



Future Education Model – Master in Science in Nutrition and Dietetics with Supervised Experiential Learning

NOVEMBER 1, 2023 - ORIENTATION **ONLY FOR**
GRADUATES & ACTIVE STUDENTS – ACCREDITED BS NUTRITION AND DIETETICS

A 3D rendered scene showing a grey, featureless human figure sitting at a white desk. The figure is positioned behind a dark grey semi-transparent rectangular panel that contains the agenda text. On the desk, there is an orange laptop. The background is a plain white surface.

AGENDA

- Welcome
- Program Description
- Future Education Model (FEM) - Competency Based Education Program
- MSND-SEL's Specific Admission Criteria
- UPR-RP's Admission for Graduate Programs
- Questions



GRADUATE PROGRAM

The Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (MSND-SEL) is a combined online-onsite practice program that integrates a Master of Science degree along with the 1,000 hours of alternate and supervised experiential learning (SEL) required to become eligible to take the CDR credentialing exam for dietitian nutritionists (RDN) and meet state licensure eligibility requirements of Puerto Rico. The supervised experiential learning (SEL) hours consist of 280 hours of alternate experiential learning embedded in required courses and 720 hours, equivalent to 8 credits, to be completed in SEL practice sites. The Program follows a Competency Based Education (CBE) that integrates didactic education with supervised experiential learning.

Call for applications for August, 2023 will begin on January 2023.

Chair, Nutrition and Dietetics Program:

Brenda Toro Enríquez, PhD, LND

brenda.toro1@upr.edu

Director, MSND-SEL:

Nivia A. Fernández Hernández, EdD, RDN, LND, CFCS

nivia.fernandez1@upr.edu

Program Information:

Address: 17 Ave Universidad Ste. 1701

San Juan, PR 00925-2537

Phone: 787-764-0000, ext. 88581

GRADUATE PROGRAM

[MSND-SEL ACCREDITATION](#)

[MSND-SEL PROGRAM DESCRIPTION](#)

[MSND-SEL LANGUAGE PROFICIENCY](#)

[MSND-SEL MISSION, GOALS AND OBJECTIVES](#)

[MSND-SEL PROGRAM'S OUTCOMES](#)

[BECOMING A REGISTERED DIETITIAN NUTRITIONIST \(RDN\)](#)

[MSND-SEL ADMISSION](#)

[CONDITIONS TO GRANT CREDITS FROM OTHER INSTITUTIONS](#)

[MSND-SEL GRADUATION AND PROGRAM COMPLETION REQUIREMENTS](#)

[MSND-SEL CURRICULUM](#)

[ACADEMIC AND PROGRAM CALENDAR](#)

[MSND-SEL DISTANCE EDUCATION](#)

[MSND-SEL COSTS](#)

[MSND-SEL FINANCIAL AID](#)

[MSND-SEL GRADUATE STUDENT HANDBOOK](#)

<https://natsci.uprrp.edu/nutricion/prospective-msnd-students/>

Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the
Academy of Nutrition
and Dietetics



Topics

• About ACEND



• Accreditation
Standards, Fees and
Policies



Policy and
Procedures

Decision
Calendars

2017 Standards
and Templates

2022 Standards
and Templates

Future Education
Model

Fee Schedule

• Accredited Programs



• Accreditation
Process



• Public Notices and
Announcements



Future Education Model

The ACEND® Standards Committee has been developing standards and competencies for a new model for education in nutrition and dietetics with the purpose of advancing the profession and protecting the public.

The ACEND® Board released the *Future Education Model Accreditation Standards for Associate and Graduate Degree Programs in Nutrition and Dietetics*.

The ACEND Board voted to reformat the FEM Accreditation Standards, which will be released on November 1, 2021 for voluntary adoption with mandatory adoption on June 1, 2022 by programs that are following the demonstration program standards. ACEND® will be hosting a webinar on the reformatting to the FEM Accreditation Standards on Friday, November 5, 2021 from noon -1 p.m. Central time.

- [Webinar registration](#)

Future Education Model Accreditation Standards

Future Education Model Accreditation Standards Documents

- [Future Education Model Accreditation Standards for Associate Degree Programs](#) (Revised December 14, 2020)
- [Future Education Model Accreditation Standards for Graduate Degree Programs](#) (Revised January 25, 2019)

Guidance Information and Templates for the Future Education Model Accreditation Standards

- [Guidance Information for Future Education Model Graduate Degree Programs](#) (Revised 7/2020)

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) released the ***Future Education Model Accreditation Standards for Nutrition and Dietetics Graduate Degree Programs (GP)***

(see www.eatrightpro.org/FutureModel).

These accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice.

The UPR-RP Nutrition and Dietetic Program demonstrated its leadership in education by submitting an application to be part of the fifth cohort of programs to be accredited by ACEND under these new standards.

On March 19, 2021, the ACEND Board advised of the approval of the application.

**Accreditation Council
for Education in
Nutrition and Dietetics**

 the accrediting agency for the
**Academy of Nutrition
and Dietetics**

**ACEND® Board of Directors
2020-2021**

March 19, 2021

Chair
Barbara Hopkins, MMSc, RD, LD

Vice-Chair
Cheryl Bacon, MS, RD, LDN, FAND

Past Chair
Janet S. Johnson, MS, RDN, LD

Dietetic Technician Program Representative
Judith Kaplan, MS, RD, LD

Coordinated Program in Dietetics Representative
Alida Herling, MPH, RD, LD

Didactic Program in Dietetics Representatives
James Swain, PhD, RD, LD, FAND
Long Wang, MD, PhD, RDN, FAND

Dietetic Internship Program Representatives
Suzanne M. Leson, PhD, RDN, LD, FAND
Nancy T. Prange, MS, RDN, LDN

Program Administrator Representative
Suzanne M. Leson, PhD, RDN, LD, FAND

Program Representative at Large
Janet D. Hiser, MOE, RD, CDN
Nina L. Rooft, PhD, RDN, LD, FAND

Practitioner Representatives
Patricia J. Brathwaite, EdD, MPH, RDN, LDN, FAND
Darin W. Schmidt, DTR, FAND

Student Representative
John Faloe, BSc, RD

Public Members
Janet R. Bezner, PT, DTP, PhD
Leslie Halpern, PhD
Anita C. Reinhardt, PhD, RN

Executive Director
Rayane AbuSabbha, PhD, RD

Elsa Pinto, PhD, RD, LDN
Director, FG - Future Education Model Graduate Program
University of Puerto Rico
1701 Ave Universidad STE 1701
San Juan, Puerto Rico 00925-2537

Dear Dr. Pinto:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) Board regarding the demonstration program application submitted by the University of Puerto Rico for a Future Education Model Graduate Degree Program. At its March 8, 2021 meeting, the ACEND Board approved the application. Please see the attached ACEND Action Report for details of this decision.

Thank you for your continued support of nutrition and dietetics education. We are excited to have you as a demonstration program for the Future Education Model Accreditation Standards. If you have any questions, please call or email Jamie Pak at 800-877-1600 ext. 1733 or jpak@eatright.org.

Sincerely,

Barbara Hopkins

Barbara Hopkins, MMSc, RD, LD, Chair
Accreditation Council for Education in Nutrition and Dietetics

Attachment: ACEND Action Report

BH/jj

cc: Luis A. Ferrao Delgado, PhD, Chancellor
Carlos Gonzalez, PhD, Dean of Graduate Studies
Leticia Fernandez, MBA, CPA, Dean of Academic Affairs
Nestor Carballeira, PhD, Dean, College of Natural Sciences
Brenda Enriquez, PhD, LND, Coordinator, Nutrition and Dietetics Program
Jamie E. Pak, MA, LPC, NCC, ACEND Manager

**Accreditation Council
for Education in
Nutrition and Dietetics**

 the accrediting agency for the
Academy of Nutrition
and Dietetics

ACEND® Board of Directors
2022-2023

June 24, 2022

Chair
James Swain, PhD, RD, LD, FAND

Vice-Chair
Long Wang, MD, PhD, RDN, FAND

Past Chair
Cheryl Bacon, MS, RD, LDN, FAND

Dietetic Technician Program Representative
Judith Kaplan, MS, RD, LD

Coordinated Program in Dietetics Representative
Wanda Koszewski, PhD, RD, LD, FAND

Didactic Program in Dietetics Representatives
Melinda Anderson, PhD, RDN, LDN
Kendra Kattelmann, PhD, RDN, LN, FAND

Dietetic Internship Program Representatives
Constance Francis, PhD, RD
Crystal Wynn, PhD, MPH, RD

Program Administrator Representative
Nina L. Roofe, PhD, RDN, LD, FAND

Program Representative at Large
Jennifer Tomesko, DCN, RD, CNSC

Practitioner Representatives
Patricia J. Brathwaite, EdD, MPH, RDN, LDN, FAND
Michelle Palumbo, NDTR

Student Representative
Michelle Evans

Public Members
Anthony J. Hill, PhD, LISW.-CP, CFSW, ACSW
Anita C. Reinhardt, PhD, RN
Shawna L. Strickland, PhD, CAE, RRT, -NPS, RRT-
ACCS, AE-C, FAARC

Executive Director
Rayane AbuSabha, PhD, RD

Nivia A. Fernandez Hernandez, EdD, MMSC, BSC, RD
Director, GP-Graduate Program in Nutrition and Dietetics
University of Puerto Rico
1701 Ave Universidad STE 1701
San Juan, Puerto Rico 00925-2537

Dear Dr. Fernandez Hernandez:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) Board regarding the proposed GP-Graduate Program at University of Puerto Rico. During its recent meeting, the ACEND Board voted to grant Candidacy for Accreditation to your program for a four-year accreditation term. ACEND recognizes your program's compliance with the ACEND Accreditation Standards and encourages you to continue your efforts in providing quality nutrition and dietetics education. Student accepted as of this date, and those in succeeding classes, will be considered graduates of an ACEND accredited program and eligible, upon satisfactory completion of the program, to write the Commission on Dietetic Registration's Registration Examination for Dietitians. The attached Accreditation Action Report provides details of this decision.

Congratulations on your program's Candidacy for Accreditation status. The ACEND staff is available to answer any questions you may have regarding the accreditation process and the implementation of your program. If you have any questions, contact Jamie Pak at 800-877-1600 ext. 1733 or jpak@eatright.org.

Sincerely,



James Swain, PhD, RD, LD, FAND, Chair
Accreditation Council for Education in Nutrition and Dietetics

JS/jj

Attachment: Accreditation Action Report

cc: Luis A. Ferrao Delgado, PhD, Chancellor
Carlos Gonzalez, PhD, Dean of Graduate Studies
Leticia Fernandez, MBA, CPA, Dean of Academic Affairs
Nestor Carballeira, PhD, Dean, College of Natural Sciences
Brenda Enriquez, PhD, LND, Coordinator, Nutrition and Dietetics Program
Janet D. Stuhrcke, MOE, RD, CNSC, CDN, FAND, Lead Program Reviewer
Toni M. Toledo, MPH, RD, Accompanying Program Reviewer
Jamie E. Pak, MA, LPC, NCC, ACEND Manager

On June 24, 2022, the Accreditation Council for Education in Nutrition and Dietetics Board **granted Candidacy for Accreditation for a four-year accreditation term** to the Master of Science in Nutrition and Dietetics with Supervised Experiential Learning.

Students accepted as of this date, and those in succeeding classes, will be considered graduates of an ACEND accredited program and eligible, upon satisfactory completion of the program, to write the Commission on Dietetic Registration's Registration Examination for Dietitians.

Accreditation Process

[Introduction to Accreditation](#)

[Frequently Asked Questions](#)

[Candidacy for Accreditation](#)

[Home](#) > [ACEND](#) > [Accreditation Process](#) > [Frequently Asked Questions](#) >

FAQs About Types of ACEND Accredited Programs

What is a Graduate Program in Nutrition and Dietetics (GP)?

A Graduate Program in Nutrition and Dietetics (GP) program refers to an academic program designed to meet the required competencies (through academic coursework and supervised experiential learning activities) for dietetics practice in one degree-granting program. The program must be offered by a college or university recognized by the USDE, either as a stand-alone program or in partnership with a hospital or other non-academic institution. In addition, the GP program courses must be part of the university's degree requirements and designed to culminate in a graduate degree (master's or doctorate). Completion of an GP program enables the individual to sit for the credentialing examination administered by the Commission on Dietetic Registration to become a registered dietitian nutritionist.

FEM-MSND-SEL PROGRAM DESCRIPTION

- Combined online-onsite single program.
- Integrates the Master of Science degree along with the 1,000 hours of supervised and alternate experiential learning (SEL)
 - ✓ Online - 280 hours of alternate experiential learning embedded in online required courses
 - ✓ Onsite - 720 hours (8 cr.) in practice sites (only Puerto Rico)

While the program will make every best effort to assign SEL sites based on students' interests and other logistical considerations, no given facility can be guaranteed at the time of the application for admission

- Master degree is required to become eligible to take the national CDR credentialing Exam and local licensure exam.
- **Follows Competency-Based Education (CBE) model**, in which the curriculum is based on professional roles and student evaluation includes demonstrated performance.



Professional Requirements

- Graduates of the MSND-SEL **will be eligible to take the CDR credentialing Exam for Dietitian Nutritionist (Registered Dietitian Nutritionist)**
- While PR Law 82 of 1972 does not require a graduate degree to take the local licensure exam, since 2012 the Commission on Dietetic Registration (CDR) approved as **the entry-level degree to the profession** that, **beginning on January 1st of 2024**, a graduate degree will be required to take the CDR credentialing Exam for Dietitian Nutritionist.
- **It is also expected that amendments to Puerto Rico Law 45 of 2004, may include-a graduate degree for the local licensure exam.**
- Therefore, students that complete the undergraduate Nutrition and Dietetics program will need to finish both, a supervised experiential learning and graduate degree in order to take the CDR credentialing exam to be able to practice as a Dietitian Nutritionist in PR and United States mainland.



LENGTH OF THE PROGRAM AND MAXIMUM TIME FOR COMPLETION

- The MSND-SEL is designed as a cohort-curricular sequential program.
- Students are expected to be full-time and complete the program in 2 years (four-semesters with one summer). Courses will not be offered each semester.
- Students should work diligently to demonstrate successfully expected competencies and pass courses the first time they are taken in compliance with continuing in their individual admission cohort.
- Repeating one course will mean a student waits one year for it to be offered again.
- Certification No. 95 (2019-2020) of the Academic Senate - Academic Policy for Graduate Studies at the Río Piedras Campus:
 - ✓ The student must complete the degree in a maximum time of 5 years.



Expectations for graduates of a Future Education Model Graduate Program, accredited, as the Masters of Science in Nutrition and Dietetics with Supervised Experiential Learning of the Río Piedras Campus, University of Puerto Rico.

- a. Demonstrate leadership skills, including actively engaging in mentoring others (scholarship of Teaching);
- b. Integrate problem-solving/critical thinking skills throughout their professional life (scholarship of Application);
- c. Synthesize independent thoughts/critique within their field of expertise (scholarship of Application);
- d. Enter any employment setting and demonstrate confidence in their ability to grow, work independently and be a member of an interprofessional team (scholarship of Integration);
- e. Ability to do independent and collaborative research/inquiry and apply research/evaluation methodology to topic of interest (scholarship of Discovery);
- f. Continue to learn and develop skills as new knowledge/new research data become available (scholarship of Discovery); and
- g. Provide expertise as to how the dietetics field applies to public policy, global health, strategic thinking, etc. (scholarship of Application).



FEM-MSND-SEL - Mission statement

The mission of the Master of Science in Nutrition and Dietetics with Supervised Experiential Learning is to provide students the intellectual and humanistic formation in diverse areas of scientific inquiry and be eligible to become Registered Dietitian Nutritionist qualified to offer educational, administrative and clinical services and in the management of foodservice systems.

FEM-MSND-SEL - Goals

- a. Prepare well-qualified graduates to become Registered Dietitian Nutritionists and contribute to the overall well-being of the population in a variety of educational, administrative, and clinical services, and in the management of foodservice systems settings or related fields.

- b. Prepare graduates for successful future endeavors in Nutrition and Dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.



Program's Goals and Objectives

Goal 1 | Prepare well-qualified students to become Registered Dietitian Nutritionists and contribute to the overall well-being of the population in a variety of educational, administrative, and clinical services, and in the management of foodservice systems settings or related fields.

- Objective 1.1** At least 80% of program graduates complete program within 3 years (150% of the program length).
- Objective 1.2** At least 70% of program graduates take the CDR credentialing Exam for Dietitian Nutritionist within 12 months of program completion.
- Objective 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 Nutritionist is at least 80%.
- Objective 1.4** The Program's one-year pass rate on the local licensure exam for Dietitian Nutritionist is at least 80%.
- Objective 1.5** Of graduates who seek employment, at least 75% are employed in Nutrition and Dietetics settings (educational, administrative and clinical services and in the management of foodservice systems) or related fields within 12 months of graduation.

Goal 2 | Prepare students for successful future endeavors in Nutrition and Dietetics within a culturally diverse society and for research and problem solving to advance human nutrition and health in a variety of settings.

Objective 2.1

At least 80% of graduates who answer the Graduate's Survey will rate the overall preparation in Nutrition and Dietetics as satisfactory or above.

Objective 2.2

At least 80% of graduates who complete the requirements for becoming Dietitian Nutritionist indicate they work effectively with culturally diverse populations in a variety of settings.

Objective 2.3

At least 80% of the employers indicate they consider the graduates preparation for entry level is satisfactory or above.

Objective 2.4

At least 80% of the employers indicate graduates participate in research to advance nutrition, dietetics or related field when required.



Credits from courses and supervised experiential learning structure of the FEM-MSND-SEL

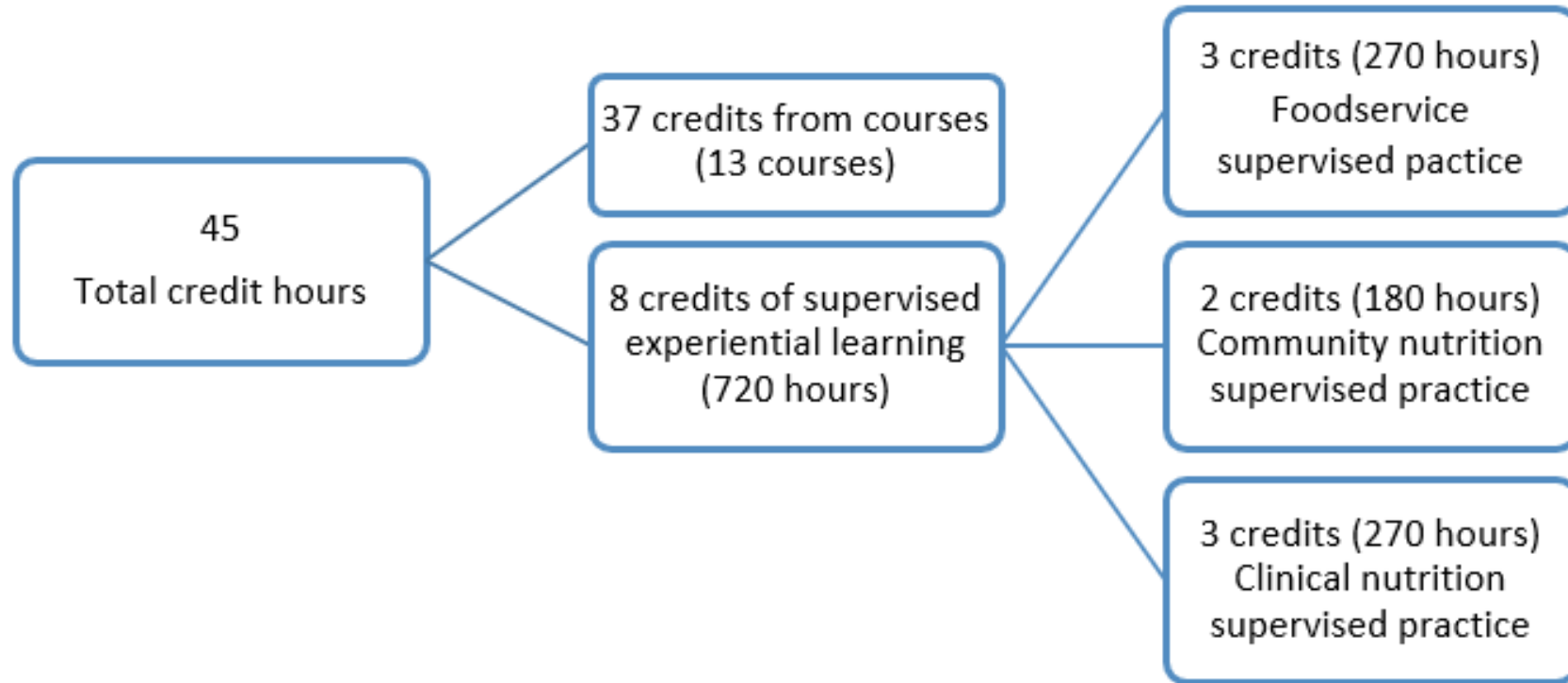


Table 2. Revised curricular sequence (Site-Visit Report Response April 25, 2022)

| First Year | | | | Summer | | Second Year | | | |
|---|--------------------------|--|-----------|--|----------|---|----------|---|----------|
| 1 st Semester | 2 nd Semester | | | | | 1 st Semester | | 2 nd Semester | |
| Courses | Cred. | Courses | Cred. | Course | Cred. | Courses | Cred. | Courses | Cred. |
| MATE 6686 Advanced Data Analysis and Experimental Design | 3 | Global Nutrition | 3 | Research Project | 3 | <u>Supervised experiential learning:</u> Foodservice Management (18 hours/wk.) | 3 | <u>Supervised experiential learning:</u> Clinical Nutrition (18 hours/wk.) | 3 |
| Research Methods in Nutrition and Dietetics | 3 | Foodservice Management | 3 | | | | | | |
| Nutrient Metabolism | 3 | Nutrition Education and Counseling | 3 | <u>Supervised experiential learning:</u> Community Nutrition (26 hrs./wk.) (Summer session is 7 weeks) | 2 | Medical Nutrition Therapy and Pathophysiology | 3 | Electives | 3 |
| Ethics and Professionalism | 1 | Nutrition Assessment and Diagnosis | 3 | | | Pathophysiology of Life Span | 3 | Advanced Concepts in Nutrition | 3 |
| | | | | | | Research Project (Continuation) | 0 | Research Project (Continuation) | 0 |
| Total | 10 | | 12 | | 5 | | 9 | | 9 |

Planned Supervised Experiential Learning Hours (Required Element 1.5) – Revised

Table 1: Types of Planned Supervised Experiential Learning (SEL) Experiences

| | Column A | Column B |
|---------------------------------------|--|--|
| Academic Term | Estimated # of hours in Professional Work Setting | Estimated # of hours in Alternate Experiences |
| Semester 1 | 0 | 50.5 |
| Semester 2 | 0 | 144 |
| Summer | 180 | |
| Semester 3 | 270 | 65.5 |
| Semester 4 | 270 | 20 |
| Total | 720 | 280 |
| Sum of Hours for Each Category | Total <u>Column A</u> | Total <u>Column B</u> |

Table 2: Total Planned Hours

| Total Planned Hours | |
|--|--|
| Sum of hours in professional work setting and alternate supervised experiential learning experiences | (Total Sum of Columns A and B in Table 1) |
| | 1,000 |

COMMUNITY NUTRITION SEL: 180 HRS

The community nutrition rotations will provide students with an understanding of the role of the Nutritionist Dietitian in a variety of agencies and programs in the local community.

Experiences for students include outpatient nutrition clinics, Head Start Program, SNAP Program, Food Bank, and Women, Infants, and Children (WIC) program. Students will provide individual nutrition counseling, teach group nutrition education classes on various topics including obesity, breast feeding, healthy nutrition and diabetes management, organize health promotion events, and participate in a variety of community health and wellness projects.

Additionally, nutrition research in the community is included to demonstrate the Nutritionists and Dietitians role in investigation and program evaluation.



FOODSERVICE MANAGEMENT SEL: 270 HRS

Foodservice management rotations will be planned to provide students with a variety of food service systems and management experiences. Students learn about food production and procurement, food service systems, menu planning, recipe development, employee education, sanitation, safety, personnel management, catering and a number of other administrative experiences.

They may participate in performance improvement, personnel management, and interdisciplinary leadership meetings. Through projects, meetings, and role plays, students gain an understanding of skills needed in upper management and leadership roles.

In addition, with the increasingly regulated field of hospital foodservice, students get hands-on experience with hospital foodservice systems, including the accreditation process, quality evaluation, as well as financial accountability.



CLINICAL MEDICAL NUTRITION SEL: 270 HRS

Approximately 70% of the adult population in Puerto Rico and the United States is categorized as overweight or obese. This increases the risk of prolonged chronic illness such as cardiovascular disease, cancer, and diabetes, highlighting the need for well-prepared nutrition and dietetics professionals to treat and prevent further illness and increase the quality of life.

A range of clinical experiential learning covering the life span and highlighting the major nutrition-related morbidities and mortalities will be covered.

The rotation settings are hospitals and institutions that provide a wide variety of experiences from pediatrics to geriatrics, including chronic diseases such as cardiovascular, renal, cancer, diabetes, HIV/AIDS, as well as acute needs related to situations as transplant, trauma and burns. Students will be supervised by knowledgeable preceptors with expertise in Medical Nutrition Therapy, many with advanced degrees and certifications in their specialty areas.



Significant Change Proposal to MSND-SEL Submitted to Academic Senate, October 24th 2023

The MSND-SEL program will offer three admission pathways:

- **PATHWAY ONE:** Direct entry admission, for students with an ACEND's accredited bachelor's degree in Nutrition and Dietetics and receives a Verification Statement upon completion.
- **PATHWAY TWO:** For students with a bachelor's degree in Nutrition and Dietetics.
- **PATHWAY THREE:** For students who have completed an undergraduate degree in:
 - ✓ science other than Nutrition and Dietetics
 - ✓ fields not related to scienceand need a Second Major in Nutrition and Dietetics.

PATHWAY ONE

Direct entry admission for students with an ACEND's accredited bachelor's degree in Nutrition and Dietetics and receive a Verification Statement upon completion.

Must comply with UPR-Río

Piedras Campus general admission criteria for graduate programs.

- Because the program is committed to the ACEND's master's-level graduate expectations, as Pathway One, the MSND-SEL will provide a **“direct entry admission”** for students with a bachelor's degree in Nutrition and Dietetics, **accredited by ACEND**.
- Graduates of an **accredited BS in Nutrition and Dietetics** **receive a Verification Statement**, an official document that certifies successful completion of the bachelor's degree and the requirements of an ACEND accredited program.
- Moreover, **complies with Puerto Rico's Law 82 of 1972**, that requires a bachelor's degree in Nutrition or Dietetics to be eligible to sit for the local licensure exam and, upon approval, practice as Licensed Nutritionist Dietitian (LND).

Admission

The Master of Science in Nutrition and Dietetics with Supervised Experiential Learning program will admit students in compliance with the following policies and criteria:

UPR-RP general admission criteria for graduate programs (Certification No. 95, pages 21-22)

1. Bachelor's degree (or its equivalent) from an accredited or recognized university or college.
2. General Grade Point Average (GPA) equal or greater than 3.00 on a scale of 4.00. Each program will address exceptional cases according to each applicant's merits.
3. Be able to communicate orally and in writing in two languages, one of which should be Spanish or English.
4. The UPR-RP will provide the academic instance or unit that will determine and inform programs of the proficiency of their students in the second or third language (if the program requires a third language).

Information related to admission requirements and processes can be found at:

https://graduados.uprrp.edu/estudiantiles/admisiones_graduadas/

Application form: <https://solicitud.upr.edu/>

Pathway One:

Direct entry admission for students with an ACEND's accredited bachelor's degree in Nutrition and Dietetics and receive a Verification Statement upon completion. Must comply with UPR-Río Piedras Campus general admission criteria for graduate programs.

Admission criteria are the following:

- BS in Nutrition and Dietetics, **accredited** by ACEND, **with Verification Statement upon completion**
- Minimum 3.00 Grade Point Average on a 4.00-point scale
- Three letters of recommendation, **two from university professors**
- **Short essay (500 words)** indicating how pursuing graduate studies will contribute to your development.
- **Spanish and English proficiency**
- Students for whom English is a second language must obtain a minimum score in TOEFL exam of 550 (paper-based) or 213 (computer-based). Exam must have been taken **no more than five-years prior**.

For approved Foreign Degrees: <https://www.cdrnet.org/RDNEligibility>

- If the degree is an ACEND-accredited Foreign Dietitian Education (FDE) program and was issued a Verification Statement, the **FDE Verification Statement** must be presented (NOTE: the FDE degree has already been evaluated as equivalent to a U.S. degree by ACEND).

Future Education Model Competency Based Education

Summer 2021



**ACEND ACCREDITATION
STANDARDS
FOR NUTRITION AND
DIETETICS
GRADUATE DEGREE
PROGRAMS (GP)
(Future Education Model)**

**Accreditation Council
for Education in
Nutrition and Dietetics**

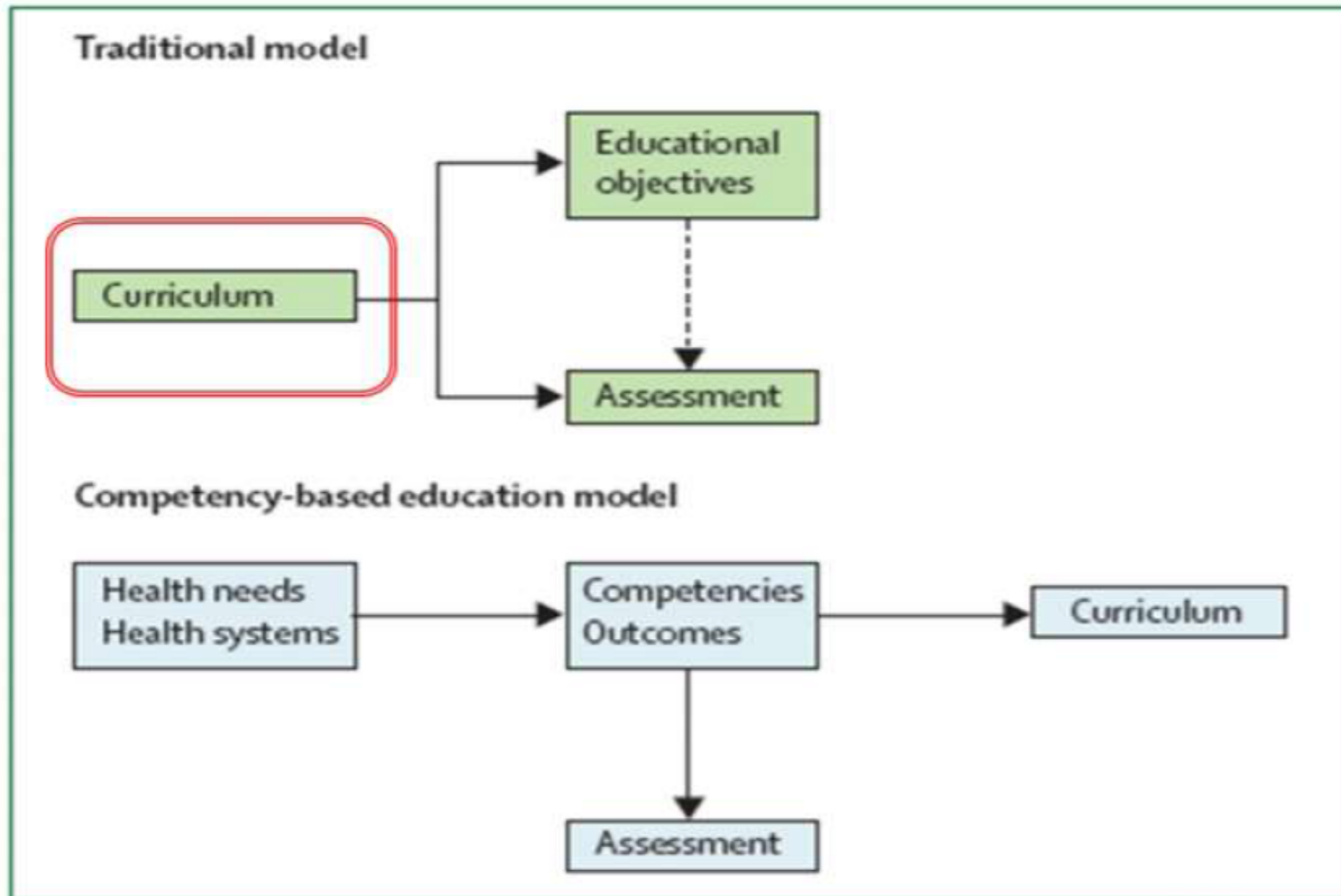
the accrediting agency for the
Academy of Nutrition
and Dietetics

Adopted November 1, 2021; Effective June 1, 2022

Contents

| | |
|---|----|
| Standard 1: Program Characteristics and Resources..... | 4 |
| Standard 2: Program Mission, Goals and Objectives and Program Evaluation and Improvement..... | 6 |
| Standard 3: Curriculum and Learning Activities..... | 8 |
| Standard 4: Competency Assessment and Curriculum Improvement..... | 9 |
| Standard 5: Faculty and Preceptors..... | 10 |
| Standard 6: Supervised Experiential Learning Sites..... | 11 |
| Standard 7: Information to Prospective Students and the Public..... | 12 |
| Standard 8: Policies and Procedures for Enrolled Students..... | 13 |
| Appendix A: Competencies and Performance Indicators Learning Activities, Practice Illustrations and Assessment Strategies..... | 15 |

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates>



Frenk J, et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. Lancet.

Entry-Level
Competencies

Competencies
and
Performance
Indicators

- Set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in an individual.
- Criteria to measure the required competence to perform a particular function or role, and to provide safe, competent and ethical care/services.

Competence



Competence does **NOT** equal a list of tasks.



Competence is a broad objective that necessitates an integration of **knowledge, skills, and behaviors** in practice.



The Future Education Model Competencies define **minimum level of proficiency of** nutrition and dietetic practitioners.

B. ACEND's Future Education Model Graduate Degree Program Competencies

As established by ACEND's Future Education Model Accreditation Standards for Graduate Degree Programs (GP), MSND-SEL graduates must show 37 competencies (7 Assessment Units), among which there are 16 Graduate Degree Enhanced Competencies (5 Assessment Units) for a Graduate Degree Practitioner (**Appendix A**).

Competency Units



Foundation Knowledge



Client Services



Food Systems Management



Community and Population Health Nutrition



Leadership, Management and Organization



Critical Thinking, Evidence-Informed Practice and Research



Core Professional Behaviors

Future Education Model Graduate Degree Competencies and Performance Indicators

(K=Knows, S=Shows, D=Does)

* denotes an enhanced competency

| Unit 1: Foundational Knowledge | |
|---|---|
| Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | |
| Competencies | Performance Indicators |
| 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S) | 1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S) 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. (K) 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S) 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. (K) 1.1.5 Identifies the influence of food consumption on the development of diseases. (K) |
| 1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S) | 1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S) 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (S) |
| 1.3 Applies knowledge of microbiology and food safety. (S) | 1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S) 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (S) |
| 1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S) | 1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. (S) 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S) 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. (S) |
| 1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease. (S) | 1.5.1 Examines nutritional biochemical indicators specific to the disease process. (K) 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. (S) 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S) 1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S) |

Graduate Degree Enhanced Competencies

Prescribing medical nutrition therapy

- 1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.
- 1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.
- 1.10 Applies knowledge of math and statistics.
- 2.5 Prescribes, recommends and administers nutrition related pharmacotherapy.

Administration/Leadership

- 3.1 Directs the production and distribution of quantity and quality food products.
- 3.2 Oversees the purchasing, receipt and storage of products used in food production and services.
- 5.1 Demonstrates leadership skills to guide practice.
- 5.2 Applies principles of organization management.
- 5.3 Applies project management principles to achieve project goals and objectives.

Global/Community/Public Health

- 1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.
- 1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.
- 1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.
- 4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.

Product Development (Industry)

- 2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.

Research

- 1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.
- 6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.

MNT Therapy Counseling

- 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
 - Psychological Counseling and Therapies

**Graduate
Degree
Practitioner**

ELIGIBLE
CREDENTIAL:
RDN

DEGREE
NEEDED:
**Master or
Higher**



Prescribing Medical
Nutrition Therapy/
Pharmacotherapy



Administration/
Leadership/
Entrepreneurship



Global/Community/
Public Health

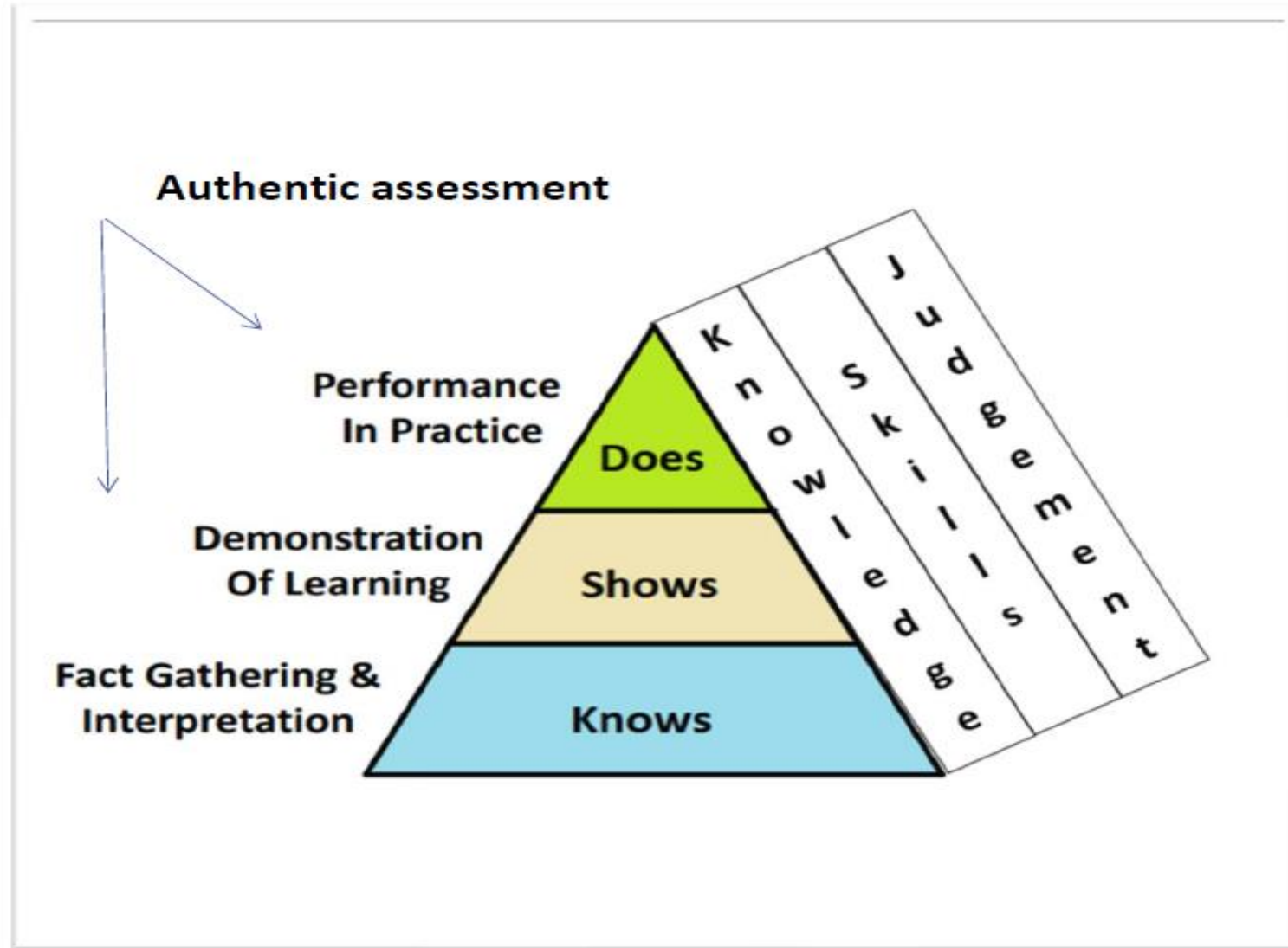


Research



Medical Nutrition
Therapy Counseling/
Behavior Modification

Competency “Shows” and “Does”



STANDARD 3: Curriculum and Learning Activities

The competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program. Demonstration of competence must be integrated in the coursework and supervised experiential learning activities throughout the program.

REQUIRED ELEMENTS:

- 3.1** The Curriculum Map template must be used to document:
- Each competency (see Appendix A).
 - Performance indicators (see Appendix A) for each competency on which summative assessment occurs in the curriculum.
 - Course(s) (including supervised experiential learning) in which summative assessment of performance indicators will occur.
 - How the curriculum:
 - is sequentially and logically organized,
 - progresses from introductory to more advanced learning experiences and
 - builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.
- 3.2** The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.
- Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity; disordered eating; developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
 - Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures.
 - Learning experiences must address and build competency in diversity, equity and inclusion. The program must ensure that students have the skills to recognize biases in self and others and adapt to, understand and embrace the diversity of the human experience.
 - Learning experiences must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies
 - If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.
 - Learning experiences must prepare students to become competent in the following skills:
 - Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation).
 - Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
 - Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
 - Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

Appendix D – Curriculum Map (Program’s Coherence and Sufficiency)

Revised curricular sequence and competencies alignment (October, 2023)

| Knows | | Semester 1 | | | | Semester 2 | | | | Summer | | Semester 3 | | | Semester 4 | |
|-------|----------|--|---|---|--------------------------------------|---|-----------------------------|--|---|---------------------------------|----------------------------------|-------------------------------------|---|-------------------------|--|-------------------------------|
| Shows | | MATE 6686 Experimental Design & Data Analysis | NUTR 6002 Research Methods in Nutrition & Dietetics | NUTR 6003 Nutrient Metabolis m | NUTR 6004 Ethics & Profess. | NUTR 6111 Global Nutritio n | NUTR 6112 FS Mgmt. | NUTR 6012 Nutrition Edu. & Counseling | NUTR 6013 Nutrition Assessment Dx | NUTR 6115 SEL: Com Nut | NUTR 6110 Research Project | NUTR 6010 MNT & Pathophys. | NUTR 6011 Pathophys. Life Span | NUTR 6116 SEL: FS | NUTR 6113 Adv. Concepts in Nutrition | NUTR 6014 SEL-C6 Nut |
| Does | | | | | | | | | | | | | | | | |
| C 1.1 | PI 1.1.1 | | S | | | | S | | | | S | | | | | |
| | PI 1.1.2 | | | K | | K | S | | | | | | | | K | |
| | PI 1.1.3 | | S | | | | | | | | S | | | | S | |
| | PI 1.1.4 | | K | | | | | | | | | K | K | | K | |
| | PI 1.1.5 | | | | | K | | | K | | | | | | | |
| C 1.2 | PI 1.2.1 | | | S | | S | | | | | | S | | | S | |
| | PI 1.2.2 | | | | | | | S | | | | S | | | | |
| C 1.3 | PI 1.3.1 | | | | | | S | | | | | | | S | | |
| | PI 1.3.2 | | | | | | S | | | | | | | S | | |
| C 1.4 | PI 1.4.1 | | | S | | | | | | | | | | | | |
| | PI 1.4.2 | | | | | | | | | | | | | | | |
| | PI 1.4.3 | | | | | | S | | | | | | | S | | |
| C 1.5 | PI 1.5.1 | | | | | | | | K | | | k | | | K | |
| | PI 1.5.2 | | | | | | | | S | | | | | | | |
| | PI 1.5.3 | | | | | | | | | | | | | | | |
| | PI 1.5.4 | | | | | | | | | | | | S | | | |
| C 1.6 | PI 1.6.1 | | | | | S | | S | S | | | | | | | |
| | PI 1.6.2 | | | | | | | | S | | | | | | | |
| | PI 1.6.3 | | | | | S | S | | | | | | | S | | |
| | PI 1.6.4 | | | | | S | | | | S | | | S | | | |
| C 1.7 | PI 1.7.1 | | | | | K | | K | | | | | | | | |
| | PI 1.7.2 | | | | | | | | | | | | S | | | |
| | PI 1.7.3 | | | | | S | | S | S | | | | S | | | |

STANDARD 4: Competency Assessment and Curriculum Improvement

The program must continuously assess student achievement of required competencies. The program must collect and analyze aggregate data on student competency attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

REQUIRED ELEMENTS:

- 4.1** The program must have a plan for assessment of competencies (Appendix A). The plan must identify summative assessment methods used, as well as courses and/or supervised experiential learning activities in which assessment will occur and the process for tracking individual student's demonstration of performance indicators/competencies.
- 4.2** The program must document that data on student competency achievement are collected, summarized and analyzed for use in curricular review and improvement.
- 4.3** Formal curriculum review must routinely occur and:
 - a. Use results of program evaluation and competency assessment to determine strengths and areas for improvement.
 - b. Include input from students and other stakeholders as appropriate.
 - c. Include assessment of comparability of educational experiences and consistency of competency achievement when different courses, delivery methods (such as distance education) or supervised experiential learning sites are used to accomplish the same educational objectives.
 - d. Result in actions to maintain or improve student learning.

Competency Assessment Table

Revised October, 2023

Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (Future Education Model)

FG Competency Assessment (Required Element 5.1; 2022 Standards Required Element 4.1)

Background: The Graduate Program Competency Assessment table is used to identify summative assessment methods (e.g., projects, rubrics, case studies, exams, etc.) required within the curriculum where the evaluation of competencies occurs to ensure the student's ability to demonstrate the competency.

Note: Competencies with an asterisk (*) are enhanced competencies that incorporate an increase in the scope compared to current practice

| Competency (level) | List course and course number or rotation in which the competency is assessed | List specific, required summative assessment method(s) (exam, rubric, project, etc.) used to measure achievement of the competency |
|---|--|---|
| Knows (K) | | |
| Shows (S) | | |
| Does (D) | | |
| Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations. | | |
| 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S) | Pathophysiology of Life Span NUTR 6011 Nutrient Metabolism NUTR 6003 | Synthesize scientific literature on a topic through an annotated bibliography Case study |
| 1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S) | MNT and Pathophysiology NUTR 6010 | Oral presentation of case study on diseases of the gastrointestinal tract. |
| 1.3 Applies knowledge of microbiology and food safety. (S) | Foodservice Management NUTR 6112 | Create a HACCP plan and explain why a step is a hazard that needs to be controlled and the mechanism and reason for effectiveness for the controls. |
| 1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S) | Foodservice Management NUTR 6112 | Modification of a recipe to substitute ingredients that modify target nutrients (e.g., low fat; wheat free, allergies) without sacrificing characteristics of the food product. |
| 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S) | Nutrition Assessment and Diagnosis NUTR 6013 Pathophysiology of the Life Span NUTR 6011 | Simulated case study presentation designed to modify medical nutrition therapy based on pathophysiology and biochemistry findings. Develop a literature review |

Appendix F - Alignment of Courses with Curricular Map & ACEND's Future Education Model Graduate Competencies⁸ (Revised Alignment – October, 2023)

* Denotes Enhanced Competency

| Course Title, Code & Credits | Prerequisites | Course Description | ACEND'S Future Education Model Graduate Degree Competencies (K=know; S=show; D=does) (SYLLABLES approved VPAAR-UPR) | Submitted, ACEND Interim Report September -15-2022 | |
|--|---|---|---|--|---|
| | | | | Curricular Map | Competency Assessment Table |
| Research Methods in Nutrition and Dietetics NUTR 6002 (3) | Undergraduate: NUTR 4198 or equivalent undergraduate research course MATE 3026 or equivalent undergraduate statistical analysis course. | Discussion of study design, research concepts and terminology associated with nutrition research. Emphasis is given to interpretation of research and a thorough understanding of the role of research in Nutrition and Dietetics practice. Discussion of the validity and reliability of instruments and the use of biomarkers. Students are expected to develop a research proposal to serve as part of their research project requirement. | 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. 1.10* Applies knowledge of math and statistics. 1.13* Demonstrates computer skills and uses nutrition informatics in the decision-making process. | 1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S) 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S) 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. (K) 1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S) 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S) 1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. (D) | 1.10* Applies knowledge of math and statistics. (S) |

⁸ Alignment of competencies between syllables and Curricular Map may vary because of changes in accreditation standards.

Catherine Austin Dietetic Internship Program

Competency-Based Course Plan

| Course Title: Advanced Clinical Nutrition | | | Assessment Level | | | |
|--|---|---|---------------------------|-------|---------------------------|-------|
| | | | Knows | Shows | Does | |
| Competency | Performance Indicators | Learning Activities (Practice Illustrations) | Competency Assessment | | | |
| | | | Formative | | Summative | |
| | | | Description of Assessment | Level | Description of Assessment | Level |
| 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. | 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. | Prepare and give nutrigenomic presentation to audience. | Presentation rubric | K | Evaluation form | K |
| | 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. | Write critique of clinical nutrition article. | Syllabus | K | Peer Critique | K |
| | 1.1.5 Identifies the influence of food consumption on the development of diseases. | Prepare diet education for case study patient. | Presentation rubric | K | Evaluation form | K |
| 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health, and disease. | 1.5.1 Examines nutritional biochemical indicators specific to the disease process. | Evaluates lab data of case study patient. | Presentation rubric | K | Evaluation form | K |

Key Principles



Focus on **future practice**



Have a **balanced approach** between theory and practice



Create an **instructional environment** in which expected competencies and associated assessments are clearly defined



Create **innovative approaches** to ensure students are prepared for future practice



Incorporate **problem solving, critical thinking and reflective practice**

Authentic Assessment and Real-World Experiences



“Authentic assessment” is an activity or assignment that resembles a real-world work product and is used to demonstrate competence and measure learning.



Authentic assessments can occur in a ‘real-world’ or simulated environment.

Does

Real situation

Conduct an assessment and create a nutrition care plan for a “real” patient who has Crohn’s disease and ENTER orders in the EMR.

Authentic

Create a nutrition care plan for patient who has Crohn’s disease and write diet orders after reviewing authentic materials (e.g., detailed case description, nutrition assessment and history notes, laboratory results, medication record).

Shows

1. Create a concept map for a mock patient with Crohn’s disease, mapping the patient’s co-morbidities, nutrition care plan, and expected laboratory values.
2. Create a nutrition care plan based on a case-study (no authentic materials).
3. Conduct a nutrition assessment with a mock patient who has Crohn’s disease (scripted responses with no support documentation)

Knows

1. Create a concept map specific to Crohn’s disease outlining co-morbidities (does not center around a patient).
2. Write a multiple-choice test on GI related disease and the impact of food in managing the disease (case-based or situation-based).



GRADUATE PROGRAM

The Master of Science in Nutrition and Dietetics with Supervised Experiential Learning (MSND-SEL) is a combined online-onsite practice program that integrates a Master of Science degree along with the 1,000 hours of alternate and supervised experiential learning (SEL) required to become eligible to take the CDR credentialing exam for dietitian nutritionists (RDN) and meet state licensure eligibility requirements of Puerto Rico. The supervised experiential learning (SEL) hours consist of 280 hours of alternate experiential learning embedded in required courses and 720 hours, equivalent to 8 credits, to be completed in SEL practice sites. The Program follows a Competency Based Education (CBE) that integrates didactic education with supervised experiential learning.

Call for applications for August, 2023 will begin on January 2023.

Chair, Nutrition and Dietetics Program:

Brenda Toro Enríquez, PhD, LND

brenda.toro1@upr.edu

Director, MSND-SEL:

Nivia A. Fernández Hernández, EdD, RDN, LND, CFCS

nivia.fernandez1@upr.edu

Program Information:

Address: 17 Ave Universidad Ste. 1701

San Juan, PR 00925-2537

Phone: 787-764-0000, ext. 88581

GRADUATE PROGRAM

[MSND-SEL ACCREDITATION](#)

[MSND-SEL PROGRAM DESCRIPTION](#)

[MSND-SEL LANGUAGE PROFICIENCY](#)

[MSND-SEL MISSION, GOALS AND OBJECTIVES](#)

[MSND-SEL PROGRAM'S OUTCOMES](#)

[BECOMING A REGISTERED DIETITIAN NUTRITIONIST \(RDN\)](#)

[MSND-SEL ADMISSION](#)

[CONDITIONS TO GRANT CREDITS FROM OTHER INSTITUTIONS](#)

[MSND-SEL GRADUATION AND PROGRAM COMPLETION REQUIREMENTS](#)

[MSND-SEL CURRICULUM](#)

[ACADEMIC AND PROGRAM CALENDAR](#)

[MSND-SEL DISTANCE EDUCATION](#)

[MSND-SEL COSTS](#)

[MSND-SEL FINANCIAL AID](#)

[MSND-SEL GRADUATE STUDENT HANDBOOK](#)

<https://natsci.uprrp.edu/nutricion/prospective-msnd-students/>

**MASTER OF SCIENCE IN
NUTRITION AND DIETETICS
WITH SUPERVISED
EXPERIENTIAL LEARNING**

Distance Education Program

Nutrition and Dietetic Program
College of Natural Sciences



Graduate Student Handbook

Revised September 27, 2023

<https://natsci.uprrp.edu/nutricion/msnd-student-handbook/>

Admisiones Graduadas

Fecha Límite para solicitar admisión Enero 2024:
31 de octubre de 2023

[Ver Oferta Académica](#)

ESTUDIOS GRADUADOS



TU FUTURO
¡SOLO EN LA IUPI!

El Programa Graduado en Nutrición y Dietética solo acepta solicitudes y admite para agosto de cada año

Fechas Límites para Admisión

Conoce las fechas límites para los programas graduados

Solicita Admisión

Completa el formulario de solicitud para Admisión a Estudios Graduados

Programas Académicos

Programas Graduados por Facultad o Escuela Graduada

Estudiantes Internacionales

Nos complace que usted esté considerando estudiar en la Universidad de Puerto Rico Recinto de Río Piedras

https://graduados.uprrp.edu/estudiantiles/admisiones_graduadas/

<https://solicitud.upr.edu/>

Portal de Admisiones

En este portal puedes llenar una solicitud de admisión, completar una solicitud iniciada o ver el estado de tu proceso de admisión.

Change Language

La Universidad de Puerto Rico evalúa las solicitudes de Admisión sin discriminar por razones de edad, sexo, raza, color, nacimiento, origen o condición social, impedimento físico o mental, creencias políticas o religiosas o estatus de veterano, en las prácticas de empleo, contratación y subcontratación. La información que se requiere en la solicitud de Admisión sobre sexo, edad y nacionalidad es sólo para propósitos estadísticos internos de la UPR.

Solicitantes Nuevos

Si estás utilizando el Portal de Admisiones por primera vez debes crear una cuenta.

Crear Cuenta

Solicitantes con cuenta

Correo Electrónico

Contraseña

[Restablecer su contraseña...](#)

Iniciar sesión

La Solicitud de Admisión para Agosto 2024 estará disponible a partir de la primera semana de diciembre de 2023.

Al momento, no tenemos la fecha límite para someter la solicitud de admisión.

Costos de Estudios

Cuotas y Costos de Matrícula para Estudiantes Graduados

Cuotas & Costos De Matrícula

Ayudas económicas

Conoce las Becas y otras ayudas económicas disponibles para Estudios Graduados

Ver Ayudas Económicas

Documento Guía Para Completar Solicitud De Admisión

https://graduados.uprrp.edu/estudiantiles/admisiones_graduadas/

Costos de Estudios Graduados UPR – Río Piedras

A continuación, se incluye información sobre costos de estudios graduados y cuotas de tarifas de matrícula y servicio aplicados a estudiantes graduados del Recinto de Río Piedras.

| Cuotas de Admisiones a Nivel Graduado | Costo |
|---|-------------------------------------|
| Solicitud de Admisión Graduada | \$30.00 |
| Solicitud de Readmisión Graduada | \$35.00 |
| Solicitud de Permiso de Estudio Graduado | \$30.00 |
| Solicitud de Admisión Estudios Transitorios Graduado | \$30.00 |
| | |
| Costo por crédito a nivel graduado | Costo por crédito |
| Certificado Post Bachillerato | \$205.00 |
| Certificado Post Maestría | \$205.00 |
| Maestría | \$205.00 |
| Maestría en Arquitectura | \$215.00 |
| Doctorado | \$215.00 |
| Juris Doctor | \$305.00 |
| Maestría en Derecho | \$6,500 (por semestre) 13,000 anual |
| Maestría en Administración de Empresas a Distancia (IMBA) | \$14,075 |
| | |
| Otros costos aplicados al proceso de matrícula | Costos |
| Cuota de Tecnología | \$100.00 |
| Cuota de Facilidades | \$200.00 |
| Cuota por laboratorio | \$100.00 |
| Recargo matrícula tardía | \$20.00 |
| Tesis Maestría y Doctorado | \$67.00 |
| Costo por curso graduado como oyente | \$67.00 |
| Cuota de construcción para cursos de oyente | \$13.00 |
| Baja parcial (por curso) | \$10.00 |
| Baja Total (por semestre) | \$15.00 |
| Repetición de Curso (por cada curso) | \$20.00 |
| | |
| Servicios al estudiante | Costos |
| Transcripción de Créditos | \$5.00 |
| Certificaciones de Estudios | \$5.00 |
| Cuota de Graduación | \$80.00 |

La información presentada referente a los costos por crédito a nivel graduado y costo relacionados al proceso de matrícula fueron establecidos en la **Certificación Número 163 (2021-2022)** emitida por Junta de Gobierno de la Universidad de Puerto Rico el 30 de junio de 2022.

\$205 por crédito
 (puede variar para el
 Año 2024-2025)

Al momento de
 someter la Solicitud de
 Admisión se requerirá
 el pago de \$30.00

Las cuotas de
 tecnología y facilidades
 se pagan cada semestre
 o sesión del programa

No aplica cuota de
 laboratorio.

https://graduados.uprrp.edu/estudiantiles/admisiones_graduadas/

OFICINA DE ASUNTOS ESTUDIANTILES

Becas & Ayudantías

PROGRAMA DE EXPERIENCIAS ACADÉMICAS FORMATIVAS

Programa de Experiencias Académicas Formativas

El Programa de experiencias académicas formativas (PEAF) provee a los estudiantes graduados experiencias académicas y cocurriculares, que amplían su formación académica y profesional. Además, este programa contribuye al desarrollo de la investigación y la enseñanza en el Recinto, elementos medulares de su misión.

PROGRAMA DE BECAS POR MÉRITO Y EJECUTORIAS EQUIVALENTE

Programa de Beca por Mérito Académico y Ejecutorias Excepcionales

La Beca por Mérito Académico y Ejecutorias Excepcionales (PBMA) es una beca competitiva que reconoce a estudiantes cuyas ejecutorias académicas tengan un carácter notable y recomendable que los distinga sobre los demás (incluyendo publicaciones y creaciones). Provee una mensualidad de \$1,200 para estudiantes en programas de maestría y \$1,500 para estudiantes en programas doctorales.

PROGRAMA DE BECAS PARA DISERTACIÓN O TESIS DOCTORAL

Programa de Beca para Disertación, Tesis o Proyecto Equivalente

La Beca para Disertación, Tesis o Proyecto Equivalente (PBDT) es una beca competitiva que le permitirá al becario dedicarse a tiempo completo a su disertación, tesis o proyecto equivalente requerido para completar el grado. Incluye una mensualidad de \$1,200 para estudiantes de maestría y \$1,500 para estudiantes de doctorado.

<https://graduados.uprrp.edu/estudiantiles/becas-y-ayudantias/>

Interested send email to

Nivia A. Fernández Hernández, Ed. D., RDN, CFCS
MSND-SEL Program Director
nivia.fernandez1@upr.edu

