

**COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION**

**2008**

**ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS**

**FOR**

**DIDACTIC PROGRAMS IN DIETETICS (DPD)**

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## TABLE OF CONTENTS

Applying for Accreditation .....	i
Format and Use of the 2008 Eligibility Requirements and Accreditation Standards.....	i
Section 1. Eligibility Requirements for Didactic Programs in Dietetics.....	1
Section 2. Accreditation Standards for Didactic Programs in Dietetics.....	4
Standard One: Program Planning and Outcomes Assessment.....	4
Standard Two: Curriculum and Student Learning Outcomes.....	9
Appendix A: Foundation Knowledge Requirements and Learning Outcomes for DPD.....	14
Standard Three: Program Management.....	17
Section 3. Operational Definitions.....	24
Section 4. and Resource List.....	30

## **APPLYING FOR CADE ACCREDITATION**

Applying for CADE accreditation includes a self-analysis process, application for eligibility and the preparation and review of a self-study report demonstrating how the program meets the Eligibility Requirements and Accreditation Standards in effect at the time of application. The CADE Policy & Procedure Handbook provides detailed information on CADE and all components of the accreditation process. The handbook can be found on the ADA/CADE Web page at [http://www.eatright.org/ada/files/PP\\_Handbook-Revised\\_April\\_2007.pdf](http://www.eatright.org/ada/files/PP_Handbook-Revised_April_2007.pdf). The handbook is updated annually in April. It is the responsibility of the applicant to use the current handbook and the Eligibility Requirements and Accreditation Standards in effect at the time of application.

## **FORMAT AND USE OF THE 2008 ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS**

The 2008 Eligibility Requirements and Accreditation Standards are divided into two columns. Within each section, specific criteria specify CADE's requirements in order for a program to be accredited. Next to the criteria column, there is a column listing the evidence a program must provide in order to demonstrate compliance with the criteria. The list of evidence is included to assist the program in preparing the self-study application and for the on-site visit. The list of evidence also will facilitate review of the program by the CADE review team and the CADE board. The evidence is divided into as many as three categories, to indicate where the evidence should be placed: in the self-study narrative, including specific exhibits; in the appendices to the self-study; or on-site. Although the same evidence may be used to document more than one criterion, it need only be provided once. Unless otherwise indicated, each piece of evidence requested should be provided as the list of evidence represents the minimal information believed necessary to determine compliance. Additional information that the program believes supports compliance may also be provided.

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAMS IN DIETETICS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIDACTIC PROGRAMS IN DIETETICS

All programs applying to the Commission on Accreditation for Dietetics Education (CADE) for accreditation must meet certain basic requirements, including sponsorship by an organization responsible for the program.

The Didactic program in Dietetics (DPD) must submit documentation showing that the eligibility criteria are met before submitting the self-study application for accreditation. CADE will consider only applications from DPDs that meet specific program eligibility criteria and are housed in organizations that meet sponsoring institution eligibility requirements.

Eligibility Criterion	Evidence of Compliance
<p>1. The DPD must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.</p>	<p>Narrative stating the regional accrediting body and the institution's current accreditation status.</p> <p>Provide a copy of letter from the accreditor with the most recent accreditation action.</p> <p><u>For initial or continuing accreditation:</u> If the institution has an accreditation status other than full accreditation, describe the impact, if any, of the current institutional accreditation status on the DPD.</p> <p>Provide a copy of the most recent regional accrediting agency report on the institutional accreditation status.</p> <p><u>For Candidacy:</u> Applications will <b>not</b> be accepted if an accrediting agency has taken action to place on probation, deny, suspend, revoke, withdraw or terminate the institution's accreditation.</p>
<p>2. The DPD must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the program to other programs/services.</p>	<p>Narrative describing the administrative structure of the institution and where the DPD is housed. Provide an organizational chart that includes the DPD.</p> <p><u>For Candidacy,</u> provide a <u>proposed</u> organization chart</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAMS IN DIETETICS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIDACTIC PROGRAMS IN DIETETICS

<p>3. The DPD must</p> <ol style="list-style-type: none"> <li>a. provide didactic instruction to meet the Foundation Knowledge and Learning Outcomes defined in Standard Two - Appendix A for entering a Dietetic Internship and</li> <li>b. award a degree. The DPD may award a baccalaureate degree, graduate degree or both. The institution is responsible for choosing and awarding a degree that is commensurate with the amount and complexity of the course work required to meet student learning outcomes. If the DPD awards a graduate degree, the dietetics-specific knowledge must be achieved through prerequisite or graduate courses that are required for completion of the graduate degree.</li> </ol>	<p>Narrative describing:</p> <ul style="list-style-type: none"> <li>▪ All tracks/options for which the DPD is requesting accreditation (such as baccalaureate, graduate, on-campus, distance education)</li> <li>▪ Didactic curriculum for each track/option in the DPD</li> <li>▪ Degree(s) awarded</li> </ul> <p>Provide a copy of catalog information listing course requirements, including prerequisites for the DPD.</p> <p><u>For Candidacy</u>, provide a copy of <u>draft</u> information to be submitted for catalog.</p>
<p>4. The DPD must have a designated director who</p> <ol style="list-style-type: none"> <li>a. has earned at least a master's degree,</li> <li>b. is credentialed as a registered dietitian by the Commission on Dietetic Registration (CDR),</li> <li>c. has a minimum of three years professional experience post credentialing,</li> <li>d. is a full-time employee of the sponsoring institution as defined by the institution, and</li> <li>e. does not direct another CADE-accredited dietetics education program.</li> </ol>	<p>Narrative describing DPD director's:</p> <ul style="list-style-type: none"> <li>▪ Credentials</li> <li>▪ Number of years of experience since RD</li> <li>▪ Experience in higher education and/or practice since RD</li> <li>▪ Current employment status with the sponsoring institution</li> </ul> <p>Provide a current curriculum vita, copy of CDR registration card and business card, if available, for the DPD director.</p> <p><b>Note: Programs submitting applications for initial and continued accreditation before March 1, 2010 that do not have programs directors meeting Criteria 4d. and 4e. will have a one year extension to come into compliance.</b></p>
<p>5. The DPD must have a budget to support the program.</p>	<p>Narrative describing:</p> <ul style="list-style-type: none"> <li>▪ Process used to determine short- and long-term budgetary needs that are tied to the goals and expected outcomes of the DPD</li> <li>▪ Various revenue sources, including the expected stability of each</li> <li>▪ Various expenses, such as number of faculty and staff, funds for professional activities and development, supplies, equipment</li> </ul> <p>Provide the current budget with revenues and expenses for the DPD.</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAMS IN DIETETICS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIDACTIC PROGRAMS IN DIETETICS

### DIDACTIC PROGRAM IN DIETETICS CONSORTIUM

A DPD consortium is two or more independent institutions or organizations combining to sponsor a DPD. In addition to the eligibility criteria stated above, a DPD consortium must meet the following criteria:

Eligibility Criterion	Evidence of Compliance
1. The consortium must consider itself a single education program.	Narrative describing the DPD consortium and its members. Provide copy of catalog information about the consortium. For candidacy, provide a draft of information for catalog.
2. A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium clearly defines financial and other resource contributions of each member to the total program.	Narrative describing formal agreement between organizations in the DPD consortium including financial and other resource contributions of each member. Provide copy of formal agreement between the organizations involved.
3. One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with CADE.	Narrative describing the Consortium Program Director (see ER 4.a-e). Provide formal position description for Consortium Director and a current curriculum vita.
4. Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.	Narrative describing each Coordinator and employment status with member institution. Provide copy of curriculum vita for each coordinator. Note: Consortium director also may be coordinator for institution where employed.
5. The organization chart clearly shows the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director. a. Membership of committees reflects representation of each member institution or organization. b. Coordinators share responsibility for planning and assessment with the Consortium Program Director.	Narrative describing: <ul style="list-style-type: none"> <li>▪ Relationship of each member to the DPD consortium</li> <li>▪ Relationship of each Coordinator to the DPD Consortium director</li> <li>▪ Responsibilities of Coordinators for planning and assessment</li> </ul> Provide an organizational chart showing all members. <u>For Candidacy</u> , provide a <u>proposed</u> organization chart.

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

The Didactic Program in Dietetics (DPD) clearly states a mission, goals, expected program outcomes and assessment measures. The DPD implements a systematic continuous evaluation process, including assessing expected versus actual program outcomes and achievement of goals; and uses the results to take action to maintain or improve program effectiveness.

Criterion	Evidence of Compliance
<p>1.1 The DPD has a mission that distinguishes it from every other program in the college/university, is compatible with the mission statement or philosophy of the sponsoring college/university and is consistent with the academic preparation for dietetics practice.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Mission statements for the institution, the college and/or department in which the DPD resides and the DPD</li> <li>▪ Analysis of the congruency of the DPD's mission statement with the institution and college and/or department missions</li> <li>▪ Analysis of the consistency of the DPD's mission with the academic preparation for supervised practice and registered dietitian (see the Standards of Professional Performance)</li> </ul>
<p>1.2 The DPD has goals that reflect the program's mission and are accomplished through activities conducted by the faculty and graduates.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Minimum of two goals for the DPD that address all tracks/options</li> <li>▪ Description of the constituents involved and the process used to define the goals</li> <li>▪ Analysis of how the goals reflect and will achieve the DPD's mission</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of planning meetings or other documentation of constituency involvement in goal development</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

<p>1.3 The DPD has established expected program outcomes with appropriate target measures to assess achievement of each of the program's goals. Each outcome measure is aligned to one or more of the program goals. Expected program outcome measures <i>must</i> include, but are not limited to, the following:</p> <p>1.3.1 Program completion Percentage of students enrolled in the professional courses in the third year of a bachelor-level DPD or first year of a graduate-level DPD that are expected to complete program/degree requirements within 150% of the time planned for completion</p> <p>1.3.2 Graduate performance Supervised practice application rate: Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program Supervised practice acceptance rate: Over a five-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be accepted Additional expected outcome measures determined by the DPD for graduates not applying to or accepted to supervised practice programs</p> <p>1.3.3 Pass rate of first-time test takers on the registration examination Over a five-year period, the pass rate for DPD graduates taking the registration examination for the first time will be at least 80%.</p> <p>1.3.4 Other measures of graduate and program performance appropriate to assess the full intent of the program mission and goals (such as DI program satisfaction with DPD graduates, contributions to the community, professional leadership)</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ For each goal, list the expected outcomes and target measures that will be used to determine if the goal is being achieved for all tracks/options</li> <li>▪ Description of the constituents involved and the process used to define the outcomes and target measures <ul style="list-style-type: none"> <li>○ For completion rate, the DPD will determine the target measure (that is the percentage of students completing the DPD within the timeframe in Criterion 1.3.1) based on rationale using historical data and characteristics of the student population</li> <li>○ For supervised practice application and acceptance rates and pass rate on the RD exam for DPD graduates, the expected DPD rates may exceed the minimum rates in Criteria 1.3.2 and 1.3.3</li> <li>○ For other outcome measures (such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership), describe how these will assist the DPD in determining if the program goal(s) to which they are aligned will be achieved</li> </ul> </li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of planning meetings or other documentation of constituency involvement in development of outcome measures</li> <li>▪ Historical data used to determine target measures (does not apply to Candidacy)</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

<p>1.4 The DPD has a written plan for ongoing assessment of the program’s mission, goals and expected outcomes that includes the following:</p> <p>1.4.1 Each program goal and the outcome measures that will be used to assess achievement of the goal</p> <p>1.4.2 Qualitative and/or quantitative data needed to determine if expected outcome measures have been achieved</p> <p>1.4.3 Groups from which data will be obtained; internal stakeholders (such as students, graduates, administrators, faculty) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines) must be represented</p> <p>1.4.4 Assessment methods that will be used to collect the data</p> <p>1.4.5 Individuals responsible for ensuring data are collected</p> <p>1.4.6 Timeline for collecting the necessary data</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of the constituents involved and the process used to develop the assessment plan for the DPD</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Written DPD assessment plan, that is a matrix listing all the program goals and outcome measures for each goal with the components listed in Criteria 1.4.1 – 1.4.6 for each outcome measure.</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of planning meetings or other documentation of constituency involvement in development of DPD assessment plan</li> <li>▪ Surveys or examples of other assessment methods to be used to collect data/feedback</li> </ul>
<p>1.5 The DPD has implemented the assessment process on a continuous basis and provides evidence of the following.</p> <p>1.5.1 Data on actual program outcomes for each track or option are collected, summarized and analyzed by comparing actual outcomes with expected outcomes according to the timeline in the assessment plan.</p> <p>1.5.2 Data analysis is used to assess the extent that expected program outcomes and goals are being achieved.</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Descriptive summary of how the assessment process has been implemented during the past five years, including how, when and which groups were contacted for feedback/data</li> <li>▪ Assessment of the extent to which outcomes and goals are being achieved based on analysis</li> </ul> <p><u>Appendices:</u></p> <ul style="list-style-type: none"> <li>▪ Summary of data/feedback collected for each outcome measure and analysis comparison of actual results with expected target measures</li> <li>▪ For different degree tracks or a distance education option, summary of data/feedback for each track or option and analysis for comparability of results</li> </ul> <p><u>On site:</u> Returned surveys or documentation of other methods used</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

<p>1.6 Results of the assessment process are used to identify strengths and areas for improvement relative to components of the DPD, including policies, procedures, curriculum, faculty and resources based on achievement of expected program outcomes and goals.</p> <p>1.6.1 Actions are taken to maintain program strengths and address areas for improvement identified through the assessment process.</p> <p>1.6.2 Short- and long-term strategies are planned to maintain or improve program effectiveness and achievement of expected program outcomes and goals in future years.</p> <p style="padding-left: 20px;">1.6.2.1 If the pass rate is less than 80% for first-time test takers over a five-year period, the DPD implements and monitors a plan of action that addresses program components, including policies, procedures, curriculum and methods of assessing student learning as they progress through the program, to improve graduate performance.</p> <p style="padding-left: 20px;">1.6.2.2 If other expected outcome measures are not achieved, the DPD implements and monitors strategies to improve results.</p> <p>1.6.3 Costs to accomplish short and long term strategies are included in the budgeting process.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for using cumulative assessment of all data/feedback during the past five years</li> <li>▪ DPD's overall strengths and areas for improvement relating to policies, procedures, curriculum, faculty, preceptors and resources based on cumulative assessment of data/feedback and achievement of DPD goals and outcome measures</li> <li>▪ Description of actions taken to maintain strengths and address areas for improvement within the past five years and the rationale for the actions</li> <li>▪ Short- and long-term strategies to maintain or improve the DPD outcomes and goals over the next five years             <ul style="list-style-type: none"> <li>○ If pass rate on the RD exam is less than 80% for first-time test takers over the previous five years, a plan for improving the pass rate on the RD exam, which addresses all program components as listed in Criterion 1.6.2.1</li> <li>○ If other outcome measures are not met, plans/strategies for improving results</li> </ul> </li> <li>▪ Description of budgeting process and documentation that costs to implement strategies are included</li> </ul> <p><u>For Candidacy,</u> identification of strengths and limitations resulting from planning process, short- and long-term strategies to maintain or improve during implementation phase and description of budgeting process to support strategies.</p> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of meetings or other documentation of constituency involvement in review and use of assessment/planning results to determine actions taken or planned</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

<p>1.7 Programmatic planning and outcomes assessment is integrated with institutional planning and assessment.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"><li>▪ Brief description of institution's planning and assessment processes</li><li>▪ Description of how the DPD planning and assessment processes as detailed in Criteria 1.4-1.6 fit with the institution's processes</li></ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"><li>▪ Copy of executive summary of institution's assessment plan and most recent annual report of assessment activities within the college or department where the DPD is housed</li></ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

The Didactic Program in Dietetics (DPD) has a planned curriculum based on the program’s environment, mission, goals and expected outcomes. The curriculum supports achievement of student learning and expected competence of the graduate.

Criterion	Evidence of Compliance
<p>2.1 The DPD curriculum is planned to provide learning activities to attain all the Foundation Knowledge and Learning Outcomes (Appendix A) defined for entering a Dietetic Internship for eligibility for the RD examination.</p> <p>2.1.1 Didactic learning activities prepare students for pre-professional supervised practice with patients/clients with various conditions, including but not limited to overweight and obesity, diabetes, cancer; and cardiovascular, gastrointestinal and renal diseases</p> <p>2.1.2 Didactic learning activities prepare students to implement the nutrition care process in pre-professional supervised practice with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly</p> <p>2.1.3 Didactic learning activities prepare students to implement all nutrition interventions defined in the nutrition care process (food and/or nutrient delivery, nutrition education, nutrition counseling and coordination of nutrition care) in pre-professional supervised practice</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Brief description of how curriculum for all tracks/options is planned to address the Foundation Knowledge and Learning Outcomes (Appendix A, pages 14-16)</li> <li>▪ Description of where and how the curriculum provides didactic learning for various conditions, including but not limited to overweight and obesity, diabetes, cancer, cardiovascular, gastrointestinal and renal diseases</li> <li>▪ Description of where and how the curriculum provides didactic learning on nutrition care for various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly</li> <li>▪ Description of where and how the curriculum provides didactic learning on all interventions defined in the nutrition care process</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Course descriptions as published in the catalog</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Textbooks</li> <li>▪ Student projects <u>(does not apply to Candidacy)</u></li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.2 The DPD curriculum plan includes the following:</p> <p>2.2.1 Identification of course(s) students will complete to meet each of the Foundation Knowledge and Learning Outcomes, including the Support Knowledge defined in Appendix A</p> <p>2.2.2 Organized, sequential courses that logically progress from introductory learning activities and build on previous knowledge to achieve the expected depth and breadth of knowledge upon completion of the program</p> <p>2.2.3 A variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory and other practice-related experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate expected learning outcomes</p> <p>2.2.4 Opportunities for students to participate in interdisciplinary learning activities</p> <p>2.2.5 Opportunities for students to develop collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills</p> <p>2.2.6 Course syllabi with clearly defined objectives reflecting the breadth and depth of the course content and expected student performance</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of curriculum plan for all DPD tracks/options including how the courses are organized, sequenced and integrated to build on previous knowledge</li> <li>▪ Description of how the organization, sequencing and integration of courses facilitate student achievement of the expected outcomes.</li> <li>▪ Examples of sequential and integrated learning experiences in courses that facilitate student achievement at the depth and breadth expected</li> <li>▪ Summary of educational approaches used and rationale</li> <li>▪ Examples of learning experiences requiring interdisciplinary interactions and the courses in which they occur</li> <li>▪ Examples of opportunities to develop collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills and in which courses they occur</li> </ul> <p><u>Appendices</u></p> <ul style="list-style-type: none"> <li>▪ Matrix of courses aligned with Foundation Knowledge and Learning Outcomes, defined in Appendix A, pages 14-16</li> <li>▪ Plan of study (such as a list of courses in chronological order organized by term, including course number, course name, and credit hours)</li> <li>▪ Sample syllabi for courses in DPD curriculum; each syllabus must include at least the following:             <ul style="list-style-type: none"> <li>○ title and number;</li> <li>○ description;</li> <li>○ credit hours;</li> <li>○ instructor;</li> <li>○ clock hours (lecture and laboratory) and schedule;</li> <li>○ course prerequisites;</li> <li>○ course objectives;</li> </ul> </li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

	<ul style="list-style-type: none"> <li>○ outline of content;</li> <li>○ description of teaching methods and learning experiences;</li> <li>○ methods of student evaluation/grading; and</li> <li>○ required and recommended readings</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ All syllabi for courses in DPD curriculum with above information</li> <li>▪ Textbooks as noted in the course syllabi to support acquisition of Foundation Knowledge and Learning Outcomes</li> <li>▪ Minutes of meetings or other documentation of constituency involvement in developing curriculum</li> <li>▪ Student projects as evidence of educational approaches used, interdisciplinary experiences, and development of collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills (does not apply to Candidacy)</li> </ul>
<p>2.3 The DPD curriculum length is based on the program mission and goals, conforms to commonly accepted practice in higher education and is consistent with learning outcomes.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Length of the DPD in academic years (or equivalent) and in semester credit hours (or equivalent) and degree granted for each option/tract</li> <li>▪ Rationale for DPD length, credit hours and degree granted based on mission, goals, similar programs in the university/college and expected learning outcomes</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.4 The DPD has a written plan for ongoing assessment that demonstrates the process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each learning outcome specified in Appendix A. The plan must include:</p> <p>2.4.1 Assessment methods that will be used</p> <p>2.4.2 Course in which assessment will occur</p> <p>2.4.3 Individuals responsible for ensuring assessment occurs</p> <p>2.4.4 Timeline for collecting formative and summative assessment data</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of the constituents involved and the process used to develop the plan for assessing student learning outcomes specified in Standard Two Appendix A, pages 14-16.</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Written assessment plan, must include a matrix listing all the student learning outcomes with the components listed in Criteria 2.4.1 – 2.4.4 for each outcome</li> </ul> <p><u>On site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of planning meetings or other documentation of constituency involvement in development of plan for assessing student learning outcomes</li> <li>▪ Examples of assessment methods used to collect formative and summative assessment data</li> </ul>
<p>2.5 The DPD has implemented the process for assessing learning outcomes and provides evidence of the following:</p> <p>2.5.1 Data on actual learning outcomes are collected, aggregated, and analyzed by comparing to expected outcomes according to the timeline in the assessment plan.</p> <p>2.5.2 Analysis of aggregate data is used to evaluate the extent that expected learning outcomes are being achieved.</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Descriptive summary of how the assessment process has been implemented during the past five years, including how and when student learning was assessed</li> <li>▪ Assessment of the extent to which students are achieving learning outcomes</li> </ul> <p><u>Appendices:</u></p> <ul style="list-style-type: none"> <li>▪ Summary of aggregate data collected for each learning outcome and analysis comparing the actual results with the expected learning outcome</li> <li>▪ For different tracks/options the DPD is requesting accreditation, such as bachelor's and master's or on-campus and distance education, provide summary of assessment data for students in each track/option and analysis for comparability of results</li> </ul> <p><u>On site:</u></p> <ul style="list-style-type: none"> <li>▪ Examples of actual formative and summative methods used to assess achievement of learning outcomes</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.6 Ongoing, formal review of the DPD curriculum including course objectives and content, length and educational methods occurs to maintain or improve educational quality.</p> <p>2.6.1 Curriculum review uses results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement</p> <p>2.6.2 Curriculum review includes awareness and integration of new knowledge and technology impacting dietetics practice</p> <p>2.6.3 Curriculum review includes assessment of comparability of educational experiences and consistency of learning outcomes when different courses or delivery methods (such as distance education) are used to accomplish the same educational objectives</p> <p>2.6.4 Curriculum review results in actions to maintain or improve student learning</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"><li>▪ Description of ongoing, formal curriculum review process including schedule and constituents involved during the past five years</li><li>▪ Overall curriculum strengths and areas for improvement based on cumulative assessment of student learning and DPD outcomes</li><li>▪ Description of how information about new knowledge and technology impacting dietetics practice has been obtained and integrated in the DPD curriculum over the past five years</li><li>▪ Description of how comparability of educational experiences and consistency of learning outcomes is assessed and maintained</li><li>▪ Description of actions taken to maintain curriculum strengths and address areas for improvement within the past five years and the rationale for the actions</li></ul> <p><u>For Candidacy</u>, identification of curriculum strengths and limitations resulting from planning process and plans to maintain or improve during the implementation phase</p> <p><u>On-site:</u></p> <ul style="list-style-type: none"><li>▪ Minutes of meetings or other documentation of ongoing, formal curriculum review process, constituency involvement and use of assessment/planning results to determine actions taken or planned</li></ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

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

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

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

KR 1.1.a. Learning Outcome: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

KR 1.1.b. Learning Outcome: Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.

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

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

KR 2.1.a. Learning Outcome: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

KR 2.1.b. Learning Outcome: Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.

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

KR 2.2.a. Learning Outcome: Students are able to demonstrate counseling techniques to facilitate behavior change.

KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

KR 2.3.a. Learning Outcome: Students are able to locate, understand and apply established guidelines to a professional practice scenario.

KR 2.3.b. Learning Outcome: Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

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

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

KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KR 3.1.a. Learning Outcome: Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.

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

KR 3.2.a. Learning Outcome: Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups

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

KR 3.3.a. Learning Outcome: Students are able to develop an educational session or program/educational strategy for a target population.

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

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

KR 4.1.a. Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.

KR 4.1.b. Learning Outcome: Students are able to determine costs of services or operations, prepare a budget and interpret financial data.

KR 4.1.c. Learning Outcome: Students are able to apply the principles of human resource management to different situations

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

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

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

KR 4.2.a. Learning Outcome: Students are able to apply safety principles related to food, personnel and consumers.

KR 4.2.b. Learning Outcome: Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making

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

KR 4.3.a. Learning Outcome: Students are able to explain the impact of a public policy position on dietetics practice.

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

KR 4.4.a. Learning Outcome: Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services

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

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

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

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

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

Management of the Didactic Program in Dietetics (DPD) and availability of program resources are evident in defined processes and procedures. Fair, equitable, and considerate treatment of both prospective students and those enrolled in the DPD is incorporated into all aspects of the program.

Criterion	Evidence of Compliance
<p>3.1 The director of the DPD is a full-time employee of the sponsoring college/university and has the authority, responsibility and sufficient time allocated to manage the program. The DPD director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the DPD director and approved by administration. DPD director responsibilities include, but are not limited to the following:</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of the DPD director's employment status and faculty position</li> <li>▪ Description of teaching load and other responsibilities and impact on carrying out DPD management responsibilities</li> <li>▪ Description of how the time allocated to DPD management responsibilities has been determined and adequacy of the time allocated relative to meeting DPD needs</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Formal position description for the DPD director, approved by administration including responsibilities listed in Criteria 3.1.1-3.1.8 and time allocated for program management</li> </ul>
<p>3.1.1 Development of policies and procedures for effectively managing the DPD and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies)</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of role of DPD director in developing policies and procedures for the DPD</li> <li>▪ Description of process for maintaining/updating DPD policies and procedures</li> </ul> <p><u>Appendix</u> for Criteria 3.7-3.8: DPD Policies and Procedures</p>
<p>3.1.2 Student recruitment, advisement, evaluation and counseling</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of role of DPD director in student recruitment, advisement, evaluation and counseling</li> </ul>

## ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

### SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

#### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.1.3 Maintenance of DPD accreditation, including timely submission of fees, reports and requests for major program changes</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DPD director's role in maintaining DPD accreditation</li> </ul>
<p>3.1.4 Maintenance of DPD student records, including student advising plans and verification statements; verification statements must be kept indefinitely</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for maintaining student records and issuing verification statements</li> </ul> <p><u>On-site (does not apply to Candidacy) :</u></p> <ul style="list-style-type: none"> <li>▪ Student and graduate files showing adherence to outlined procedures</li> </ul>
<p>3.1.5 Maintenance of complaints about the DPD received from students or others, including disposition of the complaint</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for receiving and handling complaints from students and others, such as employers of graduates and the public</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Documents showing adherence to outlined procedures if complaints have been received</li> </ul>
<p>3.1.6 Ongoing review of DPD curriculum to meet the accreditation standards</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DPD director's role in ongoing review of DPD curriculum as documented in Criterion 2.6</li> </ul>
<p>3.1.7 Communication and coordination with DPD faculty and others involved with the program</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of mechanisms used by the DPD director to communicate with DPD faculty and others involved with the DPD</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Examples of written communications between the DPD director and others</li> </ul>
<p>3.1.8 Facilitation of processes for continuous assessment of DPD and student learning outcomes</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DPD director's role in facilitating continuous assessment of DPD and student learning outcomes as documented in Criteria 1.4-1.7 and Criteria 2.4-2.5</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.2 The DPD has the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the DPD or other financial information, such as percentage of department budget allocated to support the program, is sufficient to produce the desired outcomes.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of the administrative, technical and other support services available for all tracks/options for which the DPD is requesting accreditation</li> <li>▪ Description of the revenue sources available to the DPD and how the funds are used to accomplish DPD goals</li> <li>▪ Analysis of the adequacy of the financial resources and administrative, technical support services in meeting the needs of all DPD tracks/options and producing the desired outcomes</li> </ul> <p><u>On-site:</u> Planning and budget documents to support the analysis</p>
<p>3.3 The DPD has a sufficient number of qualified faculty to provide the depth and breadth of learning activities required in the curriculum.</p> <p>3.3.1 In addition to the DPD director, other faculty teach profession-specific courses in the program</p> <p>3.3.2 DPD faculty, including the program director, meets the college/university's criteria for appointment</p> <p>3.3.3 DPD faculty, including the program director, shows 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</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Number of faculty teaching DPD food and nutrition courses, teaching assignments and analysis of qualifications relative to courses taught</li> <li>▪ Analysis of adequacy of faculty relative to depth and breadth of curriculum</li> <li>▪ Analysis of DPD faculty qualifications relative to criteria for appointment</li> <li>▪ Examples of DPD faculty activities relative to professional growth and continued competency</li> <li>▪ Examples of faculty activities to advance the profession of dietetics</li> </ul> <p><u>On-Site:</u></p> <ul style="list-style-type: none"> <li>▪ Curriculum vitae for all DPD faculty</li> <li>▪ Institution's criteria for faculty appointments</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.4 The DPD provides clear, consistent and accurate information about all program requirements to prospective students and the public at large.</p> <p>3.4.1 All information about the DPD specified below is readily available to prospective students and the public. If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information is in one place or each provides references to where the remaining information can be found.</p> <p>3.4.2 Information about the DPD includes at least the following:</p> <p style="padding-left: 20px;">3.4.2.1 Description of the program, including mission, goals and graduate outcomes that will be monitored for program effectiveness</p> <p style="padding-left: 20px;">3.4.2.2 Description of how the DPD fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable</p> <p style="padding-left: 20px;">3.4.2.3 Cost to student, such as estimated expenses for books, uniforms and other DPD-specific costs, if applicable, in addition to tuition</p> <p style="padding-left: 20px;">3.4.2.4 Accreditation status, including the full name, address and phone number of CADE</p> <p style="padding-left: 20px;">3.4.2.5 Admission requirements for all options for which the DPD is accredited</p> <p style="padding-left: 20px;">3.4.2.6 Academic calendar</p> <p style="padding-left: 20px;">3.4.2.7 Graduation and DPD completion requirements for all options for which the DPD is accredited</p>	<p><u>Narrative providing (does not apply to Candidacy):</u> For Criteria 3.4.2.1-3.4.2.7:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how all the listed information is made readily available to prospective students and the public at large</li> <li>▪ Description of process for updating and maintaining accuracy and consistency of the information listed</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u> For Criteria 3.4.2.1-3.4.2.7:</p> <ul style="list-style-type: none"> <li>▪ Copy of print and/or Web site material with listed information</li> <li>▪ If the DPD has more than one track/option (such as baccalaureate and graduate and/or on-campus and distance education), print and/or Web site information for prospective students and the public must address listed information for all tracks/options</li> <li>▪ If the DPD has a distance education option, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming</li> </ul> <p><u>For Candidacy—Narrative and Appendices providing:</u> For Criteria 3.4.2.1-3.4.2.7:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information <u>will be</u> contained</li> <li>▪ Description of how all the listed information will be made readily available to prospective students and the public at large</li> <li>▪ Description of process for updating and maintaining accuracy and consistency of the listed information</li> <li>▪ <u>Draft</u> copies of print and/or Web site information</li> <li>▪ If the DPD is proposing a distance education option, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.5 DPD policies, procedures and practices related to student recruitment and admission comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of policies and procedures for recruitment and admission into the DPD and how they comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity (this criterion does not preclude a program’s right to act affirmatively for certain groups of people)</li> <li>▪ Admissions criteria for the DPD, including any special considerations used by the program</li> <li>▪ Description of how the DPD ensures that the admission procedures are applied equitably</li> <li>▪ Discussion of how applicant rights are protected, including due process</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Copy of print and/or Web site recruitment materials (if included in information for Criteria 3.4, reference appropriate pages)</li> <li>▪ Copy of application forms, if applicable, and/or admission criteria provided to applicants</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Student files with application forms, if applicable</li> </ul> <p><u>For Candidacy—Appendices:</u></p> <ul style="list-style-type: none"> <li>▪ <u>Draft</u> print and/or Web site recruitment materials (if included in information for Criteria 3.4, reference appropriate pages)</li> <li>▪ <u>Draft</u> copy of application forms, if applicable, and/or admission criteria to be provided to applicants</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.6 The DPD has written policies and procedures that protect the rights of enrolled students and are consistent with current institutional practice. Policies and procedures are provided to students and include, but are not limited to the following.</p> <p>3.6.1 Policies and procedures required by institutional regional accreditation, ordinarily published in the university/college catalog or student handbook</p> <p>3.6.1.1 Withdrawal and refund of tuition and fees</p> <p>3.6.1.2 Scheduling and program calendar, including vacation and holidays</p> <p>3.6.1.3 Protection of privacy of student information</p> <p>3.6.1.4 Access to personal files</p> <p>3.6.1.5 Access to student support services, including health services, counseling and testing and financial aid resources</p>	<p><u>Narrative providing (does not apply to Candidacy):</u> For Criteria 3.6.1.1-3.6.1.5:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how and when all the listed information is provided to students enrolled in all tracks/options of the DPD</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u> For Criteria 3.6.1.1-3.6.1.5:</p> <ul style="list-style-type: none"> <li>▪ Copy of written policies and procedures listed</li> <li>▪ If the DPD has more than one track or option (such as baccalaureate and graduate and/or on-campus and distance education), applicable information must be provided for students enrolled each track or option</li> </ul> <p><u>For Candidacy—Narrative providing:</u> For Criteria 3.6.1.1-3.6.1.5:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information <u>will be</u> contained</li> <li>▪ Description of how all the listed information will be provided to students enrolled in the DPD</li> </ul> <p><u>For Candidacy—Appendices</u> Copies of print and/or Web site information</p>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIDACTIC PROGRAM IN DIETETICS

## SECTION 2. ACCREDITATION STANDARDS FOR DIDACTIC PROGRAMS IN DIETETICS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.6.2 Additional policies and procedures specific to the DPD are provided in a DPD handbook on a timely basis</p> <p>3.6.2.1 Filing and handling complaints from students that includes recourse to an administrator other than the DPD director and prevents retaliation</p> <p>3.6.2.2 Assessment of prior learning and credit toward program requirements (coursework and/or experiential)</p> <p>3.6.2.3 Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the DPD, such as within and at the conclusion of any given course, unit or segment</p> <p>3.6.2.4 DPD retention and remediation procedures when student performance does not meet criteria for progressing in the program</p> <p>3.6.2.5 Disciplinary/termination procedures</p> <p>3.6.2.6 Graduation and/or DPD completion requirements for all options including maximum amount of time allowed to complete DPD requirements in place at the time student enrolls</p> <p>3.6.2.7 Verification statement procedures ensuring that all students completing requirements as established by the DPD, not just those applying to Dietetic Internships, receive verification statements in a timely manner</p>	<p><u>Narrative providing (does not apply to Candidacy):</u> For Criteria 3.6.2.1-3.6.2.7:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how and when all the listed information is provided to students enrolled in the DPD</li> <li>▪ Examples of situations that illustrate the equitable application of policies and procedures</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u> For Criteria 3.6.2.1-3.6.2.7:</p> <ul style="list-style-type: none"> <li>▪ Copy of DPD handbook with all written policies and procedures</li> <li>▪ If the DPD has more than one track or option (such as baccalaureate and graduate and/or on-campus and distance education), information must address students enrolled in each track or option</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Student files with evidence of how the policies and procedures are being implemented</li> <li>▪ Examples of how prior learning is assessed for course credit, if applicable</li> <li>▪ Examples of student learning assessments</li> <li>▪ Examples of how retention and remediation procedures and disciplinary/termination procedures have been applied, if applicable</li> </ul> <p><u>For Candidacy—Narrative providing:</u> For Criteria 3.6.2.1-3.6.2.7:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information <u>will be</u> contained</li> <li>▪ Description of how all the listed information <u>will be</u> provided to students enrolled in the DPD</li> </ul> <p><u>For Candidacy—Appendices:</u> For Criteria 3.5.2.1-3.6.2.7:</p> <ul style="list-style-type: none"> <li>▪ Copy of <u>draft</u> DPD handbook with all written policies and procedures</li> <li>▪ If the proposed DPD will have more than one track or option (such as baccalaureate and graduate and/or on-campus and distance education), <u>draft</u> information must address students who will be enrolled each track or option</li> </ul>
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### SECTION 3: OPERATIONAL DEFINITIONS

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

**Accreditation Standards**—statements of requirements that serve as the basis for both internal and external evaluation of dietetics education program quality (delineated in Section 2, pages 4-23).

**Affiliation Agreement**—see Written Agreement.

**Approval**—recognition granted to a Didactic Program in Dietetics that was in compliance with the standards of education before 2000. The review process was similar to the accreditation process, with the exception of the on-site evaluation.

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

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

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

**Code of Ethics for the Profession of Dietetics**—reflects the values and ethical principles guiding the dietetics profession and outlines commitments and obligations of the dietetics practitioner to client, society, self and the profession. (see Code of Ethics for the Profession of Dietetics. Available at: [http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home\\_779\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_779_ENU_HTML.htm). Accessed December 20, 2007.)

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

**Competency**—requisite knowledge, ability, capability, skills, judgment, attitudes and values; behavior expected of a beginning practitioner; minimum level of performance requiring some degree of speed and accuracy consistent with patient/client well-being (see Competency Statement and Foundation Knowledge).

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

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

**Concentration**—area of dietetics practice for which additional entry-level competency is developed.

### SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

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

**Dietetics Profession**—professional practice of the art and science of dietetics and nutrition; the integration and application of principles derived from the sciences of food, nutrition, management, communication, and biological, physiological, behavioral, and social sciences to achieve and maintain optimal human health with flexible scope of practice boundaries to capture the breadth of the profession. (see O’Sullivan-Maillet J, Skates J, Pritchett E. Scope of dietetics practice framework. *J Am Diet Assoc.* 2005;105:634-640.)

**Dietetics Research**—dynamic, collaborative and assimilative endeavor, broad in scope ranging from basic to applied practice research. (see *Priorities for Research: Agenda to Support the Future of Dietetics*. Chicago, IL: American Dietetic Association; 2007)

**Distance Education Didactic Instruction**—instruction provided when a teacher and student are separated by physical distance, and when technology (such as voice, video, data, and print) is used to bridge the instructional gap. When more than 30% of the professional level didactic courses are offered via distance education, it must be recognized by CADE within the program’s scope of accreditation.

**Distance Education Supervised Practice**—planned learning experiences in which knowledge, understanding and theory are applied to real-life situations with preceptors in settings geographically distant from the sponsoring institution or program. When 90 or more of the supervised practice hours is provided to at least one student/intern by preceptors identified by the student/intern within his/her geographic area distanced from the program’s base, it must be recognized by CADE within the program’s scope of accreditation.

**Education Program**—organized system designed to provide students with the opportunity to gain or improve the knowledge and skills needed for a particular discipline or to participate in a specific profession; includes the curriculum and the support systems required to implement the sequence of educational experiences.

### SECTION 3: OPERATIONAL DEFINITIONS

**Eligibility Requirements**—specific fundamentals for dietetics education programs seeking accreditation from the Commission on Accreditation for Dietetics Education (delineated in Section I, pages 1-3).

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

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

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

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

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

**Faculty**—teaching staff for didactic instruction and supervised practice.

**Foundation Knowledge**—see Knowledge.

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

**Informatics**—see Nutrition Informatics

**Institutional Accreditation**—applies to the total institution and signifies that the institution as a whole is achieving satisfactory educational objectives.

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

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

Foundation knowledge—cognitive performance in clinical, biomedical and behavioral sciences that supports competency for dietetics practice.

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

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

## SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

**Outcomes Assessment**—comprehensive process for evaluating the results of programmatic efforts and student learning.

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

**Philosophy**—see Mission Statement.

**Postsecondary**—beyond the high school (12th grade) level.

**Practice Audit**—empirical research designed to collect information about levels of involvement in activities performed by a profession in various settings. (see Rogers D, Fish JA. Entry-level dietetics practice today: Results from the 2005 Commission on Dietetic Registration entry-level dietetics practice audit. *J Am Diet Assoc.* 2006;06:957-971.)

**Practice Performance Evaluation Instruments**—devices for measuring degree of attainment of competency.

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

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

**Program**—see Education Program.

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

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

Internal—evaluation activities done by those involved in program learning experiences, such as program director, program faculty, program administrators, preceptors, students and graduates.

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

**Program Goal**—see Goal.

**Program Mission**—see Mission Statement.

**Program Outcomes**—see Outcome Measures.

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

**Research**—see Dietetics Research

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

**Role Delineation Study**—see Practice Audit.

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

**Sequential**—logical, progressive series of events.

**Skill**—ability to use one's knowledge effectively and readily in execution or performance of duties (see Competency).

**Sponsoring Institution**—the U.S. regionally accredited college or university, accredited or licensed health care facility, federal or state agency, business or corporation that is responsible for a dietetics program.

### SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

**Systematic Approach**—ongoing strategy consistently used to guide program management, based on the conceptual framework of input, transformation, output, feedback loop and environment.

**Technician**—individual in a field such as dietetics who is skilled in techniques and practical application of science and works with the professional. (see Professional)

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

**Written Agreement**—legally binding document between two parties/institutions that sets forth the activities and relationships of both parties/institutions.

## SECTION 4: RESOURCE LIST

To assist programs applying for accreditation, CADE offers the following products and services:

1. **CADE Web site** at [www.eatright.org/cade](http://www.eatright.org/cade), includes
  - Fact sheets on accreditation process and standards
  - Listings on accredited programs with selected information
  - *CADE Newsletter*—published online three times a year to communicate accreditation decisions and updates to processes and procedures
  - *CADE Annual Report of Activities*—published online in June to summarize CADE activities and statistics for the previous program year
  - *CADE Policy & Procedure Handbook*
2. **Accreditation Workshop**—includes pre-workshop Web course and a problem-based learning approach using a sample self-study; ordinarily held annually in conjunction with the ADA Food & Nutrition Conference & Exhibition.

### For more information, contact:

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