

# Student Handbook

Didactic Program in Dietetics  
Food Management/Culinary  
Management



**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  
2011-2012**

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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).

### Contact Information

The Didactic Program in Dietetics is administered by the Human Nutrition and Food Program, Division of Family and Consumer Sciences, College of Agricultural, Family, and Consumer Sciences. The Human Nutrition and Food faculty are located in P.E. Thrift Hall, Room 109, telephone- 225/771-4660; FAX - 225-2400. The administrative office for Family and Consumer Sciences is located in P.E. Thrift Hall, Room 102 and the Dean for the College of Agricultural, Family and Consumer Sciences is located in Fisher Hall, Room 102.

#### **Didactic Program in Dietetics Director**

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Associate Professor and Dietetic Internship  
Director  
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Adjunct Professor  
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### **Research Staff**

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Crystal Johnson, BS	Research Assistant
Glenda Johnson, PhD, RD, LDN	Research Scientist
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## **College of Agricultural, Family and Consumer Sciences Administration**

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Dr. Doze Butler .....	Interim Dean
Dr. Calvin Walker.....	Division of Agricultural Sciences
Dr. Grace Namwamba.....	Division of Family and Consumer Sciences
Dr. Calvin Walker.....	Program Leader, Animal Sciences
.....	Program Leader, Plant and Soil Sciences
Dr. Patricia Meynesse.....	Program Leader, Agricultural Economics
Dr. Kamran Abdollahi.....	Program Leader, Urban Forestry
Dr. Bernestine B. McGee.....	Program Leader, Human Nutrition and Food
Dr. Cheria Lane-Mackey.....	Program Leader, Child Development
Dr. Doze Butler.....	Program Leader, Apparel Merchandising and Textiles

## **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 complement and enhance 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 College of Agricultural, Family and Consumer Sciences mission mirrors and embraces the University's mission and commitment to teaching, research and service. The College is committed to:

- Use innovative and effective teaching methods to prepare its graduates to make meaningful contributions in a competitive, global and ever changing society,
- Conduct basic and applied to research to improve the quality of life and well-being for the people of Louisiana and society in general; enhance the agricultural productivity and profitability while protecting and improving the environment; and
- Achieve a more sustainable and equitable use of food, fiber, family management and natural resources for healthier and well-nourished families.

- Generate and assist in the dissemination of knowledge in ways that impact and improve the living conditions of clientele in the state of Louisiana, the region, the nation and the world.

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 Division 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 Division, 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 six 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 academic, 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 Foundation Knowledge Requirements and Competencies for Dietitian Education delineated by the Commission on Accreditation for Dietetics Education (CADE). 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 Division of Family and Consumer Sciences. Students receive a B.S. in Family and Consumer Sciences with a concentration in Dietetics.

### **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.

### **Goals**

The goals and outcome measures for the Didactic Program in Dietetics are:

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

#### **Outcomes:**

- 1.1 Of those admitted to the DPD program in FCSC 336, 80% of graduates will complete the didactic program in dietetics within three years
- 1.2 Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the DPD
- 1.3 Over a five-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be accepted
- 1.4 Over a five-year period, the pass rate for program graduates taking the Registration Examination for Dietitians for the first time will be at least 80%.
- 1.5 Over a five-year period, at least 75% of Supervised practice directors will rate DPD graduates as 3.0 or above on a five-point scale.
- 1.6 On average, 80% of DPD graduates (after one year) will rate preparation for supervised practice and/or first job as 3.0 or above on a five-point scale.
- 1.7 On average 80% of employers will rate DPD graduates on preparation as 3.0 or above on a five-point scale for professional knowledge and skills compared to other graduates.
- 1.8 Student enrollment of diverse students will increase by 25% per year over the next five years.

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.

#### **Outcomes:**

- 2.1 Over a five-year period, 75% or more of program graduates who sought employment in food, nutrition and dietetics will be employed within six months of program completion.
- 2.2 Over a five-year period, 75% of graduates who chose not to apply to supervised practice programs will have entered graduate school or have been employed in a food and nutrition related position.

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

#### **Outcomes:**

- 3.1 On average 80% of graduates will rate preparation for first job as 3.0 or above on a five-point scale.

- 3.2 On average 100% graduates will rate academic advisement with respect to encouragement, motivation, and support as 4.0 or above on a five-point scale

### **Didactic Program in Dietetics**

#### **Program Knowledge Requirements and Learning Outcomes**

#### **(2008 Commission on Accreditation for Dietetics Education) (Appendix 1)**

Upon completion of the DPD, graduates will demonstrate:

#### **Knowledge Requirements**

1. Mastery of knowledge requirements in food and nutrition, in order to perform successfully in a supervised practice program, graduate school, or entry-level professional position.
  - a. Demonstrate of knowledge of clinical and customer services: development and delivery of information, products and services to individuals, groups and populations
  - b. Practice management and use of resources: strategic application of principles of management and systems in the provision of services to individuals and organizations
2. Knowledge of the scientific and evidence base of practice: integration of scientific information and research into practice
  - a. Communicate effectively to individuals, groups and the public
  - b. Identify, interpret, evaluate and use professional literature to make evidence-based decisions
3. Model professional practice expectations: beliefs, values and behaviors for professional practice

#### **Student Learning Outcomes**

Upon completion of the DPD, graduates are 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 ADA 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.
3. Demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.
4. Demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.
5. Demonstrate counseling techniques to facilitate behavior change.
6. Locate, understand and apply established guidelines to a professional practice scenario.
7. Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.
8. 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.
9. 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.
10. Develop an educational session or program/educational strategy for a target population.
11. Apply management and business theories and principles to the development, marketing and delivery of programs or services.
12. Determine costs of services or operations, prepare a budget and interpret financial data.
13. Apply the principles of human resource management to different situations.
14. Apply safety principles related to food, personnel and consumers.
15. Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making
16. Explain the impact of a public policy position on dietetics practice.

17. 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.

### **Accreditation Status of the Didactic Program in Dietetics**

The Didactic Program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association (ADA). The address and phone number of CADE are 120 South Riverside Plaza, Suite 2000 Chicago, IL 60606-6995, (312) 899-4876.

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

### **Food Management (Culinary 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 is one of the four concentrations in the Division of Family and Consumer Sciences. Students receive a B.S. in Family and Consumer Sciences with a concentration in Food Management.

### **Food Management Learning Outcomes Students are able to**

1. 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
5. Prepare a budget and interpret financial data
6. Interpret laws, regulations and policies regarding the manufacture and sale of food products
7. Demonstrate knowledge of food production principles, including culinary techniques, food safety and sanitation practices, apply key principles in operating food service establishments, and evaluate and critique the effectiveness of such applications

8. Demonstrate knowledge of human resource theories and principles in maximizing employee performance, retention and customer service
9. Apply knowledge of budgeting, cost control and financial analysis in analyzing and making recommendations for maximizing business profits
10. Apply strategic management principles to food service operations in maximizing the accomplishment of organizational goals and objectives
11. Apply technology to manage different functional areas of the food service operation
12. Apply knowledge of the role of food including nutrient content in promotion of a healthy lifestyle.
13. Conduct appropriate sensory evaluation tests to answer specific questions regarding food attributes or consumer preferences.
14. Exhibit leadership, entrepreneurial characteristics, and professional behaviors by assuming roles appropriate to different management situations.

### 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 Division. Once this process is completed, the student is assigned an academic advisor by the Division Student Records Coordinator. 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).

### **Student Advisement**

After students are admitted to the CAFCS, they are sent by the Dean of College to the respective Division. The Student Records Coordinator assigns the student to a faculty member on the basis of number of assigned advises. The list of advises is posted on the bulletin board in the main lobby 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 Division 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 Division 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 Division for advisement. A record of student advisement/counseling is maintained in each student's folder. Concentration curriculum guides are found in Appendix

### **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 courses 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/Division/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 credits
4. The student must complete the required proficiency examinations below.

Community Service	0 credits
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  - 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.

#### **Service Learning**

Students are required to complete a minimum of 60 clock hours of community service as one of the requirements for graduation. Human Nutrition and Food students are strongly encouraged to confer with their advisor for relevant sites for Service Learning which can enhance work experience on the Supervised Practice application. The Human Nutrition and Food Program is an approved site for majors to fulfill this requirement (University Catalog).

## **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 Family and Consumer Sciences Records Coordinator 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 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 ([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**

Southern University provides several opportunities for students to receive credit for previous course work or previous knowledge. Students enrolled at Southern University and prospective students may earn up to 30 semester hours of college credits for acceptable scores made on College Level Examination Program (CLEP) exams, Advanced Placement Program exams, and a limited number of institutionally constructed examinations. Scores on the general examination must be submitted prior to initial enrollment by students who desire CLEP credit for subject examinations.

Southern University grants undergraduate credit for successful completion of formal instruction appropriate to the baccalaureate degree for military service that has been recommended by the American Council on Education (ACE) Guide to the Evaluation of Educational Experience in the Armed Services. The policy on assessment of prior learning and credit toward program requirements is found in the University catalog.

### **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. The form may be obtained from the Dean's or Division Office (University Catalog).

### **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. Current fees are found at [www.subr.edu/fees](http://www.subr.edu/fees).

### **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	2,668.00
Non-Louisiana Resident Fee	3,029.00
Room and Board	5,397.00
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	75.00 – 100.00
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	10.00
Food, Nutrition and Dietetic Association	5.00/semester
Professional Meetings	Variable
Dietetic Internship Application Fee (Ranges from \$20-\$30/application)	Variable
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 (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. Students may secure these immunizations for a fee at the Student Health Center.

### **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 some institutional affiliations. Students enrolling after an absence of one or more semesters must also furnish this proof of immunization. Immunization Compliance form is found in Appendix 3.

### **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:

Seabury & Smith  
332 South Michigan Avenue  
Chicago, IL 60604  
800-626-3008, Ext. 45105

### **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.

### **Criminal Background Check and Drug Screening**

A background check and drug screening may be required to complete experiences for some affiliating facilities. The student must comply with this policy. The Background Check and Drug Screening must be completed prior to beginning the experience at the sites. This procedure must be completed with the company shown below. The cost of the background check is \$13.00-\$26.00 and the drug screening is \$26.00.

AccuScreen Systems  
1038 Main ST.  
**Baton Rouge** LA, 70802  
225-343-8378

### **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 an 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 academic document (i.e. registration, preregistration forms, add/drop forms, transcripts, fee exemption forms, etc.)
- using computer in any act of academic 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 affect 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, Commission on Accreditation for Dietetics Education**

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 Commission on Accreditation for Dietetics Education. The complete complaint procedure is found in Appendix 4.

### **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 Code of Ethics for the Profession of Dietetics is found in Appendix 5.

### **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 Requirements**

### **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 Informational**

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 Division of Family and Consumer Sciences and the College of Agricultural, Family and Consumer Sciences. Students may obtain additional information from the Program Leader, Associate Dean of the Division 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, 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.

### **Career/Learning Portfolio**

Each student must complete career/learning 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 Life Span and again in the senior year in FCSC 450 Field Experience. Recommendations will be provided at that time. The Career/Learning Portfolio format is found in Appendix 6.

## **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 American Dietetic Association 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.

### **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 Dietetics Director relative to the application process. Application procedures appear in Appendix 7. The inquiry process should be initiated in the Junior year.

### **Computer Matching: Applicant Responsibilities**

#### **Application Phase**

All complete computer matching information, including computer matching dates with deadlines, is on the [ADA/CADE Web site](https://www.dnddigital.com/ada/) and <https://www.dnddigital.com/ada/>

Applicants are responsible for obtaining current application materials from the Dietetic Internships (DI). The basic steps in this process are:

- Obtain current application materials from selected DIs at least 6 months prior to the computer match in April and November annually. Please note that DI application forms are not available on the ADA Web site or from ADA staff. You must get all required application information from the DI programs.
- Discuss application materials with your Didactic Program Director, if available.
- If required, apply to take Graduate Record Examination (GRE).
- Obtain the Declaration of Intent to Complete form or a Verification Statement from your Didactic Program Director. One of these standardized forms is provided by the Didactic Program Director and is required as part of the DI application materials.
- Request references from advisor/faculty/employers and order official transcripts as needed for each DI application.
- Complete each DI application according to instructions provided with the application and submit the materials to the DI director by the designated deadline date. Questions about completing applications should be referred to the DI Director or your DPD Director, not ADA staff.
- Provide telephone number(s) with applications where you can be reached on Appointment Day.
- Send all materials before the postmark deadline and by receipted mail for proof of mailing date and delivery. Enclose a self-addressed stamped postcard if you want to be notified of receipt of the DI application from the program.
- Applicants must register on the [D&D Digital Web site](#), pay the \$50.00 computer matching fee with a credit card and submit their prioritized list of selected dietetic internships online to D&D Digital before the designated deadline dates (Refer to Dates for the Computer Matching Process for each appointment period). Applicants should call D&D Digital prior to the deadline if they do not receive an e-mail with login information.
- If you do not receive a match, you must register with D&D Digital for each Spring and Fall computer matching period.

#### Computer Matching Phase

- Applicants are responsible for notifying D&D Digital, in writing, of a decision to withdraw from the matching process if circumstances will prevent them from accepting a match that may occur.
- Applicants are responsible for telephoning D&D Digital if they cannot access the D&D Digital Internet site to view their personal matching results on Notification Day.

#### Appointment Phase

- Applicants who receive a computer match DI appointment are responsible for accepting or rejecting the match by telephone or fax by 5:00 pm (of the program's time zone) on Appointment Day.
- Applicants who submitted a Declaration of Intent to Complete form with their DI applications must obtain a signed DPD Verification Statement from their DPD Program Director and official transcript documenting completion of the bachelor's degree before they may begin the DI.

#### Important Applicant Responsibilities

Participants in the computer matching process are expected to adhere to the results of the match and accept a match that may occur. It is unethical to decline a match in order to pursue appointment to another program.

Programs with open positions will be posted on the D&D Digital Web site the day following Appointment Day. Applicants who **do not receive a computer match** must not contact any program with open positions until the day following Appointment Day. In addition, please do not ask your Didactic Program Director to inquire about programs with open positions until the day programs with open positions are posted. This allows the DI programs time to confirm acceptance from their matched applicants and determine the process they will use to fill open positions.



## Online Application System for Computer Matching (DICAS)

The DICAS Online offers applicants a convenient, state-of-the-art, web-based application service that will allow them to apply to any number of participating dietetic internship programs by completing a single online application. The DICAS Online was specifically designed by DICAS to simplify and streamline the application process while providing considerable flexibility, electronic submission of applications, ongoing communication with applicants, and excellent customer support. DICAS can be accessed at <http://portal.dicas.org>.

The online application must be completed by 11:59 p.m. Central Time on February 15<sup>th</sup> 2011 for our program. The online application includes submission of transcripts, letters of recommendation, and a verification or intent to complete statement. It is recommended that you begin the online application process well in advance of the February completion deadline to allow time for request, submission, and receipt of these items. The fee to use DICAS is \$40 for the first application and \$20 for each additional application.

- Official **Transcripts from all colleges and universities attended** should be sent to: DICAS - Transcript Department, PO Box 9118, Watertown, Ma 02472
- When completing the application form, applicants must include the name and contact information (specifically an e-mail address) for each reference. This will trigger an e-mail message requesting completion of a reference form. The form will be completed on-line. Students submitting more than one application will need to use the same individuals as references for each application.
- Applicants who apply to internships using DICAS will be asked to complete a personal statement in 1,000 words or less. Questions to be addressed in the personal statement include:
  - Why do you want to enter the dietetics profession?
  - What are some experiences that have helped to prepare you for your career?
  - What are your short-term and long-term goals?
  - What are your strengths and weaknesses or areas needing improvement?

### Declaration of Intent to Complete

Students applying to a Dietetic Internship prior to completing all of the DPD coursework will be supplied with a form entitled, "Intent to Complete DPD", which lists any remaining DPD coursework - during the time between sending the DI application and entering the internship - and is signed by the DPD Director and the student.

### Requirements for Verification of the DPD Requirements

All students who successfully complete the Didactic Program in Dietetics are issued a "Verification Statement" specifying completion of the DPD requirements. Verification statements are mailed after 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. Additional copies may be requested if in the future you are unable to locate or have used your initially issued statements by contacting the DPD Program Director.

Additional coursework in food and nutrition (dietetics) is required to update degrees which were completed five (5) or more years prior to a request for verification. All courses taken to satisfy recency of education requirements must have been completed within the last five (5) years.

<u>Required Courses</u>	<u>Credit Hours</u>
322 Quantity Food Production & Management	3
336 Nutrition Across the Life Span	3
338 Nutrition Assessment	2
346 Food Service Management	4
*410 Advanced Human Nutrition	3

422 Experimental Study of Food	3	
435 Medical Nutrition Therapy I	3	
*439 Food and Nutrition Communications	3	
436 Medical Nutrition Therapy II	3	
*495 Community Nutrition		3
238 Human Anatomy & Physiology	4	
239 Human Anatomy & Physiology	4	

\*An applicant may test out of these courses.

### **Verification Statement Policy**

A signed verification statement issued by The Human Nutrition and Food Program and signed by the official Program Director documents that an individual has completed the requirements of the Didactic Program in Dietetics.

### **Southern University Graduates:**

1. A verification statement shall be issued to all students completing the Didactic Program in Dietetics (DPD) at Southern University.
2. Additional coursework in Food and Nutrition and related areas are required for selected courses completed five (5) or more years prior to request for verification. A grade of "C" or better must be attained in courses.

	<u>Required Courses</u>	<u>Credit Hours</u>
322	Quantity Food Production & Management	3
336	Nutrition Across the Life Span	3
346	Food Service Management	3
*410	Advanced Human Nutrition	3
422	Experimental Study of Food	3
435	Medical Nutrition Therapy I	3
436	Medical Nutrition Therapy II	3
*439	Food and Nutrition Communications	3
*495	Community Nutrition	3
238	Human Anatomy & Physiology I	4
239	Human Anatomy & Physiology II	4

\*An applicant may test out of these courses.

### **Non-Southern University Graduates:**

3. A verification statement may be issued to persons who have completed any part of the required DPD Program requirements at another institution or in another curriculum at Southern University after fulfilling the following requirements.
  - a. Successful completion of a minimum of 21 semester hours of the courses below at Southern University.
    - Foods (6 hrs)
    - Food Production Management (3 hrs)
    - Food Service Management (4 hrs)
    - Nutrition Across the Life Span (3 hrs)
    - Advanced Nutrition (3 hrs)
    - Medical Nutrition Therapy (6 hrs)
  - b. Successful completion of all other required courses either at Southern University or another accredited institution. An official transcript must be provided. Additionally, catalog descriptions and course outlines must be submitted for any courses substituted for the DPD required courses.
  - c. Additional coursework in food and nutrition and related areas are required for courses completed five (5) or more years prior to the request for verification or in courses where a grade of "Pass" is recorded.

4. A verification statement may be issued to individuals who have been 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 American Dietetic Association's [Fact Sheet](#) for additional information about becoming a Registered Dietitian credentialed by the Commission on Dietetic Registration (CDR).

5. A fee of \$25.00 is required for applicants who are not graduates of the Southern University DPD Program in a Cashier's Check or Money Order made payable to the Southern University Dietetic Internship.

#### **Application Procedures for Non Southern University Graduates:**

1. The applicant must complete designated application forms (Appendix 8).
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. The student is encouraged to confer with his/her advisor and complete the Student Self-Appraisal Forms at the end of each semester and/or level.

#### **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 are 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 8) 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.

The Scope of Dietetics Practice Framework for the Profession of Dietetics describes the full range of responsibilities, roles, and activities that dietetics professionals are educated and authorized to perform ([www.eatright.org](http://www.eatright.org)). The Standards of Practice in Nutrition Care and the Professional Performance for Dietetics Professionals ([www.eatright.org](http://www.eatright.org)) of the American Dietetic Association are integrated into the Didactic Program in Dietetics.

### **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**

According to ADA's 2009 Dietetics Compensation and Benefits survey, half of all RDs in the U.S. who have been working in the field for five years or less earns \$51,100 to \$62,200 per year. 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 \$88,000.

According to the U.S. Bureau of Labor Statistics, employment of dietitians is expected to grow as fast as the average for all occupations through the year 2014 because of the increased emphasis on disease prevention, a growing and aging population and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay. Faster growth however is anticipated in nursing homes, residential care facilities and physician clinics.

### **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 Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA).
- **Completed a CADE-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 ADA, 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.

### **Foundation Knowledge Requirements for DPDs**

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 foundation 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

Commission on Accreditation for Dietetics Education, the accrediting agency for the American Dietetic Association. 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 CADE-accredited program.

Competence to practice dietetics is achieved through a CADE-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 Commission on Accreditation for Dietetics Education, 2008 Foundation Knowledge and Competencies for Dietitian Education are found in Appendix 1.

### **Registration Examination for Dietitians**

Individuals completing academic and supervised practice requirements (i.e., Dietetic Internship) must successfully complete a [computer-based](#), variable length examination administered by the Commission on Dietetic Registration (CDR). CDR is the credentialing agency for the American Dietetic Association. The Registration Examination for Dietitians is designed to evaluate a dietitian's ability to perform at entry-level.

The Supervised Practice Program Director submits the Registration Eligibility Application to CDR following successful completion of the supervised practice program. The applicant then submits application to ACT. Once authorized by ACT, the applicant will have one year to take the examination. If the examinee fails the examination on the first attempt, a second attempt will be allowed after 45 days of the first attempt. It should be emphasized that the first exam should not be used as a **PRACTICE** examination for the following reasons: 1) expense of the examination; 2) Didactic Program in Dietetics programs are evaluated based on their students' first-time pass results; and 3) employment eligibility requirement of passage of the examination on the first attempt.

The content domains and topics listed below are based on the results of the 2010 Dietetics Practice Audit.

## **Registered Dietitian (RD) Certification**

### **Registration Examination for Dietitians Test Specifications - Effective January 1, 2012**

	<b>Percent of Exam 12%</b>
<b>I. Food and Nutrition Sciences</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 and Services** **21%**

- 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)**

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.

### **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 UT showing degree conferred
- A photocopy of your ADA 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-UT) 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 DPD 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.

### **Graduate School Application**

The curriculum provides a basis for graduate study and research. Graduate study provides additional education beyond undergraduate education to better prepare graduates for a successful careers in food, nutrition and related areas. The College has a graduate school linkage program with a variety of institutions throughout the United States. Eligible students are encouraged to apply and participate. Students considering graduate school should strive for a good GPA and good performance on the Graduate Record Exam (GRE).



## **APPENDICES**

## **APPENDIX 1**

## COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION 2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

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 foundation 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 Commission on Accreditation for Dietetics Education, the accrediting agency for the American Dietetic Association. 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 CADE-accredited program.

Competence to practice dietetics is achieved through a CADE-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.

### Foundation Knowledge Requirements and Learning Outcomes for Didactic Program in Dietetics

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>	
Knowledge Requirement	Competencies/Learning Outcomes
<p>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.</p> <p>KR 1.1.a. Learning Outcome Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</p> <p>KR 1.1.b. Learning Outcome: Students are able to use current information technologies to locate and apply evidence based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human</p>	<p><b>Upon completion of supervised practice, graduates are able to:</b></p> <p>SP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</p> <p>SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA 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) in the nutrition care process and model and other areas of dietetics practice</p> <p>SP 1.3 Justify programs, products, services and care using appropriate evidence or data</p> <p>SP 1.4 Evaluate emerging research for application in</p>

Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.	dietetics practice SP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis
<b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>	
<b>Knowledge Requirement</b>	<b>Competencies/Learning Outcomes</b>
<p>KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into preprofessional practice.</p> <p>KR 2.1.a. Learning Outcome: 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.</p> <p>KR 2.1.b. Learning Outcome: Students are able to demonstrate assertiveness, situation.</p> <p>KR 2.2. The curriculum must provide principles and techniques of effective counseling methods.</p> <p>KR 2.2.a. Learning Outcome: Students are able to demonstrate counseling techniques to facilitate behavior change.</p> <p>KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice such as the ADA 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.</p> <p>KR 2.3.a. Learning Outcome: Students are able to locate, understand and apply established guidelines to a professional practice scenario.</p> <p>KR 2.3.b. Learning Outcome: 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.</p>	<p>Upon completion of supervised practice, graduates are able to:</p> <p>SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</p> <p>SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)</p> <p>SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience</p> <p>SP 2.4 Use effective education and counseling skills to facilitate behavior change</p> <p>SP 2.5 Demonstrate active participation, teamwork and contributions in group settings</p> <p>SP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility</p> <p>SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</p> <p>SP 2.8 Demonstrate initiative by proactively developing solutions to problems.</p> <p>SP 2.9 Apply leadership principles effectively to achieve desired outcomes</p> <p>SP 2.10 Serve in professional and community organizations</p> <p>SP 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support</p>

	<p>personnel to facilitate individual and organizational goals</p> <p>SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</p> <p>SP 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration negotiation skills while respecting life experiences, cultural diversity and educational background</p>
<b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>	
<b>Knowledge Requirement</b>	<b>Competencies/Learning Outcomes</b>
<p>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.</p> <p>KR 3.1.a. Learning Outcome: Students are able to use the nutrition care process to make decisions, to identify nutrition related problems and determine evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.</p> <p>KR 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p> <p>KR 3.2.a. Learning Outcome: 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</p> <p>KR 3.3. The curriculum must include education and behavior change theories and techniques.</p> <p>KR 3.3.a. Learning Outcome: Students are 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>SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p>SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p>SP 3.1.b.Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p>SP 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p>SP 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p>SP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee</p>

	<p>training and marketing</p> <p>SP 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</p> <p>SP 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions</p> <p>SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends</p> <p>SP 3.6 Coordinate procurement, production, distribution and service of goods and services</p> <p>SP 3.7 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>
<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>	
<b>Knowledge Requirement</b>	<b>Competencies/Learning Outcomes</b>
<p>KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.</p> <p>KR 4.1.a. Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.</p> <p>KR 4.1.b. Learning Outcome: Students are able to determine costs of services or operations, prepare a budget and interpret financial data.</p> <p>KR 4.1.c. Learning Outcome: Students are able to apply the principles of human resource management to different situations</p> <p>KR 4.2. The curriculum must include content related to quality management of food and nutrition services.</p> <p>KR 4.2.a. Learning Outcome: Students are able to apply safety principles related to food, personnel and consumers.</p> <p>KR 4.2.b. Learning Outcome: Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making</p> <p>KR 4.3. The curriculum must include the fundamentals of</p>	<p><b>Upon completion of the SP, graduates are able to:</b></p> <p>SP 4.1 Use organizational processes and tools to manage human resources</p> <p>SP 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</p> <p>SP 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes</p> <p>SP 4.4 Participate in public policy activities, including both legislative and regulatory initiatives</p> <p>SP 4.5 Conduct clinical and customer service quality management activities</p> <p>SP 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data</p> <p>SP 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention</p> <p>SP 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits</p> <p>SP 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes program or service</p>

<p>public policy, including the legislative and regulatory basis of dietetics practice.</p> <p>KR 4.3.a. Learning Outcome: Students are able to explain the impact of a public policy position on dietetics practice.</p> <p>KR 4.4. The curriculum must include content related to health care systems.</p> <p>KR 4.4.a. Learning Outcome: 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</p>	<p>including development of a budget, staffing needs, facility requirements, equipment and supplies.</p> <p>SP 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment, and supplies</p> <p>SP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</p> <p>SP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</p>
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#### **5. Support Knowledge: knowledge underlying the requirements specified above.**

<b>Knowledge Requirement</b>	<b>Competencies/Learning Outcomes</b>
<p>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.</p> <p>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.</p> <p>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.</p>	

## **APPENDIX 2**



**BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES  
DIETETICS CONCENTRATION  
2009-2010 CATALOG**

NAME \_\_\_\_\_ STUDENT ID# \_\_\_\_\_

**FRESHMAN YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Freshman Seminar	FRMN 110	1		Freshman Seminar	FRMN 111	1	
Freshman Composition	ENGL 110	3		Freshman Composition	ENGL 111	3	
History Elective	HIST	3		History Elective	HIST	3	
Chemistry Lecture	CHEM 132 or 128	3		Chemistry Lecture	CHEM 133 or 129	3	
Chemistry LAB	CHEM 112 or 108	1		CHEM LAB	CHEM 113 or 109	1	
Pre-Calculus I: College Algebra	MATH 135	3		Pre-Calculus II - Trigonometry	MATH 140	3	
Ess of Nutr & Well or Health/Phy Educ Activity	FCSC 230	2		Orient Family and Consumer Sciences	FCSC 140	2	
TOTAL SEMESTER HOURS 16				TOTAL SEMESTER HOURS 16			

**SOPHOMORE YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Micro-Computer Application in Business	CMPS 290 or 105	3		Elementary Statistics or Biometrics	MATH 274/ AGS 230	3	
Organic Chemistry Lecture/LAB	CHEM 250/210	3/1		Human Anatomy & Physiology II	BIOL 239 or 243	4	
Human Anatomy & Physiology I	BIOL 238 or 242	4		Techniques of Speech	SPTH 210	3	
Fundamentals of Food	FCSC 220	3		Bio-Chemistry Lecture/LAB	CHEM 234/212	3/1	
Pro. Issues/Food Nutrition & Dietetics	FCSC 200	1		Human Nutrition	FCSC 332	3	
Introduction to African American Literature	ENGL 203	3					
TOTAL SEMESTER HOURS 18				TOTAL SEMESTER HOURS 17			

**JUNIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Principles of Economics	ECON 205 or 200	3		Advanced Human Nutrition	FCSC 410	3	
GEN Microbiology Lecture & LAB	BIOL 230/231	4		General Psychology	PSYC 210	3	
Food Service System I	FCSC 345	3		Sociology	SOCL 210	3	
Food Science	FCSC 320	3		Quantity Food Production Mgt.	FCSC 322	3	
Nutrition & Human Growth & Development	FCSC 336	3		Food Service System II	FCSC 346	3	
Principles of Management	MGMT 300	3		Fine Arts or Music Elective		3	
TOTAL SEMESTER HOURS 15				TOTAL SEMESTER HOURS 18			

**SENIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Medical Nutrition Therapy I	FCSC 435	3		Medical Nutrition Therapy II	FCSC 436	3	
Community Nutrition	FCSC 495	3		Seminar In Food & Nutrition	FCSC 429	1	
Family Relationships	FCSC 490	3		Experimental Foods	FCSC 422	3	
Food & Nutrition Communication	FCSC 439	3		Field Experience	FCSC 450	3	
Humanities Elective		3		FCSC Perspectives	FCSC 481	2	

				Service Learning	SVLR 400	3	
TOTAL SEMESTER HOURS 15				TOTAL SEMESTER HOURS 15			

Student is required to earn a grade of "C" or better in division (FCSC) Courses.

Writing Proficiency Exam \_\_\_\_\_ Departmental Comprehensive Exam \_\_\_\_\_

**Human Nutrition and Food Program**  
**Didactic Program in Dietetics**  
**Bachelor of Science in Family and Consumer Sciences**  
**DIETETICS**  
**2010-2012**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
<b>General Education (BOR Requirements)</b> ENGLISH- 6  MATH 6  NATURAL SCIENCES 9 Hours  HUMANITIES-9  FINE ARTS-3  SOCIAL/BEHAVIORAL SCIENCES-6 <b>Subtotal: 39 Hours</b>	English	3	ENGL 110	Freshman Composition I
		3	ENGL 111	Freshman Composition II
	Mathematics	3	MATH 135	Precalculus I
		3	MATH 140	Precalculus II
	Natural Sciences	3	CHEM 132	General Chemistry I + Lab
		3	CHEM 133	General Chemistry II + Lab
		3	CHEM 250	Organic Chemistry + Lab
	Humanities	3	ENG 203	See Note 1. for courses in Humanities
		3	FL Elective	
		3	HUMN Elective	
Fine Arts (Art or Music)	3	ARTS Elective	See Note 2. for courses in Fine Arts	
Social/Behavioral Sciences	3	SOCI 210	Sociology	
	3	PSYC 210	See Note 3. For courses Social/Behavioral Sciences	
21 Hours (Program Requirements)		3	MATH 274	Statistics
		4	CHEM 234/212	Biochemistry + Lab
		4	BIOL 238	Anatomy and Physiology I
		4	BIOL 239	Anatomy and Physiology II
		3	BIOL 230	Microbiology
		3	HUMN Elective	See Note 1. for courses in Humanities
TOTAL HOURS		60		

**Notes:**

1. Nine (9) hours in **Humanities** of which three (3) must be English (ENG 203). The remaining six (6) hours must be at the sophomore level or above and may be selected from: Humanities (HUMN 241, 242, 366, 399, 403, 404); Philosophy (PHIL 200, 210, 220, 230, 353, 415, 426); Religious Studies; Foreign Languages (above the introductory level: GERM 200-499; FREN 200-460; SPAN 200-482).

2. Three (3) hours in **Arts** that may be selected from the following: Fine Arts (ARTS 200, 210/211, 320, 330, 440); Music (MUSC 200, 250/251, 352, 353); Dance; and Theater.
3. Nine (9) hours in **Social Sciences** must be selected from the following: Economics (ECON 205); Sociology (SOCL 210); and Psychology (PSYC 210).

### Didactic Program in Dietetics

Program Requirements	Credit Hours Required	Course Prefixes And Numbers	Course Titles
<b>Content Area (Required Courses for Major)</b>	1	CHEM 112	General Chemistry Lab
	1	CHEM 113	General Chemistry Lab
	1	CHEM 210	Organic Chemistry Lab
	1	FCSC 140	Orientation to Family and Consumer Sciences
	2	FCSC 481	Perspectives in Family and Consumer Sciences
	3	FCSC 490	Family Relationships
	1	FRMN 110	Freshman Seminar
	1	FRMN 111	Freshman Seminar
		MGT 300	Management and Behavior in Organization
	3	ACCT 200	Financial Accounting
	3	Elective	Elective
	38		Additional Food and Nutrition Courses (Specified on the program Curriculum Sheet)
			<b>Total Hours: <u>60</u></b>
<b>University Requirements</b>	3	SVLR	Service Learning (60 Clock Hours)*
	0		Departmental Comprehensive
	0		African American Experience (See the list of courses in humanities with*)
	0		Writing Proficiency Examination
			<b>Total Hours: <u>3</u></b>
			<b>Total Amount of Hours <u>120</u></b>

\* Students may take SVLR with 3 credit hours or with 0 credit hour.

**BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES  
HUMAN NUTRITION AND FOOD – DIETETICS  
2010-2012**

NAME \_\_\_\_\_

STUDENT ID# \_\_\_\_\_

**FRESHMAN YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Freshman Seminar	FRMN 110	1		Freshman Seminar	FRMN 111	1	
Freshman Composition I	ENGL 110	3		Freshman Composition II	ENGL 111	3	
Foreign Language Elective		3		Orientation to FCSC	FCSC 140	1	
Chemistry Lecture	CHEM 132 or 128	3		Chemistry Lecture	CHEM 132 or 129	3	
Chemistry Lab	CHEM 112 or 108	1		Chemistry Lab	CHEM 113 or 109	1	
Pre-Calculus: College Algebra I	MATH 135	3		Pre-Calculus II: Trigonometry	MATH 140	3	
<b>TOTAL SEMESTER HOURS 14</b>				<b>TOTAL SEMESTER HOURS 15</b>			

**SOPHOMORE YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Intro. to African American Literature	ENGL 203	3		Techniques of Speech	SPTH 210	3	
Organic Chemistry Lecture	CHEM 250	3		Elementary Statistics	MATH 274	3	
Organic Chemistry Lab	CHEM 210	1		Human Anatomy & Physiology II	BIOL 239 or 243	4	
Human Anatomy & Physiology I	BIOL 238 or 242	4		Bio-Chemistry Lecture	CHEM 234	3	
Pro. Issues/Food Nutrition & Dietetics	FCSC 200	1		Bio-Chemistry Lab	CHEM 212	1	
Fundamentals of Food	FCSC 220	3		Human Nutrition	FCSC 332	3	
<b>TOTAL SEMESTER HOURS 15</b>				<b>TOTAL SEMESTER HOURS 17</b>			

**JUNIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Financial Accounting Principles	ACCT 200	3		Advanced Human Nutrition	FCSC 410	3	
General Microbiology Lecture & Lab	BIOL 230/231	4		Food Production Management	FCSC 322	3	
Nutrition Across the Lifespan	FCSC 336	3		Principles of Economics	ECON 205 or 200	3	
Food Service Management	FCSC 346	4		Sociology	SOCI 210	3	
Principles of Management	MGMT 300	3		General Psychology	PSYC 210	3	
				Nutrition Assessment	FCSC 338	2	
<b>SEMESTER HOURS 17</b>				<b>TOTAL SEMESTER HOURS 17</b>			

**SENIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Medical Nutrition Therapy I	FCSC 435	3		Medical Nutrition Therapy II	FCSC 436	3	
Food & Nutrition Communication	FCSC 439	3		Seminar in Food & Nutrition	FCSC 429	1	
Experimental Study of Food	FCSC 422	3		Community Nutrition	FCSC 495	3	
FCSC Perspectives	FCSC 481	2		Practicum	FCSC 450	3	
Art/Music Elective		3		Service Learning	SVLR 400	0	
Elective		2					
<b>TOTAL SEMESTER HOURS 16</b>				<b>TOTAL SEMESTER HOURS 10</b>			
				<b>Total Credit Hours = 120</b>			

Student is required to earn a "C" grade or better in division (FCSC) courses and all Science Courses.

Writing Proficiency Exam: \_\_\_\_\_

Departmental Comprehensive Exam: \_\_\_\_\_

**BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES  
FOOD MANAGEMENT CONCENTRATION**

**2009-2010**

NAME \_\_\_\_\_ STUDENT ID# \_\_\_\_\_  
FRESHMAN YEAR

FIRST SEMESTER				SECOND SEMESTER			
Freshman Seminar	FRMN 110	1		Freshman Seminar	FRMN 111	1	
Freshman Composition	ENGL 110	3		Freshman Composition	ENGL 111	3	
History Elective	HIST	3		History Elective	HIST	3	
Chemistry Lecture	CHEM 132 or 128	3		Chemistry Lecture	CHEM 133 or 129	3	
Chemistry LAB	CHEM 112 or 108	1		CHEM LAB	CHEM 113 or 109	1	
Pre-Calculus I: College Algebra	MATH 135	3		Pre-Calculus II - Trigonometry	MATH 140	3	
Essentials of Nutrition Wellness or Health/Physical Education Activity	FCSC 230	2		Orientation to Family and Consumer Sciences	FCSC 140		
TOTAL SEMESTER HOURS 16				TOTAL SEMESTER HOURS 16			

**SOPHOMORE YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Micro-Computer Application in Business	CMPS 290 or 105	3		Elementary Statistics or Biometrics	MATH 274 or AGSC 230	3	
Financial Accounting Principles	ACCT 200	3		Intro to Managerial Accounting	ACCT 274	3	
Gen Microbiology Lecture & Lab	BIOL 230/231	4		Techniques of Speech	SPTH 210	3	
Fundamentals of Food	FCSC 220	3		Elective		3	
Pro. Issues/Food Nutrition & Dietetics	FCSC 200	1		Sociology	SOCL 210	3	
Introduction to African American Literature	ENGL 203	3		Human Nutrition	FCSC 332	3	
TOTAL SEMESTER HOURS 17				TOTAL SEMESTER HOURS 18			

**JUNIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Principles of Economics	ECON 205 or 200	3		Human Resource Management	MGMT 320	3	
				General Psychology	PSYC 210	3	
Food Service System I	FCSC 345	3		Principles of Marketing	MKTG 300	3	
Food Science	FCSC 320	3		Quantity Food Production Mgt.	FCSC 322	3	
Elective		3		Food Service System II	FCSC 346	3	
Principles of Management	MGMT 300	3		Fine Arts or Music Elective		3	
TOTAL SEMESTER HOURS 15				TOTAL SEMESTER HOURS 15			

**SENIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Food and Beverage Management	FCSC 425	3		Prob Food Service Management	FCSC 498	3	
Food Design Merchandising & Catering	FCSC 480	3		Seminar In Food & Nutrition	FCSC 429	1	
Family Relationships	FCSC 490	3		Experimental Foods	FCSC 422	3	

Entrepreneurship	MKTG 470	3		Field Experience	FCSC 450	3	
Humanities Elective		3		FCSC Perspectives	FCSC 481	2	
Legal Environment of Business	MGMT 360	3		Service Learning	SVLR 400	3	
TOTAL SEMESTER HOURS 18				TOTAL SEMESTER HOURS 15			

Student is required to earn a grade of "C" or better in division (FCSC) Courses.

Writing Proficiency Exam \_\_\_\_\_

Departmental Comprehensive Exam \_\_\_\_\_

Total

Credit Hours = 130

Human Nutrition and Food Program  
Didactic Program in Dietetics  
Bachelor of Science in Family and Consumer Sciences  
Food Management (Culinary Management)  
2010-2012

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
<b>General Education (BOR Requirements)</b> ENGLISH- 6  MATH 6  NATURAL SCIENCES 9 Hours  HUMANITIES-9  FINE ARTS-3  SOCIAL/BEHAVIORAL SCIENCES-6  <b>Subtotal: 39 Hours</b>	English	3	ENGL 110	Freshman Composition I
		3	ENGL 111	Freshman Composition II
	Mathematics	3	MATH 135	Precalculus I
		3	MATH 140	Precalculus II
	Natural Sciences	3	CHEM 132	General Chemistry I + Lab
		3	CHEM 133	General Chemistry II + Lab
		3	Biol 230	Microbiology + Lab
	Humanities	3	ENG 203	See Note 1. for courses in Humanities
		3	FL Elective	
		3	HUMN Elective	
21 Hours (Program Requirements)	Fine Arts (Art or Music)	3	ARTS Elective	See Note 2. for courses in Fine Arts
		3	SOCI 210	Sociology
	Social/Behavioral Sciences	3	PSYC 210	See Note 3. For courses Social/Behavioral Sciences
		3	MATH 274	Statistics
		3	ACCT 200	Financial Accounting
		3	ACCT 201	Managerial Accounting
		3	MGT 260	Legal Environment of Business
TOTAL HOURS		3	MGT 300	Management and Behavior
		3	ECON 205	Economics
		3	HUMN Elective	See Note 1. for courses in Humanities
TOTAL HOURS		60		



**Notes:**

4. Nine (9) hours in **Humanities** of which three (3) must be English (ENG 203). The remaining six (6) hours must be at the sophomore level or above and may be selected from: Humanities (HUMN 241, 242, 366, 399, 403, 404); Philosophy (PHIL 200, 210, 220, 230, 353, 415, 426); Religious Studies; Foreign Languages (above the introductory level: GERM 200-499; FREN 200-460; SPAN 200-482).
5. Three (3) hours in **Arts** that may be selected from the following: Fine Arts (ARTS 200, 210/211, 320, 330, 440); Music (MUSC 200, 250/251, 352, 353); Dance; and Theater.
6. Nine (9) hours in **Social Sciences** must be selected from the following: Economics (ECON 205); Sociology (SOCL 210); and Psychology (PSYC 210).

**Food Management (Culinary Management)**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
Content Area (Required Courses for Major)				
		1	CHEM 112	General Chemistry Lab
		1	CHEM 113	General Chemistry Lab
		1	FCSC 140	Orientation to Family and Consumer Sciences
		2	FCSC 481	Perspectives in Family and Consumer Sciences
		3	FCSC 490	Family Relationships
		1	FRMN 110	Freshman Seminar
		1	FRMN 111	Freshman Seminar
		2	FCSC 230	Essentials of Nutrition and Wellness
		3	MGT 320	Human Resource Management
		3	MKT 300	Principles of Marketing
		3	MKT 470	Entrepreneurship
		3	Elective	Elective
		2	Elective	Elective
		33		
				Additional Food and Nutrition Courses (Specified on the program Curriculum Sheet)
				<b>Total Hours: <u>60</u></b>

<b>University Requirements</b>		3 0 0 0	SVLR	Service Learning (60 Clock Hours)*  Departmental Comprehensive  African American Experience (See the list of courses in humanities with*)  Writing Proficiency Examination  <b>Total Hours: <u>3</u></b>
				<b>Total Amount of Hours <u>120</u></b>

\* Students may take SVLR with 3 credit hours or with 0 credit hour.

**BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES  
HUMAN NUTRITION AND FOOD – FOOD MANAGEMENT (CULINARY MANAGEMENT)  
2010-2012**

NAME \_\_\_\_\_ STUDENT ID# \_\_\_\_\_

**FRESHMAN YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Freshman Seminar	FRMN 110	1		Freshman Seminar	FRMN 111	1	
Freshman Composition I	ENGL 110	3		Freshman Composition II	ENGL 111	3	
Foreign Language Elective		3		Orientation to FCSC	FCSC 140	1	
Chemistry Lecture	CHEM 132 or 128	3		Chemistry Lecture	CHEM 132 or 129	3	
Chemistry Lab	CHEM 112 or 108	1		Chemistry Lab	CHEM 113 or 109	1	
Pre-Calculus: College Algebra I	MATH 135	3		Pre-Calculus II: Trigonometry	MATH 140	3	
Essentials of Nutrition Wellness	FCSC 230	2					
TOTAL SEMESTER HOURS 16				TOTAL SEMESTER HOURS 12			

**SOPHOMORE YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Intro. to African American Literature	ENGL 203	3		Techniques of Speech	SPTH 210	3	
General Microbiology Lecture	BIOL 230	3		Elementary Statistics	MATH 274	3	
General Microbiology Lab	BIOL 231	1		Principles of Economics	ECON 205 or 200	3	
Financial Accounting Principles	ACCT 200	3		Managerial Accounting Principles	ACCT 201	3	
Pro. Issues/Food Nutrition & Dietetics	FCSC 200	1		Humanities Elective		3	
Fundamentals of Food	FCSC 220	3					
TOTAL SEMESTER HOURS 14				TOTAL SEMESTER HOURS 15			

**JUNIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
General Psychology	PSYC 210	3		Human Resource Management	MGMT 320	3	
Human Nutrition	FCSC 332	3		Food Production Management	FCSC 322	3	
Principles of Management	MGMT 300	3		Principles of Marketing	MKTG 300	3	
Food Service Management	FCSC 346	4		Enjoyment of Music or Understanding the Arts	MUSC 200 or ARTS 200	3	
Sociology	SOCI 210	3		Elective		3	
SEMESTER HOURS 16				TOTAL SEMESTER HOURS 15			

**SENIOR YEAR**

FIRST SEMESTER				SECOND SEMESTER			
Food & Beverage Management	FCSC 425	3		Problems in Food Service Management	FCSC 498	3	
Experimental Study of Food	FCSC 422	3		Seminar in Food & Nutrition	FCSC 429	1	
Food Design Merchandising & Catering	FCSC 380	3		Legal Environment of Business	FCSC 360	3	

FCSC Perspectives	FCSC 481	2		Practicum	FCSC 450	3	
Entrepreneurship	MKTG 470	3		Elective		3	
Elective		2		Service Learning	SVLR 400	3	
<b>TOTAL SEMESTER HOURS 16</b>				<b>TOTAL SEMESTER HOURS 16</b>			

Student is required to earn a "C" grade or better in division (FCSC) courses and all Science Courses.

**Writing Proficiency Exam:** \_\_\_\_\_ **Departmental Comprehensive Exam:** \_\_\_\_\_

## **APPENDIX 3**

**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 rubella 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> immunization)	
Vermicelli (Chicken Pox) if no history of Vermicelli, a Vermicelli titer is required. If titer is non-immune the Vermicelli Vaccine X2 is required)	

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

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

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

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

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

## **APPENDIX 4**

**American Dietetic Association**  
**Commission on Accreditation for Dietetics Education**  
**Complaints about Programs Policies**  
[www.eatright.org/CADE/content.aspx?id=7975](http://www.eatright.org/CADE/content.aspx?id=7975)

CADE 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 CADE. However, CADE 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, CADE will hold complaints in abeyance pending resolution of the legal issues and the complainant is also advised.
- B. CADE staff forwards all written complaints to the CADE chair within three weeks of receipt of the complaint.
- C. If the CADE 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 CADE 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 CADE, 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 CADE 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 CADE chair may also request further information or materials relating to the complaint from the complainant, the institution, or other sources.
- H. The CADE chair appoints a review committee to consider the complaint, along with all relevant information. The review committee recommends appropriate action to CADE at its next scheduled meeting.
- I. In determining the appropriate action, CADE 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. CADE of the CADE chair may determine that legal counsel is needed to address the complaint. Staff works with the CADE 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 CADE board determines that the program is



not in compliance with the accreditation standards or policies, CADE 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 CADE'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 CADE board to reconsider a decision to place the program on probation or to withdraw accreditation or approval.

## **APPENDIX 5**

**American Dietetic Association/Commission on Dietetic Registration  
Code of Ethics for the Profession of Dietetics  
2009**

[Code of Ethics for the Profession of Dietetics and Process for Consideration of Ethics Issues — August 2009  
Journal article](#)

**PREAMBLE**

The American Dietetic Association (ADA) 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 ADA 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 ADA 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 "FADA" or "Fellow of the American Dietetic Association") 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 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 Commission on Accreditation for Dietetics Education (CADE) 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  
Foundation Knowledge Requirements and  
Learning Outcomes for Didactic Program in Dietetics  
(CADE) Student Learning Outcomes - 2008)**

Knowledge Requirements	Learning Outcomes
<p><b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b></p> <p>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.</p>	<p>KR 1.1.a. Learning Outcome: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</p> <p>KR 1.1.b. Learning Outcome: Students are able to use current information technologies to locate and apply evidence based guidelines and protocols, such as the ADA 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.</p>
<p>KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into preprofessional practice.</p>	<p>KR 2.1.a. Learning Outcome: 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.</p> <p>KR 2.1.b. Learning Outcome: Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.</p>
<p>KR 2.2. The curriculum must provide principles and techniques of effective counseling methods.</p>	<p>KR 2.2.a. Learning Outcome: Students are able to demonstrate counseling techniques to facilitate behavior change.</p>
<p>KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA 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.</p>	<p>KR 2.3.a. Learning Outcome: Students are able to locate, understand and apply established guidelines to a professional practice scenario.</p> <p>KR 2.3.b. Learning Outcome: 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.</p>
<p>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.</p>	<p>KR 3.1.a. Learning Outcome: 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.</p>
<p>KR 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p>	<p>KR 3.2.a. Learning Outcome: 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</p>
<p>KR 3.3. The curriculum must include education and behavior change theories and techniques.</p>	<p>KR 3.3.a. Learning Outcome: Students are able to develop an educational session or program/educational strategy for a target population.</p>
<p>KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services.</p>	<p>KR 4.1.a. Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.</p> <p>KR 4.1.b. Learning Outcome: Students are able to determine costs of services or operations, prepare a</p>



	<p>budget and interpret financial data.</p> <p>KR 4.1.c. Learning Outcome: Students are able to apply the principles of human resource management to different situations</p>
KR 4.2. The curriculum must include content related to quality management of food and nutrition services.	<p>KR 4.2.a. Learning Outcome: Students are able to apply safety principles related to food, personnel and consumers.</p> <p>KR 4.2.b. Learning Outcome: Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making</p>
KR 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	KR 4.3.a. Learning Outcome: 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 Outcome: 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.
<p><b>Support knowledge underlying the requirements specified above and not tied to specific learning outcomes</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	

**Method:**

The portfolio process begins in FCSC 200 Professional Issues in Food, Nutrition and Dietetics and culminates in FCSC 450 Practicum. 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 Expectations - 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.

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 Across the Life Span and again in the senior

year In FCSC 450 Practicum. These reviews 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 through 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 Practicum**

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 CADE 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) (CADE, 2002)

In the CADE 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 and the knowledge statements upon which the skills statements are based is shown below. These should be used as a self assessment tool.

### 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**



## Suggestions to Improve Your Chances at Getting a Dietetic-Internship Position

Student-Guidance Document

August 1, 2009

Competition for Dietetic Internships is extremely fierce<sup>1</sup>, so if you are an existing student or are considering applying to a dietetics program to become a Registered Dietitian, try to get as much information as possible to improve your chances at getting the internship experiences required to sit for the RD exam:

- The first place to go for a wealth of information is your DPD program director and DPD faculty. They are on the front line, helping students decide where to apply, navigate the application process, and deal with computer matching.
- We encourage you to learn about as many DI programs as you can to understand what is available and to refine your area of interest. Some DI programs schedule open houses for students, so be sure to ask them if this is an option.

CADE staff members are also available to answer your questions, so we are providing the following list of suggestions based on our experience with students and programs.

### Prospective Students

If you intend to become a Registered Dietitian, but have not enrolled in a program, you may choose from one of two pathways to get an education to be eligible to sit for the RD exam. You may either enroll in 1) a Coordinated Program (CP) or 2) a Didactic Program in Dietetics or then apply for a Dietetic Internship position (DPD+DI):

CP	A CP integrates classroom learning and internships experiences within one program. If you graduate successfully from a CP program, you will be eligible to sit for the Registered-Dietitian exam or Dietetic-Technician-Registered exam without having to apply to a separate Dietetic-Internship or Dietetic-Technician Program.
DPD+DI	The Didactic Program in Dietetics (DPD) portion of the pathway consists of in-class instruction while the Dietetic Internship (DI) portion consists of supervised-practice experiences in real-life work settings. The majority of students who go through a DPD+DI pathway apply for a Dietetic-Internship position through a competitive, on-line matching process. During the first round of the April 2009 matching process, approximately 50% of students who applied for a Dietetic-Internship position did not get one. So, if you are considering applying to a Didactic Program in Dietetics, ask whether the program has placement agreements such as "pre-select matching" that will provide you with a Dietetic Internship position as long as you maintain the Didactic Program in Dietetics' requirements. If not, you will be required to compete for a Dietetic-Internship placement through the on-line matching process. <sup>1</sup>

### Current DPD Students

In the April 2009 match, twice as many students applied for internship positions as there were positions available. So, it's critical that you do everything possible to make your qualifications and application stand out from the others:

GPA	<p><b>Make sure that your GPA is above the minimum required by the internship</b>, the higher the better. Although GPA is not the only factor considered by directors, it is one of the most highly weighted. A GPA of 3.0 (B) is often listed as the minimum considered by most DI programs; however, remember that this is only a minimum. So, if given a choice between a 3.0 or a 3.8 GPA, chances are that the applicant with 3.8 GPA will be selected.</p> <ul style="list-style-type: none"><li>▪ If your GPA is not competitive (i.e., low or close to the minimum required), consider retaking courses to bring it up to the highest possible level.</li><li>▪ If your GPA is below what is required by the internship, it is very unlikely that you will be given a placement.</li></ul>
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GRE	<p>Check to see if the program that you are applying to requires a Graduate Record Exam (GRE) score. If so, you must take the GRE. The same advice applies to GRE scores as does to GPAs. <b>Make sure that your GRE score is above the minimum required by the internship.</b> A score that is just at the minimum will get your application reviewed, but your chances of being accepted are much better if your score is well above the minimum.</p> <ul style="list-style-type: none"> <li>▪ If your GRE score is not competitive (i.e., low or close to the minimum required), consider retaking the GRE to bring it up to the highest possible level.</li> <li>▪ If you haven't taken the GRE exam or your score is less than what is required by the internship, it is very unlikely that your application will be reviewed.</li> </ul>
References	<p>Make sure that your <b>letters of recommendation and references are from individuals who really know the quality of your work and your character</b>, and are willing to put positive recommendations in writing and say them to others. Vague or mediocre letters of recommendation are clues to internship programs that either your work or character is not good or that the person who wrote the letter of recommendation does not know you well.</p> <ul style="list-style-type: none"> <li>▪ Always do your best work, and always cultivate good relationships with your advisors, teachers, employers, peers, patients, clients and students.</li> <li>▪ Ask for letters of recommendation from people who know that you do high-quality work, have a strong study and work ethic, and behave in a professional and ethical manner.</li> <li>▪ Make sure that that people who are writing letters of recommendation or serving as references are doing so, because they truly believe in you, not because they feel obligated to do so.</li> <li>▪ Make sure that the people you ask to write a letter of recommendation or serve as a reference are considered by others to be honest and professional.</li> <li>▪ Never ask for a letter of recommendation or a reference from someone for whom you have done poor or mediocre work or with whom you have been in trouble.</li> </ul>
Communication	<p><b>Pay attention to how you communicate</b>, whether verbally or written, because this conveys much about your sense of organization and attention to detail.</p> <ul style="list-style-type: none"> <li>▪ First and foremost, give yourself enough time to write good cover letters. Unlike GPA, your letters are among the few things that you can change during senior year! Personalize your messages. Avoid using a generic cover letter or one that is the same for every application that you submit. Carefully read the directions on what each internship program wants included in the letter. Study the internship where you plan to apply, and make sure that your cover letter and application documents highlight your strengths and experience that directly relate to the internship.</li> <li>▪ Ask others who know dietetics to proofread your writing and seriously consider their comments. When possible, let documents sit as long as possible before making changes to enable you to revise them with a fresh perspective.</li> <li>▪ Make sure that any documents submitted for your application (letters, CV, publications, writing samples, and other documents) are flawless. Use standard conventions for spelling, grammar and punctuation. Make sure that all printed documents are neatly prepared on clean, high-quality paper.</li> <li>▪ Communicate thoughtfully, honestly and politely whether in writing or verbally.</li> <li>▪ Speak well of your DPD program and your experiences. Disparaging remarks or gossip about advisors, teachers, employers, peers, patients, clients and students is unprofessional.</li> <li>▪ Always keep your writing professional, cordial, and factual. Under no circumstances should you ever write or communicate in a tone that could be construed as derisive or complaining.</li> </ul>
Stand Out	<p>There are many things that you can do as a student to <b>make your application stand out from the others</b> that will not only improve your chances of getting admitted into an internship, but also propel you in your career as a Registered Dietitian.</p> <ul style="list-style-type: none"> <li>▪ Volunteer and provide community service, especially in areas related to health and nutrition. If possible, volunteer at a facility that serves as a practice site for an internship program, so that preceptors and the program director can become familiar with your abilities.</li> <li>▪ Get practical, paid work experiences, especially in areas related to your desired area(s) of practice. If possible, seek employment at a facility that serves as a practice site for an</li> </ul>

internship program, so that preceptors and the program director can become familiar with your abilities.

- Become actively involved in professional organizations, such as college dietetics clubs; and district-, state- and national-dietetics associations; especially at the leadership level.
- Publish and present any relevant research, projects or work that you have done in journals and at conferences or in poster sessions.

#### Up the Odds

Along with implementing the recommendations above, you can also **increase your chances at getting an internship** by making sure that you do the following.

- Apply to internship locations that receive a lower ratio of applicants to the number of available positions. This information may be available by contacting the internship directly, or by reviewing the *Applicant Guide to Supervised Practice* (available for purchase at <http://www.depdpg.org>).
- Apply to several internship programs and do not limit yourself to only one geographic region when searching for programs.
- Read the program's Website information or contact the program director well in advance of preparing your application to determine what qualifications and documentation you need to make your application the most competitive.
- Research the requirements for each internship and make sure that you are qualified before you apply. Do not apply to an internship if your GPA or GRE score is lower than the internship requirements; if you don't have all the required experiences and documentation; or if you cannot afford the tuition, relocation or local living expenses. AVOID Although many decisions and experiences can increase your chances of getting accepted into an internship, a few may actually jeopardize your chances and negatively affect your entire professional future!
- Avoid posting embarrassing or unsavory personal information or photographs on the Internet. Such information may be seen as an indicator of poor professional judgment.
- Avoid criminal behavior. A criminal record may make you ineligible to work in many health-care facilities and prevent you from completing your education.
- Never misrepresent or falsify information regarding your education, work experiences, or credentials. If you are discovered doing this, you could ruin your professional reputation and jeopardize your career.

#### Unmatched Applicants

Regardless of the shortage of internship sites, failed matches for any Dietetic Internship usually occur as a result of two conditions:

- 1) The applicant was qualified, but the qualifications of other applicants were ranked higher
- 2) The applicant was not qualified, because of insufficient preparation or documentation

In some cases, a different internship with more positions, fewer applicants, or different entry requirements might have selected an applicant who was not accepted elsewhere. However, the chances of being accepted may increase if the applicant takes steps to improve her or his qualifications and documentation using the suggestions for **Current DPD Students** in the section above and also follows the recommendations listed below:

#### Reapplying

Computer matching occurs in April and November of each year. A second round match occurs a few days after the April and November matches if any unmatched internship positions remain.

- To participate in another computer-matching process, look through CADE's directory of internships at <http://www.eatright.org/CADE-DI> to see which internships are participating in the month when you plan to reapply (April or November); then register with D&D Digital.
- To participate in second round match, check the D & D Digital Web site to view the list of internship programs that still have openings; then contact the program directors at the internships to see if you can submit an application.

- Improvements You can also **increase your chances at getting an internship** by using the suggestions for **Current DPD Students** in the section above and by following the recommendations listed below:
- Talk with the program director of programs where you submitted an application to get suggestions for making future applications more competitive.
  - Consider seeking employment in a food-and-nutrition department at a facility that serves as a practice site for an internship program, so that preceptors and the program director can become familiar with your abilities
  - Repeat classes to achieve higher grades in those dietetics courses or supporting courses that may be contributing to a less competitive GPA.
  - Improve your GRE score by taking the examination again.
  - Begin a graduate degree before reapplying for the internship placement.
  - Obtain certifications and credentials that are related to your work, such as the Dietetic Technician Registered (DTR). Changes in eligibility requirements for the Dietetic Technician Registered exam now allow DPD graduates to sit for the DTR exam. To increase your chances of passing the exam, you should consider getting supervised-practice hours toward the DTR through an accredited Dietetic Technician Program that is specifically designed for DPD graduates who would like to become certified as DTRs. If one is not in your area, you may want to consider a distance Dietetic Technician Program. For more information, please visit <http://www.eatright.org/CADE-DTP>.

**If you have questions about the information presented in this document, please contact CADE:**

Commission on Accreditation for Dietetics Education

American Dietetic Association

120 South Riverside Plaza, Suite 2000

Chicago, IL 60606-6995

Phone: 800/877-1600 X 5400

Fax: 312/899-4817

Email: [cade@eatright.org](mailto:cade@eatright.org)

Web: <http://www.eatright.org/cade>

### Student Tips for Success during Supervised Practice

Progressive Steps Through Supervised Practice	Chapter 1928 - <u>Do</u>	Don't
Self-Assessment: Acceptance of Placement	<ol style="list-style-type: none"> <li>1. Analyze your interests, values &amp; goals &amp; be certain your faculty advisor is fully aware of them.</li> <li>2. Despite temporary placement &amp; student status, regard yourself as a professional &amp; a member of the staff.</li> <li>3. Prepare yourself to expect &amp; accept that problems &amp; frustrations will occur.</li> <li>4. When problems occur, be patient &amp; pleasant; cope with problems with an attitude toward solution &amp; negotiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not act as if you know all the answers. Remember, as a student, you are placed in the agency for a learning experience.</li> <li>2. Do not let yourself become involved in internal conflicts</li> </ol>
Routine Office Matters	<ol style="list-style-type: none"> <li>1. Be sure to find out where you are to work. office, desk space, chair, telephone, etc. so you know your operational base.</li> <li>2. Be aware of office practices regarding dress, protocol, office hours and flexibility, holidays. Follow rules set for regular staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect any special treatment.</li> </ol>
Orientation	<ol style="list-style-type: none"> <li>1. Request &amp; read information you need regarding the organizational structure, names of key people, office policies &amp; procedures to facilitate your orientation.</li> <li>2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office and others.</li> <li>3. Become familiar with the entire agency so you can see where you fit.</li> </ol> <p>Review:</p> <ol style="list-style-type: none"> <li>a. Annual reports, program plans, program descriptions, etc.</li> <li>b. Budget documents</li> <li>c. Organization charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not take too long to familiarize yourself with the agency, staff, etc.</li> <li>2. Do not let yourself .take sides. in office politics.</li> <li>3. Do not be critical of the nutrition staff if documents &amp; plans do not follow the format learned in school. The format &amp; procedures for such documents as plans, budgets, etc. are usually dictated by the agency or a higher governmental entity.</li> </ol>

<p>Integrating into the New Environment</p>	<ol style="list-style-type: none"> <li>1. Initially, learn to fit in by being formal toward everyone. Then gradually, depending upon the climate, establish friendships or at least pleasant working relationships with other employees.</li> <li>2. Learn quickly, the people who facilitate the work-flow.</li> <li>3. Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building blocks of the primary mission. A finished project can be delayed, altered, or expedited depending upon the inclination of the clerical staff!</li> <li>4. Develop a list of persons to know in your working environment so when you need to contact them, you have their phone numbers. You may want to include other information, e.g., the context of your meeting, the date, the person's position, etc.</li> <li>5. In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities.</li> <li>6. Record events that occur to assist with preparation of your documentation for the competencies (keep a daily journal of what you are doing and learning).</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations.</li> <li>2. Do not exercise authority. However, do be ready to offer suggestions.</li> <li>3. Do not become .pigeon-holed., but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole. Contacting managers in other agency units or other agencies should always be coordinated through your preceptor.</li> </ol>
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Prog Steps.(cont.)	Do	Don't
Establishing the Task(s) & Assignments	<ol style="list-style-type: none"> <li>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</li> <li>2. Evaluate your assignments in terms of the amount of time available during your rotation.</li> <li>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busywork, speak with your preceptor. If necessary, inform the Dietetic Internship Program director and ask for assistance.</li> <li>4. Plan carefully around the time available to you so time limitations will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not hesitate to contact the internship director if the experiences are not in line with the competencies.</li> <li>2. If you feel a task is irrelevant, do not accept the task without asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</li> <li>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</li> <li>4. Once you have learned a procedure or task, do not be tempted to repeat it. Your mission is to move on and gain as much varied experience as possible.</li> <li>5. Do not pretend you performed a certain type of task when, in fact, you have not; do not refrain from asking questions until you understand the task at hand.</li> <li>6. If you leave an unfinished product, do not leave it in such a condition that no one else would be able to continue working with it.</li> </ol>
Developing Student/Preceptor Rapport	<ol style="list-style-type: none"> <li>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</li> <li>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</li> <li>3. If you suffer from lack of guidance, remedy the situation by either approaching your preceptor or dietetic internship director. However, it is necessary to respect the preceptor's extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</li> <li>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not fail to have regularly-scheduled meetings with your field advisor so you can acquire feedback.</li> </ol>

	<p>5. With respect to your preceptor, remember he/she is responsible for your relations with other sections &amp; departments. Make contacts pleasant, productive, and quick. Not wanting to be the cause of any negative feelings between you and others.</p>	
Vital Elements of Successful Experience	<p>Do make the most of your situation. Gain as much experience and knowledge as possible, and at the same time make a meaningful contribution to the agency.</p> <p>2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.</p> <p>3. As a student, be aware that educational training is an important tool to be used in the working world. The classroom theories are helpful, but there are exceptions and situations that require flexibility and experience when putting book-learning to work in the .real world...</p> <p>4. Develop and maintain careful, quality work habits.</p> <p>5. Since staff may be busy, schedule meetings with individuals several days in advance.</p> <p>6. Take advantage of training workshops offered inside and outside of the organization.</p> <p>7. Keep a positive attitude and remember that new ideas take a long time to implement.</p>	<p>Do not become discouraged when your prepared reports go through a refining process when reviewed by staff. Remember, they are the experts and know what will get the job done. Your job is to gain experience and knowledge while keeping an open mind</p> <p>Do not refrain from contributing.</p> <p>3. Do not be defensive when you make mistakes. Mark it off as par for the course and continue on. Remember you are there to develop your talents and skills.</p> <p>4. Do not allow yourself to become involved in issues which came to friction before you came on board, nor become involved in office politics (be an impartial observer).</p> <p>.</p>
Future Direction	<p>Be aware of the possibility you may discover a change in your career objectives based upon your experiences.</p>	<p>Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be .practice-ready. as an entry level dietitian.</p>



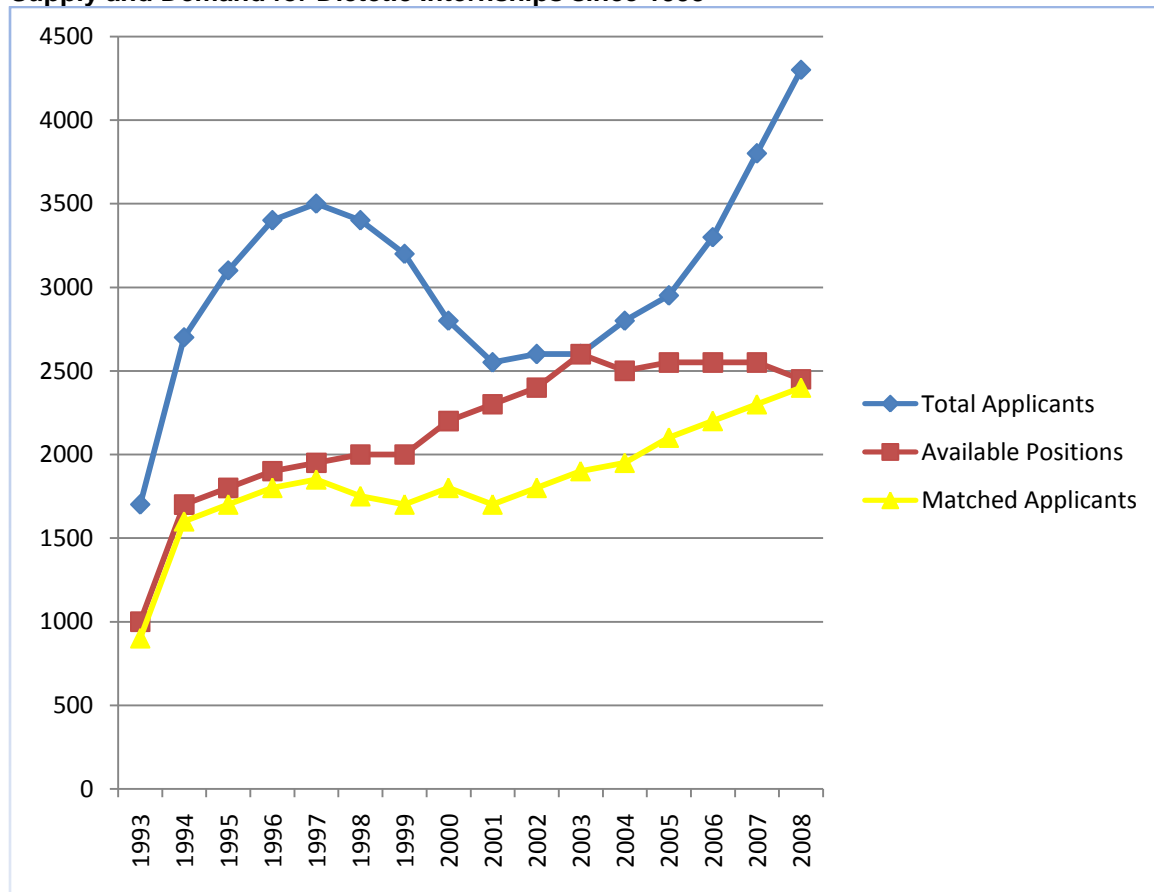
## Availability of Dietetic Internship Positions

Student-Guidance Document

August 1, 2009

A review of the data on the demand for dietetic internships in relation to the number of available positions indicates that the supply is not keeping up with demand. The data are being provided, by the Commission on Accreditation for Dietetics Education (CADE), so that students who are currently enrolled in Didactic Programs in Dietetics (DPD) or those who are considering becoming a Registered Dietitian (RD) are aware of this situation in order to make informed career decisions. To summarize the chart showing the *Supply and Demand for Dietetic Internships since 1993*, demand for internships rose to a peak in 1997, followed by a downturn that bottomed out in 2001. Since then, the demand has been rising and now exceeds the 1997 high with no significant increase in the number of positions since 2003. *Data on the April 2009 First-Round Match* suggests no change in the trend in 2009. As a result, competition for internships is fierce.

**Supply and Demand for Dietetic Internships since 1993**



#### Data on the April 2009 First-Round Match

	<b>Applicants</b>		<b>Positions</b>
<b>Matched to Internships</b>	2056 (50%)	<b>Filled DI Positions</b>	2056 (94%)
<b>Not Matched to Internships</b>	2064 (50%)	<b>Unfilled DI Positions</b>	139 (6%)
<b>Total</b>	4120 (100%)	<b>Total</b>	2195 (100%)

#### **DPD students pre-selected for internship positions without computer matching: 128**

Although CADE has no authority to mandate an increase in the number of Dietetic Internship programs, it is firmly committed to working with the education community and the dietetics profession to make more positions available as soon as possible and to develop a long-term solution that enables all qualified students to complete their education and sit for the RD exam. In the meantime, current and prospective dietetics students should visit the following link [http://www.eatright.org/internship\\_suggestions](http://www.eatright.org/internship_suggestions) for suggestions to improve their chances at getting a dietetic-internship position.

## 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 [American Dietetic Association \(www.eatright.org\)](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 American Dietetic Association 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 9. 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](http://www.eatright.org). 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 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 deadlines for all programs of interest
- November: Attend FNDA's dietetic internship forum. This is a great opportunity to meet 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.
    - Signed cover sheets for the internship recommendation – one for each program. Go to <http://www.depdpg.org>, pull up the recommendation form and complete the front page. Print out enough copies and be sure to sign the waiver line.
    - Business-sized security envelopes for each program recommendation complete with a typed label including name/address for program and "Recommendation for (student name)." Recommenders should complete and sign the recommendation and include a letter, seal materials in the correct envelopes, and return them all to the student for inclusion in the application packets.
    - Send this link to individuals writing references so they can complete the recommendation form electronically and print for their signature: <http://www.depdpg.org>.
  - 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 DPD 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**

Submit applications by deadlines

- February 15, 2012: Submit internship choices in rank order to [D&D Digital](#) online along with \$50 fee
- DO release name in case of non-match

- March 10-28, 2012: Able to *reorder* dietetic internship ranks (but cannot add any new choices). Withdrawals from matching must be submitted by March 28, 2012.
- April 3, 2012 at 6 p.m. CST: Notification day: Login to D&D Digital to see if/where matched. If matched, applicants must contact the Dietetic Internship Director by telephone, FAX or e-mail on or before 5:00 p.m. (time zone of program) on April 5, 2011 to confirm acceptance of the MATCH. After this time, the DI program is under no obligation to hold the opening for the matched applicant. The program director is available for consultation. Please contact Dr. Bernestine McGee at [bernestine\\_mcgee@subr.edu](mailto:bernestine_mcgee@subr.edu).

## **APPENDIX 8**

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

**Verification Statement Policy**

**Policy**

A signed verification statement issued by The Human Nutrition and Food Program and signed by the official Program Director documents that an individual has completed the requirements of an ADA approved dietetics education program.

1. A verification statement shall be issued to all students completing the Didactic Program in Dietetics (DPD) at Southern University.
2. Additional coursework in Food and Nutrition and related areas are required for selected courses completed five (5) or more years prior to request for verification. A grade of "C" or better must be attained in courses.

	<u>Required Courses</u>	<u>Credit Hours</u>
336	Nutrition across the Lifespan	3
338	Nutrition Assessment	2
346	Food Service Systems	3
410	Advanced Human Nutrition	3
435	Medical Nutrition Therapy I	3
436	Medical Nutrition Therapy II	3
238	Human Anatomy & Physiology I	4
239	Human Anatomy & Physiology II	4

3. A verification statement may be issued to persons who have completed any part of the required DPD Program requirements at another institution or in another curriculum at Southern University after fulfilling the following requirements.
  - a. Successful completion of a minimum of 21 semester hours of the courses below at Southern University.
    - Foods (3 hrs)
    - Quantity Foods (3 hrs)
    - Food Systems Management (6 hrs)
    - Nutrition and Human Growth & Development (3 hrs)
    - Nutrition Assessment (2hrs)
    - Advanced Nutrition (3 hrs)
    - Medical Nutrition Therapy (6 hrs)
  - b. Successful completion of all other required courses either at Southern University or another accredited institution. An official transcript must be provided. Additionally, catalog descriptions and course outlines must be submitted for any courses substituted for the DPD required courses.
  - c. Additional coursework in food and nutrition and related areas are required for courses completed five (5) or more years prior to the request for verification or in courses where a grade of "Pass" is recorded.
4. A verification statement may be issued to individuals who have been 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.

5. 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 Dietetic Internship.

### **Procedures**

1. The applicant must complete designated application forms. Official transcripts, catalog descriptions and course outlines must be submitted.
2. The application shall be reviewed by the DPD Program Director in consultation with the Human Nutrition and Food faculty.
3. The Program Director shall notify the applicant in writing of the verification decision.



**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.							
338 Nutrition Assessment							
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 9**



courses emphasize each of the following:

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| a) Breaking down information to identify assumptions and relationships   | 1 | 2 | 3 | 4 | 5 |   |
| b) Evaluating alternative points of view                                 |   | 1 | 2 | 3 | 4 | 5 |
| c) Synthesizing information from different sources                       | 1 | 2 | 3 | 4 | 5 |   |
| d) Applying concepts learned in class to new situations                  |   | 1 | 2 | 3 | 4 | 5 |
| e) Developing and using criteria to judge the value and quality of ideas |   | 1 | 2 | 3 | 4 | 5 |
| f) Judging the quality and relevance of sources of information           | 1 | 2 | 3 | 4 | 5 |   |
| g) Thoroughly considering limitations of conclusions and methods         | 1 | 2 | 3 | 4 | 5 |   |
| h) Practicing ethical behavior   |   | 1 | 2 | 3 | 4 | 5 |
| i) Taking global perspectives into consideration                         | 1 | 2 | 3 | 4 | 5 |   |
| j) Assuming leadership roles   |   | 1 | 2 | 3 | 4 | 5 |
| k) Continuing lifelong learning and professional involvement.            | 1 | 2 | 3 | 4 | 5 |   |
| l) Understanding ethical and social values of dietetics                  |   | 1 | 2 | 3 | 4 | 5 |

6. How competent do you feel about your knowledge/abilities in each of the following:

- |                                   |   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|---|
| a) In-depth knowledge in my major | 1 | 2 | 3 | 4 | 5 |   |
| b) Ability to work in groups      | 1 | 2 | 3 | 4 | 5 |   |
| c) Ability to work independently  | 1 | 2 | 3 | 4 | 5 |   |
| d) Problem-solving skills         | 1 | 2 | 3 | 4 | 5 |   |
| e) Oral communications            |   | 1 | 2 | 3 | 4 | 5 |
| f) Writing                        | 1 | 2 | 3 | 4 | 5 |   |
| g) Information technology         | 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):**



## Foundation Knowledge for the Didactic Curriculum Content

The Foundation Knowledge for Didactic Curriculum Content - Dietitian Education is described by the Commission on Accreditation for Dietetics Education, American Dietetic Association, 2002.

Please reflect carefully upon the foundation knowledge and skills listed.

<b>Scale: 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Very unprepared</b>	<b>Unprepared</b>	<b>Neutral</b>	<b>Well Prepared</b>	<b>Very well prepared</b>

**Overall, how well prepared do you feel you are to begin an internship/graduate school/employment in the following content areas?**

Nutrient metabolism	1	2	3	4	5
Nutrient-nutrient and drug-nutrient interactions	1	2	3	4	5
Nutrient deficiency-toxicity	1	2	3	4	5
Effect of age/lifecycle on nutrient needs	1	2	3	4	5
Nutritional assessment	1	2	3	4	5
Medical terminology	1	2	3	4	5
Medical nutrition therapy	1	2	3	4	5
Nutrition care process	1	2	3	4	5
Calculate specific diets for disease states	1	2	3	4	5
Calculate enteral/parenteral diets	1	2	3	4	5
Role of complementary/alternative medicine in MNT	1	2	3	4	5
Writing a medical chart note	1	2	3	4	5
Human anatomy and physiology	1	2	3	4	5
Biochemistry	1	2	3	4	5
Microbiology	1	2	3	4	5
Oral presentation on nutrition topic	1	2	3	4	5
Written presentation on nutrition for lay public	1	2	3	4	5
Interviewing/counseling skills	1	2	3	4	5
Working effectively as a team member	1	2	3	4	5
Use current information technology	1	2	3	4	5
Nutrient composition of foods	1	2	3	4	5
Basic food preparation skills	1	2	3	4	5
Recipe modifications for volume production	1	2	3	4	5
Food purchasing	1	2	3	4	5
Food safety/sanitation	1	2	3	4	5
Management theories	1	2	3	4	5
Human resource management	1	2	3	4	5
Prepare/interpret budgets, financial data	1	2	3	4	5
Leadership styles	1	2	3	4	5
US food/nutrition laws, politics, regulations	1	2	3	4	5
Public policy development	1	2	3	4	5
Current reimbursement issues, policies and regulations	1	2	3	4	5
Community nutrition programs	1	2	3	4	5
Social/cultural/ethic issues of food/diet	1	2	3	4	5
Role of food in promotion of healthy lifestyles	1	2	3	4	5

Interpret basic statistics	1	2	3	4	5
Interpret current research articles	1	2	3	4	5

## 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 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.

### 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 CADE/ 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 in depth 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 Foundation Knowledge and Skills

Statement	Knowledge and Skills	No/Minimal Knowledge 0 .....	Basic Knowledge 1.....	Working Knowledge 5.....	Ability to Demonstrate Skill 10
<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				
32. Psychology				
33. Health behaviors and educational needs of diverse population				
34. Economics and nutrition				
<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>
<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				
56. Food availability and access for the individuals, family, and community				
57. Applied sensory evaluation of food				
<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>
<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 or 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				

71. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior				
72. Complementary and alternative nutrition and herbal therapies				
<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>
73. Dietary supplement				
<b>Graduates will have demonstrated the ability to:</b>				
74. Calculate and/or define diets for common condition, i.e., health conditions addressed by health promotion/disease prevention activities or chronic diseases of the general population, e.g., 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				
86. Management theories				
87. Human resource management, including labor relations				
88. Materials management				
89. Financial management, including accounting principles				
<b>Knowledge and Skills Statement</b>	<b>No/Minimal</b>	<b>Basic</b>	<b>Working</b>	<b>Ability to</b>



	Knowledge 0 .....	Knowledge 1.....	Knowledge 5.....	Demonstrate Skill 10
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				
102. Current reimbursement issues, policies and regulations				

## **Appendix 10**

## Dietetics Terminology

**Source:** 2008 Eligibility Requirements and Accreditation Standards for Didactic Programs in Dietetics, Commission on Accreditation for Dietetics Education

**Accreditation:** process whereby a private, nongovernmental agency, organization or association grants public recognition to an institution or specialized program of study that meets certain established qualifications and periodic evaluations; provides a professional judgment as to the quality of the educational institution or program; and encourages continued improvement--thereby protecting the public against professional or occupational incompetence of graduates

**Accreditation Standards:** statements of requirements that serve as the basis for both internal and external evaluation of dietetics education program

**Assessment:** means of gathering information to be used for evaluating a program's ability to accomplish its purposes.

**Assessment Methods:** evaluative techniques used to yield the necessary data to document a program's ability to meet its stated goals and expectations for student learning, and the venues where those techniques will be applied.

**Certification:** process by which a nongovernmental agency or association grants recognition of competence to individuals meeting predetermined qualifications to enter and continue in the practice of a profession, discipline or occupation as a member of that entity.

**Code of Ethics for the Profession of Dietetics:** reflects the values and ethical principles guiding the dietetics profession and outlines commitments and obligations of the dietetics practitioner to client, society, self and the profession.

**Collaboration:** process by which several individuals or groups with shared concerns are united to address an identified problem or need, leading to the accomplishment of what each could not do separately.

**Competencies:** set of specific knowledge, abilities, skills, capabilities, judgment, attitudes and values that every entry-level practitioner is expected to know and do for employment in dietetics.

**Competency:** requisite knowledge, ability, capability, skills, judgment, attitudes and values; behavior expected of a beginning practitioner; minimum level of performance requiring some degree of speed and accuracy consistent with patient/client wellbeing

**Competency Statement:** description of performance behavior of an entry-level practitioner, based on requisite knowledge, ability, capability, skills, judgment, attitudes and values.

**Credentialing:** formal recognition of professional or technical competence recognized by certification or licensure (see Certification and Licensure).

**Credentialing Process for Dietetics Practitioners:** registration by the Commission on Dietetic Registration includes (1) completion of minimum academic requirements, (2) completion of supervised practice requirements, (3) passage of the registration examination and (4) accrual of a specified number of approved continuing professional education hours every five years.

**Critical Thinking:** active and reflective reasoning that integrates facts, informed opinions and observations. Critical thinking transcends the boundaries of formal education to explore a problem and form a hypothesis and a defensible conclusion.

**Curriculum:** formally established body of courses and/or supervised practice rotations and learning experiences presenting the knowledge, principles, values and competencies that are intended consequences of the formal education offered by a program.

**Didactic Instruction:** knowledge or understanding presented through class experience or reading in which the student may observe or discuss practice-related activities.

**Dietetics Practitioner:** individual qualified to practice the profession of dietetics/nutrition as credentialed by the Commission on Dietetics Registration.

**Dietetics Profession:** professional practice of the art and science of dietetics and nutrition; the integration and application of principles derived from the sciences of food, nutrition, management, communication, and biological, physiological, behavioral, and social sciences to achieve and maintain optimal human health with flexible scope of practice boundaries to capture the breadth of the profession.

**Dietetics Research:** dynamic, collaborative and assimilative endeavor, broad in scope ranging from basic to applied practice research.

**Entry-Level:** term used to specify performance expected of the dietetics practitioner at the beginning of the practice career (up to three years).

**Environment:** aggregate of social and cultural conditions that influence the life of an individual, professional community or educational program; the scope of factors that act on a professional community and ultimately determine its form and survival.

**Evaluation:** process of rating, judging or appraising achievement of a predetermined standard, set of values or goals.

**Evidence-Based Dietetics Practice:** use of systematically reviewed scientific evidence in making food and nutrition practice decisions by integrating best available evidence with professional expertise and client values to improve outcomes.

**Evidence-Based Nutrition Practice Guidelines:** series of guiding statements and treatment algorithms, which are developed using a systematic process for identifying, analyzing and synthesizing scientific evidence; designed to assist the registered dietitian and patient/client in making decisions about appropriate nutrition care for specific disease states or conditions in typical settings.

**Foundation knowledge:** cognitive performance in clinical, biomedical and behavioral sciences that supports competency for dietetics practice. (Also see Knowledge)

**Goals:** general statements of what the program must achieve in order to accomplish its mission; the ends toward which program efforts are directed. Dietetics education program goals are typically related to results of the educational process, the scholarly work or service activities of faculty, students and graduates and so on.

**Interdisciplinary:** when individuals with knowledge from different disciplines work together to achieve a common goal.

**Knowledge:** accumulated facts, truths, principles and information to which the human mind has access.

**Laboratory:** organized activity involving experimentation or observation in a field of study or practice in a skill.

**Licensure:** process by which an agency or government grants permission to an individual to engage in a given occupation upon finding that the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety and welfare are reasonably well protected.

**Mission Statement:** statement that describes why the dietetics education program exists and any unique features.

**Multidisciplinary:** relating to or making use of several disciplines at once.

**Multiskilled:** ability to perform several tasks or skills.

**Nutrition Care Process:** systematic problem-solving method that registered dietitians use to critically think and make decisions to address nutrition related problems and provide safe and effective quality nutrition care; consists of four distinct, but interrelated and connected steps: (a) Nutrition Assessment, (b) Nutrition Diagnosis, (c) Nutrition Intervention, and d) Nutrition Monitoring and Evaluation. (see Lacey K, Pritchett E. Nutrition Care Process and Model: ADA adopts road map to quality care and outcomes management. J Am Diet Assoc. 2003;103:1061-72.

**Nutrition Informatics:** effective retrieval, organization, storage and optimum use of information data and knowledge for food and nutrition-related problem solving and decision making. Informatics is supported by the use of information standards, information processes and information technology.

**Outcome Measures:** criteria for determining a program's ability to meet its stated goals and the extent to which the program meets that criterion; measures of the result or change. Outcome measures for dietetics education programs are typically related to expectations for graduate success in relationship to program completion, pass rate on the registration examination, employment or advanced education and so on.

**Primary Preceptor:** individual in the supervised practice facility who oversees the practical experience and training provided to a student/intern for a particular rotation(s), maintains appropriate contact with the program director and student/intern to coordinate planned learning experiences and assignments and conducts the student/intern evaluation. Contact with a preceptor with less than one year of professional or technical experience should be only for observation or times when specific learned activities identified by the primary preceptor are being practiced.

**Professional Development:**

continuous process through which dietetics practitioners acquire and expand competence to practice, renew motivation, advance the profession and provide improved service to society.

**Professional:** individual in a field such as dietetics, who has specialized knowledge, intensive academic preparation and a minimum baccalaureate degree, high standards of achievement and conduct and commitment to continued study, and who renders service to the public.

**Program Director:** individual who meets the criteria as stated in the Eligibility Requirements and Accreditation Standards and is designated to ensure program accountability and communication with the Commission on Accreditation for Dietetics Education (CADE).

**Program Evaluation:** systematic assessment of a program's ability to meet stated program goals.

- External: evaluation activities done by those not directly involved in program learning experiences—such as employers of graduates, other registered dietitians or dietetic technicians, registered, professionals from other disciplines and communities of interest.
- Internal: evaluation activities done by those involved in program learning experiences, such as program director, program faculty, program administrators, preceptors, students and graduates.

**Programmatic Accreditation:**

applies to a particular program or specialized study and signifies that the institution sponsoring the program, along with any necessary affiliates, provides the instructional resources and planned learning experiences specified in the educational standards.

**Risk Taking:** willingness to be innovative and try new approaches; expose oneself to the potential for error; advocate unconventional or unpopular positions; or tackle challenging problems without obvious solutions, such that one's personal growth and integrity and the institution's goals are enhanced.

**Rotation:** defined block of time with specific supervised practice learning experiences planned to develop competence.

**Skill:** ability to use one's knowledge effectively and readily in execution or performance of duties.

**Standards of Practice in Nutrition Care:** describe in general terms a competent level of nutrition care practice as shown by the nutrition care process, the systematic problem-solving method that registered dietitians to think critically and make decisions to address nutrition related problems and provide safe, effective, high-quality nutrition care. (see Kieselhorst KJ, Skates J, Pritchett, E. American Dietetic Association: Standards of practice in nutrition care and updated standards of professional performance. J Am Diet Assoc. 2005;105:641-5.)

**Standards of Professional Performance:** describe in general terms a competent level of behavior in the professional and technical roles, including activities related to quality of care and administrative practice, performance appraisal, education, professional environment, ethics, collaboration, research and resource utilization. (see Kieselhorst KJ, Skates J, Pritchett E. American Dietetic Association: Standards of practice in nutrition care and updated standards of professional performance. J Am Diet Assoc. 2005;105:641-5.)

**Strategies:** short- and long-term plans to accomplish the goals of the program.

**Student Learning Outcomes:** anticipated knowledge, performance or values students are expected to derive from the educational program.

**Supervised Practice:** planned learning experiences in which knowledge, understanding and theory are applied to real-life situations; may be augmented by role-playing, simulation, case studies and/or other experiences in which students/interns actually perform tasks that contribute to acquisition of the competencies.

**Technician:** individual in a field such as dietetics who is skilled in techniques and practical application of science and works with the professional.

**Verification Statement:** form completed by the director of the accredited or approved dietetics education program, indicating that a student has successfully fulfilled the requirements for completion of the program in accordance with institutional policies.

## **Appendix 11**

**Southern University and A&M College  
Human Nutrition and Food**

**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:**