential learning hours in professional work settings, simulations, case studies and role playing. Supervised experiential learning in professional work settings will be documented by the student and verified by the preceptor in iComp. Experiential learning through simulations, case studies and role playing will be obtained from the D2L LMS by the program director and/or program coordinator and documented into iComp. The Applied Nutrition – Dietetics GP offers two tracks (Tucson and Distance), both of which have the same requirements, and will be documented through iComp as noted above.

Students in the Distance Track must set up their rotation schedule with their preceptors/sites PRIOR to the start of the rotation and communicate this schedule with the program coordinator. We HIGHLY recommend that rotations are scheduled Monday-Thursday to ensure you are available to meet with the entire cohort on scheduled Fridays each semester.

For students in the Tucson track, SEL sites and schedules are set up for the students by the program coordinator and will be shared with the students prior to the start of the semester to allow time for onboarding and coordination with their sites and preceptors.

System for monitoring preceptor's approval of hours (amount and type):

- 1) Prior to the start of the supervised experiential learning (SEL) experience, distance students report their schedules to the Program Coordinator. The schedule is coordinated for Tucson students by the Program Coordinator and Program Director. Schedules are input into iComp by the Administrative Assistant.
- 2) SEL preceptors receive training and instructions regarding iComp (including approval of hours) prior to the start of the SEL by the Program Coordinator.
- 3) If any adjustment of time is needed (changing days/times/type of experience – remote or alternate), students must reach out to the Program Coordinator to obtain approval for the stated changes. All approved changes are input into iComp by the Administrative Assistant.
- 4) Graduate students are prompted to have their preceptors approve hours throughout the SEL through course faculty communication in the D2L course site.
- 5) Preceptors are required to approve hours throughout the SEL, and will be checked twice each semester (at midpoint and end of SEL) by the Administrative Assistant.
- 6) At midpoint and end of SEL, the Program Coordinator will audit time entries, to identify any outliers (time entered significantly different than scheduled hours). If any such

outliers are identified, the Program Coordinator will reach out to the graduate student and preceptor to verify the accuracy of the entry.

- 7) If hours are not approved, the Administrative Assistant will reach out to the Program Coordinator and/or the Program Director who will then reach out to preceptors regarding the need for hours to be approved.
- 8) Verification statements will not be provided to program graduates until SEL hours are approved in iComp.

### **Liability for Safety in Travel to or from Assigned Areas (required element 8.2B)**

Transportation to and from all supervised experiential learning facilities is the responsibility of the student. Students using a personal vehicle for transportation must provide proof of auto insurance to the program director/program coordinator prior to the start of the first semester. Additionally, University of Arizona students enrolled in university training programs are insured for liability by the State of Arizona Risk Management Program, as authorized by Arizona Revised Statutes §41-621. Coverage is applicable for general and professional liability. The referenced statute that authorizes this coverage does not specify dollar limits of coverage, and coverage does not expire.

### **Injury or Illness while in a Facility for Supervised Experiential Learning (required element 8.2C)**

Students who are injured or become ill while in a supervised experiential learning facility should seek appropriate care (emergency room, Campus Health Service, primary care physician, etc.). Students are medically and financially responsible for any health emergencies and/or healthcare needs.

### **Educational Purpose of Experiential and Supervised Practice Experiences (required element 8.2E)**

Students are not to be used as replacement for staff or complete staff work responsibilities UNLESS the task(s) specifically relates to completion of program competencies. Experiential learning sites provide hands-on learning opportunities. Students work with business owners and their employees to gain valuable experience that strengthens their knowledge base and skill set and these experiences are not meant as opportunities to replace employees in these respective workplaces.

### **Graduation from Graduate Program, Program Completion & Verification Statement Requirements (required element 8.2M, 8.2N)**

Students are required to successfully complete 30 units of academic coursework including all supervised experiential learning and associated assessments such as assignments, exams, case studies, and presentations. Documentation that students have met established competencies is maintained through the student's progression through the program. Students will be permitted to graduate upon successful completion of the Applied Nutrition – Dietetics Graduate Program requirements, which include completion of 30 units of required coursework with a grade of C or better, overall GPA of > 3.0, and completion of at least 1000 hours of supervised experiential



learning. The program takes 1 year to complete (Summer, Fall and Spring semesters). Once the degree is posted in UAccess student records, students will receive their verification statements.

1. Each supervised experiential learning component includes a set of competencies in which students must demonstrate proficiency. Formal evaluations will be provided to students as they progress through the program. Self-evaluations will also be required at the end of each rotation.
2. If a student is unable to demonstrate proficiency in a specific set of competencies, the student will receive additional time not to exceed one month. The maximum time allowed to complete all supervised experiential learning and meet competencies is 1.5 years.
3. Graded assessments and preceptor evaluations will be utilized to assess proficiency of required competencies.

Upon completion of the program, the degree granted is a Professional Science Masters in Applied Nutrition Dietetics. The degree requirements include completion of 30 units of coursework including supervised experiential learning of a minimum of 1000 hours. A GPA of 3.0 is required in order to be awarded a degree from the Graduate College. After the degree is conferred by the University of Arizona, the verification statements will be provided to program graduates by the program director. The Commission on Dietetic Registration (CDR) will be notified by the program director within 4 weeks of students completing supervised practice requirements and posting of degree, at which time the graduate assumes responsibility for arranging to take the exam. Students are encouraged to take the exam promptly after completing the program. "Study Periods" lasting more than one month after becoming eligible to take the exam are not recommended.

### **Equitable Treatment (required element 8.1D)**

#### **Harnessing the Power of Diversity: Every Wildcat, Every Day**

Inclusive excellence is the engine that drives the value and practice of diversity and inclusiveness at the University of Arizona. At the center of Inclusive Excellence is the recognition and acceptance of the talents, worldviews, perceptions, cultures, and skills that diverse communities bring to the educational enterprise that can be harnessed to prepare students for leading, living and working in a diverse world. Native American, LGBTQ, Asian American, White, Latinx, Black, gender diverse, veterans, people with disabilities, Jewish, Christian, International, Muslim, fraternities and sororities, athletes, alumni and many other communities of students, staff and faculty contribute positively to all dimensions of the university. Every individual and group at UA is a critical component of and contributor to diversity and inclusiveness. Making a difference in diversity, equity, and inclusion at the University of Arizona is how we harness the power of diversity in Every Wildcat, Every Day!

### **Our Goal**

Our university mission, to "continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges" is needed now more than ever before. Diversity, equity, and inclusion continues to be one of our

greatest global challenges and our goal is to develop thought leaders who can advance inclusive excellence in innovative and impactful ways.

Achieving this goal requires Every Wildcat, Every Day to engage in the rich diversity of our students, staff, faculty, administrators, alumni, and community constituents. Harnessing the Power of Diversity: Every Wildcat, Every Day takes more than a short-term project or the effort of a single office, this comprehensive approach engages everyone in complete cultural institutional transformation by embedding and practicing Inclusive Excellence in every endeavor, aspect, and level of the university. Our collective, institutional goal is to make diversity and inclusiveness a habit that is implemented and practiced by everyone consistently throughout the university.

### **Our Purpose**

We seek to create a vibrant, action-oriented, engaged university with the expectation that everyone will contribute towards individual and collective inclusive excellence. Diversity, equity, and inclusion are core values for the University of Arizona and offer a competitive advantage in attracting faculty, staff, students, and their partners. Moreover, diversity allows the institution to prepare students to be leaders in global contexts.