

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION  
AMERICAN DIETETIC ASSOCIATION  
216 W. Jackson Boulevard  
Chicago, IL 60606-6995  
800/877-1600 ext. 5400

## SELF-STUDY APPLICATION FOR ACCREDITATION

**Status for which program is applying (check one):**

☐ Developmental Accreditation      ☐ Initial Accreditation      ☒ Continued Accreditation

Date: July 1, 2006

Program name: Coordinated Program in Dietetics

Sponsoring institution: Indiana State University

City: Terre Haute State: Indiana

Sponsoring institution accredited, licensed, or regulated by: North Central Assoc. of Colleges and Schools

**Program type (check one):**

☒ Coordinated Program in Dietetics      ☐ Dietetic Internship  
☐ Didactic Program in Dietetics      ☐ Dietetic Technician Program

**Emphasis Area - Coordinated and Dietetic Internship Programs only (check all that apply to program):**

☐ Nutrition Therapy      ☐ Community      ☐ Foodservice Systems Management  
☐ Business/Entrepreneur      ☒ General      ☐ Unique Emphasis Name: \_\_\_\_\_

**Degree granted (check all that apply to program):**

☒ Baccalaureate      ☒ Master's      ☐ Associate      ☐ None, Certificate Program

**Existing Coordinated, Internship, and Technician Programs: Enter maximum number of students for which program is seeking accreditation. New Coordinated, Internship, Technician Programs: Enter anticipated maximum number of students for which program is seeking accreditation.**

Coordinated		Internship	Technicians	
12	12			
1st year	2nd year	Interns	1st year	2nd year

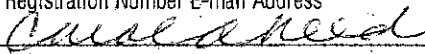
**Existing Didactic Program in Dietetics: Enter current enrollment.**

**New Didactic Program in Dietetics: Enter anticipated maximum number of students.**

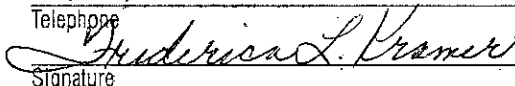
Didactic Program in Dietetics		
3rd year	4th year	Special Students

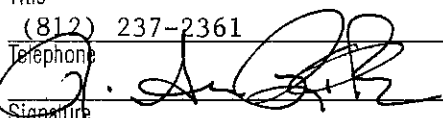
*The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Commission on Accreditation for Dietetics Education.*

**Program Director:**

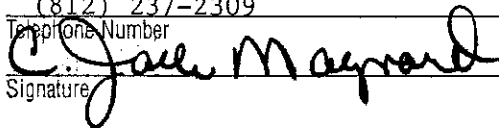
Name	Carol A. Reed	318 N. 6th St. Terre Haute, IN 47809
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**Administrators: Provide names(s), credentials, title(s), and signatures(s) of Administrator(s) to whom program director is responsible.**

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Title	Chairperson	Business Address
Telephone	(812) 237-3297	
Signature		

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Signature		

**Chief Executive Officer:\***

Name	C. Jack Maynard, Ph.D	200 N. 7th St. Terre Haute, IN 47809
Title	Provost, VP Academic Affairs	Business Address
Telephone Number	(812) 237-2309	
Signature		

*\* The Commission on Accreditation for Dietetics Education will not process an application without the signature of the sponsoring institution's CEO or designated officer.*



**Commission on Accreditation for Dietetics Education**  
**American Dietetic Association**  
**Your link to nutrition and health. <sup>sm</sup>**

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May 3, 2007

Carol A. Reed, MS, RD, CD  
Director, Coordinated Program in Dietetics  
Indiana State University  
Department of Family and Consumer Sciences  
Terre Haute, IN 47809

Dear Ms. Reed:

This letter is to advise you of the action of the Commission on Accreditation for Dietetics Education board of the American Dietetic Association regarding the Coordinated Program in Dietetics at Indiana State University. During its April 20-21, 2007 meeting, the CADE board voted to grant continued Accreditation of the Program. The CP is accredited for an enrollment of 12 students annually and a General emphasis at the baccalaureate and master's levels.

The decision was based upon a peer review of the self-study application addressing the 2002 Eligibility Requirements and Accreditation Standards, site visit report and the Program's response. The review, however, indicates insufficient information about the following Standards. Two interim reports clarifying documentation of the Standards are requested. Three copies of the first report addressing the following comments must be submitted postmarked no later than **June 15, 2007**.

*Standard Three: Program Management*

The program response indicated that the revised Web site will be completed by January 2007. Therefore, evidence (pages from the Web site) that all the CADE-required information is available to the public and prospective students is needed. In addition, the program response indicated a policy for assessment of prior learning and provision of verification statements to all students are now included in the Student Handbook, which is also available on the Web site. Evidence that these policies are available to the enrolled students is also needed.

In addition, the CADE board requested a second interim report further clarifying documentation of Standard One. Three copies of this report addressing the following must be submitted postmarked no later than **April 1, 2009**.

*Standard One: Program Planning and Outcomes Assessment*

The program provided a revised program assessment plan and identified plans to incorporate feedback from internal and external constituencies for planning, implementing and evaluating program effectiveness. Evidence that data are being collected and assessed on an ongoing, systematic basis to determine achievement of the outcome measures, and therefore the program goals, is needed.

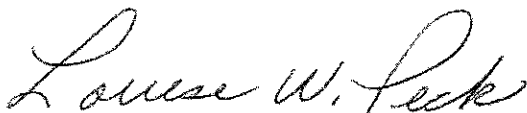
Additionally, the program has identified a plan to improve the pass rate on the registration examination for dietitians. Evidence that the program uses the feedback collected through the program assessment process, including assessment of the student learning outcomes, to assess the effectiveness of the plan in improving the pass rate is needed.

CADE values the commitment to the quality and continued improvement of dietetics education demonstrated by the Coordinated Program in Dietetics during the accreditation process. In this spirit, the next review of the program will be in 2011, the five-year interval of the ten-year accreditation period, when the Program Assessment Report (PAR) is due. The PAR documents the comprehensive evaluation of the accredited program that has occurred during the previous five years. Maintenance of the program's accreditation status is dependent on CADE's acceptance of the PAR, which reaffirms continuation of the accreditation status of the program for the next five years. Approximately one year prior to the PAR submission date, the CADE staff will notify the Program and provide further information. Subsequent to the PAR, the next self-study and site visit for continued accreditation will be scheduled for 2016.

In the meantime, if major changes occur in the Program, you must submit the changes in writing to CADE for review prior to implementation. CADE maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at [www.eatright.org/cade](http://www.eatright.org/cade) under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,



Louise W. Peck, PhD, RD  
Chair  
Commission on Accreditation for Dietetics Education

LWP/jj

cc: C. Jack Maynard  
Ann Rider, PhD  
Frederica L. Kramer, PhD, CFCS  
Noreen B. Schvaneveldt, MS, RD, CD, Lead Program Reviewer  
Kathy R. Rapp, MBA, RD, LD, Accompanying Program Reviewer

Program Director Please Note: For tracking purposes, please email J. Johnson at [jjohnson@eatright.org](mailto:jjohnson@eatright.org) when you receive this letter.

Self-study for Coordinated Program  
Indiana State University

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**Self Study for Re-Accreditation  
Coordinated Program in Dietetics  
Indiana State University  
July 2006**

Indiana State University: History, Organizational Structure, and Setting

Indiana State University was created by an Indiana statute on December 20, 1865 as Indiana State Normal School. Its primary mission was to prepare teachers for the common schools of Indiana. Since then, it has moved from those early beginnings to become a comprehensive state university with seven academic divisions, each headed by a dean who reports to the Vice President of Academic Affairs. The divisions include the Colleges of Arts and Sciences, Business, Education, Health and Human Performance, Nursing, and Technology, and the School of Graduate Studies. ISU is accredited by the North Central Association of Colleges and Secondary Schools to offer associate, baccalaureate, masters, and doctoral degrees. (See appendix A for accreditation and organization.) Enrollment in the University is approximately 12,000 undergraduate and graduate students.

Indiana State University's main campus is located in downtown Terre Haute and covers over 90 acres in the heart of the city. Additionally, several athletic facilities and a field campus are located away from the main campus.

The Coordinated Program in Dietetics (CPD) at Indiana State University is a part of the Department of Family and Consumer Sciences (FCS) which is housed in the College of Arts and Sciences (CAS). The College of Arts and Sciences is the oldest and largest College in the University. The Department of Home Economics was founded in 1914 and the name was changed to Family and Consumer Sciences in 1995. The Department is fully accredited by the American Association of Family and Consumer Sciences. Historically, the faculty, students and alumni have always addressed societal issues to bring about positive change ranging from meeting wartime needs of returning 1918 and 1945 veterans to the rapid global changes of the current decade. The administration has been very supportive of Family and Consumer Sciences citing the unit as an example for community outreach and service in publications such as "Experiential Learning at Indiana State University: An Overview of Current Programs and Activities," and annual President's Reports. The Department was recently selected as one of only ten units asked to submit a proposal to be recognized as one of the University's Programs of Distinction. The Department's application is included in Appendix B.

The Coordinated Program in Dietetics received developmental accreditation in 1978 and graduated the first class in 1980. The program was developed as a revision of the former didactic program in dietetics. The most recent prior self study for ADA was completed in 1991-92. This was followed by a site visit in the Spring of 1992 and resulted in a 10-year re-accreditation of the program. Due to the time crunch resulting from ADA's decision to change from approval to accreditation for all dietetics programs,

in 1999 the Commission on Accreditation extended the accreditation to 2006. The graduate option was added in 1990, as soon as the ADA changed the program requirements allowing for this. The graduate option requires students to take 300-level didactic and all practicum courses as undergraduate hours. Four hundred-level didactic courses may be taken as their 500-level graduate equivalents, including advanced assignments for the graduate credit. The graduate option also requires an additional 16 hours of 600 level coursework. The CPD at ISU is one of only ten in the nation that includes both graduate and undergraduate options. The graduate option of the CPD has always specialized in working with nontraditional students and individuals who are coming into dietetics from a variety of different educational backgrounds including medicine, business, psychology, education and others. Didactic and practicum courses for the program are sequenced through two academic years (four semesters).

### **Constituencies Involved in Self Analysis**

The preparation of the self-study document for the CP re-accreditation has been primarily the responsibility of the CPD Director and the Area Coordinator for Food and Nutrition. The four faculty members in the food and nutrition area constitute the CPD Administrative Committee. This group meets weekly during the academic year and has worked extensively with the ADA knowledge and skills statements over the past three years. A number of meetings have been devoted to discussion of strategies for meeting competencies through the didactic and practicum experiences of the program and ways these relate to the desired student outcomes. Course and curriculum revisions were approved in 2004 and were implemented in 2005 as a result of some of the early assessments. Administrative Committee minutes will be available to the site visitors.

A fall 2005 thesis project conducted by a graduate student in the FCS F & N emphasis studied roles and practices of preceptors in ISU's CPD. Questionnaires for the survey are included in Appendix C. Results of this study were used to develop a preceptor training workshop which was conducted on March 11, 2006. The intent of the workshop was to share best practices of preceptors at clinical sites thus continuing to strengthen clinical experiences for both graduate and undergraduate CPD students. These results were also discussed at the annual Advisory Committee meeting in April. A list of the current Advisory Committee is included in Appendix D. One important suggestion that came from the meetings was the need to develop a comprehensive preceptor manual to be given to each preceptor. The goal is to complete this project in 2006-2007.

The Department's 2004 self-study for AAFCS re-accreditation also helped the faculty to begin early to prepare for the current self-study.

## STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

### Standard One

The dietetics education program has clearly defined a mission, goals, program outcomes, and assessment measures and implements a systematic continuous process to assess outcomes, evaluate goal achievement, and improve program effectiveness.

- *The program has established a mission and demonstrates that the mission is compatible with the mission statement or philosophy of the sponsoring organization and the preparation of entry-level dietetics practitioners.*

The 2006-2007 ISU catalog (p. 7) states, "As a publicly assisted institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities and public service." The ISU catalog (p. 38) states that "The central mission of the College of Arts and Sciences is to provide students with a nationally recognized, contemporary education in the liberal arts and sciences. The college fosters an environment that advances innovative and integrative inquiry and engagement, builds on faculty expertise and institutional heritage, and involves students as collaborators in enhancing and developing the public good."

Central to the mission of both Indiana State University and Family and Consumer Sciences (FCS) is the commitment to, "preparing students professionally for the world that awaits them through distinctive academic programs that integrate theoretical and experiential learning..." FCS faculty work to "inspire students to create and apply knowledge through dynamic partnerships with the community and the world." FCS is a part of a long and distinguished history of community engagement at ISU and is proud to see itself positioned at the heart of the newly identified emphasis on experiential learning and community engagement. To be successful in FCS specializations the students must translate theory into practice in their professional careers. The experiential learning component of our curriculum facilitates this. All majors in FCS prepare graduates for professional careers, as noted in the mission and vision below.

**Vision:** Family and Consumer Sciences will be a leader in improving the quality of life of individuals and families in their near environments, expanding the horizons of students to identify and address the needs of a diverse and changing global community.

**Mission:** The mission of the Department of Family and Consumer Sciences is to prepare men and women for critical thinking and problem solving in professional careers influencing the psychosocial, physical and economic well being of individuals and families in a changing global community while concurrently



encouraging development as well-rounded individuals and informed members of society.

**Unifying Focus:** Family and Consumer Sciences is a profession using an integrative approach to the relationships among individuals, families, and communities, and the environments in which they function. It is a synergistic field of interrelated specializations including: Child Development and Family Life (CDFL), Food and Nutrition including the Coordinated Program in Dietetics and Food Service Management (CPD/FSM), FCS Education (FCS Ed), Interior Design (ID) and Textiles, Apparel and Merchandising (TAM). The Department holds full accreditation from the American Association of Family and Consumer Sciences.

The **mission of the Coordinated Program in Dietetics** is to provide an integrated academic/supervised practice curriculum which equips students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice while concurrently encouraging development as well-rounded individuals and informed members of a global society.

The CPD mission, including the commitment to experiential learning, is consistent with the mission of the Department, the College and the University.

- *The program has established goals and demonstrates how these goals reflect the program's mission statement and the environment in which the program exists.*

The standards of Dietetic Practice, the Standards for Accreditation of Dietetic Education Programs, the Code of Professional Ethics and dietetic registration eligibility requirements serve as guidelines in defining goals and objectives of the program.

Goals of the CPD are to enable graduates of the program to perform the following dietetic functions and practices:

1. The CPD will prepare students for dietetics positions or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.
  2. The program will prepare graduates who demonstrate a commitment to improving the quality of life for individuals and families through improved health and wellness.
  3. The program will graduate individuals prepared to meet challenges in the dietetics profession.
- *The program has established outcomes and appropriate measures to assess achievement of goals and program effectiveness, including at least program completion rates, postgraduate performance, such as supervised practice program placement, job placement, or graduate school acceptance rates, and the pass rate of first-time test takers on the Registration Examination. If the*

***pass rate is less than 80% for first-time test takers, the program implements and monitors a plan of action to improve graduate performance.***

Development and monitoring of outcomes assessment measures has been a major thrust of the University in the recent years. Admission criteria for the CPD include a minimum 2.5 GPA for all students. The following outcomes assessment tools, along with specific competency attainment measures used throughout the program, help to measure whether students who have been admitted have successfully achieved the goals listed above:

1. All students are required to maintain an overall GPA of 2.5 or better and a C+ or better in all program classes for retention in the program.
2. All students are required to pass a mock Registered Dietitian (RD) exam (during FCS 435) with 80% or better accuracy in order to pass the course and graduate from the program.
3. A satisfactory evaluation by external preceptors in the culminating experience (FCS 435) is expected.
4. Based on first and second year self evaluations, 80% of all CP students will express a level of competency based on course objectives related to ADA competencies
5. A program completion rate of better than 90% is expected.
6. At least 80% of all graduates who take the RD exam will be expected to pass on their first attempt.
7. 80% of all graduates will have obtained dietetics-related employment enabling them to work toward improving the quality of life through improved health and wellness of patients/clients, or be enrolled in a graduate program within 12 months of completing their program.
8. Based on surveys after graduation, 80 % of all students will express feelings of entry level or higher knowledge and ability to practice upon graduation, based on competencies.
9. Based on employer surveys, 80% of all graduates will be functioning successfully at entry level or above based on ADA competencies.

When the pass rate has dropped below the 80% mark, faculty have reviewed admission criteria, curriculum content, and review for the RD exam and have made adjustments as appropriate. Assessment led to recent curriculum changes including re-instituting the FCS 320 Orientation to Dietetics class to include information about the profession early in the program and adding one hour to the Life Cycle Nutrition class to allow for more time to include content related to community nutrition. Outcomes assessment has also led the program director, who teaches the final FCS 435 (Individual Study in Dietetics) class, to work on review for the exam and on more stringent conditions for meeting the criteria of passing the practice exam.

- ***The program demonstrates that administrators, faculty/preceptors, students, graduates, individuals outside the program, and other appropriate***

*constituencies participate in a systematic process of planning, implementation, and evaluation of all components of the program and its effectiveness on a regular and continuing basis.*

As noted in the introduction, the four Food and Nutrition faculty members meet weekly during the academic year as members of the Administrative Committee for the program. Student outcomes related to competencies and course content are reviewed annually. The Advisory Committee includes administrators, other faculty on campus, preceptors, alums of the program, and student representatives of each class. The Advisory Committee meets annually for input to the program. Input from students and Advisory Committee members has a major impact on curriculum content. The business and management components of the program have been strengthened as a result of Advisory Committee input. In fact the need for strength in this area was considered when advertising for and hiring the newest faculty member in the program. FCS 420 Advanced Nutrition was added as a result of feedback from students about the need for more application of chemistry to nutrition. Students also do evaluations at the end of each course and comprehensive program evaluations at the end of the Junior year and again at the end of the Senior year.

The entire departmental faculty worked together for the AAFCS accreditation self study, and as a result put forward a comprehensive package of curriculum revision, including revision of the core classes for the department. The Department chair reviews everything that goes out of the Department and also serves on the Advisory Committee.

All programs in the University are required to submit annual reports of student outcomes assessment plans and practices. The University has offered workshops on assessment and has hired a coordinator of assessment/accreditation to assist faculty with their assessment efforts.

In the spring of 2006, all programs were required to submit prioritization reports to the Dean of CAS to be reviewed by a CAS faculty committee and also by administrators. These will be used for prioritization of programs and resources within the university. Area Coordinators from each area of the Department are primarily responsible for prioritization reports, but all Food and Nutrition faculty participated in the preparation of the reports. (Prioritization program reports for the baccalaureate and master's option of the Coordinated Program are included in Appendix E.)

Minutes of the Administrative and Advisory Committee meetings will be available for review by site visitors.

- *The program demonstrates that its planning and evaluation process includes evidence that data are collected and analyzed to identify the extent that goals for the program are being achieved and feedback is incorporated to improve the program.*

As listed earlier, the goals of the program are as follows:

1. The CPD will prepare students for dietetics positions and/or advanced study which will utilize their knowledge, skills, and competencies in dietetics, as well as their critical thinking and problem solving skills.
2. The program will prepare graduates who demonstrate a commitment to improving the quality of life for individuals and families through improved health and wellness.
3. The program will graduate individuals prepared to meet challenges in the dietetics profession.

Students applying for admission to the program are screened to see that they meet admission criteria. Students not meeting minimum criteria are not admitted even if classes are not filled. Students who do not have work experience in the field are required to do job shadowing in both food service and clinical areas before starting the program. This helps to insure that a high percentage of students entering the program will actually complete the program and practice in the field.

#### Assessment Criteria with Consequences for Failure to Meet

Assessment Criteria	Data Available	Consequences of failure to meet
1. All students are required to maintain of GPA of 2.5 or better and a C+ or better in professional courses for retention in the program.	The program director checks grades at the end of each semester to determine that these criteria are met by each student	When criteria are not met, students are dismissed from the program. (see below)
2. All students are required to pass a mock Registered Dietitian (RD) exam (during FCS 435) with 80% or better accuracy in order to pass the course and graduate from the program.	Mock RD tests are administered as part of the 435 class. Program director has tests on file.	Students may continue to take repeat exams until the 80% grade has been achieved.
3. A satisfactory evaluation by external preceptors in the culminating experience (FCS 435) is expected	External preceptors (generally from outside the Terre Haute area) evaluate professional competence of students and return these to the program director, who shares results with student and keeps the evaluations on file.	Evaluations are discussed with students. Deficiencies are identified and students are encouraged to acknowledge knowledge and skills that require strengthening

4. Based on first and second year self evaluations, 80% of all CP students will express a level of competency based on course objectives related to ADA competencies.	Evaluations are administered to students in class during late spring semester. Program director summarizes and keeps these on file	Curriculum will be reviewed to determine where changes should be made. (See curriculum revision description p.19)
5. A program completion rate of better than 90% is expected.	Program director keeps records on student completion.	One student changed her major after unsuccessful first semester (2002), one dropped out and was re-admitted after unsuccessful 2 <sup>nd</sup> semester (2005). Two changed majors after unsuccessful spring 2006.
6. At least 80% of all graduates who take the RD exam will be expected to pass on their first attempt.	Program director keeps reports from ADA. Although recent ADA results have not shown 80% pass by calendar year, our records show 87% pass rate for the past 3 graduating classes.	Re-evaluate admission criteria and curriculum.
7. 80% of all graduates will have obtained dietetics-related employment enabling them to work toward improving the quality of life through improved health and wellness of patients/clients, or be enrolled in a graduate program within 12 months of completing their program.	Alumni survey was done in 2003, and results are reported below. Also employment responses are solicited for the annual alumni newsletter. Copies of the newsletters will be available to site visitors.	Re-evaluate admission criteria and counseling
8. Based on surveys after graduation, 80 % of all students will express feelings of entry level or higher knowledge and ability to practice upon graduation, based on competencies.	Alumni survey was done in 2003, and results are reported below.	Re-evaluate curriculum and course content, and revise as necessary.

9. Based on employer surveys, 80% of all graduates will be functioning successfully at entry level or above based on ADA competencies.	There has not been a recent formal survey but informal contact with employers is maintained as many employers are program preceptors and some are program alums.	We are in the process of revising forms for formal survey of employers.
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Results based on these criteria, as well as a schedule for measuring outcomes, are included in Appendix F.

In the fall of 2003, the Alumni Affairs committee of the Department of Family and Consumer Sciences developed a survey questionnaire (Appendix G) which was mailed to alumni who graduated after 1990. Ninety nine responses were received. Fourteen of these were dietetics majors. Ten of the 14 dietetics majors who responded had earned their BS degrees since 1995 and two had earned MS degrees since that time. Twelve of the 14 respondents reported being registered dietitians. Twelve were working in dietetics, eleven in health care. All employed dietitians were earning over \$25,000 with six earning between \$35,000 and \$44,999, and two earning over \$45,000. Nine described their jobs as challenging or rewarding. All described themselves as highly successful or somewhat successful. Eight described their professional preparation as highly satisfactory; five as more than adequate; and one as adequate. Personal educational preparation was similar. Students were also asked to evaluate their preparation in relation to the AAFCS core competencies. Strongest areas for dietetics students were encouragement, wellness, diversity, ethics, and critical thinking. As for the department as a whole, the weakest area was preparation in relation to public policy. As a result of these findings, a strong public policy component has been incorporated into the capstone class (FCS 410) for the department. For the written assignment, students choose a public policy issue within their subject matter area to research. In addition, students in 421 Lifecycle Nutrition write a letter on a nutrition issue to a government official, CEO or other public entity.

Though some of our alums tell us through the information they submit for newsletters that they have moved on into other health and service related professions (i.e. nursing, physician's assistant, and teaching), most do report practicing in dietetics, and both groups continue to serve the needs of others to improve their quality of life through improved health and wellness.

- ***Through the evaluation process, the program has identified strengths and limitations and has delineated short- and long-term plans for management of the program to assist in achieving program goals.***

We have identified our strengths and weaknesses. Retention rate in the program has historically been excellent, and employment is over 90% for those choosing to enter the workforce. Strengths have also included the success of the program in working with nontraditional students, both undergraduate and graduate level, to

prepare them for mid-life changes in careers. Although many of our students have been academically outstanding, we have also been successful in taking marginal students who have been unable to succeed in other environments, and with lots of one-on-one help, developing them into successful professionals.

Areas of concern have included a couple of years with very low numbers of applicants and a problem with first time pass rate on the registration exam. Both of the problems are already improving. Recent reorganization of the 435 class review for the exam helps students to become more familiar with test question format and to improve test taking skills. More review content has been added, and the criteria for passing the mock RD exam have been tightened. The pass rate for the exam for students from the past three graduating classes is now 87%, and with 19 applicants for fall 2006 admission, we were able to admit a class of 12 students who have exciting potential for success. (The ADA 5-Year Report and our own 2003-2004 and 2004-2005 summaries are included in Appendix H.)

#### Short Term Plans

1. Work on recruitment of students to insure an adequate pool of qualified applicants each year. This also fits into the recruitment strategies proposed by the Department's application for an ISU Program of Distinction (Appendix B). A part of this proposal involves development of a recruitment DVD for the Department. Another part of the proposal focuses on graduate recruitment.
2. Improve pass rate on the registration exam. With a better pool of candidates and more qualified students, the pass rate on the exam should continue to improve.
3. Develop the Center for Nutrition Counseling and Education as proposed in the application for a Program of Distinction. (See the Appendix B for more details.) This Center will provide more opportunities for students to work with RDs in outpatient and community settings providing counseling and education services not currently available in the community.
4. Develop preceptor packet as suggested by the Advisory Committee in order to continue to strengthen experiences at clinical sites.
5. Develop and administer a revised survey for employers of program graduates in order to complete the assessment process.

#### Long Term Plans

1. Investigate possibilities for distance education as a part of the program, including the development of some of the courses as web-based courses.
2. Reassess the coverage of classes after Dr. Hawkins' anticipated retirement in 2009.

## STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

### Standard Two

The dietetics education program has a planned curriculum that provides for achievement of student learning outcomes and expected competence of the graduate. The program demonstrates that the curriculum is based on the Foundation Knowledge and Skills and/or Competencies defined for an entry-level dietetic technician or dietitian according to the type of program

*The Coordinated program curriculum is based on the Foundation Knowledge and Skills and Competency Statements for dietitians*

1. *The program demonstrates how the curriculum is consistent with the mission, goals, and measurable outcomes for the program.*

Student learning outcomes:

1. **Communication:** The students will demonstrate the ability to communicate effectively with diverse individuals and groups in the various settings and situations related to the dietetics profession.
2. **Physical, Biological and Social Sciences:** The students will apply principles from the physical, biological and social sciences to nutrition care of patients and clients.
3. **Research:** The students will demonstrate the ability to use critical thinking skills while reading and interpreting research, be able to design a project, collect relevant data, interpret and apply results to the practice setting.
4. **Food:** The students will apply food science knowledge to food preparation practices and nutrition counseling.
5. **Nutrition:** The students will perform nutritional assessments, develop a nutrition diagnosis and create an individualized care plan using the Nutrition Care Process model. The student will define and translate the appropriate medical nutrition therapy to the patient, client and families.
6. **Management Health Care System:** The student will use health care policy information as well as resources to effectively and efficiently manage and supervise food production and nutrition services systems.

These goals are all consistent with the mission to equip students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice while concurrently encouraging development as well-rounded individuals and informed members of a global society.

Faculty members have reviewed curriculum courses, and all syllabi include the knowledge, skills and/or competencies expected of students in the class. (See syllabi in Appendix I.) The curriculum is consistent with the mission and goals of the program, as it includes the combination of didactic and supervised practice courses based on the ADA foundation knowledge and skills. Assignments in both the didactic and practicum classes require the development and application of critical thinking and problem solving skills. ISU has a strong commitment to undergraduate general education, including liberal



studies, and the need to develop well-rounded individuals who are informed members of society. The large number of hours required for liberal studies (30 hr minimum) reflects this commitment, as does the recent (2000) revision of general education requirements with the inclusion of the general education capstone requirement. The FCS core requirement also contributes to attainment of these goals. CPD graduate students are not required to take the whole liberal studies program or the FCS core but are required to take have at least 9 hours of undergraduate and/or graduate social and behavioral sciences.

***2. The program demonstrates that the curriculum includes both didactic and practice-related learning experiences according to the type of program.***

Undergraduate students take general education, FCS core and introductory foods and nutrition courses during their first two years at ISU. Application for admission to the CPD is normally done during the spring semester of the sophomore year with students admitted to begin the program in the fall semester of the junior year. Graduate students who have completed prerequisites are also admitted to begin at this point. Clinical classes are coordinated with didactic courses throughout the remaining four semesters. For example, students take FCS 332 Quantity Food Production Management and FCS 333 Quantity Food Production Management Practicum the same semester. Other classes include 324 Nutrition Assessment and 325 Nutrition Assessment Practicum, 421/521 Lifecycle Nutrition and 422 Lifecycle Nutrition Practicum, 423/523 Medical Nutrition Therapy and 424 Medical Nutrition Therapy Practicum, and 430/530 Food Service Systems Management and 431 Food Service Systems Management Practicum.

- *The Coordinated (CP) and Dietetic Internship (DI) program each demonstrate that the curriculum includes a minimum of one emphasis area in addition to the core competencies. To accomplish the foregoing, the program chooses from the following options and is able to justify its choice(s) based on mission, goals, and resources:*
- *Uses one or more of the four defined emphasis areas.*
- *Develops a general emphasis area by selecting a minimum of seven competency statements with at least one from each of the four defined emphasis areas.*

The CPD at ISU has a GENERAL emphasis. The eight competencies selected as program outcomes include the following:

- NT1. Supervise nutrition assessment of individual patients/clients with complex medical conditions, i.e., more complicated health conditions in select populations, e.g. those with renal disease, multisystem organ failure, or trauma.
- NT6. Conduct counseling and education for patients/clients with complex needs, i.e. more complicated health conditions in select populations, e.g. those with renal disease, multisystem organ failure, or trauma.
- NT7. Perform basic physical assessment.
- CO5. Participate in community based research.
- FS2. Manage menu development for target populations.

- FS3. Manage applied sensory evaluation of food and nutrition products.  
FS4. Manage production of food that meets nutrition guidelines, cost parameters, and consumer acceptance.  
BE4. Manage the integration of financial, human, physical, and material resources.

These competencies were selected because of the availability of sites and preceptors in the area. Union Hospital in Terre Haute has welcomed our program into their facility giving our Clinical Coordinator freedom to work with patients and sign/co-sign with students in the charts. The hospital has a wide range of patients, including those with complicated health conditions. There, and throughout the varied practicum sites, students in FCS 424 Medical Nutrition Therapy Practicum are able to practice and perfect their assessment and counseling skills in community, long term care and acute care settings. As part of the FCS 431 Food Service Systems Management Practicum, students continue to perfect their MNT skills one day each week and actually get to the levels of supervising and managing patient care. An 80 hour intensive rotation is scheduled at the end of the students' final year in the program as part of the FCS 435 Individual Study in Dietetics. This allows students to begin functioning as entry level "relief" dietitians and enhances the students' ability to supervise and manage patient load in a health care setting. These experiences contribute to attainment of NT 6 and 7 competencies above.

Except for WIC dietitians, Indiana has few RDs in community sites outside Indianapolis. However, we have been able to offer nutrition assessments through University sponsored and faculty supervised health fairs. The proposed Center for Nutrition Counseling and Education would provide further supervised assessment opportunities. In the assessment/assessment practicum classes (FCS 324/325), students are required to complete projects which include the collection of assessment data with analysis and presentation in oral and written form. Some projects have been done because the preceptor had a need for the data. Some have been presented at the Student Research Showcase on campus. In the spring of 2006, the students collected data which is expected to be the basis of an article for publication in the Journal of Nutrition for the Elderly. These experiences and others in FCS 422 Lifecycle Nutrition Practicum lead to the attainment of competency CO5 above.

Sodexo staff members who are part of the ISU Dining Services have been wonderful in working with students and providing them a variety of food service opportunities. Students are also scheduled for management experiences in healthcare facilities and at Rose-Hulman Institute of Technology. Students have a variety of menu writing experiences beginning in FCS 226 Fundamentals of Foods and progressing through writing menus for therapeutic diets using the Diet Planning Guide software in FCS 423/523 Medical Nutrition Therapy and using Computrition for writing menus and running reports in FCS 333 Quantity Food Production Practicum and FCS 430/530 Food Service Systems. Students do sensory evaluation in FCS 333 and in FCS 428/528 Food Science. Still, in-depth management opportunities were somewhat limited until about five years ago when the opportunity arose for us to have complete responsibility for Wednesday night dinners at First Baptist Church for the month of February while regular staff are on vacation. This FCS 431 experience does allow students the opportunity to

work in small groups to completely manage a meal for 85-100 people, from planning through purchasing, preparation, service, clean-up and evaluation. Some of our strongest students have identified this as being one of the most challenging experiences of the program. These experiences allow students to meet the food service objectives FS 2, 3, 4, and 6 above.

Further information detailing how each of these competencies is met through the curriculum is located in Appendix J.

*The program demonstrates that the curriculum logically progresses from introductory learning experiences to the expected learning outcomes upon completion of the program (novice to beginner to competent).*

See Appendix K for course sequencing for both undergraduate and graduate options. Nutrition courses follow elementary chemistry progressing from the introductory nutrition course (FCS 221) to Advanced Nutrition (FCS 420/520) and the life cycle course (FCS 421/521) where students learn the special needs of individuals at various life stages. In the fall semester of the first year in the program, students take their nutrition methods class (FCS 322) where they learn to organize and present information to individuals and groups. In the spring semester of the junior year, students enroll in Nutritional Assessment (FCS 324) where they learn assessment, interviewing and counseling skills, which they apply in Nutritional Assessment Practicum (FCS 325) and Life Cycle Practicum (FCS 422) as they work with healthy people of all ages in a variety of community settings. Finally students take the therapeutic nutrition courses (FCS 423/523, 424) in which they build on previous life science and nutrition classes as they learn the physiological basis for therapeutic diets and develop the skills in working with patients for whom these diets have been prescribed.

The foods sequence begins with the Principles of Food Preparation (FCS 226) in small quantities, and moves to Quantity Food Production (FCS 332). Knowledge of foods produced and served is applied in the residence hall food service and for local church dinners (FCS 333). Food Science (FCS 428/528) is an experimental approach to the study of food. It builds on previous chemistry courses and emphasizes the scientific approach in the planning, implementation and reporting of individual research projects. A management course, as well as the foods courses, precedes the senior food service management courses (FCS 430/530, 431). In these courses, students observe and work with the management at practicum sites to practice the principles of sound food service management. They also have the opportunity to participate in the planning, preparation, service, and evaluation of a complete meal for 80-100 people at a local church, enabling them to assume responsibility for the entire outcome.

During the senior year, undergraduate students are encouraged to take only professional dietetic courses and the Family and Consumer Sciences senior capstone (FCS 410). Graduate students can take an additional 600 level course. This arrangement allows them to be scheduled for a variety of different experiential activities. Students are scheduled for several weeks in a single facility allowing an opportunity for them to gain

an overall understanding of the system and to be able to participate at a professional level.

The Individual Study in Dietetics (FCS 435) is planned to provide individualized entry-level experiences during the last few weeks of the senior year and to review content areas pertinent to the RD exam. A significant amount of time in this course is devoted to planning and implementing the individual study. Facility staff where students are placed for their final experiences are informed that students are near completion and should be expected to perform at the professional entry level.

3. *The program demonstrates use of a variety of educational approaches (eg, field trips, role-playing, simulations, problem-based learning, distance education, classroom instruction, laboratory experiences) to facilitate student learning outcomes.*

Faculty members in the program use a variety of instructional methods. Basic courses use lectures, transparencies, Power Point, video tapes, DVDs, discussion, demonstrations, laboratory work, field trips, and project assignments. Upper division courses utilize the same methods, but also include simulation, role playing, computer diet analysis, food product evaluation, individual foods research projects, problem based learning, and more library assignments. Practicum classes enable students to apply their knowledge through experiences such as preparation and presentation of lessons to groups, case studies, interviewing, nutritional assessment, diet validation, diet instructions, and planning and other management responsibilities in quantity food service. Students have numerous opportunities to apply critical thinking and problem solving through these learning experiences. See syllabi for more detailed information about assignments and experiences.

4. *The program implements an assessment process to demonstrate that learning experiences develop communication, collaboration, teamwork, problem solving, and critical thinking skills.*

Development of communication skills is an important part of the CPD. All students at ISU are required to take Communications 101 and basic and advanced writing classes. The CPD recommends that the upper level writing class be technical writing rather than expository writing. Graduate students are required to take a research class which has a major writing component and many graduate students also choose the thesis option for the culminating experience for the Master's degree.

Major classes require both oral and written communication starting in the introductory courses. In FCS 428/528 Food Science, students write a research proposal, conduct the experiment, write the results and do an oral PowerPoint presentation for the class. The assessment clinical also requires a research project with a written report and oral presentation. In Medical Nutrition Therapy (FCS 423/523), students research the history of a disease including the medical, nutritional and pharmaceutical treatment. This project is presented as an oral PowerPoint presentation and as a poster display. Students

are encouraged to present their projects in the University's Student Research Showcase in the Spring, and several have done so in the past. Some have also presented at state and national conferences. Additional PowerPoint presentations are done in the 410 Capstone Seminar and the 435 Independent Study. All students are also required to do presentations for community groups and/or patients as part of clinical assignments.

Collaboration and teamwork are included in most classes in the program. Beginning in 226 Fundamentals of Foods, students work with lab partners both in food preparation and in doing their cultural foods project. Students work together on projects, taking turns serving in the role of coordinator, in 333 Quantity Food Production Practicum and 422 Lifecycle Nutrition Practicum. In 431 Food Service Systems Practicum, the students work as a team to plan, prepare, serve and evaluate meals for 85-100 people.

All classes in the program emphasis the use of critical thinking and problem solving in the development of the projects mentioned above, in case studies and in working with clients in the community and health care settings.

5. *The program implements an assessment process to demonstrate that learning opportunities develop personal and professional attitudes and values, ethical practice, and leadership and decision making skills.*

CPD students are encouraged to join the American Dietetic Association. Many also participate and serve in leadership roles in the student chapter of the American Association of Family and Consumer Sciences and Phi Upsilon Omicron. Junior students are required to attend the spring meeting of the Indiana Dietetic Association. When the fall meeting is in this part of the state, students participate in it also. When ADA's national meeting has been in Chicago or St. Louis, we have encouraged students to participate in the national meeting. Faculty serve as role models for the students by attending and serving in leadership roles in local, state, and national professional organizations.

Professionalism is introduced to undergraduates in the FCS 107 core class, and professional ethics is introduced in the FCS 320 Orientation to Dietetics class. This class was removed from the required curriculum and banked for a time but based on our evaluation of the program needs, it was reintroduced in 2005. Professional ethics is emphasized throughout the curriculum and is a major component of the 410 Capstone class. The FCS 320 class is especially important for graduate students, who do not take the FCS core. However, many graduate students have already been working in professional settings and have been applying professional behaviors.

Faculty and preceptors are continually assessing and providing feed-back to students at clinical sites to assure students are developing acceptable personal and professional attitudes and values, and are conducting themselves in an ethical manner. Unacceptable behaviors are identified and described and students are given appropriate alternatives. In rare cases students have been removed from specific site placements.

The faculty members in the Area form the Administrative Committee for the program. This group regularly meets and reviews program policy, progress and problems. All faculty in the department are required to have students complete the standardized Student Instructional Reports for each class. The reports are on file in the Department Chairperson's office. Coordinated Program students do program evaluations at the end of each year. These are on file in the Program Director's office. Students also complete a self-evaluation annually. Clinical preceptors and faculty review program experiences (specifically concerns and recommendations) each semester at the completion of the clinical rotations. The Advisory Committee meets annually to discuss specific concerns.

Annually, a letter requesting updated personal and professional information is sent to program graduates. This information is compiled and included in a newsletter for program students and alumni. Results of the 2003 alumni survey were described earlier.

All sources of program evaluation including faculty and student assessment, employer, advisory and clinical preceptors' suggestions and recommendations are noted and discussed on a regular basis and included in all curriculum revision decisions. Sample evaluation forms are included in Appendix L.

***6. The program demonstrates that the curriculum includes experiences with other disciplines and exposure to a variety of dietetics practice settings, individuals, and groups.***

The Family and Consumer Sciences Department has established linkages and partnerships which include over 50 institutions, agencies and organizations. The Coordinated Program in Dietetics, which requires each student to complete a minimum of 900 clock hours of clinical experiences, is responsible for a high percentage of these. Sodexo on campus is a primary food service site. We use a wide variety of community agencies including Area 7 Agency on Agency and Head Start as two of our on-going affiliations. Union Hospital is the home base for Medical Nutrition Therapy although we also use a number of other area hospitals and long term care facilities. A highly successful ongoing partnership with Doughmakers, LLC, in Terre Haute Industrial Park has been featured on television, radio and was included in university publications and press releases. Students in the FCS 226 fundamentals of foods class have the opportunity for early involvement with this partnership. FCS faculty and undergraduate and graduate students were responsible for research and testing which led to a federal patent on the unique bakeware finish. Doughmakers has provided student scholarships and also contributed \$2-3000 each year to the FCS Foundation account. Collaboration, research and testing continue both in and out of the classroom. FCS will soon finalize an official partnership with the Apicius Culinary Institute in Florence, Italy. Twenty-seven students traveled to Florence, March 13-21 for the first annual Study Abroad experience.

Annually, dietetic students serve in clinical sites throughout the Wabash Valley averaging 7,000-8,000 hours of combined experience annually, impacting thousands of people ranging from infants at the WIC (Women, Infants, and Children) Center through

elderly adults participating in senior dining site programs, receiving home delivered meals or residing in long term care nursing and rehabilitation centers. Contact with professionals from other disciplines occurs at many of the clinical sites. Dietetic students provide nutritional assessments and dietary care for clients on the Indiana State University campus, in community settings, hospitals, long-term care facilities and food service operations, as they learn necessary skills for their profession.

As part of their clinical experiences, dietetic students work not only with dietitians but with supervisors from a variety of professional backgrounds. They take classes and share clinical settings with nursing and pharmacy students, as well as students in other areas of Family and Consumer Sciences. General Education classes are taken with students throughout the University.

- 7. The program demonstrates that curriculum length is based on the program mission and goals, conforms to commonly accepted practice in higher education, and is consistent with student learning outcomes.***

The undergraduate CPD is designed as a four year (eight semesters) sequence of 124 semester hours and can be completed in four years if students enter the program as first semester freshmen and follow the planned sequence exactly. There are no electives for the student who must take the maximum general education required by the University. Some students have met the foreign language requirement in high school, test into the higher level (107) freshman English class, and perhaps even test out of the information technology and/or math basic studies requirements and therefore have a few elective hours. Students who change majors or get out of sequence in some way need to take courses in the summer or, in some cases, they require an extra year to complete the program.

The graduate option of the CPD is planned to take two calendar years for students who enter with all prerequisites completed. If graduate students are lacking prerequisites, the time for these must be added. Graduate students take the same sequence of coordinated didactic (doing extra projects for graduate credit) and practicum courses (all taken at the undergraduate level) as undergraduate students but must take an additional 16 semester hours of 600 level courses to complete the master's degree.

- 8. The Coordinated (CP), Dietetic Internship (DI), and Dietetic Technician (DT) program each demonstrate that the supervised practice experiences are directly related to the planned curriculum.***

The supervised practice experiences are planned to address the ADA required competencies. Supervised practice (practicum classes) is coordinated with didactic classes. Faculty members responsible for the supervised practice make sure that clinical supervisors know the objectives of the class. Faculty members also stay in frequent contact with both students and supervisors to be sure that objectives are being met. Students do not routinely replace employees at clinical sites except in

some cases during the 435 Individual Study experience. The new preceptors' packet being developed as a result of suggestions at the Advisory Committee last spring will give even more assurance that preceptors are assigning appropriate tasks and using student time appropriately.

Practicum rotation schedules for 2005-2006 are found in Appendix M.

***9. The program implements a process to assess student progress toward achievement of student learning outcomes using a variety of methods during and at the conclusion of the program.***

Students' progress is evaluated at many points throughout the program using a variety of assessment methods. Both objective and essay exams are given throughout the program. Assessment tools are used to evaluate performance on nutritional assessment, counseling, menu planning, papers, and presentations. Individual conferences with students are also a part of the evaluation process. The department has begun to use an electronic portfolio (LiveText) which is introduced in the FCS 107 core class where students input their personal information. We are just beginning to give students the opportunity to use this to add projects from other classes. Eventually, we will be able to do rubrics for evaluation and will be able to compile and compare data. Students receive the evaluation of external preceptors at the end of 435 and also have the experience of taking the practice RD exam.

Recent program graduates have included three Hines Memorial Medal winners (4.0 GPA). Two of our alums have been admitted to Physician's Assistant Programs. Others have been admitted to graduate schools, here and in other places.

Most dietetics graduates take the national registration examination to become Registered Dietitians. Data from the past three graduating classes show an 87% first time pass rate on the exam. Students from our program have been recognized as Outstanding Student in a Coordinated Program by the Indiana Dietetic Association, and several of our alumni have received the Recognized Young Dietitian of the Year Award from the state Association. Students have received competitive scholarships from the Indiana Dietetic Association and from the American Dietetic Association.

***10. The program demonstrates periodic evaluation of the curriculum objectives, content, length, and educational methods to improve educational quality. Periodic evaluation includes assessment of new knowledge and technology impacting dietetics practice.***

As described early, the Administrative Committee of the program meets weekly during the academic year. Much of the work of the committee has to do with curriculum and course content. The Department faculty as a whole has a strategic plan which is revised and updated on an ongoing basis. The Area Coordinators are primarily responsible for writing and refining the strategic plan. Again, as mentioned



earlier, the Department has recently gone through a AAFCS re-accreditation self study and individual program prioritization reports required by the University. Students have input through course and program evaluations. Students, alumni, and external stakeholders have formal input into curriculum through the Advisory Committee meeting and informal input through conversations with faculty members.

Examples of undergraduate curriculum changes since the last accreditation self study include the following:

General Education changes which went into effect in 2000 and include new basic studies requirements for math, information technology and foreign language. (Most of the dietetic majors meet the foreign language requirement through two years of the same language with a C or better in high school. The liberal studies requirements have also changed to put more emphasis on diversity. The current requirements include courses in both US and international diversity.

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FCS core changes coordinate with general education changes in that a new university general education requirement can be met by the FCS core capstone class. The course is a writing intensive class. The FCS core was revised in 2004 to include the new capstone and to reduce the hours from nine to seven. The core also now puts a greater emphasis on human systems as the basis for FCS curricula.

The drop in required core hours allowed us to add (for all CPD students) the hour to Lifecycle Nutrition to include the necessary community component and also allowed us to add the 320 Orientation to Dietetics back to the curriculum. Earlier changes in the dietetics curriculum include the substitution of Advanced Nutrition for one of the formerly required chemistry classes and the separation of some of the Medical Nutrition Therapy Practicum content into an assessment class and practicum which are taught in the spring semester of the Junior year, allowing the students to be better prepared to go into the Medical Nutrition Therapy Practicum in the fall of the senior year.

Faculty members keep up-to-date on new knowledge and technology impacting dietetic practices through attendance at conferences, research activities, and other ADA portfolio approved activities.

***11. The program demonstrates use of a process to monitor the comparability of educational experiences and evaluation strategies used to assess student progress and ensure consistency of learning outcomes when students are assigned to different sites for the same type of experiences.***

Although students are not all sent to the same sites, an effort is made to send them to comparable sites. Although not all students in Quantity Foods are placed in the same ISU Dining Services residence hall kitchen, all are placed in university food service, and the instructor for the practicum class meets with students weekly to be

sure that all objectives are being met. Students also have packets with the learning objectives all students are to address. In the life cycle practicum, more than one WIC site, school lunch program site, or senior dining site may be used, but students and preceptors have copies of the learning objectives for the experiences to assure that similar experiences are achieved at all sites . The program director/MNT practicum instructor schedules all students (half on Tuesday and half on Thursday) to be with her one day each week at Union Hospital where she can go over charts and work with them on the particular objects of the week.

## STANDARD THREE: PROGRAM MANAGEMENT

### Standard Three

Management of the dietetics education program and availability of program resources are evident in defined processes and procedures and demonstrate accountability to students and the public.

- *The program demonstrates that the program director has the authority, responsibility, and sufficient time to manage the program, including assessment, planning, implementation, and evaluation critical for program effectiveness. Program director responsibilities include at least:*
  - *policy development;*
  - *student recruitment, advisement, evaluation, and counseling;*
  - *program record maintenance, including student complaints and resolutions;*
  - *curriculum development;*
  - *program communication and coordination; and*
  - *continuous internal and external program evaluation.*

The Program Director/Clinical Coordinator, Mrs. Carol Reed, has primary responsibility for the assessment, planning, implementation, and evaluation of the program. The position of the director is classified as an administrative, rather than a tenure-track appointment. This classification does not require the scholarly activity required of tenured/tenure-track faculty and does not require the terminal degree. It is a ten-month full-time appointment with the equivalent of two credit hours of paid time in the summer for CPD administration. The program director works with the Food and Nutrition Area Coordinator, the FCS Chairperson, and other area/program faculty to accomplish the tasks required for the program.

#### Policy Development

Policies are reviewed by area/program faculty and revised as needed. At least annually, the policies are reviewed and updated for inclusion in the application packets and student handbooks.

#### Student recruitment, advisement, evaluation and counseling

The program director serves on the Student Affairs Committee for the Department. This is the committee that primarily works with campus coordinated recruitment. The program director is also responsible for recruitment displays at the Indiana Dietetic Association annual spring meeting and answers correspondence resulting from the listing of the program on the ADA web page.

The program director teaches the Orientation to Dietetics class which students take during their first semester after admission into the program. This enables her to develop an early relationship with the students and provides opportunity for her to do career counseling with them. Academic advisement is done by area/program faculty. Dr. Hawkins currently advises most freshmen and sophomore dietetics and CPD students.

#### Program record maintenance including student complaints and resolutions

The program director maintains files of CPD student records and program documents in her office. Student complaints and resolutions are placed in their appropriate files. The program director does program verifications after graduation and places copies in the student files.

#### Curriculum development

CPD curriculum issues are discussed and resolved in the program Administrative Committee meetings. Dr. Hawkins serves with other Area Coordinators on the Department Curriculum Committee and takes the curricular issues to them for approval before forwarding to College and University curriculum committees.

#### Program communication and coordination

The program director is responsible for communication with faculty, the Advisory Committee and the American Dietetic Association. Faculty members responsible for clinical classes make their own contacts with preceptors, but the director is available to help with problems that may arise. The director, along with other area/program faculty, attends Departmental faculty meetings and presents issues relevant to the program as appropriate.

#### Continuous internal and external program evaluation

The director works with other area/program faculty to plan and implement the program assessment process. The director teaches the 435 Individual Study class which is the one that does the review and practice for the registration exam. Also in this class, students do the entry level clinical placements, and the director receives the evaluations returned by preceptors. She is also responsible for the program evaluations done by junior and senior students at the end of the school year.

- *The program demonstrates that it has the administrative and financial support, learning resources, physical facilities, and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, is sufficient to produce the desired outcomes.*

#### Administrative and financial support

The Food and Nutrition Area has the lowest major/faculty ratio in the department with four full-time faculty members. The Administration has been supportive of the needs related to accreditation although the Indiana Commission on Higher Education is pressuring the University to cut costs and increase student/faculty ratios. Recently, the University has spent over \$25,000 to replace tables and chairs in the food lab and a similar amount to make one unit handicapped accessible. Much of the equipment money for the department goes toward keeping large appliances and small equipment, including scientific glassware, in the foods lab current. See more financial information in the Prioritization reports in Appendix E. Each Area Coordinator in the Department is

encouraged to submit to the Chair a request for new or replacement equipment as needed. The budget is allocated according to the needs. Faculty members in the Department all have equal access to the limited travel funds. Priority is given to faculty who are delivering papers. However, four years ago, two faculty members were completely supported to attend a workshop in Virginia on Computrition upgrades.

### Physical facilities

The Department of Family and Consumer Sciences, housed in its own building, is centrally located on the Indiana State University campus and is the home of the CPD. The building was originally built in 1956 and is one of the earlier modern buildings on campus. Highly energy sufficient, the exterior steel-structured windows allow natural light into the building and classrooms. In keeping up with changing technology, the building has been maintained and improved consistently throughout the years. The last major renovation was done in 1989.

Most FCS classes are conducted in the FCS building. Lecture classes are taught in several different rooms in the building, but the food and nutrition lab is space that is assigned exclusively to the Food and Nutrition Area. The room is designed with five complete food preparation units and includes tables and chairs for lecture space. Lab classes are limited to 15 students (three students per unit). Storage cabinets and a laundry area are also included in the space. This room also has Internet connection. As noted above, within the past three years, the University has provided funds to replace all the tables and chairs in the lab and to remodel one unit in the lab to make it a completely handicapped accessible unit. Equipment in the lab is updated regularly.

A few large classes are taught outside the building. Dietetics clinical classes are scheduled at sites away from the building and, except for food service experiences, generally away for campus. Most of the quantity foods experiences take place in the Sodexo-operated food services on campus.

The enrollment limits for all classes, exit doors and fire exits are designated in compliance with the Universal building codes. The FCS building complies with Americans with Disabilities Act standards. The north entrance doors are the main wheelchair entry. Wheelchair accessibility is provided for all classrooms. All the signage in the building is accompanied with Braille characters to accommodate sight-impaired students. The two floors of the building are linked by an elevator for students with special needs.

All CPD faculty members have private offices. Other spaces are also available where private conferences could be held if necessary. Each faculty member has his/her own computer to use for academic and/or scholarly work.

The building maintenance is provided through the Physical Plant personnel. A custodian is scheduled to work in the building five nights per week. Special maintenance needs can also be requested. The Physical Plant personnel are available to deal with routine maintenance or with emergency situations.

### Support Services

Comparable to other units on campus, the Department has one administrative secretary in the main administrative office. The department normally has three-four student workers each semester. One of these is usually assigned at least part-time to work with the foods lab and food shopping.

Resources to support teaching and learning are available to provide students and faculty with innovative learning experiences, opportunities for professional development, and evaluative criteria for continued educational growth. The administrative staff of the University, College, and Department work cooperatively to provide seminars, workshops, travel funds, professional development leaves, and faculty research grants to support teaching and learning for CPD faculty.

All faculty and students at ISU have access to computers. ISU is a wireless campus and also has student computer labs at several sites across campus, including a small lab with specialized dietetic software in the FCS building. The software includes Computrition and NutritionistPro. Beginning in the fall of 2006 as part of the "Laptop Initiative," all new students will be required to purchase a laptop which will have technical support through the University. Students and faculty members can also benefit from the nearby university computer center for additional technology needs and assistance. Lecture rooms are equipped with technology necessary for teaching. In 2005, the two primary lecture rooms in the building were equipped with new technology "Symposiums."

The University Tutoring Program offers free tutoring to University students for most General Education courses. Drop-in and computer based programmed instruction in math fundamentals is offered, as well as help in academic skills such as reading, writing, and conversational English.

Students who need adaptations to their learning environment may obtain help through the services located in the Student Academic Services Center. Services include, but are not limited to, assistance in accessing recorded textbooks or readers for the blind and learning disabled, note-takers or signers for the hearing impaired, or alternate testing procedures. (2006-2007 Indiana State University Undergraduate Catalog.)

The University also has a variety of organizations that address the ongoing diverse needs of minority students on campus; for example the International Affairs Center to address the needs of international students, and the African American Cultural Center to address the needs of African American students.

The Indiana State University Library (Cunningham Memorial Library) provides the following services:

- Lending services
- Interlibrary loan
- Services to distance education students
- A wireless mobile network available throughout the library

- Faculty and graduate student services

As a Regional US Depository, the library has extensive holdings of government and legal publications that support the various disciplines in Family and Consumer Sciences. Every academic unit has a library coordinator who works with faculty to see that requests for materials are processed appropriately. The FCS budget available for all requests from the Department, including media needs, is \$3000-\$4000/year. Individual faculty members may make requests through their area coordinator or directly to the Department Chair. New faculty members are given \$500 to order new books and media of their choice during their first year at ISU. Students and faculty have access to on-line databases and resources. LUIS is the library Internet network that allows students and faculty to access the library databases both on campus and from remote sites.

All these resources enable the CPD to meet its goals of preparing competent and qualified graduates ready to go out and help meet the needs of individuals and families, through their work in the dietetics profession.

- *The program demonstrates that it has a sufficient number of faculty and/or preceptors to provide learning experiences and exposure to the diversity of practice. Faculty and/or preceptors can show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research, or other activities leading to professional growth and the advancement of their profession. In addition,*
  - *Faculty in regionally accredited colleges and universities meet the institution's criteria for appointment.*
  - *Preceptors in supervised practice programs are credentialed or licensed as appropriate for the area they are supervising students or demonstrate equivalent education and experience.*

As mention above, four members of the FCS faculty are in the Food and Nutrition Area spending significant amounts of their time teaching pre-dietetics and CPD courses. The CPD director teaches only CPD courses, but the other three faculty members teach some general education, FCS core, and graduate courses as well. Two other faculty members teach FCS core classes required for dietetic students.

A terminal degree or the doctorate is the preferred level of preparation for all tenured/tenure track faculty members at ISU. The MFA, or other appropriate Masters is considered a terminal degree for Interior Design. The Clinical Coordinator in Dietetics is required to have at least a Master's degree, the Registered Dietitian credential, and significant practitioner experience. Following the retirement of the previous Program Director in 2002, the Clinical Coordinator also became the Program Director. Faculty members who each have varied educational and/or practitioner expertise, which represent all learning domain areas, support the Coordinated Program in Dietetics and competencies expected of students. Three faculty members have doctoral degrees while the CPD director has a master's and continues to practice eight hours per week in a hospital, clinic or prison setting. Three faculty members maintain RD status and

appropriate continuing education. The fourth is a Certified Nutrition Specialist. The faculty member who teaches the Fundamentals of Foods and Food Science has masters and doctoral work in the foods area. The faculty member who teaches the quantity foods and food service management has 16 years experience working in food service. All faculty have strong educational backgrounds in nutrition.

Academic training and higher education experiences of CPD faculty are outlined below. Additional information is available in the vitae included in Appendix N.

#### Academic Training and Teaching Responsibilities of CPD Faculty

FACULTY MEMBER & RANK	DEGREE	GRANTING INSTITUTION	TEACHING RESPONSIBILITIES
Lynn Duerr, Assistant Professor	PhD Sec. ED MA Nutr./Dietet. BS Nutr./Dietet. Gerontology Certificate	The University of Akron Kent State University Kent State University The University of Akron	Quantity Foods FS Mgt Nutrition
Sarah Hawkins, Professor	PhD Nutrition/FS MS Nutrition/FS BS HE Educ.	University of Tennessee University of Tennessee Carson-Newman College	Foods MNT Nutrition
Rao Ivaturi, Associate Professor	PhD Human Nutr. MS F & N BS Agriculture	Univ. of Nebraska-Lincoln Kansas State University A P Agriculture University, India	Nutrition Community Nutrition
Carol Reed, Assistant Professor	MS Dietetics BS Dietetics	University of Arizona University of Arizona	MNT Nutrition

Dr. Hawkins and Dr. Ivaturi have primarily University teaching experience, including significant amounts of community oriented action research and service. Dr. Hawkins has done volunteer dietetic counseling with Visiting Nurses, St. Ann's Diabetes Clinic and with the ISU Student Health Center. Over the last 7 years, Dr. Ivaturi has raised more than \$1 million dollars in private funding to create a website titled, [www.webdietitian.com](http://www.webdietitian.com) and to develop two CD-ROM application, *Diet and Weight Analyst* and *Diet Planning Guide*, that are being used by educators, health professionals and general consumers. Both Dr. Hawkins and Mrs. Reed worked as consultants on the development of the *Diet Planning Guide*. Dr. Duerr has 16 years of work experience in food service management, and Mrs. Reed continues to do clinical consulting.



All three RDs are active members of ADA/IDA. All are active at the district, state, and national levels, including attending the 2005 Food and Nutrition Conference and Exhibition in St. Louis. Dr. Hawkins and Dr. Duerr are also active members of the American/Indiana Association of Family and Consumer Sciences. Dr. Ivaturi maintains professions memberships in the American Society for Nutritional Services and the American Institute of Nutrition. All do continuing education to maintain their professional credentials.

ADA has approved the CPD at ISU for 12 students per class. After two full classes of 12, for the past three years classes have not filled. Ten students graduated in 2005 and 6 in 2006, and there are only five students in the current senior class. However, we had 19 qualified applicants for the 2006 Junior class and have admitted 12 students to begin in the fall.

The four faculty members can adequately handle the teaching and supervision for 12 students per class. When we have had the full twenty four students in the program, we have been able to have an RD graduate assistant and/or a small amount of adjunct time to help with clinical supervision. The Food and Nutrition Area normally has the largest number of full-time graduate students in the department and therefore normally has 2-3 graduate assistants each year.

Faculty members have provided a wide array of services, especially within the state and in the Terre Haute community. Recently, President Lloyd Benjamin, in his address to the university community, cited the Department of Family and Consumer Sciences as an academic unit whose faculty members have made significant *outreach* contributions bringing about *experiential learning* activities to the classroom. Recent examples of these activities of departmental faculty include:

- Preparation of Lesson Plans for use in 350 statewide senior dining sites
- Collection of more than a ton of non perishable food items for the local soup kitchen through campus-wide CANSTRUCTION project
- Campus-wide Nutrition Assessment clinic
- A community based Health Assessment Program

Faculty members have recently held and/or are currently holding leadership positions in family and consumer sciences and dietetics professional organizations at the local, state, and national levels.

Faculty members in the department have received recognitions at the university and professional levels. Recent recognitions include:

- Recipient of the INAFCS and AAFCS Leader Awards
- Faculty Sponsor for Best Overall Research Project, ISU Student Research Showcase

- The Janice Neville Research Award and Certificate of Achievement (Cleveland Dietetic Association)
- Indiana Dietetics Association Outstanding Coordinated Program Educator Award (2)
- Distinguished Alumnus of Carson Newman College

Although funding resources are limited, departmental faculty have been actively pursuing scholarly activities in other creative ways. Faculty members have partnered with local businesses and community agencies in pursuing projects whose outcomes have benefited everyone involved. The Doughmakers, LLC, partnership is one such example. One faculty member directly involved with this project was instrumental in helping the company obtain a federal patent as a part of this partnership. The department has also profited from this alliance. The company has provided student scholarships through this department and bakeware and small equipment for the foods lab.

Some departmental faculty members have taken advantage of the in-house grant opportunities provided by the university to pursue scholarly work. These are highly competitive mini grants providing jump-start monies to faculty members. Whether research dollars were made available or not, there has been an increase in scholarly productivity by the department faculty members in recent years. Indicative of this is that faculty have presented their work at national/state conferences and/or published in refereed journals. The evidence of this is presented in faculty vita in the appendix.

Preceptors for the program range from some people who have been with the program for 15-20 years to some who are new to their roles. Many of the RD preceptors are alumni of the program. All are selected because of the preparation and skills they bring to their own positions and their willingness to commit their time and expertise to the education of future dietitians. According to the preceptor survey conducted in the fall of 2005, the preceptors surveyed reported the students were a benefit to themselves and to their facility, with means between “always” and “frequently.”

Preceptors who have participated in the program during the past two years are listed below:

**Food Service Preceptors for FCS 333 (all have direct contact with the students)**  
**ISU Dining Services/Sodexo**

Frank Mitchell, Manager

ISU Dining Services – Lincoln Quadrangle (Sodexo)

High school graduate, 40 years experience in food service, Serv Safe Certified

Naomi Smith, Operations Manager

ISU Dining Services – Lincoln Quadrangle (Sodexo)

High school graduate, many years experience in food service, Serv Safe Certified

Peter Leek, Manager

ISU Dining Services – Sycamore Towers (Sodexo)

BS in Restaurant and Institutional Food Service, Serv Safe Certified

Peggy Baker, Production Supervisor  
ISU Dining Services – Sycamore Dining (Sodexo)  
High school graduate, many years experience in food service, Serv Safe Certified

Ray Veit, Director of Residential Dining  
ISU Dining Services (Sodexo)  
High school graduate, many years experience in food service  
Has final approval authority for activities done in the dining halls (e.g. Customer Satisfaction Survey wording and implementation approval)

Sue Sluyter, Resident District Manager  
ISU Dining Services (Sodexo)  
BS in ED/Institutional Food Service  
Serv Safe Instructor with National Restaurant Association  
Liaison between Sodexo and ISU dining services, allows our students to do practicums in ISU's dining services on campus, and conducts the Serv Safe classes for our students

Amy Murphy, Retail Operations Director  
ISU Dining Services (Sodexo)  
Some college in Exercise Science

Arni Karagis, Catering Operations Manager  
ISU Dining Services, Generations (Sodexo)  
Attended Cuyahoga Community college and Cleveland State University; has more than 50 years of food service experience.

Jan-Michael Giglio, Catering Manager, Executive Chef  
ISU dining services, Generations kitchen (Sodexo)  
AAS in Culinary Arts, BS in Hospitality and Tourism Management, American Culinary Federation Certified, Serv Safe Certified, Certified Culinary Foundations Trainer for Sodexo

#### **First Baptist Church**

Mabel Keathley, Hostess (cook)  
BS Education  
Has several years of experience in food preparation and service for groups.

#### **Community Preceptors (FCS 422 and 325)**

#### **Community Alliance and Services for Young Children (CASY)**

Terri Hemminghouse, Food Program Manager  
BS in Sociology and Business Management  
Primary contact person who conducts site orientation and assigns students to CASY staff; supervises visits to child care facilities.

**ISU Athletic Training Services**

David Marmon, CSCS, SPN, Head Strength and Conditioning Coach and Director of Performance Nutrition

MS in Kinesiology, Certified Strength and Conditioning Specialist and Specialist in Performance Nutrition

Primary contact who conducts site orientation and assigns dietetic students to various student athletes-centered nutrition-related projects

**ISU Early Childhood Education Center**

Gail Gottschling, Director

MS in Human Development

Primary contact person who conducts site orientation of the site and assigns responsibilities for dietetic students enrolled in the CPD program courses.

**ISU Hulman Memorial Student Union's Le Club fitness center**

David Stowe, Assistant Director of MS in Sports Management and MS in College Students Personnel. Certified Personal Trainer (certified by the American Council on Exercise)

Primary contact person who conducts site orientation and assigns dietetic students to Le Club participants.

**The Lighthouse Mission, Inc.**

Paul Shaw, Chief Operating Officer,

BS in Business, Certified Food Handler

Primary contact person who conducts site orientation and assigns tasks to dietetic students when visiting the Mission. Lighthouse Mission serves the impoverished population of the Wabash Valley by providing them with temporary accommodation and meals.

**Minority Health Coalition of Vigo County, Inc.**

Rodney Williams, Executive Director,

MS in Family and Consumer Sciences (Child Development and Family Life emphasis)

Primary contact person who conducts site and orientation and assigns students to various clients who require nutrition counseling.

**Union Hospital Health Group**

Lana Taylor, MS, RD, CD, CDE, Nutrition and Health Counselor,

MS Food and Nutrition

Works with our students (1-2) on their major research project for Nutritional Assessment Practicum

**Vigo County Headstart**

Norine Seat, Education Coordinator and Child Care Center Manager

BS in Elementary Education with Kindergarten Endorsement

Primary contact person who conducts site orientation of the site and assigns the dietetic students to different classroom teachers.

Gretchen Novillino, MS, Health/Mental Health/ Disabilities Coordinator  
MS Agency Counseling Contact person for Head Start kitchen sanitation inspection tours,  
Quantity Food Production Management (Jr. yr.) and Foodservice Systems Management  
(Sr. yr.)

**Vigo County Health Department**

Sharon Allee, RN

Nursing degree

Offers students exposure to the Health Department's Well Child Clinics; students do  
basic nutrition assessment.

**Vigo County Schools Food Service**

Donna Mahan, Food Service Supervisor, Department

High School Graduate. Certified through School Nutrition Association (SNA) and a  
Certified Food Handler (23 years of food service experience)

Primary contact person who conducts orientation of the program and assigns various  
schools to participate with dietetic students. Students typically visit three schools  
(elementary, middle, and high school) and work with their respective foodservice  
managers.

Mary Moore, Manager, Davis Park Elementary School

High School graduate, certified with the School Nutrition Association, Certified Food  
Handler (Serv Safe)

Margo Payne, Manager, Otter Creek Middle School

High School graduate, certified with the School Nutrition Association, Certified Food  
Handler (Serv Safe)

Elaine May, Manager, Terre Haute South Vigo High School

High School graduate, certified with the School Nutrition Association, Certified Food  
Handler (Serv Safe)

**West Central Indiana Economic Development, Inc.**

Chris Mangia, Nutrition Program Specialist,

MS in Home Economics

Primary contact who conducts orientation and assigns dietetic students to managers of  
various senior dining sites in and around Vigo County.

**WIC**

Saundra Bourke, RD, LD,

Nutrition and Breast Feeding Coordinator, Vigo County WIC program

BS in Dietetics, Certified Lactation Counselor (CLC)

Primary contact person who conducts site orientation and supervises dietetic students  
when working with WIC clients.

Mary Jane Wann, RD, LD, WIC Dietitian, Family and Help Center, Rockville, IN  
BS in Dietetics and MS in Food and Nutrition  
Primary contact person who conducts site orientation and supervises dietetic students when working with WIC clients.

**Clinical Preceptors for 424 and 431 (all work directly with students)**

**Union Hospital, Terre Haute (Primary clinical site)**

1. Angie Huckleberry, RD, CNS (Nutrition Support Dietitian)
2. Renee Rogers, MS, RD
3. Karen Smith, MS, RD
4. Mika Thomas, RD
5. Tracy Arini, RD (Outpatient Diabetes Educator)

**Terre Haute Regional Hospital**

6. Carin Aloisio, MS, RD (Clinical Nutrition Manager)
7. Morgan Lee, RD

**Kidney Center of Terre Haute**

8. Carol Posey, RD

**St. Ann's Diabetes Clinic, Terre Haute**

9. Sarah Hawkins, PhD, RD

**Southwood Health and Rehabilitation Center, Terre Haute**

10. Diana Stanley-Newbold, RD

**HealthSouth Rehabilitation Hospital of Terre Haute**

11. Melinda Hart, RD

**Glenburn Nursing Home, Linton**

12. Lisa Berns, RD

**Good Samaritan Hospital, Vincennes**

13. Jill Earl, RD
14. Sondra Hand, RD, CDE (Welch Diabetes Center)
15. Sonia Jurado, MS, RD (Clinical Nutrition Manager)
16. Casey Kluesner, RD

**Sullivan County Community Hospital**

17. Traci Ray, MS, RD (Director of Nutritional Services)

**St. Vincent's Hospital, Clay County**

18. Angie Sagarsee, RD

### Additional Preceptors for FCS 431

#### Union Hospital

Heather Kelsheimer, MS, RD, CDE

Systems Director of Union Hospital Health Group Nutrition Services

MS Dietetics

#### Rose-Hulman Institute of Technology Dining Services (Aramark)

Mandi Huff English, Service Manager

BS Dietetics

#### Wabash Valley Correctional Facility

Jeanne R. Hall, Director of food Service

B.S. Food Service Management

For the FCS 435 Independent Study, students may leave the Terre Haute area to go to a place of their choice. Preceptors for these experiences vary from year to year depending on student placement.

- *The Coordinated (CP), Dietetic Internship (DI), and Dietetic Technician (DT) programs demonstrate that a process is used to select and periodically evaluate adequacy and appropriateness of facilities to provide supervised practice learning experiences compatible with the competencies students are expected to achieve.*

Sites are reviewed annually by the CPD director and faculty before students are assigned. When there are problems related to changes in personnel, facilities or responsibilities of preceptors, accommodations are made for the site not to take students until the internal issues have been resolved.

Below is a list of major sites with summaries of experiences currently being used by ISU:

#### **Sites and Activities for FCS 333**

<b>Clinical site</b>	<b>Maximum Students Assigned At a Time</b>	<b>Summary of Experiences</b>
<b><u>FCS 333</u></b>		
ISU Dining Services – operated by Sodexo, on campus	8-10	One day a week, 15 weeks for food production experiences. Rotate through three campus facilities. Perform hands-on work in most areas of the kitchen (e.g. range, bakery, deli) and in the front of the house, as assigned by the employee in that area for the day, and guided by the student packet objectives. Answer their packet questions. Questions deal with a variety of food service management issues (e.g.

		sanitation, safety, daily production sheets). Perform projects on site (e.g. customer satisfaction survey, purchasing project).
First Baptist Church	3	Students assist in the preparation, service, and clean-up of a weekly evening meal for approximately 80-100 church members. Three students go twice each.
Doughmakers – Bakeware Co. (partnership organization)	2-4	Assist the company during their fall, and sometimes spring, sale by baking cookies and assisting with hospitality room for the customers. 2-4 students are there at a time; all are required to go for 8 hrs.
Vigo County Head Start (partnership organization)	2-3	Perform a kitchen sanitation inspection tour, using the agency's required form. All students go; in groups of 2-3 once a month.

#### Sites and Activities for FCS 325

Clinical Sites	Maximum Students Assigned At a Time	Summary of Experiences
Major project sites: 1. Maternal Health 2. Vigo Co. WIC 3. Vigo Co. Head Start 4. Union Hospital 5. WCIEDD Senior Dining sites	1 1-3 2-3 1-2 1	All students perform original research on topics selected by the preceptor, using data/clients available at the site. They collect data, analyze it, write a report using standardized research format, and present their findings to the class.
Union Hospital	12	As a group, students visit Union hospital to work with a dietitian to learn how to read a patient chart.
Vigo County Health Dept. – Well Child Clinic	1	All students sign up for a well child clinic. They observe activities that occur, and when possible assist. If time allows students educate clients on basic nutrition (i.e. MyPyramid).
ISU's HHP lab	12	As a group, students participate and observe underwater weighing and VO2 Max measurements.



### Sites and Activities for FCS 422

(In most cases, one student is assigned to a site at a time, except for Health Fairs)

Clinical Placement	Types of Activities
1. WIC Program	<ul style="list-style-type: none"> <li>• Understand WIC program</li> <li>• Participation with WIC participants</li> <li>• Develop education material for use by WIC office and participants</li> <li>• One-to-one interactions and assessments</li> </ul>
2. Headstart	<ul style="list-style-type: none"> <li>• Observe and interact with preschool children</li> <li>• Develop and present suitable nutrition lessons for preschool children</li> </ul>
3. ISU Childcare Center	<ul style="list-style-type: none"> <li>• Observe and interact with preschool children</li> <li>• Understand nutritional needs and guidelines</li> <li>• Develop and present suitable nutrition lessons for preschool children.</li> </ul>
4. CASY	<ul style="list-style-type: none"> <li>• Work with CASY staff</li> <li>• Make field visits with CASY staff to inspect day care centers' food service</li> </ul>
5. Vigo County School Foodservice <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle</li> <li>• High</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and interact with school children</li> <li>• Work with foodservice personnel to provide school lunch to participants</li> </ul>
6. ISU LeClub	<ul style="list-style-type: none"> <li>• Work with ISU student population</li> <li>• Prepare and present suitable nutrition lessons</li> <li>• Conduct nutrition counseling sessions with LeClub participants</li> </ul>
7. Minority Health Coalition	<ul style="list-style-type: none"> <li>• Work with various minority groups in the community</li> <li>• Conduct baseline assessment using the DETERMINE checklist.</li> <li>• Conduct nutrition counseling and education</li> </ul>
8. Lighthouse Mission	<ul style="list-style-type: none"> <li>• Observe and interact with staff at the Mission</li> <li>• Assist the agency with various nutrition-related activities at these centers</li> </ul>
9. Senior Dining at WCIEDDI	<ul style="list-style-type: none"> <li>• Work with West Central staff who operate the senior dining program</li> <li>• Observe and participate at the center</li> <li>• Prepare nutrition education plan and present to participants</li> </ul>
10. Student Athletics	<ul style="list-style-type: none"> <li>• Work with ISU student athletes</li> <li>• Assist athletes with their nutrition concerns and prepare customized diet plans</li> </ul>

11. Miscellaneous	<ul style="list-style-type: none"> <li>• Organize/Manage nutrition booths at Health Fair</li> <li>• Attend IDA meeting</li> <li>• Prepare education brochures related to different ethnic diets...</li> </ul>
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#### Sites Used for FCS 424 and/or 431

Clinical Sites	Maximum Students Assigned at one time	Summary of Experiences
1. Union Hospital, Terre Haute All students work with program director here	3-4	All students work with Program Director and rotate with clinical dietitians including an outpatient cancer, diabetic and renal center. Students perform all functions of medical nutrition therapy including nutrition screening, assessments, individual, group and employee diet instructions and in-services. Students perform these functions with general medical patients as well as patients with more complex medical conditions. Patient centered care plans and follow-up evaluations are performed. Students attend management meetings, assist with purchasing and inventory, menu and recipe development, employee scheduling and personnel issues. Students eventually manage and supervise an assigned patient case load.
2. Good Samaritan Hospital, Vincennes	2	Students shadow and independently perform patient nutritional assessments, develop and implement care plans and evaluate outcomes. Students also interact with diabetics in the outpatient setting completing diet recall information and gathering appropriate patient education materials.
3. Southwood Health and Rehabilitation Center Terre Haute	2	All students work with both the full time clinical dietitian and the Certified Dietary Manager performing resident nutritional assessments and functions related to staffing and meal production. Students actively contribute their resident assessments while attending patient care conferences.
4. Sullivan Community Hospital Sullivan	1	All students work with a dietitian performing medical nutrition therapy functions as they relate to both the acute care patient and the outpatient. Students also participate by developing recipes,

		menus, and employee schedules. Students attend upper management meetings and assist with the development and modifications of nutrition services policies and procedures. Students also participate through interaction and discussion with the dietitian in the creation of revenue producing services such as Meals on Wheels.
5. Terre Haute Regional Hospital	2	All students rotate with clinical dietitians providing general medical-surgical nutrition assessments as well as serving patients with complex medical conditions. Students work with a designated Clinical Nutrition Manager participating in community outreach activities, staff scheduling and organizing the continuing education of staff and dietitians.
6. HealthSouth	1	Students perform nutritional assessments and implement care plans mostly involving the diet modifications needed by patients for discharge. This site involves a younger population who typically rehabilitates at home and may have nutrition needs related to traumatic brain injury, nutrition support and ventilation assisted needs. Therefore, nutrition assessments typically involve resolving complex medical conditions and the residual nutrition related complications that result.
7. The Kidney Center of Terre Haute	1	This outpatient dialysis center serves approximately 180 hemodialysis and peritoneal dialysis patients. Students shadow and assist the registered dietitian with initial nutrition information intakes, diet instructions, inservices, documentation and weekly patient counseling.
8. Glenburn Nursing Home	1	Glenburn is a nursing home/rehabilitation center that affords students the opportunity to work with patients residing in the home as well as patients residing in the assisted living area of the facility. Students work with the registered dietitian performing nutritional screening, assessment, interviews, patient care conferences and employee inservices. Students are also provided the opportunity to shadow the physical, occupational and speech therapists as they assess patients and their nutritional intake capabilities. Students also work with the food service director performing the many management tasks related to meal production.

9. St. Vincent Clay County	1	Students work with a registered dietitian while learning and performing the different role and functions of a consultant dietitian. Students perform nutritional screening and determine level of risk, perform assessments and education as indicated. Students partner with the dietitian and attend meetings with the dietary manager to discuss high risk patients and food service issues that require professional intervention.
10. St. Ann's Diabetes Clinic	1	This free clinic for uninsured clients is staffed entirely by volunteer health professionals including physicians, nurse practitioners, nurses, dietitians, and students in health related professions. Dietetic students are able to read charts, assess, and instruct these low income patients. Some of the students have had opportunities to do nutrition presentations for patients in the waiting room.
<u>Additional sites for 431</u>		
1. First Baptist Church (site of student-run dinners directed by ISU staff member)	4	Students perform all management functions related to the planning, organizing, implementation, coordination and evaluation of a quantity meal production. This also involves menu and recipe development, testing and quantifying, adhering to budgetary constraints and evaluation of client satisfaction.
2. Rose Hulman Institute of Technology (Canteen)	1	Students actively participate with a dietitian involving the development of client focused menus, recipes and the meal acceptance. Being a contract food service, students are able to identify the increased focus on standards of quality and customer satisfaction. Students create employee schedules and sales promotion activities.
3. Wabash Valley Correctional Facility	3	Students work with the manager as well as the many middle managers and offenders in the production kitchen. They are exposed to a wide range of management opportunities including staffing, purchasing, inventory, cook/chill production, scheduling, discipline and the maintenance of regulatory agency standards of food service. This is the largest food service establishment that the students are exposed to in that approximately 7,200 meals are served per day. As this is an offender staffed kitchen, many unique situations arise demanding very creative management style and intervention.

- *The Coordinated (CP), Dietetic Internship (DI), and Dietetic Technician (DT) programs demonstrate that a process is used to maintain written agreements, signed by administrators with appropriate authority and delineating the responsibility between the sponsoring organization and affiliating institutions, organizations, and/or agencies providing supervised practice experiences.*

The program director is responsible for reviewing and updating the contracts and agreements with facilities. The University legal counsel reviews these to be sure they are in line with University policies. Sample forms are available in Appendix O). Actual contracts are on file and will be available to site visitors.

- *The program provides clear, consistent, and truthful information to prospective students, enrolled students, and the public at large. Program information is accessible in a catalog, program bulletin, brochure, or other printed and/or electronic materials. Program information includes at least the following:*
  - *Type and description of the program, including mission, goals, and measurable outcomes*
  - *Description of how the program fits into the credentialing process for dietetics practitioners*
  - *Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms, in addition to application fees and tuition, if applicable*
  - *Accreditation status, including the full name, address, and phone number of the Commission on Accreditation for Dietetics Education*
  - *Admission requirements*
  - *Academic/program calendar or schedule*
  - *Graduation and/or program completion requirements*
  - *Computer matching information (for dietetic internships, if applicable)*

Admission to the Coordinated Program in Dietetics requires a minimum Grade Point Average (GPA) of 2.5, as well as having completed 62 credit hours. This GPA must be maintained for retention in the program. Program description and admission information are printed in the current Indiana State University Undergraduate and Graduate Catalogs and is available on the Department's web site. More detailed information is available in the student handbook (Appendix P) which is revised annually and distributed to all students in the program. Much of this information is also covered in detail in the orientation session each fall and in the Orientation to Dietetics class.

- *The program protects student civil rights and complies with institutional equal opportunity programs.*

The University's equal opportunity statement is found on p. 2 in the current undergraduate catalog and on p 3 in the graduate catalog. It is also found on the website.

The University's general admissions policy recognizes the value of a student population reflecting academic achievement, cultural diversity, and special talent. Employment experience and motivation are considered, in addition to academic

achievement, for older than average students. And, the DegreeLink Program admits students who have earned degrees from institutions that have articulation agreements with Indiana State University.

The University Tutoring Program offers free tutoring to University students for most General Education courses. Drop-in and computer based programmed instruction in math fundamentals is offered, as well as help in academic skills such as reading, writing, and conversational English.

Students who need adaptations to their learning environment may obtain help through the services located in the Student Academic Services Center. Services include, but are not limited to, assistance in accessing recorded textbooks or readers for the blind and learning disabled, note-takers or signers for the hearing impaired, or alternate testing procedures. (2006-2007 Indiana State University Undergraduate Catalog, p.30 and 2004-2006 Indiana State University Graduate Catalog p. 28)

The University also has a variety of organizations that address the ongoing diverse needs of minority students on campus; for example the International Affairs Center to address the needs of international students, and the African American Cultural Center to address the needs of African American students.

- *The program makes students aware of and implements written policies and procedures that protect the rights of students and are consistent with current institutional practice. Policies and procedures include at least the following:*
  - *Withdrawal and refund of tuition and fees*
  - *Scheduling and program calendar, including vacation and holidays*
  - *Protection of privacy of information*
  - *Access to personal files*
  - *Access to student support services, including health services, counseling and testing, and financial aid resources*
  - *Insurance requirements, including those for professional liability*
  - *Liability for safety in travel to or from assigned areas*
  - *Injury or illness while in a facility for supervised practice*
  - *Grievance procedures*
  - *Assessment of prior learning and credit toward program requirements (coursework and/or experiential)*
  - *Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment, or rotation of a planned learning experience*
  - *Disciplinary/termination procedures*
  - *Graduation and/or program completion requirements, including guidelines ensuring that all students completing requirements as established by the program receive verification statements.*

ISU has a comprehensive website which includes most information which is applicable to the student body as a whole. The Undergraduate and Graduate Catalogs (<http://www.indstate.edu/academic/catalogs.htm>), the Student Handbook and the Code of Student Conduct are all available in their entirety on the website, as well as being available in print.

As stated earlier, CPD admission and program policies are available on the website (<http://www.indstate.edu/fcs/FoodandNutrition.htm>) and are provided to students in the application packet and in the CPD Student Handbook which is revised annually and distributed each fall. Students who are admitted to the program must sign and return a statement saying they have read, understand and agree to the content.

In addition to the web site, information is available from the following sources:

- *Withdrawal and refund of tuition and fee:* undergraduate and graduate catalogs
- *Scheduling and program calendar, including vacation and holidays:* undergraduate and graduate catalogs
- *Protection of privacy of information:* Code of Student Conduct
- *Access to personal files:* Code of Student Conduct
- *Access to student support services, including health services, counseling and testing, and financial aid resources:* undergraduate and graduate catalogs
- *Insurance requirements, including those for professional liability:* CPD Handbook
- *Liability for safety in travel to or from assigned areas:* CPD Handbook
- *Injury or illness while in a facility for supervised practice:* CPD Handbook
- *Grievance procedures:* Code of Student Conduct and CAS Grade appeal form
- *Assessment of prior learning and credit toward program requirements (coursework and/or experiential):* the undergraduate catalog details prior credit and testing for general education courses. The CPD allows for no additional credit for prior learning other than transfer credit from other accredited schools.
- *Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment, or rotation of a planned learning experience:* grades are given for each course and students are made aware of their status in the program at the end of each semester.
- *Disciplinary/termination procedures:* Code of Student Conduct and CPD Handbook