

# Student Handbook



**Human Nutrition and Food Program  
Division of Family and Consumer Sciences  
College of Agricultural, Family and Consumer Sciences  
Southern University and A & M College  
Baton Rouge, Louisiana  
2014-2016**

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## INTRODUCTION

### Overview

This Student Handbook is a compilation of essential information for students enrolled in the two Human Nutrition and Food Program concentrations: Didactic Program in Dietetics and the Food Management. Students are held accountable for the information contained within. Students should read and become familiar with its content, and the content will be reviewed in FCSC 200 Professional Issues in Food, Nutrition and Dietetics. The handbook is subject to revision and students are notified through communication systems in the Program area.

The Human Nutrition and Food Student Handbook is supplemental to the current edition of the Southern University catalog, Southern University Handbook, Southern University Code of Student Conduct Manual and the College and Division handbooks. Human Food and Nutrition majors are responsible and accountable for all Handbooks for undergraduate student advisement information and policies in all the above documents.

Students will be made aware that an electronic copy of the Human Nutrition and Food Program Student Handbook is available. Students may review the Southern University Student Handbook and the Student Code of Conduct on the Office of Student Affairs website. A current catalog may be viewed at [www.subr.edu](http://www.subr.edu).

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## **The Institution**

Southern University and A & M College, a publicly supported, coeducational land-grant, historically Black, comprehensive institution prepares students to compete globally in their respective professions, and to engage in advanced study in graduate and professional schools. The University offers its students a broad education that prepares them to meet the changing demands of a global society. The University provides a core of liberal arts courses, quality academic programs and services to meet the diverse needs and abilities of all qualified students.

The University's admissions policy is grounded in the belief that opportunity and quality can coexist in an educational environment. To this end, the University offers a wide range of learning opportunities designed to allow students of different abilities to obtain an education that will withstand rigorous scrutiny.

The University offers programs of study ranging from associate degrees to doctoral and professional degrees. Educational opportunities are provided for traditional and non-traditional students offering scholarly interaction among diverse people. The University is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in a quest for knowledge and to aid society in resolving its scientific, technological, socio-economic and cultural problems.

Southern University renders service to the community as it relates to urban/rural programs and makes available educational, cultural and developmental resources to enhance the quality of life. Adhering to the spirit of its function as an 1890 land-grant institution, the University's public service program have assumed a prominent posture throughout the state of Louisiana as well as nationally and internationally.

Southern University views ethnic diversity as vital to the health of any educational enterprise. To support this philosophy, the University takes affirmative steps to maintain a multicultural faculty and student body. This diversity is achieved principally through assertive recruitment efforts and through its multifaceted international programs.

The University seeks to recruit and maintain a faculty, which through its preparation and scholarly activities, exerts a profound effect on various institutions in the state, region, nation, and world. Beyond their traditional roles, faculty members perform distinguished services that complements and enhances both teaching and research and provide an additional mechanism for Southern University to have an impact on the community-at-large.

The University develops and maintains a physical environment that is safe and conducive to intellectual growth and development while operating in accordance with the highest standards of fiscal and administrative management. This environment is enhanced through the use of the most recent information technology, which offers the University community access to resources from throughout the world.

The mission of Southern University and A&M College, an Historically Black, 1890 land-grant institution is to provide opportunities for a diverse student population to achieve a high-quality global educational experience, to engage in scholarly research, and creative activities, and to give

meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.

The mission of the College of Sciences and Agriculture (CSA) is to prepare graduates in the natural and agricultural sciences to make meaningful contributions in a global and ever changing society; conduct competitive basic and applied research; and provide services to improve the quality of life of people in the local, national and global communities in carrying out the University's land-grant function.

The College of Sciences and Agriculture has established four primary goals for the 2012-2017 period. Specifically, the goals of the CSA are to:

1. Recruit, retain, and graduate students from the degree-granting programs in the college.
2. Support faculty and student scholarship and research productivity.
3. Provide professional service to the University constituency and the community at large.
4. Establish revenue-generating initiatives.
- 5.

The College utilizes its diverse strengths and resources to achieve its teaching, research and service missions. The College recognizes its responsibility to provide faculty and staff with the necessary resources, support and professional development opportunities to fulfill its vision and mission. The College realizes its obligation to provide a healthy, safe and conducive working and learning environment.

Consistent with the mission of the University and College, the mission of the Department of Family and Consumer Sciences is to offer a program of study that emphasizes human interaction and the well-being of families, and relationship of the individual and family throughout the life span to social, cultural, economic, and political environments. The focus is to empower individuals and strengthen families to cope with change, use technology and manage resources to enrich lives in the immediate community and throughout a diverse and global society.

## **HUMAN NUTRITION AND FOOD PROGRAM**

### **Mission**

To advance the health and wellness of individuals through the education of professionals, provision of research based programs and generation and dissemination of knowledge. The program prepares graduates to enter dietetic internships, assume careers in food and nutrition and related areas, and to engage in graduate study.

### **Vision**

An educational environment which embraces excellence in instruction, research, and outreach.

Consistent with the mission of the University, College, and Department, the Human Nutrition and Food Program is committed to:



- Prepare students with the professional competencies necessary for assuming entry-level careers in food and nutrition and related areas and graduate study.
- Generate, disseminate and apply knowledge in human nutrition and food to improve the quality of life for individuals, families, and associated organizational systems.
- Provide students with a learning environment which emphasizes the acquisition of competencies needed to understand the complex issues and problems related to achieving and maintaining optimal health of persons and groups.

Central to our goal is the development of communication and critical thinking skills and a commitment to lifelong learning in our students.

The goals of the Human Nutrition and Food Program are to:

1. Prepare majors who, upon completion of their undergraduate training, will obtain a dietetic internship, pass the registration examination for dietitians and ultimately practice as competent entry-level professionals.
2. Provide specialized training for students who wish to pursue professional careers in food and nutrition and related areas.
3. Prepare students for graduate study in food and nutrition.
4. Recruit, retain, and graduate highly motivated students.
5. Provide a foundation for critical thinking, problem solving, and effective communication.
6. Provide mentoring opportunities for students to engage in food and nutrition research aimed at improving the quality of life of individuals and families.
7. Instill in students a commitment of lifelong learning, professional involvement, and professional development.

#### General Program Outcomes

Program outcomes can be grouped into seven categories:

Upon completion of the Human Nutrition and Food Program, graduates will:

##### **Critical thinking**

- 1) Reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently.

##### **Communication skills**

- 2) a. Communicate effectively to individuals, groups and the public and  
b. Identify, interpret, evaluate and use professional literature to make evidence-based decisions

##### **Cultural Literacy**

- 3) Graduates will demonstrate knowledge of social, multicultural, and environmental dimensions of issues facing food and nutrition professionals.

##### **Ethical behavior and values**

- 4) Graduates will identify and demonstrate understanding of ethical issues implicit in their personal behavior and those underlying the operation of social and political systems as well as in the field of research

##### **Information technology literacy**

- 5) Graduates will demonstrate information technology skills that enable them to use

computers, software applications, databases, and other technologies to achieve a wide variety of aACENDmic, work-related, and personal goals

### **Technical Skills**

- 6) Demonstrate technical competence in the concentration area in order to perform successfully in a supervised practice program, graduate program, or entry-level professional position.

## **DIDACTIC PROGRAM IN DIETETICS**

The Didactic Program in Dietetics (DPD) is the first of the three required components in the education and training of dietetics professionals. Dietetics professionals translate the science of food and nutrition to achieve and maintain optimal human health. The DPD provides the foundation and prepares students for the second educational requirement that of the supervised practice experience. The program includes courses in food, nutrition, nutrition therapy, foodservice systems management, business, economics, computer science, culinary arts, sociology and communication and science courses such as biochemistry, physiology, microbiology, anatomy and chemistry. Mastering these foundational knowledge courses prepares students to receive a verification statement and enter a supervised practice experience (dietetic internship), and helps prepare students as entry level dietitians.

DPD follows the Core Knowledge for the Registered Dietitian (RD) delineated by the Accreditation Council Education in Nutrition and Dietetics (ACEND). Graduates are prepared to competitively seek, receive, and successfully complete an accredited supervised practice program.

The DPD is one of the four concentrations in the Department of Family and Consumer Sciences. Students receive a B.S. in Family and Consumer Sciences with a concentration in Dietetics or Food Management.

The Human Nutrition and Food Program offers two minors:

- Nutrition, Wellness and Health
- Food Management.

### **Philosophy**

The philosophy of the Didactic Program in Dietetics (DPD) is to offer a broad-based program for diverse students which stimulates intellectual curiosity, promotes academic excellence and equips students with the knowledge and skills needed to compete effectively in evolving job markets. The DPD program provides the foundation knowledge and skills necessary for graduates to function in society as competent dietetics professionals. The program provides an educational base for achieving practitioner competencies. Communication and collaboration, problem solving, critical thinking and diversity are fundamental to the program.

### **Mission**

The mission of the Didactic Program in Dietetics is to prepare graduates to enter dietetic internships, assume careers in food and nutrition and related areas, and to engage in graduate study.

### **Vision**

A broad-based Didactic Program in Dietetics supported by innovative faculty and sought after by ethnically diverse and academically talented students. The program will:

- Prepare culturally diverse students for supervised practice, employment and graduate study.
- Use innovative and effective instructional methods to prepare graduates to make meaningful contributions in a dynamic competitive global society.
- Provide opportunities for students to succeed and develop to full potential through proper support, mentoring, social interaction, leadership, and career development counseling
- Embrace new technology and standards in modeling professional practice to enhance the quality of life for individuals, families, and the larger community.
- Engage in research aimed at improving the quality of life and well-being for the people of Louisiana and society in general.

### **Program Goals and Objectives**

The goals and objectives of the Didactic Program in Dietetics are to:

**Program Goal 1.** Prepare students with the knowledge and skills for successful completion of supervised practice programs.

#### **Objectives:**

1. Over a five-year period, the pass rate for the first-testing attempt will be at least 80% on the national Registration Examination for Dietitians.
2. Over a five year period, 80% of DPD students enrolled in the third year of the DPD will graduate within 150% of the time planned for completion.
3. Over a five-year period, 40% of DPD graduates will apply to supervised practice programs within 12 months of program completion.
4. Over a five-year period, 50% of DPD graduates applying to supervised practice programs will receive an appointment within 12 months of program completion.
5. Over a five-year period, 80% of supervised practice directors will rate DPD graduates as 3.0 or above on a five-point scale.
6. Over a five-year period, 75% of DPND graduates (after one year) will rate the quality of preparation for supervised practice as 3.0 or above on a five-point scale.

**Program Goal 2.** Prepare students with the knowledge and skills to be successful in obtaining careers

in food, nutrition and dietetics or pursuing post-graduate study.

#### **Objectives:**

1. Over a five-year period, 60% of graduates not applying to supervised practice programs will be employed in a food and nutrition related position or have entered graduate school.
2. Over a five-year period, 75% of students will rate program/education satisfaction as 3.0 or above on a five-point scale.

**Program Goal 3.** The DPD will encourage student participation in professional activities.

**Objectives:**

1. Over a 5-year period, 70% of undergraduates will be members of the Academy of Nutrition and Dietetics (AND) and belong to the Food, Nutrition and Dietetics Association (FNDA).

**Core Knowledge for the RD**

**(2012 Accreditation Council for Education in Nutrition and Dietetics Standards for Didactic Program in Nutrition and Dietetics)**

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice**

Knowledge

**KRD 1.1** The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Knowledge

**KRD 2.1** The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

**KRD 2.2** The curriculum must provide principles and techniques of effective counseling methods.

**KRD 2.3** The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

**3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

Knowledge

**KRD 3.1** The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

**KRD 3.2** The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

**KRD 3.3** The curriculum must include education and behavior change theories and techniques.

**4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations**

Knowledge

**KRD 4.1** The curriculum must include management and business theories and principles required to deliver programs and services.

**KRD 4.2** The curriculum must include content related to quality management of food and nutrition services.

**KRD 4.3** The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

**KRD 4.4** The curriculum must include content related to health care systems.

**KRD 4.5** The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

**5. Support Knowledge: knowledge underlying the requirements specified above.**

**KRD 5.1** The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

**KRD 5.2** The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

**KRD 5.3** The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

**Didactic Program in Dietetics Objectives - Students must be able to:**

1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
2. Use current information technologies to locate and apply evidence-based guidelines and protocols, such as the *AACENDmy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.*)
3. Demonstrate effective and professional oral and written communication and documentation.
4. Demonstrate counseling techniques to facilitate behavior change.
5. Apply professional guidelines to a practice scenario.
6. Identify and describe the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services.
7. Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.
8. Develop interventions to affect change and enhance wellness in diverse individuals and groups.
9. Develop an educational session or program/educational strategy for a target population.
10. Apply management theories to the development of programs or services.
11. Evaluate a budget and interpret financial data.
12. Apply the principles of human resource management to different situations.
13. Apply safety principles related to food, personnel and consumers.
14. Analyze data for assessment and evaluate data to use in decision-making
15. Explain the impact of a public policy position on dietetics practice.
16. Explain the impact of health care policy and different health care delivery systems on food and nutrition services.

### **Status of the Didactic Program in Nutrition and Dietetics**

The Didactic Program in Dietetics currently holds probationary accreditation status by The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The address and phone number of ACEND are 120 South Riverside Plaza, Suite 2000 Chicago, IL 60606-6995, (312) 899-4876.

ACEND sets the eligibility requirements, the accreditation standards for didactic programs in dietetics, and the curricula for dietetics education.

### **FOOD MANAGEMENT**

The Food Management concentration provides students with a four-year program that culminates in a Bachelor of Science degree in Family and Consumer Sciences. The program provides students with extensive education, training and experience in all aspects of food and beverage management including financial/resource, operations, quality and staff management. The Food Management program aspires to excellence in professional and leadership development, economic development, and food safety for the foodservice industry with a mission of developing leaders for the hospitality industry.

Coursework is planned to provide students with a general education plus professional preparation for supervisory and executive positions in foodservice organizations. Elective courses include advertising or journalism and mass communication. This program helps to prepare students to compete in the retail food market which ranges from healthcare to lodging organizations and develops students as leaders for the foodservice and lodging professions.

The program incorporates practical internships in addition to the required course work. The practical experiences ensure that students graduate from the program with experience in the field as well as relevant knowledge in the field.

Graduates are prepared to assume a variety of careers in food systems management and hold positions as managers with airlines, cruise ships, retirement communities, hospitals, universities, correctional facilities, delis and catering operations, retail sales in hospitality; marketing, advertising; and self-employed managers.

#### **Food Management**

**Program Goal 1.** Prepare students with the knowledge and skills to be successful in obtaining careers in food management or pursuing post-graduate study.

#### **Objectives:**

- 2.1 Over a five-year period, 75% or more of program graduates who sought employment in food management will be employed or have entered graduate school within six months of program completion.

**Program Goal 3.** Provide high-quality coursework and academic advisement.

## **Food Management Learning Objectives**

### **Students are able to:**

1. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in food management.
2. Demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.
3. Apply management and business theories and principles to the development, marketing and delivery of services.
4. Determine costs of services or operations, prepare a budget and interpret financial data.
5. Apply the principles of human resource management to different situations
6. Apply safety principles related to food, personnel and consumers.
7. Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making
8. Locate and interpret government regulations regarding the manufacture and sale of food products.
9. Modify recipe/formulation for specific purposes, such as nutrient enhancement, quality improvement, and ingredient substitution.
10. Describe techniques that can be used to monitor quality of raw ingredients and final products.
11. Discuss basic principles of common food preservation methods.
12. Conduct appropriate sensory evaluation tests to answer specific questions regarding food attributes or consumer preferences.
13. Identify and explain nutrients in foods and the specific functions in maintaining health.
14. Demonstrate proficiency when using culinary techniques, culinary equipment and utensils during food preparation.
15. Apply marketing and advertising principles to describe consumer behavior in food selection.
16. Apply principles from the various facets of food management and related disciplines to solve practical, real- life problems.
17. Identify specific culinary trends including the cultural and regional cuisines.
18. Apply culinary terminology knowledge to described food products.
19. Utilize standard weights and measures to demonstrate scaling/ measurement techniques.
20. Apply principles of menu planning and food presentation.
21. Discuss basic principles and practices of cleaning and sanitation in food preparation operations.
22. Explain the effects of common food preparation methods and food storage conditions on survival and growth of microbial contaminants.
23. Obtain food protection manager certification (e.g. ServSafe®).
24. Demonstrate leadership, entrepreneurial characteristics, and professional behaviors.

## **RESPONSIBILITIES OF STUDENTS**

Each student should:

- Read and be familiar with the University policies, procedures, guidelines and regulations as delineated in the **University Catalog, Student Handbook, and Code of Conduct Student Manual** located at [www.subr.edu](http://www.subr.edu).

- Be familiar with the University general education requirements.
- Be familiar with the African American Experience requirements as outlined in the current University Catalog.
- Be familiar with the community service requirement, i.e. 60 clock hours of community service.
- Be knowledgeable of the course substitution policy.
- Know the requirement to pass the Departmental Comprehensive Examination as an exit examination in the senior year.
- Know the requirement to pass the University-sponsored writing proficiency examination during enrollment in English 110/111.
- Know that students may complete work for graduation according to requirements in the catalog of the year of entry or graduation or those of any catalog in force during enrollment at the University providing residence enrollment is continuous and does not exceed ten years.
- Know that students in continuous full-time attendance who change their major curriculum shall satisfy the degree requirements listed in the catalog in force at the time of change. Upon recommendation of the academic dean, a subsequent catalog may be used.
- Know that a student whose enrollment is interrupted for two or more consecutive semesters shall satisfy the degree requirements listed in the catalog in force at the time of re-entry. Credit earned prior to interruption must be evaluated at the time of readmission by academic advisor and Associate Dean to determine the applicability of credits earned during the previous period of enrollment to the current curricular requirements.
- Understand that a schedule of 12 to 19 semester hours is considered a full-time semester course load. Students may enroll for a maximum of 21 semester hours on approval of their academic dean if the student has earned a minimum GPA of 3.0 on all work pursued during the previous semester and 22 semester hours on recommendation of the dean with approval by the Vice Chancellor for Academic Affairs.
- Know that a penalty fee will be assessed to each continuing student who fails to participate in early registration.
- Know that registration for courses after the deadline will be assessed a late fee according to university policies.
- Understand that students who wish to participate in the inter-institutional program (cross registration) with Louisiana State University must have approval of their academic advisor and dean. Be aware that not more than two courses per semester are permitted, unless the student is enrolled in a formal cooperative program.
- Know the regulations on scholastic probation, suspension and readmission as delineated in current University catalog.
- Know that a maximum of 13 credit hours per regular semester or seven credits hours per eight-week summer semester, will be allowed for students who are on initial or extended academic probation.
- Understand the students must consult with the assigned advisors before initiating any changes in registration. Fees will be assessed for a schedule change.
- Know that scholarships awarded to students are governed by the guidelines and criteria established within the college.



- Realize that academic dishonesty whether premeditated or not is considered fraudulent behavior and is subject to disciplinary action according to the established University code of conduct.
- Know that requests for incomplete grades must be initiated by the student (with legitimate reasons) with approval from the instructor and the college administration.
- Know that in case of grading discrepancies, grade changes must be carried out no later than 60 calendar days immediately following the beginning of classes in the semester succeeding the one in which the grade was given or omitted.
- Realized that posted graduation application deadlines must be observed. Failure to comply with deadlines will cause denial for consideration for the specific semester.

## **ACADEMIC REQUIREMENTS**

### **Admission Requirements**

Admission to the program is open to students: 1) who have successfully completed a minimum of twenty-four semester hours in the University College with a minimum grade point average of 2.00, 2) who wish to transfer from other degree-granting areas of the University, 3) who transfer from the New Orleans and Shreveport campuses, or 4) who wish to transfer from other approved colleges and universities. Students transferring from the University College to the College of Agricultural, Family and Consumer Sciences, Department of Human Nutrition and Food must have a formal transfer form produced in triplicate. The transfer form, application and student's complete personal folder are forwarded to the College and then to the Department. Once this process is completed, the student is assigned an academic advisor by the Program Leader. Transfer credits are evaluated and forwarded to the advisor. (Admission by transfer from other institutions and other degree-granting areas of the University are outlined in the University catalog).

### **GENERAL DPD REQUIREMENTS**

A cumulative grade point average of 2.00 is required for graduation at Southern University. Because of the highly competitive status of internship and graduate program appointments, students should strive to maintain at least a 3.0 GPA or above. Maintenance of a high GPA is important in the Dietetics curriculum. Typically a GPA of 3.0 or higher will benefit you in your application to a Dietetic Internship. In addition to a high GPA, related work experience and involvement in extracurricular activities are needed when applying to a Dietetic Internship.

General Human Nutrition and Food and DPD requirements include:

1. Achieve a grade of "B" or better in all Human Nutrition and Food courses; and
2. Achieve a grade of a "C" or better in all Other Required DPD courses.
3. Maintain a minimum curriculum GPA of 3.0 or above;
4. Didactic Program in Dietetics (DPD) students who wish to receive a Letter of Intent and/or Accreditation Council for Nutrition and Dietetics (ACEND) Verification Statement from the Southern University Didactic Program in Dietetics (DPD) must meet the following requirements:
  - Achieve a grade of "B" or better in all Human Nutrition and Food courses
  - Achieve a minimum grade of a "C" or better in all Other Required DPD courses
  - Maintain a minimum curriculum GPA of 3.0 or above

### **Student Advisement**

After students are admitted to the CSA, they are sent by the Dean of College to the respective Departments/Program Areas. Students are assigned to a faculty member on the basis of number of assigned advises.

The list of advises is posted on hall bulletin boards and each advisor is given a copy. Advisement is conducted only when the student's records are available. Student's records are maintained in the Office of the Department of Family and Consumer Sciences. They may be secured by students for use in advisement. It is the responsibility of the student to return the records to the Department Office.

Students are required to confer with their advisors during the preregistration advisement period. Students should confer with their advisor during the registration period as the need arises. Conference schedules of advisors are posted on the office door each semester. The student's folder is obtained from the Department for advisement. A record of student advisement/counseling is maintained in each student's folder.

Students are responsible for knowing their chosen curricula and for adhering to all published University regulations. It is the responsibility of each student to meet with his/her advisor during the regular advisement period prior to registration each semester. Using the Curriculum Advisement Worksheet students should develop a tentative schedule prior to advisement. This allows the time spent with the advisor to be more effective and productive for the student.

New Dietetics students should contact the DPD Director to set up an appointment for a student assessment interview. The advisor compiles an academic file on each DPD student to include current student transcripts and curriculum worksheets. This student file will be used to advise students each semester and updated accordingly so that the student and the advisor will be aware of academic status.

Students will be assessed initially and assigned to an advisor. At the initial session, students are counseled on their probability of success in the program and the dietetics profession. Students who have not attained the required academic benchmarks (Overall GPA of 3.00 or and the grade of "C" on all science-based courses) will be advised by the DPD Director to improve their GPA and/or retake food and nutrition and science-based courses; or continue in the Dietetics Program (with no expectation of receipt of a verification statement) and explore related career options that do not require dietetic registration.

Student performance is continuously monitored. All DPD students must contact their advisors each semester for academic counseling before they can be cleared for registration. If academic difficulties are observed, DPD students will be provided with information regarding the Repeat/Delete grade procedure and/or tutoring options.

### **Minimum Requirements for Baccalaureate Degree-Credit Hours and Quality Points**

Degree requirements are measured in terms of qualitative and quantitative standards. While the University has minimum requirements for graduation, the requirements for individual college

and schools may be higher. The total number of credit hours and the quality points required vary according to curricula.

Students graduating from Southern University with a baccalaureate degree must comply with certification requirements for graduation as follows:

1. Completion of a minimum of 120 semester hours excluding remedial and repeated courses;
2. Attainment of a minimum overall grade point average of 2.00, a minimum GPA of 2.00 in the course taken in the college or school of the major, and minimum GPA of 2.00 in all courses pursued in the major area, except for those courses in which grades of “P” or “W” are recorded;
3. Attainment of a “C” grade in each course in the major area presented to fulfill credit hour requirements in the major;
4. Completion of the University General Education Requirements;
5. Completion of the Community Service Requirement;
6. Completion of the requirements for the African American Experience;
7. Completion of the curricular requirements in the college/school and department of the major as listed in the appropriate section of the catalog.
8. Passing the Departmental Comprehensive Examination;
9. Passing the Writing Proficiency Test;
10. Satisfying the University’s residence requirement; and
11. Satisfying all financial obligations to the University.

#### **College/Department/Program Graduation Requirements**

1. The student must successfully complete an approved program of study with the prescribed credit hours with an academic average as specified in the respective curricula.
2. The student must attain a grade point average of 2.0 in all courses pursued in the major area.
3. The student must complete the University General Education core:

English	6 credits
Literature	3 Credits
Mathematics	6 credits
Social Sciences	6 credits
Natural Sciences	10 credits
Fine Arts	3 credits
Humanities	6 credits
African American Experience	3 credits
Service Learning	0 credit
Community Service	0 credits
4. The student must complete the required proficiency examinations below.
  - a. Departmental Comprehensive- Each student is required to complete the comprehensive examination with a passing score during the senior year. Tutorial sessions are held prior to the examination and students are required to attend.

- b. Writing Proficiency- Each student is required to pass the University Writing Proficiency Test (minimum score of 75) before graduation.
5. Complete the appropriate community service requirements.

## **Appendix 5 - DIDACTIC PROGRAM IN DIETETICS CURRICULUM ADVISEMENT WORKSHEET**

## **Appendix 5 - FOOD MANAGEMENT CURRICULUM ADVISEMENT WORKSHEET**

### **POLICIES AND PROCEDURES**

#### **Academic Progress**

To progress in the food and nutrition program the student must:

1. Maintain a least a 2.0 semester GPA.
2. Achieve a grade of at least “C” in all food and nutrition courses.
3. Maintain satisfactory health status.

The advisor will review students’ grades the end of the semester to determine student status relative to requirements. The student should confer with his advisor regarding progression. The student should refer to the current Satisfactory academic Progress policies.

#### **Scholastic Probation, Suspension, and Readmission Registration**

A student who does not maintain the scholarship standards of the University will be dismissed from the University according to the regulations in the University Catalog.

#### **Application for Graduation**

A formal application for a degree must be filed by the deadline date for the College of Agricultural, Family and Consumer Sciences. Applications for graduation deadline dates are found in the University catalog and at [www.subr.edu/academicaffairs](http://www.subr.edu/academicaffairs)

The graduation application process includes:

1. Review of the curriculum plan by the advisor at the beginning of the senior year.
2. Review of curriculum plan by the advisor to insure that all requirements for the program of study have been completed. Students may be given a time table for meeting all requirements during the senior year.
3. Completion of an application for a degree.
4. Submission of application to the Program Leader for approval.
5. Submission of curriculum evaluation to the Department of Family and Consumer Sciences Student Records Coordinator who submits the application for graduation to the Family and Consumer Sciences Associate Dean and the Dean of the College.

**Note: Students are required to know degree requirements as presented in the University catalog.**

### **Course Prerequisites**

A number of courses in the Food and Nutrition curriculum have specified prerequisites. Students must adhere to the prerequisite requirement for each course. Fulfilling the prerequisite is important for academic success in the enrolled course. Courses should be taken in sequence. First level courses must be completed prior to enrolling in second and/or third year courses. Please confer with your advisor and/or the Program Leader.

### **Substitution of Courses for Required Courses in the Curriculum**

Majors will be allowed to substitute a course only under unusual circumstances after advisement and prior approval from administrators in charge. If a course or activity required in a curriculum is not offered at the time that a student has reached or has passed the semester and year level at which the requirement is indicated in the University Catalog under which the student is majoring, the department and college of the student's major field shall afford the student an elective course substitution for the required, but not the scheduled, course or activity. The substitute course must be at or above the academic level of the required course. The Request for Substitution of Course Form (Online at [www.subr.edu](http://www.subr.edu)) (containing the students' justifications and signature along with approvals by the Advisor, Program Leader, Associate Dean, College Dean, and Registrar must be filed prior to enrolling in such classes. Substitutions are valid when passing grades are received.

### **Assessment of Prior Learning and Credit by Examination**

The policy on assessment of prior learning and credit toward program requirements is found in the University catalog ([www.subr.edu](http://www.subr.edu)).

### **Incomplete Grades**

Work which is of passing quality but because of extenuating circumstances is not complete, may be graded "I"- Incomplete. Students must initiate an incomplete grade request and must secure appropriate approval of the excuse by the instructor, department head and dean of the college in which the course is taken ([www.subr.edu](http://www.subr.edu)).

### **Service Learning**

Students are required to complete a minimum of 60 clock hours of community service as one of the requirements for graduation. The Human Nutrition and Food Program is an approved site for majors to fulfill this requirement ([www.subr.edu](http://www.subr.edu)).

### **Course Prerequisites**

A number of courses in the Food and Nutrition curriculum have specified prerequisites. Students must adhere to the prerequisite requirement for each course. Fulfilling the prerequisite is important for academic success in the enrolled course. Courses should be taken in sequence. First level courses must be completed prior to enrolling in second and/or third year courses. Please confer with your advisor and/or the Program Leader.

### **Repeating Food and Nutrition Courses**

A student who fails to achieve a grade of “C” in any food and nutrition course is required to repeat the course at the next available opportunity. A student may repeat a course in order to receive a higher grade, thereby earning additional quality points. The last grade earned stands as the official grade. Both grades will appear on the transcript.

### **Class Attendance/Absence Policy**

All students are expected to attend classes regularly and punctually. This is regarded as a minimal academic obligation. Failure to observe this policy may seriously jeopardize a student’s academic obligation. Implicit in these regulations is the notion that students must assume a major responsibility for informing teachers of any exceptions. Students are expected to observe class attendance policies as outlined in the current University Catalog.

### **Course Time Frame/Contact Hours**

Course time frame/contact hours assigned to courses are designed to allow for maximum coverage of the designated content and learning experiences the course. Therefore, the reduction of course meeting time/contact hours is discouraged.

### **Scheduling and Program Calendar**

Southern University operates on a semester plan and the summer session. Students are required to register in accordance with registration guidelines established for the current term as listed in the University Calendar. The academic calendar for the University is adhered to in planning activities and experiences in the program. The academic calendar is found at [www.subr.edu](http://www.subr.edu).

### **Vacations, Holidays, and Absence Policies**

The Food and Nutrition program adheres to the University regulations relative to vacations, holidays and student absence. The academic calendar for the University is adhered to in planning activities and experiences in the program.

### **Statement of Equal Opportunity/Affirmative Action**

In compliance with Title VI of the Civil Rights Act of 1964, Southern University is open to all persons who are eligible for admission, regardless of race, color, sex, religion, age, national origin, physical disabilities, veteran status, or any non-merit factors. Accordingly, equal access to employment opportunities, admission, educational programs and all other university activities is extended to all persons, and the University promotes equal opportunity through a positive and continuing affirmative action program.

### **Tuition**

Tuition fees and other expenses are set by Southern University and A & M College. Tuition is based on the number of credit hours enrolled in by the students. Fees are subject to change without prior notice. Full-time undergraduate fees include the general registration fee, health fee, breakage fee, insurance fee, and student assessed fees. Students who are not residents of Louisiana must pay non-resident fees. The fee schedule is found under Prospective Students ([www.subr.edu](http://www.subr.edu)).

### **Financial Aid**

Information on financial aid can be obtained from the Office of Financial Aid and at [www.subr.edu.financialaid](http://www.subr.edu.financialaid).

### **Text, Reference Materials and Supplies**

Students are expected to have personal copies of required textbooks. Students are responsible for purchasing certain reference materials and supplies. Some references are available on reserve in the John B. Cade Library.

### **Program Expenses**

The following represents approximate expenses for the Didactic Program in Dietetics per semester or year. Please refer to the University catalog or the University website for further information on fees ([www.subr.edu](http://www.subr.edu)).

<b>Expenses:</b>	<b>\$</b>
Tuition Fee (Tentative and subject to change) per semester.	
12 hours and above	3,267.00
Non-Louisiana Resident Fee	4,137.00
Room and Board	5,907.00 -8,183.00
Transportation (access to a car with insurance coverage for collision and liability for practicum affiliations during the junior and senior year per semester.)	100.00
Gasoline	Variable
Text and References	500.00
Materials and Supplies (supplies, copying)	200.00
Personal Health Insurance	Variable
Liability Insurance	35.00
Immunization	
Criminal Background Check	13.00 -\$26.00
Drug Screening	26.00
Laboratory Dress	75.00
ADA Associate Membership Dues	50.00
Baton Rouge Dietetics Association	25.00
Food, Nutrition and Dietetic Association	10.00/semester
Professional Meetings	Variable
Dietetic Internship Application Fee (Ranges from \$20-\$30/application)	Variable
DICAS Fees	40.00
Computer Matching Fee	50.00

### **Withdrawal and Refund of Tuition and Fees**

Students who must discontinue enrollment prior to the end of a semester or summer term, must complete a withdrawal form obtained from and validated by the Office of the Registrar. All University accounts must be cleared. Grading will be done according to guidelines in the current University Catalog.

The General Fee is refundable in accordance with University policy regardless of the nature of the withdrawal (See current University Catalog).

### **Health Insurance**

The University offers a student accident and health insurance plan to all full-time students. The cost is included in the regular fees a student pays at registration. The insurance plan provides coverage at home, at school, or while traveling 24-hours a day throughout the school term. Travel time before and after each school term is limited to three days each.

### **Health Requirements**

The Health Requirements verification will be determined by the affiliating practice facility. Students are required to comply with requirements of the practice facility (immunizations, TB skin test, or chest x-rays). No students will be permitted to participate in practicum experiences until health requirements are met as required by the practice facilities.

### **Liability**

Liability for travel to and from clinical facilities is the responsibility of the student. Southern University is not responsible for liability of travel.

### **Professional Liability Insurance**

Professional liability insurance is not required for DPD students unless specified by the field experience sites. If required by the affiliating site, students must present evidence of coverage prior to any experience in the facility. Securing the policy and maintaining the premium is approximately \$35.00 per year. The company below advertises liability insurance for student dietitians:

Mercer Consumer  
PO Box 14576  
Des Moines, IA 50306  
800-503-9230

### **Immunization Policy**

Proof of immunization for measles, mumps, rubella, tetanus, diphtheria, tuberculosis, and hepatitis B are required to participate in laboratory and field experiences at institutional affiliations. Students enrolling after an absence of one or more semesters must also furnish this proof of immunization.

### **Injury or Illness in Practicum Facilities**

Students having medical emergency while in field experiences should seek treatment at a hospital emergency room. Students should inform the supervisor immediately about the illness and the course instructor as soon as possible. Accident forms are to be completed according to the policy of the institution.

### **Student Support Service**

A variety of support services are available to students to enhance successful completion of the program. Supportive services include personal counseling, self-assessment; mentoring and career counseling; computer laboratories and a reference resource room. Supportive services



through the University include health services, counseling services, financial aid, e-mail accounts, library, information center, and computer laboratories. A description of these services is found at the [www.subr.edu.studentservices](http://www.subr.edu.studentservices).

### **Students with Disabilities**

The Office of Disability Service (ODS) assists students in meeting their unique academic/educational, personal, vocational and social needs. Academic accommodations are made on the basis of student's documented disabilities. Assistance is also provided for students with temporary disabilities. Services may include but not limited to assistance with admission and registration, class scheduling, classroom and testing arrangements, academic counseling, audio-taping, and interpreters.

### **Protection of Privacy of Information**

The University complies with the Family Educational Rights and Privacy Act of 1974(P.L. 93-380), Section 513. Students have access to their official records as described in the Act. Students are protected from the release and disclosure of descriptive information or student records without consent to the student.

### **Access to Personal Files**

The University complies fully with regulations of Section 438, Privacy Rights of Parents and Students, of the General Education Provision Act, which insures students access to their education records maintain at the University, and which prohibits release of personally identifiable information except as specified by law. Whenever an education record contains information concerning more than one student, a student may have access only to the specific information which pertains to that student.

### **Student versus Regular Employees**

Practicum affiliations will provide students with the opportunity of receiving the practical experience in dietetics necessary to fulfill part of the requirements of the Didactic Program in Dietetics. Students will not be utilized as replacement employees during the period of clinical experience. Students will be informed, moreover, in writing that their participation in the dietetic tasks that are required of them are only training, and can in no way be construed as reflecting a contract of employment or a guarantee of future employment.

### **Academic Dishonesty**

The University defines academic dishonesty in two categories—premeditated and unpremeditated fraudulent behavior. Premeditated fraud is defined as conscious, pre-planned, deliberate cheating with materials prepared in advance. It may consist of:

- collaborating during and examination without authority;
- stealing, buying, or otherwise obtaining all or part of an examination;
- using specially prepared materials;
- selling or giving away all or part of an examination or examination information;
- bribing another person to obtain an examination or information;
- substituting for another student, or permitting another person to substitute for oneself to take an examination;

- submitting as one's own work any work previously prepared totally or in part by another;
- selling, giving, or otherwise supplying materials to another student for use in fulfilling academic requirements. (e.g., term paper, course project, etc.);
- breaking and/or entering a building or office for the purpose of obtaining examinations (administered or unadministered);
- changing, or being an accessory to the changing of grades in grade book, on an examination paper, on other work for which a grade is given, on a "drop slip" or other official academic records of the University which involves grades;
- proposing and/or entering into an arrangement with an instructor to receive a reduced grade in a course, on an examination or any other assignment work in lieu of being charged with academic dishonesty under the code of Student Conduct;
- committing plagiarism—failing to identify sources, published or unpublished, copyrighted or uncopyrighted, from which information was taken;
- acquiring answers for any assigned work or examination from an unauthorized source;
- falsifying references;
- listing sources in a bibliography not used in the academic assignment; and
- inventing data or source information for research or other academic endeavors.
- failing to identify internet source;
- forging the signature of a faculty member or any academic officer on an academic document;
- altering or being an accessory to altering contents of an aACENDmic document (i.e. registration, preregistration forms, add/drop forms, transcripts, fee exemption forms, etc.)
- using computer in any act of aACENDmic dishonesty;
- submitting falsified or altered transcripts.

Unpremeditated fraud is defined as cheating without the benefit of materials prepared in advance. It may consist of:

- copying from another student's examination paper;
- allowing another student to copy from an examination paper, or;
- using textbook(s) or materials brought into class but not authorized for use during an examination.

Sanctions and the appeals process may be found in the Code of Student Conduct.

### **Grievance Procedure**

If a student has a grievance which cannot be settled in the ordinary course or immediate post-class discussion, the following procedure is strongly suggested:

- 1) A special conference between the teacher and the student should be arranged under optimum conditions;
- 2) If the matter remains unresolved, it should be brought to the Program Leader;
- 3) If no resolution is possible at this level, the matter should be brought to the Associate Dean and next to the Dean;
- 4) As a final academic review, the matter should be brought to the office of Academic Affairs.

It is suggested that this procedure be used sparingly. When it is necessary to invoke this remedy, all the skills in human relations should be mustered to effect an equitable and lasting solution.

These operational procedures are designed to bring greater order and effectiveness to the teaching-learning process. They should be recognized as a guide to the enhancement of excellence in the academic program. The [Student Academic Grievance Procedures and Form](http://www.subr.edu) can be accessed at [www.subr.edu](http://www.subr.edu).

### **Complaint about Accredited Programs, Accreditation Council for Education in Nutrition and Dietetics**

A complaint or grievance about an accredited program may be submitted by any individual, for example students, faculty, dietetics practitioner and/ or member of the general public to the Accreditation

Council for Education in Nutrition and Dietetics. The complete complaint procedure is found in Appendix 3.

### **Professional Ethics**

Professional ethics requires that the student assume the responsibility for providing each client or patient with the best possible nutritional care. The patient's or client's right to privacy must be maintained; misuse of confidential information will result in termination from the program. Appropriate attire and demeanor, in particular, will be expected of each student.

The Standards of Practice in Nutrition Care and the Professional Performance for Dietetics Professionals ([www.eatright.org](http://www.eatright.org)) and the Code of Ethics for the Profession of Dietetics ([www.eatright.org](http://www.eatright.org)) of the Academy of Nutrition and Dietetics integrated into the Didactic Program in Dietetics. The Code of Ethics for the Profession of Dietetics is found in Appendix 4.

### **Travel Policy**

Students who travel off campus to represent the University in specific functions or activities must adhere to the University's travel policy, a copy can be obtained from the Office of the Office of the Dean of Student Life.

### **Transportation**

Students are responsible for their own transportation for field experiences and related activities. Student must carry sufficient automobile insurance coverage for collision and liability.

### **Dress Requirement**

#### **Laboratory:**

1. All white attire (dress, pants/skirts, blouse/shirt).
2. Knee length laboratory jacket/coat.
3. Socks/stockings (no bare legs).
4. Closed-in shoes (no open toe and/or sandals).
5. Hair nets, chef's cap/hat (no hair rollers).
6. No fingernail polish or costume jewelry.
7. Other standards to be discussed by the instructor in the laboratory class.

**Practicum Facility:**

Appearance in practice sites should be professional and appropriate. Students are expected to maintain a professional appearance at all times. Revealing and/or very casual clothing and body piercing is unacceptable.

1. Professional casual (white blouse/oxford shirt with black/navy pants)
2. Laboratory coat. White lab coats are worn over the required dress for the practicum sites.  
Lab coats should be white, long sleeve, and standard length (clean; thigh length).
3. Comfortable closed-in shoes with hose (no open toe and/or sandals).
4. No shorts, jeans or tennis shoes.
5. Nail polish, excessively long fingernails, excessive jewelry and excessive make-up are not appropriate.

**Student Assemblies**

Food and Nutrition student assemblies are routinely scheduled. The College Convocation is held routinely as scheduled. Students are expected and required to attend. The assemblies are designed to update students about the program and college.

**Scholarships**

Several scholarships are available to eligible students through the Department of Family and Consumer Sciences and the College of Sciences and Agriculture. Students may obtain additional information from the Program Leader, Department Chairman, Associate Dean and/or the Dean of the College.

**Proficiency Examination**

To assess student achievement of the Foundation Knowledge Requirements as you progress through the Human Nutrition and Food curricula, **ALL** majors will be administered the Human Nutrition and Food Proficiency Examination in each course. This will allow faculty to assess student strengths and identify areas for improvement and provide needed remediation. Performance on the examination will be evaluated to determine course passage. A student should achieve a score of 80% and above. Completion of the course Proficiency Examination is taken prior to the taking the Final Examination. Completion of each course with a grade of “C” or better, the Proficiency Examination with a “P” (80% and above) and the Final Examination will be a prerequisite for passing the course.

Dietetics Majors:

FCSC 200, 220, 332, 336, 338, 346, 410, 422, 429, 435, 436, 439, 450 and 495

Food Management Majors:

FCSC 200, 220, 322, 332, 346, 422, 425, 429, 450, 480 and 498

**Comprehensive Examination**

Each student is required to take and make a passing score on the Comprehensive Examination to fulfill part of the requirements for graduation. To assess competence in the Food and Nutrition program, students must take the Comprehensive Examination during the last semester of the senior year. Remediation is provided for those students making less than the recommended Department Score. Tutorial sessions are provided and students are required to attend.

### **Personal/Professional Portfolio**

Each student must complete personal/professional portfolio to summarize food, nutrition, and management experiences. The portfolio process will begin in the course FCSC 200 Professional Issues in Food Nutrition and Dietetics. Portfolios will be collected and reviewed at the end fall semester in FCSC 336 Nutrition across the Lifespan and again in the senior year in FCSC 450 Practicum. Recommendations will be provided at that time. The Personal/Professional Portfolio format is found in Appendix 8.

## **PROFESSIONAL AND LEADERSHIP OPPORTUNITIES**

### **Food, Nutrition and Dietetic Association**

Human Nutrition and Food majors are expected to become active member of the Food, Nutrition and Dietetics Association (FNDA). Students may become Associate members of the Academy of Nutrition and Dietetics by paying the current Associate member dues. The FNDA allows student to enhance their professional growth and to develop leadership skills. The FNDA participates in University and community projects designed to enhance the nutritional well-being of individuals. FNDA members participate in professional meetings and activities at the local, state and national levels. In order for programs, clubs and organizations to have official University recognition, they must register with the Office of Student Activities in accordance with established guidelines. Student organizations are required to submit calendars of events at the beginning of each semester. All posters, announcements, etc. must be approved prior to being posted on campus.

### **Academy of Nutrition and Dietetics**

DPD students are expected to be Associate members of the Academy of Nutrition and Dietetics. Membership fees are \$50.00. Details of members can be found at [www.eatright.org](http://www.eatright.org).

### **Other Organizations/Clubs**

Students may become members of the Student Member Section of the American Association of Family and Consumer Sciences and other organizations at the University.

### **Honor Societies**

Students with a 3.0 and above grade point average are invited to join Phi Upsilon Omicron National Honor Society. Students with a 3.0 and above average may also be invited to join other honor societies at the University.

### **Professional Meetings**

In addition to regular schedule of classes, students are expected to attend a variety of professional meetings, seminars, conferences, and workshops within the community and the facilities. Students are responsible for registration fees where applicable for participation unless some other approval mechanism had been developed. Each student is required to defray transportation costs to professional meetings unless some other mechanism has been developed.

## **SUPERVISED PRACTICE (DIETETIC INTERNSHIP) APPLICATION PROCESS**

Students applying to dietetic internships are required to confer with the Didactic Program in Nutrition and Dietetics Director relative to the application process. Application procedures appear in Appendix 9. The inquiry process should be initiated in the sophomore and junior year to investigate and determine dietetic internships programs that best fit your interests, abilities, and budget.

### **Dietetic Internship Centralized Application System (DICAS)**

Almost all dietetic internships will be using the [online dietetic internship centralized application process \(DICAS\)](https://portal.dicas.org/). Please refer to the specific dietetic internship's website for any additional instructions regarding the application. A \$40.00 fee is required for the first internship application and \$20.00 for each additional application. DICAS can be accessed at <https://portal.dicas.org/>.

If you have questions about the centralized application, please contact DICAS customer support at 617/612-2855 or [dicasinfo@dicas.org](mailto:dicasinfo@dicas.org).

### **Academy of Nutrition and Dietetics Computer Matching:**

All applicants must participate in computer matching. All applicants to Dietetic Internships (DI) must participate in computer matching. Applicants must register **online** at [www.dnndigital.com](http://www.dnndigital.com) and enter their contact information and Dietetic Internships- **OR- send** either completed preference and release sheet, along with a non-refundable check or money order (Payable to D&D Digital for \$50.00) to D& D Digital, **postmarked on or before February 15, yearly**. Mailed materials should be sent by certified mail with return receipt requested to provide written verification for the applicant of on-time mailing and receipt by D&D, if needed.

D&D DIGITAL SYSTEMS  
304 Main Street, Suite 301  
Ames, IA 50010  
Phone: (515) 292-0490  
FAX: (515) 663-9427  
[www.dnndigital.com](http://www.dnndigital.com)

### **Acceptance Procedure:**

D & D will notify each applicant of their status in regard to program matching 7-10 days prior to appointment day. Dietetic Internships (DI) will be notified at the same time. Applicants must send a **certified letter** to the Program Director to confirm the acceptance or rejection of a computer match. The certified letter must reach Program Director by the designated date of the current year.

### **Declaration of Intent to Complete:**

Students applying to a DI prior to completing all of the DPD coursework will be supplied with a form entitled, "Intent to Complete DPD", which lists any remaining DPND coursework - during

the time between sending the DI application and entering the internship - and is signed by the DPND Director and the student. Refer to the Verification Statement Policy which follows.

### **Verification of Completion of Didactic Program in Dietetics (DPD) Effective Fall 2014**

A verification statement confirms that all Didactic Program in Nutrition and Dietetics requirements have been completed and the student is eligible to apply to an ACEND-accredited supervised practice programs.

#### **Verification Statement Policy for Undergraduates**

Didactic Program in Dietetics (DPD) students who wish to receive a Letter of Intent and/or Accreditation Council for Nutrition and Dietetics (ACEND) Verification Statement from the Southern University Didactic Program in Dietetics (DPD) must meet the following requirements:

- Have a minimum curriculum GPA of 3.0 or above;
- Have a grade of “B” or better in all Human Nutrition and Food courses; and
- Have a minimum grade of a “C” or better in all Other Required DPD courses.

#### **Human Nutrition and Food Courses**

The following courses must be completed with a minimum grade of “B” or higher.

200 Professional Issues in Food, Nutrition, Dietetics (1)

220 Fundamentals of Food (3)

322 Food Production Management (3)

332 Human Nutrition (3)

336 Nutrition across the Lifespan (3)

338 Nutrition Assessment (3)

346 Food Service Systems Management (3)

410 Advanced Nutrition (3)

422 Experimental Foods (3)

429 Seminar in Food and Nutrition (1)

435 Medical Nutrition Therapy I (3)

436 Medical Nutrition Therapy II (3)

439 Food and Nutrition Communications (3)

450 Practicum (3)

495 Community Nutrition (3)

#### **Other Required DPD Courses**

The following courses (or their equivalent) must be completed with a minimum grade of “C.”

While C’s are the minimum grade required, it is strongly recommended that students earn a grade of “B” or higher in order to meet the cumulative GPA requirement.

132/112 Chemistry (4)

133/113 Chemistry (4)

135 Pre-Calculus I College Algebra (3)

140 Pre-Calculus II Trigonometry (3)

110 English (3)

111 English (3)

Foreign Language (3)  
234/212 Biochemistry (4)  
250 (210) Organic Chemistry (4)  
230 Microbiology (4)  
238 Human Anatomy & Physiology (4)  
239 Human Anatomy & Physiology (4)  
210 Techniques of Speech (3)  
274 Statistics (3)  
210 Sociology (3)  
210 Psychology (3)  
200 Economics (3)  
200 Financial Accounting (3)  
300 Principles of Management (3)

### **Verification Policy for Post-Baccalaureate Students**

If a student already has a bachelor's degree in another field, the student must have his or her college transcript(s) evaluated by the DPD Director to determine the additional classes that must be satisfactorily completed in order to obtain a verification statement. Certain courses must be taken at Southern University and A&M College to obtain a verification statement from Southern University.

A verification statement may be issued to individuals who have foreign educated outside the United States and its territories after fulfilling the following requirements. Individuals who have earned college and/or university degrees or completes courses outside the United States and its territories must have their transcripts evaluated by a foreign transcript evaluation service to determine if their degree and/or coursework is equivalent to a degree and/or courses offered in a regionally accredited college or university in the United States.

International students must complete a degree from an American regionally-accredited university or present documentation of the equivalence of their foreign degree(s). These students must take the courses outline above at Southern University. The equivalent courses to FCSC 220 Fundamentals of Food must have been completed through an accredited US or Canadian program. Individuals with foreign degrees are encouraged to view the Academy of Nutrition and Dietetics [Fact Sheet](#) for additional information about becoming a Registered Dietitian credentialed by the Commission on Dietetic Registration (CDR).

A fee of \$25.00 is required for applicants who are not graduates of the DPD Program at Southern University in a Cashier's Check or Money Order made payable to the Southern University Food Nutrition and Dietetics Association.

### **Application Procedures:**

1. The applicant must complete designated application forms.
2. Submit official transcripts, catalog descriptions and course outlines
3. The application shall be reviewed by the DPD Program Director in consultation with the Human Nutrition and Food faculty.



4. The Program Director shall notify the applicant in writing of the verification decision.

### **Student Evaluation**

1. Students are informed of their progress in courses through performance on test and learning experiences. In some courses a pre-assessment is given at the beginning as a basis for self-appraisal at entry in to the course. A self appraisal is made upon completion of each unit and prior to the final examination. The final examination is the final appraisal of performance in the course.
2. Mid-term grades acquaint students with the progress in the courses and/or programs. Mid-term grades will be reviewed by the Program Leader and the faculty advisor.
3. Students are required to confer with their advisor after receipt of mid-term grades.
4. Student's progress in individual courses is monitored by each instructor. Those students experiencing difficulties are strongly encouraged to consult with the instructor for special counseling and assistance.
5. Student's performance during the Field/Experience affiliation will be evaluated by the affiliation chief dietitian/manager/supervisor and is submitted to the instructor of the course.

### **Student Self-Appraisal**

Student self-appraisal is an integral part of the overall evaluation process. Student are encouraged to complete Student Self-Appraisal Forms I and II at the end of each semester and/or level and to confer with his/her faculty advisor.

### **Faculty Evaluation**

As a part of the University's evaluation requirement, each faculty member is evaluated annually by students. The directions and the scheduling of the evaluation is designated by the Office of Academic Affairs.

### **Senior Exit Evaluation**

Each student is required to schedule an exit conference with the Program Leader following completion of senior final examinations. The student should bring the completed Exit Evaluation of the Food and Nutrition Program Form (Appendix 10) to the conference.

### **Alumni Evaluation**

Graduates of the program are strongly encouraged to participate in the evaluation of the food and nutrition program. An Alumni Evaluation Form is sent annually to graduates to ascertain the degree to which the program prepared the graduate for employment.

### **Employer Evaluation**

Employers of graduates of Southern University are asked to evaluate graduates relative to how well the program prepared the graduate for the current position.

## THE PROFESSION OF DIETETICS

### **Becoming a Registered Dietitian**

What is a Registered Dietitian?

A Registered Dietitian is a food and nutrition expert who has met the minimum academic and professional requirements to qualify for the credential "RD." The majority of RDs work in the treatment and prevention of disease (administering medical nutrition therapy, often part of medical teams), in hospitals, HMOs, private practice or other health-care facilities. In addition, a large number of RDs work in community and public health settings and academia and research. A growing number of RDs work in the food and nutrition industry, in business, journalism, sports nutrition, and corporate wellness programs.

### **Employment Opportunities for Dietitians**

Registered dietitians work in a wide variety of employment settings, including health care, business and industry, community/public health, education, research, government agencies and private practice.

Many work environments, particularly those in medical and health-care settings, require that an individual be credentialed as an RD. RDs work in:

- **Hospitals, HMO's or other health-care facilities**, educating patients about nutrition and administering medical nutrition therapy as part of the health-care team. They may also manage the foodservice operations in these settings, as well as in schools, day-care centers and correctional facilities, over-seeing everything from food purchasing and preparation to managing staff.
- **Sports nutrition and corporate wellness programs**, educating clients about the connection between food, fitness and health.
- **Food and nutrition-related business and industries**, working in communications, consumer affairs, public relations, marketing, product development or consulting with chefs in restaurants and culinary schools.
- **Private practice**, working under contract with health-care or food companies, or in their own business. RDs may provide services to foodservice or restaurant managers, food vendors and distributors or athletes, nursing home residents or company employees.
- **Community and public health settings**, teaching, monitoring and advising the public and helping improve their quality of life through healthy eating habits.
- **Universities and medical centers**, teaching physician's assistants, nurses, dietetics students, dentists and others the sophisticated science of foods and nutrition.
- **Research areas** in food and pharmaceutical companies, universities and hospitals directing or conducting experiments to answer critical nutrition questions and find alternative foods or nutrition recommendations for the public.

### **Salaries and Job Outlook**

The Academy of Nutrition and Dietetics indicates there will be a need for more RDNs and DTRs in years to come, increasing their job opportunities and salary negotiating power. Reasons include ongoing developments in the delivery of health care; the nation's obesity epidemic,

coupled with increases in avoidable diseases and conditions such as hypertension, cardiovascular disease and diabetes; and consumers' ever-increasing interest in taking charge of their own health.

As with any profession, salaries and fees vary by region of the country, employment settings, scope of responsibility and supply of RDs. Salaries increase with years of experience and RDs, in management and business, earn incomes of \$85,000 to \$90,000.

According to the U.S. Bureau of Labor Statistics, employment of dietitians and nutritionists is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. The role of food in preventing and treating illnesses, such as diabetes, is now well known. More dietitians and nutritionists will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health.

### **Credentialing Process for Dietetic Practitioners**

Registered Dietitians (RDs) are food and nutrition experts who have met the following criteria to earn the RD credential:

- **Completed a minimum of a bachelor's degree** at a U.S. regionally accredited university or college and course work accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).
- **Completed a ACEND -accredited supervised practice program** at a health-care facility, community agency, or a foodservice corporation or combined with undergraduate or graduate studies. Typically, a practice program will run six to 12 months in length.
- **Passed a national examination** administered by the Commission on Dietetic Registration (CDR). For more information regarding the examination, refer to CDR's Web site at [www.cdrnet.org](http://www.cdrnet.org)
- **Completed continuing professional educational requirements** to maintain registration.

Some RDs hold additional certifications in specialized areas of practice. These are awarded through CDR, the credentialing agency for AND, and/or other medical and nutrition organizations and are recognized within the profession, but are not required. Some of the certifications include pediatric or renal nutrition, sports dietetics, nutrition support and diabetes education.

In addition to RD credentialing, many states have regulatory laws for dietitians and nutrition practitioners. Frequently these state requirements are met through the same education and training required to become an RD.

Didactic education provides the foundation knowledge necessary to function in society as a professional and or which practitioner competencies can be built. Students who successfully complete the requirements of the Didactic Program in Dietetics will receive a Verification Statement and are eligible to apply to dietetic internships located throughout the country. Upon successful completion of the dietetic internship, graduates are eligible to take the Registration

Examination to become a Registered Dietitian (RD). Meeting continuing education requirements maintains one's registration. Louisiana law requires that dietitians and nutritionists be licensed by the state to practice.

### **Core Knowledge for the Registered Dietitian**

(<http://www.eatrightacend.org/ACEND/content.aspx?id=7980>)

Individuals interested in becoming Registered Dietitians should expect to study a wide variety of topics focusing on food, nutrition and management. These areas are supported by the sciences: biological, physiological, behavioral, social and communication. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The knowledge requirements will be the focus of the academic component of dietitian education, either in a Didactic Program in Dietetics or a Coordinated Program accredited by the Accreditation Council for Education and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics. These requirements may be met through separate courses, combined into one course, or as part of several courses as determined by the college or university sponsoring a ACEND-accredited program.

Competence to practice dietetics is achieved through a ACEND -accredited supervised practice component, either in a baccalaureate or masters degree Coordinated Program or a post-baccalaureate Dietetic Internship. Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The competency statements build on the foundation knowledge necessary for the entry-level practitioner to perform reliably at the level indicated. A concentration area is added to the basic competencies so that a supervised practice program can prepare graduates for identified market needs. Thus, all entry-level dietitians will have the basic competencies and additional competencies according to the concentration area completed.

The Accreditation Council for Education and, 2012 Core Knowledge for the Registered Dietitian are found in Appendix 1.

### **Registration Examination for Dietitians**

Individuals completing academic and supervised practice requirements must successfully complete a computer-based, variable length examination. The Registration Examination for Dietitians is designed to evaluate a dietitian's ability to perform at entry-level. The content domains and topics listed below are based on the results of the 2000 Dietetics Practice Audit.

### **Registration Examination Test Specifications (Effective January 1, 2012)**

	<b>Percent of Exam</b>
<b>I. Principles of Dietetics</b>	<b>12%</b>
A. Food Science and Nutrient Composition of Foods	
B. Nutrition and Supporting Sciences	
C. Education and Communication	
D. Research	
E. Management Concepts	

## **II. Nutrition Care for Individuals and Groups                      50%**

- A. Screening and Assessment
- B. Diagnosis
- C. Planning and Intervention
- D. Monitoring and Evaluation

## **III. Management of Food and Nutrition Programs                      21%** **and Services**

- A. Functions of Management
- B. Human Resources**
- C. Financial Management
- D. Marketing and Public Relations**
- E. Quality Improvement**

## **IV. Foodservice Systems    17%**

- A. Menu Development
- B. Procurement, Production, Distribution and Service
- C. Sanitation and Safety
- D. Equipment and Facility Planning
- E. Sustainability

### **Commission on Dietetic Registration (CDR) (<http://www.cdrnet.org>)**

The Commission on Dietetic Registration (CDR) is the **credentialing** agency for the American Dietetic Association. The purpose of the Commission is to serve the public by establishing and enforcing standards for certification and by issuing credentials to individuals who meet these standards. The CDR has sole and independent authority in all matters pertaining to certification including but, not limited to standard setting, establishment of fees, finances and administration.

CDR offers certification as dietetic technicians, registered (DTR), registered dietitians (RD), board certified specialists in pediatric nutrition (CSP), board certified specialists in renal nutrition (CSR), board certified specialists in gerontological nutrition (CSG) and board certified specialists in sports dietetics (CSSD).

### **Licensure**

Forty-six states have enacted legislation regulating the practice of dietetics. State licensure and state certification are entirely separate and distinct from registration or certification by the Commission on Dietetic Registration.

## PREPARING FOR A DIETETIC INTERNSHIP

The time to begin preparation for dietetic internship begins with your first course in the major. Dietetic internship listings are provided on the [Academy of Nutrition and Dietetics \(www.eatright.org\)](http://www.eatright.org) website. There are over 240 dietetic internship programs in the U.S. and the internship application process is competitive. The most successful applicants are those who have built not only a record of academic success, but also records of leadership, volunteerism, nutrition-related experiences, and professionalism into their undergraduate years. The Academy of Nutrition and Dietetics has recently issued information to students on the stiff competition for dietetic internships and on how to be prepared. Please see these documents in Appendix 14. Here is a brief listing of characteristics linked to success which you can begin building today:

- **GPA >3.3.** Higher is better and science and nutrition courses will be scrutinized. Most internships have a minimum 3.0 GPA to submit an application, but that does not guarantee a spot.
- **Nutrition-related work and volunteer experience.** This can include work in a hospital or nursing home diet office, foodservice or culinary experience, work as a diet technician, volunteer work with registered dietitians locally or elsewhere (think summer), summer camp for kids with diabetes, conducting nutrition education programs for local kids in after school programs, doing an independent study project or volunteering time to work on a research project with a nutrition professor, participating in FNDA activities including the Mentoring Network, health fairs, and many, many others. Joining FNDA is the best way to keep on top of notifications of activities. As students work to gain such experience, they should keep a log of activities, time spent, and supervisors' names for each activity as this information will be required for internship applications. A good goal is about 500 hours of experience in a wide variety of areas.
- **Leadership.** Become involved in campus and non-campus organizations such as FNDA, run for office, volunteer to be a committee chair or work on a committee and work hard. The ability to lead a group and work as an effective team member are highly valued attributes.
- **Professionalism.** Work hard academically and in the workplace, show respect to peers, professors, and supervisors, get involved, and be a leader. There is plenty of opportunity for those who wish to pursue it. Students will need three strong letters of reference and the earlier they begin to cultivate relationships with individuals who can provide these, the better off they will be. Typically, references include two faculty members in the nutrition major and one RD who has served in a supervisory capacity for nutrition-related work or volunteer experience.

### **Timeline:**

- **Sophomore year:**
  - **FCSC 200:** Students are introduced to the education process for registered dietitians including an overview of dietetic internships and how to be a competitive applicant.
- **Junior year:**
  - **November:** Attend the FNDA-sponsored dietetic internship forum.
  - **Spring:** Didactic Program Director will present at the FNDA meeting on preparing for dietetic internships. All students considering dietetic internships should plan to attend.

- **Summer and fall of senior year:**

- Identify internship programs of interest by perusing the [ADA listing](#). Consider coordinated programs with a master's degree as an alternative to a dietetic internship. Graduate level coordinated programs also provide the supervised practice experience which confers eligibility for the RD exam. These programs are also listed at this website.
- Visit dietetic internship programs and attend open houses. You may call an internship director to set a date and time for an on-site visit
  - Be on time and dress professionally
  - Bring a resume or portfolio
  - Ask intelligent questions
  - Send a thank you letter, note or email within one week following the visit. Be sure grammar and spelling are correct!
- If applying to programs requiring GRE scores, schedule the exam in advance
- (December gets pretty busy) so scores are available by application time. Learn more about the Graduate Record Exam at [www.gre.org](http://www.gre.org). Kaplan holds practice GREs to help prepare students – find out more at [www.kaptest.com](http://www.kaptest.com).

- **Fall of senior year:**

- Don't forget to visit programs this fall and take the GRE if this hasn't been done already.
- September: DPD Program Director speaks to the FCSC 435 class on the dietetic internship application process
- September-November: Set individual appointments with the DPD Program Director (Dr. McGee) to discuss plans and help target appropriate programs.
- September-November: Double check application procedures and deadlines for all programs of interest as well as DICAS participation.
- What is **DICAS**????

## **Dietetic Internship Centralized Application System**

Almost all dietetic internships will be using the [online dietetic internship centralized application process \(DICAS\)](#). Please refer to the dietetic internship's website for any additional instructions regarding the application.

If you have questions about the centralized application, please contact DICAS customer support at 617/612-2855 or [dicasinfo@dicas.org](mailto:dicasinfo@dicas.org).

- ☐ ☐ To begin building your electronic application which will be accessible to participating internship programs to which you apply, enter the DICAS portal at <https://portal.dicas.org/>.
- ☐ ☐ To view an instructional video on using DICAS, see <http://www.eatright.org/ACEND/content.aspx?id=186>.

**All applications must be submitted by the DICAS centralized online application procedure**

- a. Applicants will request a “Declaration of Intent” or "Verification Statement” from the DPD of the university that the applicant attends or attended. The DPD Director will complete online. The applicant will approve with an electronic signature. A hard copy of the final “Verification Statement” must be sent to the internship director after acceptance to the program.
  - b. Official transcripts from all institutions you have attended for college credits will be sent to the centralized system. Hard copy of final transcripts must be sent to the internship director after acceptance to the program.
  - c. Three Letters of recommendation (two faculty and one employer) will be submitted electronically through the DICAS centralized on-line application procedure. Selecting references is very important - be sure that you make the right choices.
  - d. Match form - a form from D & D Digital is required. On this form, you will indicate your first, second, etc. choices for an internship. The forms can be available online at <http://www.dnddigital.com/ada/adaform.pdf> .
  - e. A personal statement must be submitted online. Refer to the Application Process on what this should contain and how to submit it electronically. Ask someone whose opinion you respect and who will objectively comment to read it and make suggestions.
2. After the initial applications are screened, an applicant may be asked for an interview, either in person or by telephone. Be prepared, dress appropriately, think about potential questions ahead of time. Get as much information as you can about the interview in order to prepare.
  3. Selected applicants are notified of their acceptance through D& D Digital Matching Procedures.
  4. Above all, know the rules of the game. Successful applications involve much more than GPA and work experience. Information, preparation and adequate time to do the job are essential ingredients as well.
    - November: Attend FNDA’s dietetic internship forum featuring a number of dietetic internship program directors from the Southeastern U.S. This is a great opportunity to meet them one-on-one and ask questions. Even for students not interested in the featured programs, the forum can provide insight as to what generally to expect during the application process.
    - December: Request letters of reference from faculty members and RDs familiar with work experiences.
      - How to do this: Contact the person by phone or email to make an appointment. At the appointment, respectfully ask if they would be willing to provide recommendations for dietetic internship programs. They may ask about experiences, career goals, and deadlines. Be prepared to discuss with them and to provide necessary materials.
      - What to provide:
        - An up-to-date resume



- A list of the programs and their deadlines.
- What else to provide if programs are participating in DICAS
- Let recommenders know that they should expect an email request from DICAS once you enter their information into the electronic application.
  - Be sure recommenders have a few weeks of lead time – many may want to write during the holiday break and early January before classes begin.
- December-January: Refine the draft application letter written in FCSC 200. Be sure to share it with trusted family members, peers, and the DPND director for constructive feedback.
- Format: professional letter with date, address, and appropriate salutation. FOLLOW DIRECTIONS! It is different for each program, so check carefully regarding length and content requirements.
  - What to include:
    - What stimulated interest in becoming a RD
    - Career goals
    - Expand on qualifications and experience
    - What is it about the particular program that makes it a good fit?
  - The letter should be professional, well-written, clear, well-organized, and on-point. Do not include extraneous details.
- **Spring of senior year**
  - Get applications in by deadlines  
February:
    - Submit internship choices in rank order to [D&D Digital](#) online by the February deadline along with \$50 fee
    - DO release name in case of non-match
      - March \_\_\_\_: Able to *reorder* dietetic internship ranks (but cannot add any new choices). Withdrawals from matching must be submitted by March 25.
      - April \_\_\_\_ at 6 p.m. CST: Notification day: Login to D&D Digital to see if/where matched. If matched, applicants must contact the internship director by 5 p.m.(time zone of program) on April 7 to confirm acceptance. The program director is available for consultation. Please make an appointment by contacting Dr. Bernestine McGee at [bernestine\\_mcgee@subr.edu](mailto:bernestine_mcgee@subr.edu).

(Adapted from the University of Tennessee, Knoxville, Undergraduate Nutrition Handbook, 2011-2012).

### **Eligibility to Become a Dietetic Technician, Registered (DTR)**

As of June 1, 2009, students who complete a Didactic Program in Dietetics (DPD) and a bachelor's degree are eligible to take a registration examination and become Dietetic Technicians, Registered (DTRs). This route may be of particular interest to students who do not enter a dietetic internship program but do want to work in nutrition. In the past, most DTRs had completed an associate's degree and supervised practice prior to taking the registration exam. This new option provides the opportunity for all DPD graduates to attain a credential in dietetics and thereby enhance professional marketability. General information and links relevant to this

option can be found on the Commission on Dietetic Registration (CDR) website at <http://www.cdrnet.org/programdirector/NewPathwayIII.htm>. Additional information can be found at <http://www.cdrnet.org/programdirector/info.html> as well. Please review information on these web links thoroughly while considering the DTR option.

**If I am interested in the DTR option, what do I need to do?**

Following graduation, interested students must submit the following items to the DPD Director:

- *Registration Eligibility Application for the Registration Examination for Dietetic Technicians: Didactic Program in Dietetics Graduates (DPD) Only* (Available at the websites above)
- DTRE Misuse Form (Available at the websites above)
- A final *official* transcript from Southern University showing degree conferred
- A photocopy of your AND membership card if a member

The DPD Director compiles information from all applicants and submits the class electronically as a group. As the class must be submitted as a group, please submit all materials to the DPD Director **within one month of graduation** so that everything can be compiled and submitted in a timely manner.

Students must also complete a brief online survey (link on the *Registration Eligibility Application*). Applicants **MUST use the same permanent (non-Southern University) email address** for the survey as is listed on the application. Failure to complete the survey or use the correct email address will delay processing of the entire class. **CDR will not process anyone until EVERYONE has complied with the survey requirement.**

Once the packet of applicants from the DPND Director has been received at CDR and all applicants have completed the survey, applicants should receive confirmation of eligibility and the *Registration Examination Application and Handbook for Candidates* within 10 business days.

## **APPENDICES**

## **APPENDIX 1**

# ACEND Accreditation Standards for Didactic Programs in Nutrition & Dietetics

Leading to Supervised Practice

Updated July 31, 2013 Version 1.04 of the 2008 DPD Standards

Adopted February 24, 2012, Effective as of June 1, 2012

These areas are supported by the sciences: biological, physiological, behavioral, social and communication. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The core knowledge requirements will be the focus of the academic component of dietitian education, either in a Didactic Program in Dietetics or a Coordinated Program accredited by the ACEND, the accrediting agency for the Academy of Nutrition and Dietitian. These requirements may be met through separate courses, combined into one course, or as part of several courses as determined by the college or university sponsoring a ACEND-accredited program.

Competence to practice dietetics is achieved through a ACEND-accredited supervised practice component, either in a baccalaureate or masters degree Coordinated Program or a post-baccalaureate Dietetic Internship. Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The competency statements build on the core knowledge necessary for the entry-level practitioner to perform reliably at the level indicated. A concentration area is added to the basic competencies so that a supervised practice program can prepare graduates for identified market needs. Thus, all entry-level dietitians will have the basic competencies and additional competencies according to the concentration area completed.

## Core Knowledge Requirements/Competencies for the RD and Learning Objectives for Didactic Program in Dietetics

CORE KNOWLEDGE FOR THE RD CURRICULUM CONTENT	CORE COMPETENCIES FOR The RD SUPERVISED PRACTICE
<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>	
<b>Knowledge</b>	<b>Competencies</b>
<p><b>KRD 1.1</b> The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.</p> <p><b>KRD 1.1 a.</b> Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</p>	<p><b>Upon completion of supervised practice, graduates are able to:</b></p> <p><b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives. <b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research</p>

<p><b>KRD 1.1 b.</b> Students must be able to use current information technologies to locate and apply evidence-based guidelines and protocols. (Examples of evidence-based guidelines and protocols include the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.)</p>	<p>and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice</p> <p><b>CRD 1.3</b> Justify programs, products, services and care using appropriate evidence or data</p> <p><b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice</p> <p><b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis</p>
<p><b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b></p> <p><u>Knowledge</u></p> <p><b>KRD 2.1</b> The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</p> <p><b>KRD 2.1a.</b> Students must be able to demonstrate effective and professional oral and written communication and documentation.</p> <p><b>KRD 2.2</b> The curriculum must provide principles and techniques of effective counseling methods.</p> <p><b>KRD 2.2a.</b> Students must be able to demonstrate counseling techniques to facilitate behavior change.</p> <p><b>KRD 2.3</b> The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.</p> <p><b>KRD 2.3a.</b> Students must be able to apply professional guidelines to a practice scenario.</p> <p><b>KRD 2.3b.</b> Students must be able to identify and describe the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services.</p>	<p><b>Upon completion of the SP, graduates are able to:</b></p> <p><b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics</p> <p><b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional</p> <p><b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience</p> <p><b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change</p> <p><b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings</p> <p><b>CRD 2.6</b> Assign patient care activities to DTRs and/or support personnel as appropriate.</p> <p><b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</p> <p><b>CRD 2.8</b> Apply leadership skills to achieve desired outcomes</p> <p><b>CRD 2.9</b> Participate in professional and community organizations (see tip, below)</p> <p><b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.</p> <p><b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures</p> <p><b>CRD 2.12</b> Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration</p> <p><b>CRD 2.13</b> Demonstrate negotiation skills</p>

<p><b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b></p> <p><b>KRD 3.1</b> The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.</p> <p><b>KRD 3.1a.</b> Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions</p> <p><b>KRD 3.2</b> The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p> <p><b>KRD 3.2a.</b> Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.</p> <p><b>KRD 3.3</b> The curriculum must include education and behavior change theories and techniques.</p> <p><b>KRD 3.3a.</b> Students must be able to develop an educational session or program/educational strategy for a target population.</p>	<p><b>Upon completion of the SP, graduates are able to:</b></p> <p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <ul style="list-style-type: none"> <li>a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</li> <li>b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> <li>c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> <li>d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> <li>e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul> <p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats.</p> <p><b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management</p> <p><b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends</p> <p><b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services</p> <p><b>CRD 3.6</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p>
<p><b>4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</b></p> <p><u>Knowledge</u></p> <p><b>KRD 4.1</b> The curriculum must include management and business theories and principles required to deliver programs and services.</p> <p><b>KRD 4.1a.</b> Students must be able to apply management theories to the development of</p>	<p><b>Upon completion of the SP, graduates are able to:</b></p> <p><b>CRD 4.1</b> Participate in management of human resources</p> <p><b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</p> <p><b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives</p> <p><b>CRD 4.4</b> Conduct clinical and customer service quality management activities</p> <p><b>CRD 4.5</b> Use current informatics technology to</p>

<p>programs or services.</p> <p><b>KRD 4.1b</b> Students must be able to evaluate a budget and interpret financial data.</p> <p><b>KRD 4.1c</b> Students must be able to apply the principles of human resource management to different situations</p> <p><b>KRD 4.2</b> The curriculum must include content related to quality management of food and nutrition services.</p> <p><b>KRD 4.2a</b> Students must be able to apply safety principles related to food, personnel and consumers.</p> <p><b>KRD 4.2b.</b> Students must be able to analyze data for assessment and evaluate data to use in decision-making.</p> <p><b>KRD 4.3</b> The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.</p> <p><b>KRD 4.3a.</b> Students must be able to explain the impact of a public policy position on dietetics practice</p> <p><b>KRD 4.4</b> The curriculum must include content related to health care systems.</p> <p><b>KRD 4.4a.</b> Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.</p> <p><b>KRD 4.5</b> The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.</p>	<p>develop, store, retrieve and disseminate information and data</p> <p><b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention</p> <p><b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment</p> <p><b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p> <p><b>CRD 4.9</b> Analyze financial data to assess utilization of resources</p> <p><b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies</p> <p><b>CRD 4.11</b> Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.</p>
<p><b>5. Support Knowledge: knowledge underlying the requirements specified above.</b></p>	
<p><b>KRD 5.1</b> The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.</p> <p><b>KRD 5.2</b> The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.</p> <p><b>KRD 5.3</b> The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.</p>	



## **APPENDIX 2**

**Academy of Nutrition and Dietetics  
Accreditation Council for Education in Nutrition and Dietetics (ACEND)  
Complaints about Programs Policies**

ACEND has established a process for reviewing complaints about accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational program that it accredits.

- A. Any individual, for example, student, faculty, dietetics practitioner, or member of the public, may submit a complaint against any accredited or approved program to ACEND. However, ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints will not be considered. Where a complainant has threatened or filed legal action against the institution involved, ACEND will hold complaints in abeyance pending resolution of the legal issues and the complainant is also advised.
- B. ACEND staff forwards all written complaints to the ACEND chair within three weeks of receipt of the complaint.
- C. If the ACEND chair determines that the complaint does not relate to the accreditation standards or policies, the complainant is notified in writing within two weeks of the Chair's review that no further action will be taken.
- D. If the ACEND Chair determines that the complaint may relate to the accreditation standards or policies, the complaint is acknowledged in writing within two weeks of the chair's review and the complainant is provided a copy of the process for handling the complaint.
- E. At the same time as the complainant is notified, the complaint is forwarded to the program by express mail second day delivery for tracking purposes. The administrative officers of the institution or organization sponsoring the program, currently on file with ACEND, receive copies of the correspondence by first class mail. At the request of the complainant, the name of the complainant will be "blocked out" within the body of the written complaint that is sent to the program.
- F. The ACEND chair requests the program to conduct a preliminary investigation and submit a report addressing the relevant accreditation standards or policies postmarked no more than 30 calendar days from receipt of the notification, as documented by record of second day delivery.
- G. The ACEND chair may also request further information or materials relating to the complaint from the complainant, the institution, or other sources.

- H. The ACEND chair appoints a review committee to consider the complaint, along with all relevant information. The review committee recommends appropriate action to ACEND at its next scheduled meeting.
- I. In determining the appropriate action, ACEND considers the complaint, materials relating to the complaint, the review committee's recommendation, if any, and additional evidence provided by the program, if any.
- J. ACEND of the ACEND chair may determine that legal counsel is needed to address the complaint. Staff works with the ACEND board and legal counsel to identify a plan to address the complaint.
- K. If the complaint is determined to be unsubstantiated or not related to the accreditation standards or policies, no action will be taken.
- L. If the complaint is substantiated and indicates that the program may not be in compliance with accreditation standards or policies, appropriate action will be taken, which may include, but is not limited to, scheduling an on-site visit of the program. If the complaint is substantiated and ACEND board determines that the program is not in compliance with the accreditation standards or policies, ACEND board may place the program on probation or withdraw accreditation or approval.
- M. The program director and administration of the sponsoring institution will be notified of ACEND's board's decision and action in writing within two weeks of the decision. The complainant is notified of the final decision and action when the reconsideration and appeals process expires.
- N. The program has the right to request ACEND board to reconsider a decision to place the program on probation or to withdraw accreditation or approval.

## APPENDIX 3

## Standards of Practice

The Standards of Practice (SOP) and Standards of Professional Performance (SOPP) can be used by credentialed dietetics practitioners to assess their individual performance needs. SOP in nutrition care for RDNs and DTRs describes competent levels of practice related to direct patient care.

As a part of the Scope of Practice, SOP and SOPP are tools for credentialed dietetics practitioners. They serve as guides for self-evaluation and to determine the education and skills needed to advance an individual's level of practice. Although not regulations, the standards may be used by regulatory agencies to determine competency for credentialed dietetics practitioners.

### Focus Area SOP and SOPP

Focus Area Standards of Practice and Standards of Professional Performance are tools used by credentialed dietetics practitioners for self assessment, professional development and advancement of practice. **Learn more** by reviewing articles from the *Journal*.

*(Journal username and password required for access to articles)*

### Focus Area SOP and SOPP Resources

- **Diabetes White Paper** (March 2009 *Journal* article)
- **The Academy's Diabetes Coverage Policy Statement** (April 2009)
- **Nutrition and Athletic Performance** (Position Paper, 2009)
- **Role of the Registered Dietitian in Teaching and in Administration of Injectable Medications Used in Diabetes Management**
- **Standards of Practice for Health Promotion in Higher Education** (May 2012)
- **Nutrition Informatics and Levels of Practice** (Practice Paper, November 2012)
- **Guidelines for the Diagnosis and Management of Food Allergy in the United States**  
The Academy is one of 34 professional organizations participated in establishing guidelines for the National Institute of Allergy and Infectious Diseases (NIAID), part of the National Institutes of Health.

## APPENDIX 4

**American Dietetic Association/Commission on Dietetic Registration  
Code of Ethics for the Profession of Dietetics**

**PREAMBLE**

The Academy of Nutrition and Dietetics (AND) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved on June 2, 2009, by the AND Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

**PRINCIPLES**

**Fundamental Principles**

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by AND and its credentialing agency, CDR.

**Responsibilities to the Public**

3. The dietetics practitioner considers the health, safety, and welfare of the public at all times. The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.
  - a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
  - b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
  - c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
  - a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
  - b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.

- c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
- 6. The dietetics practitioner does not engage in false or misleading practices or communications.
  - a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
  - b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
  - c. The dietetics practitioner provides accurate and truthful information in communicating with the public.
- 7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
  - a. The dietetics practitioner withdraws from practice when he/she has engaged in abuse of a substance such that it could affect his or her practice.
  - b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
- c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

### **Responsibilities to Clients**

- 8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
- 9. The dietetics practitioner treats clients and patients with respect and consideration.
  - a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
  - b. The dietetics practitioner respects the clients right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
- 10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
- 11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7).

### **Responsibilities to the Profession**

- 12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.
- 13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
- 14. The dietetics practitioner assumes a lifelong responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.



15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
  - a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
  - b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.
16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.
17. The dietetics practitioner accurately presents professional qualifications and credentials.
  - a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials (“HP” or “Registered Dietitian”; or “Dietetic Technician, Registered”; “CS” or “Certified Specialist”; and “FAND” or “Fellow of the Academy of Nutrition and Dietetics”) only when the credential is current and authorized by CDR.
  - b. The dietetics practitioner does not aid any other person in violating any CDR requirements, or in representing himself or herself as CDR-credentialed when he or she is not.
18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.

**Clarification of Principle:**

- a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner’s professional judgment is dependent on all factors relating to the transaction, including the amount or value of the consideration, the likelihood that the practitioner’s judgment will or is intended to be affected, the position held by the practitioner, and whether the consideration is offered or generally available to persons other than the practitioner.
- b. It shall not be a violation of this principle for a dietetics practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.
- c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges of information, free samples of products, or similar items, as long as such items are not offered in exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioner’s professional judgment.
- d. The test for appearance of impropriety is whether the conduct would create in reasonable minds a perception that the dietetics practitioner’s ability to carry out professional responsibilities with integrity, impartiality, and competence is impaired.

**Responsibilities to Colleagues and Other Professionals**

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.
  - a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
  - b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

## **APPENDIX 5**

**Office of Academic and Student Affairs  
Southern University and A&M College  
Curriculum Advisement Worksheet  
Dietetics**

<b>College/School:</b> Sciences and Agriculture	<b>Department:</b> Family & Consumer Sciences	<b>Catalog:</b> 2010-2012	<b>Total Required Credit Hours:</b> 118 (HNFD–Dietetics)
<b>HEGIS Code:</b>	<b>SED Code:</b>	<b>Date:</b>	<b>Chair:</b> Dr. Grace W. Namwamba
<b>Student's Name:</b>	<b>Student No:</b>	<b>Faculty Adviser:</b>	<b>Dean:</b> Dr. Robert H. Miller

**Core Curriculum Requirements** (Not Active = NA)

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
<b>Freshman Year</b>							
FRMN 110	Freshman Seminar	1					
ENGL 110	Freshman Composition I	3					
	Foreign Language Elective	3					
CHEM 132 or 128	Chemistry Lecture	3					
CHEM 112 or 108	Chemistry Lab	1					
MATH 135	Pre-Calculus: College Algebra I	3					
FRMN 111	Freshman Seminar	1					
ENGL 111	Freshman Composition	3					
FCSC 140	Orientation to FCS	1					
CHEM 132 or 129	Chemistry Lecture	3					

CHEM 113 or 109	Chemistry Lab	1					
MATH 140	Pre-Calculus II: Trigonometry	3					
Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co- Requisite(s)
<b>Sophomore Year</b>							
ENGL 203	Intro to African American Lit	3					
CHEM 250	Organic Chemistry Lecture	3					
CHEM 210	Organic Chemistry Lab	1					
BIOL 238 or 242	Human Anatomy & Physiology I	4					
FCSC 200	Professional Issues/Food Nutrition & Dietetics	1					
FCSC 220	Fundamentals of Food	3					
SPTH 210	Techniques of Speech	3					
MATH 274	Elementary Statistics	3					
BIOL 239 or 243	Human Anatomy & Physiology II	4					
CHEM 234	Biochemistry Lecture	3					
CHEM 212	Biochemistry Lab	1					
FCSC 332	Human Nutrition	3					
<b>Junior Year</b>							
ACCT 200	Financial Accounting Principles	3					
BIOL 230/231	General Microbiology Lecture	3					
BIOL 230/231	General Microbiology Lab	1					
FCSC 336	Nutrition Across the Lifespan	3					

FCSC 346	Food Service Management	4					
MGMT 300	Principles of Management	3					
FCSC 410	Advanced Human Nutrition	3					
FCSC 322	Food Production Management	3					
ECON 205 or 200	Principles of Economics	3					
SOCI 210	Sociology	3					
PSYC 210	General Psychology	3					
FCSC 338	Nutrition Assessment	3					
Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
<b>Senior Year</b>							
FCSC 435	Medical Nutrition Therapy I	3					
FCSC 439	Food & Nutrition Communication	3					
FCSC 422	Experimental Study of Food	3					
FCSC 481	FCSC Perspectives	2					
	Art/Music Elective	3					
	Elective	2					
FCSC 436	Medical Nutrition Therapy II	3					
FCSC 429	Seminar in Food & Nutrition	1					
FCSC 495	Community Nutrition	3					
FCSC 450	Practicum	3					
SVLR 400	Service Learning	0					
	<b>Total</b>	<b>120</b>					

**University Curriculum Requirements** (Not Active = NA)

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
ENGL 203	African American Experience	0-3*					
SVRL 400 or 100, 200 & 300	Service Learning	0-3**					
ENGL 001	Writing Proficiency	0					
ELEN 000	Dept. Comp Exam	0					

**Notes:**

\*Satisfies both literature and African American Experiences requirements, other courses may be taken, see the catalog.

\*\* May be taken for 3 credit hours or 0 credit hours.

**Office of Academic and Student Affairs  
Southern University and A&M College  
Curriculum Advisement Worksheet  
Food Management**

<b>College/School:</b> Sciences and Agriculture	<b>Department:</b> Family & Consumer Sciences	<b>Catalog:</b> 2010-2012	<b>Total Required Credit Hours:</b> 120 (HNFD–Food MGMT)
<b>HEGIS Code:</b>	<b>SED Code:</b>	<b>Date:</b>	<b>Chair:</b> Dr. Grace W. Namwamba
<b>Student's Name:</b>	<b>Student No:</b>	<b>Faculty Adviser:</b>	<b>Dean:</b> Dr. Robert H. Miller

**Core Curriculum Requirements** (Not Active = NA)

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
<b>Freshman Year</b>							
FRMN 110	Freshman Seminar	1					
ENGL 110	Freshman Composition I	3					
	Foreign Language Elective	3					
CHEM 132 or 128	Chemistry Lecture	3					
CHEM 112 or 108	Chemistry Lab	1					
MATH 135	Pre-Calculus: College Algebra I	3					
FCSC 230	Essentials of Nutrition Wellness or Health/ Physical Education Activity	3					
FRMN 111	Freshman Seminar	1					
ENGL 111	Freshman Composition	3					
FCSC 140	Orientation to FCS	1					



CHEM 132 or 129	Chemistry Lecture	3					
CHEM 113 or 109	Chemistry Lab	1					
MATH 140	Pre-Calculus II: Trigonometry	3					
Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co- Requisite(s)
<b>Sophomore Year</b>							
ENGL 203	Intro to African American Lit	3					
BIOL 230	General Microbiology Lecture	3					
BIOL 231	General Microbiology Lab	1					
ACCT 200	Financial Accounting Principles	3					
FCSC 200	Professional Issues/Food Nutrition & Dietetics	1					
FCSC 220	Fundamentals of Food	3					
SPTH 210	Techniques of Speech	3					
MATH 274	Elementary Statistics	3					
ECON 205 or 200	Principles of Economics	3					
ACCT 201	Managerial Accounting Principles	3					
	Humanities Elective	3					
<b>Junior Year</b>							
PSYC 210	General Psychology	3					
FCSC 332	Human Nutrition	3					
MGMT 300	Principles of	3					

	Management						
FCSC 346	Food Service Management	4					
SOCI 210	Sociology	3					
MGMT 320	Human Resource Management	3					
FCSC 322	Food Production Management	3					
MKTG 300	Principles of Marketing	3					
MUSC 200 or ARTS 200	Enjoyment of Music or Understanding the Arts	3					
	Elective	3					
Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
<b>Senior Year</b>							
FCSC 425	Food & Beverage Management	3					
FCSC 422	Experimental Study of Food	3					
FCSC 480	Food Design Merchandising & Catering	3					
FCSC 481	FCSC Perspectives	2					
MKTG 470	Entrepreneurship	3					
	Elective	2					
FCSC 498	Problems in Food Service Management	3					
FCSC 429	Seminar in Food & Nutrition	1					
MGMT 360	Legal Environment of Business	3					
FCSC 450	Practicum	3					
	Elective	2					

SVLR 400	Service Learning	3					
	<b>Total</b>	<b>120</b>					

### University Curriculum Requirements (Not Active = NA)

Course Number	Course Title	Credits	Semester Taken	Grade	Course Substitutes/Transfer	Pre-Requisite(s)	Co-Requisite(s)
ENGL 203	African American Experience	0-3*					
SVRL 400 or 100, 200 & 300	Service Learning	0-3**					
ENGL 001	Writing Proficiency	0					
ELEN 000	Dept. Comp Exam	0					

#### Notes:

\*Satisfies both literature and African American Experiences requirements, other courses may be taken, see the catalog.

\*\* May be taken for 3 credit hours or 0 credit hours.

## **APPENDIX 6**

## **Human Nutrition and Food Program Guidelines for Career/Learning Portfolio**

### **Description:**

A portable collection of papers and/or artifacts related to your studies/work/life portfolio  
A place to assemble records and products of learning and work to help an individual gain new work opportunities. The Northwest Evaluation Association (Meyer et.al.,1990) defined a portfolio as “a purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student reflection.” The portfolio is a tool for self-directed learning

The Career/Learning portfolio is used measure student learning and the academic effectiveness of the Human Nutrition and Food concentrations (Dietetics and Food Management). It is a comprehensive document that requires students to demonstrate critical thinking and communication skills. The portfolio also demonstrates the student’s acquisition and integration of the Southern University General Education of Excellence (GEPE) Learning Outcomes and the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Student Learning Outcomes. The portfolio process begins in FCSC 200 Professional Issues in Food, Nutrition and Dietetics and culminates in FCSC 450 Field Experience. These courses provide opportunity for development and presentation of the portfolio.

### **Alignment to Program Goals and Student Learning Outcomes:**

The portfolio serves as a method of demonstrating achievement of the goals and student learning outcomes of the Human Nutrition and Food concentrations.

1. Prepare majors who, upon completion of their undergraduate training, will enter a dietetic internship, pursue professional careers in food and nutrition, or pursue graduate study.
2. Provide a foundation for critical thinking, problem solving, and effective communication.
3. Provide mentoring opportunities for students to engage in food and nutrition research aimed at improving the quality of life of individuals and families.
4. Prepare majors who can assume leadership roles and exhibit a commitment for lifelong learning and professional involvement.

### **General Education Program of Excellence (GEPE) Learning Outcomes**

1. Critical Thinking: Graduates will reason abstractly and think critically and integrate new information with previous acquired information to solve novel complex problems and learn independently.
2. Communication Skills: Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competence.
3. Cultural Literacy: Graduates will demonstrate knowledge of various cultures by studying the past and present through language, literature, cultural artifacts, and social and political concepts.
4. Mathematical and Science Reasoning: Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts.
5. Wellness: Graduates will identify and demonstrate comprehension of human wellness and the importance of physical activities in developing a healthy mind and body.
6. Ethical Behavior and Values: Graduates will identify and demonstrate understanding of ethical issues implicit in their personal behavior and those underlying the operation of social and political systems as well as in the field of research.
7. Information Technology Literacy: Graduates will demonstrate information technology skills that enable them to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals.

**Human Nutrition and Food Program  
Core Knowledge Requirements  
and Learning Objectives for Didactic Program in Dietetics**

<b>Knowledge Requirements</b>	<b>Learning Objectives</b>
<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b> KR 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.	KR 1.1.a. Learning Objective: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. KR 1.1.b. Learning Objective: Students are able to use current information technologies to locate and apply evidence based guidelines and protocols, such as the AND Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.
KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into preprofessional practice.	KR 2.1.a. Learning Objective: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public. KR 2.1.b. Learning Objective: Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.
KR 2.2. The curriculum must provide principles and techniques of effective counseling methods.	KR 2.2.a. Learning Objective: Students are able to demonstrate counseling techniques to facilitate behavior change.
KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice, such as the AND Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	KR 2.3.a. Learning Objective: Students are able to locate, understand and apply established guidelines to a professional practice scenario. KR 2.3.b. Learning Objective: Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.
KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.	KR 3.1.a. Learning Objective: Students are able to use the nutrition care process to make decisions, to identify nutrition related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.
KR 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	KR 3.2.a. Learning Objective: Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups
KR 3.3. The curriculum must include education and behavior change theories and techniques.	KR 3.3.a. Learning Objective: Students are able to develop an educational session or program/educational strategy for a target population.
KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.	KR 4.1.a. Learning Objective: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services. KR 4.1.b. Learning Objective: Students are able to

	determine costs of services or operations, prepare a budget and interpret financial data. KR 4.1.c. Learning Objective: Students are able to apply the principles of human resource management to different situations
KR 4.2. The curriculum must include content related to quality management of food and nutrition services.  KR 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	KR 4.2.a. Learning Objective: Students are able to apply safety principles related to food, personnel and consumers. KR 4.2.b. Learning Objective: Students are able to develop objective measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making KR 4.3.a. Learning Objective: Students are able to explain the impact of a public policy position on dietetics practice.
KR 4.4. The curriculum must include content related to health care systems.	KR 4.4.a. Learning Objective: Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services.
<b>Support knowledge underlying the requirements specified above and not tied to specific learning outcomes</b> SK 5.1. The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.  SK 5.2. The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.  SK 5.3. The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.	

**Method:**

The portfolio process begins in FCSC 200 Professional Issues in Food, Nutrition and Dietetics and culminates in FCSC 450 Field Experience. Faculty will assist students in the development and evaluation of the portfolio.

**Evaluation:**

The portfolio will be evaluated initially at the end of FCSC 200 and FCSC 336 using a rubric. A rubric is an instrument that reveals scoring rules and the criteria against which the student's work will be judged. Rubrics help to precisely define faculty expectations. A copy of the rubric will be given to the student in FCSC 200 and should be consulted throughout the development of the portfolio as documents are added to the portfolio from each professional course. As part of the evaluation process, the student will submit the final portfolio in FCSC 450.

**Evaluation Criteria:**

The portfolio should document the student's growth from beginning student level to pre-professional entry level and, therefore, evaluation is based primarily on the student's statements, justifications, and reflections rather than on the artifacts alone.

Portfolios will be evaluated using the following criteria:

- Overall quality of the student's work
- Organization of the portfolio defense
- Quality of the integrating activities represented throughout the program

**Grade Scale:** Below Program Expectations - 0-1

Portfolio contains documents indicating average to below Work; Portfolio is not acceptable

Meets Program Expectationss - 2-3

Portfolio contains documents indicating average or better Work; Portfolio is acceptable

Exceeds Program Expectations - 4-5

Portfolio contains documents indicating excellent work  
Portfolio is acceptable

**Specific Guidelines:**

**FCSC 200 Professional Issues in Food, Nutrition and Dietetics**

The portfolio will be introduced in FCSC 200. An overview will be provided including purpose, description of artifacts that will be collected throughout program matriculation. Additionally, student will learn about reflective statements and will formulate initial reflection statements for the portfolio. For example: Why was this major chosen, what are the student's expectations of the program. Integral to the development of your portfolio is the process of reflection. Successful reflection enables self-awareness, personal and professional growth and improved teaching practices. Reflections are interpretation, commentary, analysis and explanation that make the individual entries and the composite portfolio meaningful and relevant to the individual student's purpose and philosophy. A reflective statement:

- clearly identifies the standard(s) the artifact is addressing,
- states why the artifact was chosen,
- states why the artifact is an appropriate representation of the standard(s)and,
- states what the artifact demonstrates about the candidate's growth and development as a teacher.

Students should consult with the Program Coordinator once a semester and more frequently if needed. Guidance will be provided by faculty responsible for courses in which artifacts are to be collected. Faculty will serve as a resource provider, a mentor, conveyor of standards, and definer of quality. The portfolio is a work in progress and all items of the portfolio should be revisited and edited as you move through the program. Portfolios will be collected at the end of the fall semester in FCSC 336 Nutrition and Human Growth and Development and again in the senior year In FCSC 450 Field Experience. These meetings provide opportunities to assess progress and provide feedback. Such reflection throughout the program greatly enhances the quality of the final result.

Students should collect and maintain copies of materials (artifacts) throughout the program (assignments, case studies, papers, projects, observations, lab reports, videotapes, journal entries, photographs, computer disks, annotated bibliographies, extracurricular activities) that demonstrate achievement of student's competencies with regard to each learning outcome. Artifacts are materials that provide evidence of the beliefs, knowledge, skills and attitudes the student wishes to present. Artifacts represent work completed in courses, which have been graded by the course instructor. Students will be given a list of artifacts to be collected as they progress though the program.

Activities:

- Write a Professional Statement/Career Summary/Goal Essay. This should not exceed two double-spaced typed pages
- Assemble your portfolio using the suggested format:  
Cover page  
Table of Contents



- Section 1: Professional Statement or Philosophy/Career Summary/Goal Essay
- Section 2: Resume
- Section 3: Academic Plan
- Section 4: Documentation of Foundation Knowledge and Skills (Samples of assignments/projects completed)
- Section 5: Acknowledgements/Recommendations
- Section 6: Awards and Honors
- Section 7: Conferences, Workshops, Meetings, and Special Classes
- Section 8: Professional Memberships
- Section 9: References

**Portfolio is assembled using:**

- 3-ring binder
- Sheet protectors
- Tabs with labels

**FCSC 450 Field Experience**

The portfolio will culminate in FCSC 450. The student makes final plans for submission of the portfolio that includes the sections below.

- Introduction:
  - Introduction to the portfolio indicating the purpose
  - Description of the contents
  - Professional Statement or Philosophy/Career Summary/Goal Essay
- Collection of Artifacts
  - Analyze the role each of the artifacts played in your development as a food and nutrition professional
  - Explain how, why, or in what way these artifacts are significant to your learning and the development of the GEPE Learning Outcomes and the ACEND Student Learning Outcomes.
  - Contemplate what you would do next time to improve your knowledge or skills.
  - Prepare reflective statements on how these artifacts have changed your perception and how you think about food and nutrition and dietetics practice.
- Closing Statement/Evaluation
  - Portfolio reflection (discuss how the artifacts are related or interconnected and how they contributed to your development as a competent food and nutrition professional. You should communicate how you plan to increase your competency in each of the learning outcome areas..
  - Describe your personal and professional experience gained through the program
  - Your strengths and areas needing improvement, future short and long-term professional goals.
- Portfolio Presentation/Defense
 

The presentation should include:

  - Introduction – overview of table of contents and statement of purpose
  - Reflective statement that demonstrates integration of all program activities
  - One example of demonstration of competency in each strand
  - The portfolio session will be 30 minutes in length. The student will present the portfolio for the first fifteen minutes of the session. During the final fifteen minutes the student will respond to questions from the faculty and a discussion regarding each of the components will ensue. Students will be expected to explain and clarify all components of their portfolio.

Students should consider the following questions when developing their presentation:

- What were your goals for this program and to what extent did you accomplish them?

- Which assignments and activities best represent your work?
- How did you bridge the gap between theory and actual practice?
- How can you show you that you learned what you say you have learned?
- How did you integrate activities represented throughout your program?

Guidelines for effective presentations:

- Be organized and prepared
- Make the presentation interactive
- Provide handouts
- Use audio-visual aids

**Portfolios are due two weeks before the Final Examination.**

**Career/Learning Portfolio Content**  
**Foundation Knowledge and Skills Statements (FKS)(ACEND, 2002)**

ACEND categorized the FKS as either “knowledge statements” or “skill statements.” It is assumed that in order to demonstrate achievement of the skills statement, knowledge statements must be achieved. In your portfolio, you are to provide documentation of the achievement of the “skills statements”, which will require some documentation of the knowledge statements as well. A listing of the skills statements that must be addressed as well as the knowledge statements upon which the skills statements are based.

**Examples of Knowledge Statements**

<b>Graduates will have knowledge of:</b>
1. Negotiation techniques
2. Lay and technical writing
3. Media presentations
4. Interpersonal communication skills
5. Counseling theory and methods
6. Interviewing techniques
7. Educational theory and techniques
8. Educational theory and techniques
9. Concepts of human and group dynamics
10. Public speaking
11. Educational materials development
12. Exercise physiology
13. Genetics
14. General health assessment, e.g., blood pressure and vital signs
15. Organic chemistry
16. Biochemistry
17. Physiology
18. Microbiology
19. Nutrient metabolism
20. Pathophysiology related to nutrition care
21. Fluid and electrolyte requirements
22. Pharmacology: nutrient-nutrient and drug-nutrient interaction
23. Public policy development
24. Psychology
25. Health behaviors and educational needs of diverse population
26. Economics and nutrition
27. Research methodologies
28. Needs assessments
29. Outcomes - based research
30. Scientific method
31. Quality improvement methods
32. Food technology
33. Biotechnology
34. Culinary techniques
35. Socio-cultural and ethnic food consumption issues and trends
36. Food safety and sanitation
37. Food delivery systems
38. Food and non-food procurement
39. Availability of nutrition programs in the community
40. Formulation of local, state, and national food security policy
41. Food production systems

42. Environmental issues related to food
43. Role of food in promotion of a healthy lifestyle
44. Promotion of pleasurable eating
45. Food and nutrition laws/regulations/policies
46. Food availability and access for the individuals, family, and community
47. Applied sensory evaluation of food
48. Evolving methods of assessing health status
49. Influence of age, growth, and normal development on nutritional requirements
50. Nutrition and metabolism
51. Assessment and treatment of nutritional health risks
52. Medical nutrition therapy
53. Strategies to assess need for adaptive feeding techniques and equipment
54. Health promotion and disease prevention theories and guidelines
55. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior
56. Complementary and alternative nutrition and herbal therapies
57. Dietary supplement
58. Program planning, monitoring, and evaluation
59. Strategic management
60. Facility management
61. Organizational change theory
62. Risk management
63. Management theories
64. Human resource management, including labor relations
65. Materials management
66. Financial management, including accounting principles
67. Quality improvement
68. Information management
69. Systems theory
70. Marketing theory and techniques
71. Diversity issues
72. Health care policy and administration
73. Health care delivery systems
71. Current reimbursement issues, policies and regulations

## Examples of Skills Statements

### Graduates will demonstrate the ability to:

1. Use oral and written communication in presenting an educational session for a group.
2. Counsel individuals on nutrition.
3. Document appropriately a variety of activities.
4. Explain a public policy position regarding dietetics.
5. Use current information technologies.
6. Work effectively as a team member
7. Interpret medical terminology.
8. Interpret laboratory parameters relating to nutrition.
9. Apply microbiological and chemical considerations to process controls.
10. Interpret current research
11. Interpret statistical data as used in dietetics.
12. Calculate and interpret nutrient composition of foods.

13. Determine recipe/formula proportions and modifications for volume food production.
14. Apply food science knowledge to functions of ingredients in food.
15. Demonstrate basic food preparation and presentation skills.
16. Determine recipe/formula proportions and modifications for volume food production
17. Modify recipe/formula for individual or group dietary needs.
18. Write specifications for food and food-service equipment
19. Calculate and/or define diets for health conditions addressed by health promotion/disease prevention activities or uncomplicated instances of chronic diseases of the general population, e.g., hypertension, obesity, diabetes, and diverticular disease.
20. Screen individuals for nutritional risk.
21. Collect pertinent information for comprehensive nutrition assessments.
22. Determine nutrient requirements across the lifespan.
23. Translate nutrition needs into food choices and menus for people of diverse cultures and religions.
24. Measure, calculate, and interpret body composition data.
25. Calculate enteral and parenteral nutrition formulations.
26. Determine costs of food services/operation.
27. Prepare a food service budget.
28. Interpret financial data of a food service/operation.
29. Apply marketing principles.
30. Develop a personal portfolio (including samples of projects demonstrating achievement of the "Skills Statements").

## **APPENDIX 7**

**Southern University and A & M College  
Human Nutrition and Food Program  
Didactic Program in Dietetics**

**Immunization Compliance**

Student enrolled in FCSC 450 Practicum in Dietetics are required to provide proof of up-to-date immunizations (measles, mumps, rubella, diphtheria, tetanus, tuberculin, Hepatitis B and Varicella). Your health unit or physician must verify your immunization by completing this form (attachments).

**(To be Completed by the Student)**

**Name:** \_\_\_\_\_

**Sex:** \_\_\_ Male \_\_\_ Female

**Social Security Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone:** (\_\_\_\_) \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Verification of Immunization  
(To be Completed by Physician or Health Unit)**

<b>Immunization</b>	<b>Date of Immunization</b>
Measles, Mumps, Rubella and rubeola immune titer (evidence of 2 MMES)	
Diphtheria	
<b>Tetanus</b>	
Tuberculin (PPD) (Results within 12 months if PPD results are positive, recent chest X-Ray results)	
Hepatitis B (Dates of 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> immunizationn)	
Varicella (Chicken Pox) if no history of Varicella, a Varicella titer is required. If titer is non-immune the Varicella Vaccine X2 is required)	

\_\_\_\_\_  
**Physician or Health Unit Name**

\_\_\_\_\_  
**Physician or Health Unit Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Telephone (Physician or Health Department)**

\_\_\_\_\_  
**Official Seal**

## **APPENDIX 8**



**College of Sciences and Agriculture  
Department of Family and Consumer Sciences  
Human Nutrition and Food Program  
Didactic Program in Dietetics**

**Verification of Completion of Didactic Program in Dietetics (DPD)  
Effective Fall 2014**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Didactic Program in Dietetics (DPD) students who wish to receive a Letter of Intent and/or Accreditation Council for Nutrition and Dietetics (ACEND) Verification Statement from the Southern University Didactic Program in Dietetics (DPD) must meet the following requirements:

- Have a minimum curriculum GPA of 3.0 or above;
- Have a grade of “B” or better in all Human Nutrition and Food courses; and
- Have a minimum grade of a “C” or better in all Other Required DPD courses.

**Human Nutrition and Food Courses**

The following courses must be completed with a minimum grade of “B” or higher.

200 Professional Issues in Food, Nutrition, Dietetics (1)

220 Fundamentals of Food (3)

322 Food Production Management (3)

332 Human Nutrition (3)

336 Nutrition across the Lifespan (3)

338 Nutrition Assessment (3)

346 Food Service Systems Management (3)

410 Advanced Nutrition (3)

422 Experimental Foods (3)

429 Seminar in Food and Nutrition (1)

435 Medical Nutrition Therapy I (3)

436 Medical Nutrition Therapy II (3)

439 Food and Nutrition Communications (3)

450 Practicum (3)

495 Community Nutrition (3)

**Other Required DPD Courses**

The following courses (or their equivalent) must be completed with a minimum grade of “C.”

While C’s are the minimum grade required, it is strongly recommended that students earn a grade of “B” or higher in order to meet the cumulative GPA requirement.

132/112 Chemistry (4)

133/113 Chemistry (4)

135 Pre-Calculus I College Algebra (3)

140 Pre-Calculus II Trigonometry (3)

110 English (3)

111 English (3)

Foreign Language (3)

234/212 Biochemistry (4)

250 (210) Organic Chemistry (4)

230 Microbiology (4)  
238 Human Anatomy & Physiology (4)  
239 Human Anatomy & Physiology (4)  
210 Techniques of Speech (3)  
274 Statistics (3)  
210 Sociology (3)  
210 Psychology (3)  
200 Economics (3)  
200 Financial Accounting (3)  
300 Principles of Management (3)

Verification Statements are mailed following graduation.

- To receive your verification statement you will need to provide mailing information.
- You will receive four (4) original copies of the Statement, one for your records, and three for use in applying for supervised practice, the dietetic registration examination, and licensure. An original copy will be kept in the DPD Program files.

### **VERIFICATION STATEMENT ACKNOWLEDGEMENT**

Please read carefully and initial each box and sign below, acknowledging your understanding of these policies.

- ☐ I understand that I must maintain a curriculum GPA of 3.00 or above, with no grade lower than a “B” in all food and nutrition DPD courses and a grade of “C” or better in Other DPD courses in order to receive an ACEND verification statement signifying eligibility to apply for admission to an ACEND accredited supervised practice program.
- ☐ I understand that completion of an ACEND accredited supervised practice program is required before taking the examination to be a registered dietitian (RD).
- ☐ I also understand that being an RD is required to practice dietetics in Louisiana and other states.
- ☐ I understand that application is necessary for admission to a supervised practice program, including the one at Southern University.
- ☐ I understand that I will gain work and/or volunteer experience in a dietetics-related area prior to applying for a supervised practice program, if possible.
- ☐ I understand that I will make every effort to take the RD examination within four (4) months of completing a supervised practice program.
- ☐ I also understand that completion of the BS degree in Family and Consumer Sciences with a concentration in Dietetics and receipt of the ACEND verification statement does not guarantee acceptance into a supervised practice program.
- ☐ I understand that if I do not maintain a curriculum GPA of 3.00 or above, with no grade lower than a “B” in all food and nutrition DPD courses and a grade of “C” or better in Other Required DPD courses that I will receive the BS degree in Family and Consumer Sciences/Dietetics without being awarded the ACEND verification statement. Students who are not awarded the ACEND verification statement are not eligible to apply for supervised practice programs, and thus, will not be able to take the examination to become a Registered Dietitian.

- ☐ I understand that the Human Nutrition and Food Program provides specialized training for students who wish to pursue professional careers in food and nutrition and related areas and for graduate study in food and nutrition.

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**Student's Signature**

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**Date**

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**DPD Program Director's Signature**

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**Date**

## **APPENDIX 9**

**Southern University and A & M College  
Human Nutrition and Food Program  
Didactic Program in Dietetics**

**Verification Statement Application**

**Date** \_\_\_\_\_

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_  
**Street**

\_\_\_\_\_  
**City** **State** **Zip Code**

**Phone Number** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Social Security Number** \_\_\_\_\_

**Foreign Applicants: Designate Immigration Status** \_\_\_\_\_

**Expiration Date** \_\_\_\_\_

**Southern University and A & M College**  
**Human Nutrition and Food Program**  
**Didactic Program in Dietetics**

**Verification Statement Form**  
**Course Listing**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

SU Curriculum (Hrs)	Completed at SU	Completed at Other Institutions					
		Institution/Yr.	Course	Hrs	Grade	Catalog Description	Outline
132/112 Chemistry (4)							
133/113 Chemistry (4)							
234/212 Chemistry (4)							
250 (210) Chemistry (4)							
230 Microbiology (4)							
238 Human Anat & Physiology (4)							
239 Human Anat & Physiology (4)							
110 English (3)							
111 English (3)							
African American Literature (3)							
Art/Humanities Elective							
210 Techniques of Speech (3)							
Computer Science Elective (3)							
135 Pre-Calculus I Mathematics(3)							
140 Pre-Calculus Mathematics(3)							
274 Statistics (3)							

SU Curriculum (Hrs)	Completed at SU	Completed at Other Institutions					
		Institution/Yr	Course	Hrs	Grade	Catalog Description	Outline
210 Sociology (3)							
210 Psychology (3)							
200 Economics (3)							
300 Management(3)							
200 Prof. Issues in Nutrition (1)							
220 Fundamentals of Food (3)							
222 Food Science (3)							
322 Quantity Foods (3)							
332 Human Nutrition (3)							
336 Nut & Human Growth & Dev.							
345 Food Service Systems 1(3)							
346 Food Service Systems 11(3)							
410 Advanced Nutrition (3)							
429 Seminar in Food and Nutrition (1)							
435 Medical Nutrition Therapy I (3)							
436 Medical Nutrition Therapy II (3)							
439 Food and Nutrition Communications (3)							
450 Field Experience (3)							
495 Community Nutrition (3)							

## **APPENDIX 10**



**Southern University and A&M College**  
**Food and Nutritional Sciences – Dietetics**  
**Exit Questionnaire/Interview**

**Name**\_\_\_\_\_ **Date**\_\_\_\_\_

Please circle the number which most closely indicates the degree to which you agree or disagree with each statement.

Scale: 1                      2                      3                      4                      5  
          Strongly            Disagree            Neither            Agree            Strongly  
          Disagree                            Agree or                            Agree  
    Disagree

1. Curriculum is consistent with the philosophy and goals of the:

Human Nutrition and Food Program	1	2	3	4	5
Dietetics Emphasis	1	2	3	4	5
Food Science and Management Emphasis	1	2	3	4	5

2. The curriculum includes measurable objectives, related learning activities and explicit strategies.    1            2            3            4            5

3. The curriculum includes learning opportunities for students to develop personal and professional attitudes and values relevant to careers in dietetics and food and nutrition.    1            2            3            4            5

4. Faculty demonstrates teaching effectiveness:

- a) Set high expectations for my learning
- b) Encourage you to be actively involved in
- c) Encourage student-faculty interaction out
- d) Give prompt feedback on your on your
- e) Encourage learning through cooperative
- f) Demonstrate concern for student achievement
- g) Encourage free

h) Assignments are appropriate to the level of student and program goals and objectives.    1            2            3            4            5

i) Expresses interest and concern about quality of own teaching, develop plans for improving teaching strategies.    1            2            3            4            5

j) Demonstrates concern for student achievement and progress.	1	2	3	4	5
k) Encourages free discussion or ideas	1	2	3	4	5
l) Presents material in an organized manner	1	2	3	4	5
m) Provides immediate feedback and positive re-enforcement and.	1	2	3	4	5
n) Demonstrates initiative for responsibilities with teaching.	1	2	3	4	5
o) Demonstrates expertise in dietetics and food and nutrition	1	2	3	4	5
p) Collaborates with other faculty members and promotes student's learning	1	2	3	4	5
q) Carries out planned activities and guides student to develop plan for improving professional growth	1	2	3	4	5

7. During your senior year, how often were you in contact with your advisor to discuss your schedule, graduation requirements, application for dietetic internship, graduate school or career opportunities, etc.?

\_\_\_\_\_ Three times or more      \_\_\_\_\_ Twice      \_\_\_\_\_ Once      \_\_\_\_\_ Not at all

**Scale:**                      **1**                      **2**                      **3**                      **4**                      **5**  
**Very Unsatisfied**      **Unsatisfied**      **Neutral**      **Satisfied**      **Very Satisfied**

8. How satisfied are you with the ability of your advisor to:

a) Provide accurate information about academic requirements and choices	1	2	3	4	5
b) Provide help exploring and clarifying educational goals	1	2	3	4	5
c) Provide help in finding out about academic support available at SU	1	2	3	4	5
d) Provide help in thinking about career choices	1	2	3	4	5
e) Have respect and concern for you as an advisee	1	2	3	4	5
f) Provide encouragement, motivation, and support	1	2	3	4	5

9. How satisfied are you with the following aspects of your education in food and nutrition at SU?

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a) Academic sources  | 1 | 2 | 3 | 4 | 5 |
| b) Education you received in general   | 1 | 2 | 3 | 4 | 5 |
| c) Education you received in your major  | 1 | 2 | 3 | 4 | 5 |
| d) Advising you received   | 1 | 2 | 3 | 4 | 5 |
| e) Preparation for work  | 1 | 2 | 3 | 4 | 5 |
| f) Preparation for post-baccalaureate study  | 1 | 2 | 3 | 4 | 5 |
| g) Overall SU experience   | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| 10. Overall, how satisfied are you with the academic content of the food and nutrition classes?  | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| 11. Overall, how satisfied are you with the quality of the food and nutrition faculty as instructors?  | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| 12. Overall, how satisfied are you that you have been adequately prepared for your future professional goals?  | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| 13. What do you consider the strongest aspect of the dietetics/food management? concentration (course, faculty, experience, curriculum, etc)?  |   |   |   |   |   |
|  |   |   |   |   |   |
| 14. What do you consider the weakest aspect of the dietetics/food management concentration (course, faculty, experience, curriculum, etc)? How do you recommend improving the situation? |   |   |   |   |   |
|  |   |   |   |   |   |
| 15. Do you have suggestions for changes in content of courses in the curriculum?   |   |   |   |   |   |
|  |   |   |   |   |   |
| 16. What courses should be added, deleted, or changed?   |   |   |   |   |   |
|  |   |   |   |   |   |
| 17. Indicate your involvement in activities initiated by the Program/Division/College (i.e. participation in the Food, Nutrition and Dietetics Association; attending meetings, etc).    |   |   |   |   |   |

18. What are your career goals/further education plans – short and long term? Have you applied?  
for/interviewed for graduate school/employment? If so, where, outcome?

19. The past year has been especially valuable to me because:

It might have been of greater benefit if:

20. The subject matter area(s) in which I feel a lack or deficiency is (are):

21. During the next year I hope to develop in these ways:

22. My greatest strengths are:

23. I need to develop in these areas:

24. At this time my greatest interest in food and nutrition is in the area of:

25. If I could choose from among several positions upon graduation, my choice would be:

26. What were your most valuable experiences? Why?

27. Other comments and recommendations:

28. **Contact Information:**

**Future address/phone (if known):**

**Permanent address/phone (i.e. parents’):**

**Future e-mail address (for correspondence and alumni information):**

## **EXIT INTERVIEW EVALUATION FOR DIETETICS PROGRAM STUDENTS**

At the end of a student's senior year an individual interview will be conducted between the Dietetics Program student and the Program Director.

The objectives for this interview are to:

- A. Assess the Foundation Knowledge and Skills achieved by the candidate
- B. Determine needs/goals for further learning

The Foundation Knowledge and Skills for the Didactic Component of Entry-Level Dietitian Education Programs are described by The American Dietetic Association in the Accreditation/Approval Manual for Dietetics Education Programs, 4<sup>th</sup> ed. There are eight areas listed: Communications, Physical and Biological Sciences, Social Sciences, Food, Nutrition, Management and Health Systems (see attachment).

“Foundation learning is divided as follows:

- a. basic knowledge of a topic
- b. working knowledge of a topic as it applies to the profession of dietetics
- c. ability to demonstrate the skill at a level that can be developed further

To successfully achieve the foundation knowledge and skills required for entry into dietetic internship, graduates must have demonstrated the ability to communicate and collaborate, solve problems, and apply critical thinking skills.”

The candidate will be provided a copy of specific evaluation criteria and will be asked to complete a self-assessment of her/his current level of proficiency. A scale of 0 to 10 will be used, zero (0) indicating no, or minimal exposure/knowledge to the material, 1 basic knowledge, 5 working knowledge, 10 demonstrated ability to communicate and collaborate, solve problems, and apply critical thinking skills.

The candidate will also be asked to indicate the needs that are most important to her/him. Listed in order of priority these needs can then be formulated to state goals the candidate may have for her/his internship experience or future professional development.

Upon completion of the self-assessment the candidate will meet with the program director who will review the assessment with the candidate and complete the same assessment for the candidate. The program director may consult with other faculty or internship supervisors to assess knowledge and skills in areas the director had no opportunity to observe the candidate perform.

The candidate will be deemed ready to enter the dietetic internship if she/he has achieved at least a level seven point five (7.5) for no less than 75% of the criteria listed in each of the eight competencies.

Current dietetics students will be advised of this evaluation as soon as the instrument is adopted. Future students will be advised upon entry into the program.

## **INSTRUCTIONS TO THE STUDENT FOR COMPLETION OF THIS EVALUATION**

Please reflect carefully upon each of the foundation skills and competencies listed.

Foundation learning is divided as follows:

- a. basic knowledge of a topic
- b. working knowledge of a topic as it applies to the profession of dietetics
- c. ability to demonstrate the skill at a level that can be developed further

On the scale of 0 to 10, indicate your current level of competency by placing an X.

- 0        indicating no, or minimal exposure/knowledge to the material
- 1        basic knowledge
- 5        working knowledge
- 10       demonstrated ability to communicate and collaborate, solve problems, and apply critical thinking skills.

From the above criteria choose two or three areas that are especially interesting to you and that you would like to develop further during your internship and future professional development. Place a check mark (✓) on the scale to indicate your desired level of competence, or write a brief note.

After completion of this evaluation make an appointment with the Program Director (approximately two weeks prior to final exams) to discuss your evaluation and to complete your Exit Interview.

Please bring this completed evaluation form to the meeting.

## FOUNDATION KNOWLEDGE AND SKILLS FOR DIDACTIC COMPONENT OF ENTRY-LEVEL DIETITIAN EDUCATION PROGRAMS (2002 ACEND/ ERAS)

The entry-level dietitian is knowledgeable in the eight areas listed below. The foundation knowledge and skills precede achievement of the core and emphasis area(s) competencies, which identify the performance level expected upon completion of the supervised practice program.

Foundation learning is divided as follow: basic knowledge of a topic, working or indepth knowledge of a topic as it applies to the profession of dietetics, and ability to demonstrate the skill at a level that can be developed further. To successfully achieve the foundation knowledge and skills, graduates must have demonstrated the ability to communicate and collaborate, solve problems, and apply critical thinking skills.

### Didactic Program in Dietetics Core Knowledge and Skills

<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge 0 .....</b>	<b>Basic Knowledge 1.....</b>	<b>Working Knowledge 5.....</b>	<b>Ability to Demonstrate Skill 10</b>
<b>I. Communications</b>				
<b>Graduates will have knowledge of:</b>				
1. Negotiation techniques				
2. Lay and technical writing				
3. Media presentations				
4. Interpersonal communication skills				
5. Counseling theory and methods				
6. Interviewing techniques				
7. Educational theory and techniques				
8. Concepts of human and group dynamics				
9. Public speaking				
10. Educational materials development				
<b>Graduates will have demonstrated the ability to:</b>				
11. Use oral and written communications in presenting an educational session for a group				
12. Counsel individuals on nutrition				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge 0 .....</b>	<b>Basic Knowledge 1.....</b>	<b>Working Knowledge 5.....</b>	<b>Ability to Demonstrate Skill 10</b>
13. Document appropriately a variety of				



activities				
14. Explain a public policy position regarding dietetics				
15. Use current information technologies				
16. Work effectively as a team member				
<b>II. Physical and Biological Sciences</b>				
<b>Graduates will have knowledge of:</b>				
17. Exercise physiology				
18. Genetics				
19. General health assessment, e.g., blood pressure and vital signs				
20. Organic chemistry				
21. Biochemistry				
22. Physiology				
23. Microbiology				
24. Nutrient metabolism				
25. Pathophysiology related to nutrition care				
26. Fluid and electrolyte requirements				
27. Pharmacology: nutrient-nutrient and drug-nutrient interaction				
<b>Graduates will have demonstrated the ability to:</b>				
28. Interpret medical terminology				
29. Interpret laboratory parameters relating to nutrition.				
30. Apply microbiological and chemical consideration to process controls.				
<b>III. Social Sciences</b>				
<b>Graduates will have knowledge of:</b>				
31. Public policy development				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge</b>	<b>Basic Knowledge</b>	<b>Working Knowledge</b>	<b>Ability to Demonstrate Skill</b>
	<b>0 .....</b>	<b>1.....</b>	<b>5.....</b>	<b>10</b>
32. Psychology				
33. Health behaviors and educational needs of diverse population				
34. Economics and nutrition				

<b>IV. Research</b>				
<b>Graduates will have knowledge of:</b>				
35. Research methodologies				
36. Needs assessments				
37. Outcomes - based research				
38. Scientific method				
39. Quality improvement methods				
<b>Graduates will have demonstrated the ability to:</b>				
40. Interpret current research				
41. Interpret basic statistics				
<b>V. Food</b>				
<b>Graduates will have knowledge of:</b>				
42. Food technology				
43. Biotechnology				
44. Culinary techniques				
45. Socio-cultural and ethnic food consumption issues and trends				
46. Food safety and sanitation				
47. Food delivery systems				
48. Food and non-food procurement				
49. Availability of nutrition programs in the community				
50. Formulation of local, state, and national food security policy				
51. Food production systems				
52. Environmental issues related to food				
53. Role of food in promotion of a healthy lifestyle				
54. Promotion of pleasurable eating				
55. Food and nutrition laws/regulations/policies				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge</b>	<b>Basic Knowledge</b>	<b>Working Knowledge</b>	<b>Ability to Demonstrate Skill</b>
	<b>0 .....</b>	<b>1.....</b>	<b>5.....</b>	<b>10</b>
56. Food availability and access for the individuals, family, and community				
57. Applied sensory evaluation of food				
<b>Graduates will have demonstrated the ability to:</b>				
58. Calculate and interpret nutrient composition of foods				

59. Determine recipe/formula proportions and modifications for volume food production				
60. Write specifications for food and food-service equipment				
61. Apply food science knowledge to functions of ingredients in food				
62. Demonstrate basic food preparation and presentation skills				
63. Modify recipe/formula for individual of group dietary need				
<b>VI. Nutrition</b>				
<b>Graduates will have knowledge of:</b>				
64. Evolving methods of assessing health status				
65. Influence of age, growth, and normal development on nutritional requirements				
66. Nutrition and metabolism				
67. Assessment and treatment of nutritional health risks				
68. Medical nutrition therapy,				
69. Strategies to assess need for adaptive feeding techniques and equipment				
70. Health promotion and disease prevention theories and guidelines				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge</b>	<b>Basic Knowledge</b>	<b>Working Knowledge</b>	<b>Ability to Demonstrate Skill</b>
	<b>0 .....</b>	<b>1.....</b>	<b>5.....</b>	<b>10</b>
71. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior				
72. Complementary and alternative nutrition and herbal therapies				
73. Dietary supplement				
<b>Graduates will have demonstrated the ability to:</b>				
74. Calculate and/or define diets for common condition, ie, health conditions addressed by health promotion/disease prevention activities or chronic diseases of the general population, eg, hypertension,				

obesity, diabetes, and diverticular disease				
75. Screen individuals for nutritional risk				
76. Collect pertinent information for comprehensive nutrition assessments				
77. Determine nutrient requirements across the lifespan				
78. Translate nutrition needs into menus for individuals and groups				
79. Measure, calculate, and interpret body composition data				
80. Calculate enteral and parenteral nutrition formulations				
<b>VII. Management</b>				
<b>Graduates will have knowledge of:</b>				
81. Program planning, monitoring, and evaluation				
82. Strategic management				
83. Facility management				
84. Organizational change theory				
85. Risk management				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal Knowledge</b>	<b>Basic Knowledge</b>	<b>Working Knowledge</b>	<b>Ability to Demonstrate Skill</b>
	<b>0 .....</b>	<b>1.....</b>	<b>5.....</b>	<b>10</b>
86. Management theories				
87. Human resource management, including labor relations				
88. Materials management				
89. Financial management, including accounting principles				
90. Quality improvement				
91. Information management				
92. Systems theory				
93. Marketing theory and techniques				
94. Diversity issues				

<b>Graduates will have demonstrated the ability to:</b>				
95. Determine costs of service/operation				
96. Prepare a budget				
97. Interpret financial data				
98. Apply marketing principles				
99. Develop a personal portfolio				
<b>VIII. Health Care Systems</b>				
<b>Graduates will have knowledge of:</b>				
100. Health care policy and administration				
101. Health care delivery systems				
100. Current reimbursement issues, policies and regulations				

## **Appendix 11**

### **Student Signature Page**

**I have read and comprehend the information and DPD program requirements presented in the Southern University Human Nutrition and Food Student Handbook for the DPD and Food Management concentrations. I agree to abide by the policies and procedures set forth in this handbook.**

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**DPD Student Signature**

**Date:**

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**DPD Director**

**Date:**