

February 27, 2017

Cheryl Williams, MS, RDN, LDN, CDE
Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606

Dear Ms. Williams:

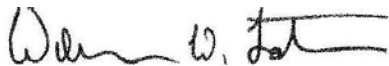
Please find attached the Self-Study Report (SSR) Template, Didactic Program in Dietetics, ACEND 2012 Accreditation Standards and supporting Appendices for the Lehman College, Department of Health Sciences, Didactic Program in Dietetics. Each PDF includes bookmarks and navigation links for the Table of Contents.

If there is any further information we can provide in support of this self-study please do not hesitate to contact me.

Sincerely,



Andrea Boyar, Ph.D., RDN, CDN
Program Director, DPD



William Latimer, Ph.D., MPH
Dean, School of Health Sciences, Human Services and Nursing



Harriet Fayne, Ph.D.
Interim Provost and Senior VP for Academic Affairs,

Self-Study Report (SSR) Template Didactic Program in Dietetics ACEND 2012 Accreditation Standards

DP Self-Study Report Template for Program Directors

Version 1.04

Revised March 24, 2015

Refer to the 2012 ACEND Standards document when completing the self-study report template. The 2012 Standards document is available on the ACEND Program Director Portal under Library: Standards and Policies and it provides the following:

Standards and guidelines

Tips and comments to achieve the standard

Suggested discussion to complete the narrative

Exhibits to demonstrate achievement of the standard

Other important accreditation information such as Accreditation Decision and Glossary of Terms

List of Revisions

General revisions made throughout the document:

New terminology: next assessment period (Previous terminology: next five year period)

Simplified directions for writing the narrative for all standards.

Clarified use of templates provided in the appendices

Summary of Changes by Standard:

Appendices:

Added list of suggested appendices (page 5)

Program Summary:

Reformatted the Goals and Objectives (page 7)

Supervised Practice Matrix:

Revised Supervised Practice Hours matrix to reflect the minimum number of hours only (Removed "maximum" hours) (page 10)

Standard 1:

Sample budget template (page 44)

Standard 7:

Program Assessment Plan template – added examples to guide ACEND's expectation for reporting data (page 46)

Standard 8:

Revised guidelines 8.1 through 8.4 to clarify and consolidate the narrative section of the report for (page 23)

Standard 13:

Student Learning Outcomes Assessment Plan template with examples specific to the program type (page 48)

Standard 14:

Updated the guidelines 14.1.a thru 14.1.d to reflect the “must” versus “should” and to clarify and consolidate the narrative section of the report (page 31)

Standard 20:

Updated guidelines 20.1.b, 20.1.c and 20.1.d to reflect the “must” versus “should” (page 39)

Standard 22:

Updated Guideline 22.1.i. (page 41)

**Lehman College of the City University of New York
Didactic Programs Using the 2012 DP Standards**

**Comprehensive Self-Study Report (SSR) for Continued
Accreditation**

for

**The Accreditation Council for Education in Nutrition
and Dietetics (ACEND)**

February 27, 2017

**Self-Study Report on the ACEND 2012 Accreditation Standards
Lehman College DPD**

TABLE OF CONTENTS

| CONTENTS | Page |
|--|------|
| Program Summary Information | |
| Executive Summary of the Program | 5 |
| Summary of the Self-Study Process | 9 |
| Current Program Mission, Goals and Objectives (Standards 4, 5 and 6) | 10 |
| Pass Rate Monitoring and Improvement Plan (Standard 6 and 8) | 11 |
| Overall Organization and Clarity of the Self-Study Report | 16 |
| Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs | 17 |
| Eligibility for ACEND Accreditation | |
| Program Characteristics and Finances | 18 |
| Title IV Compliance for Free-Standing Programs | 24 |
| Consortia | 25 |
| Program Planning and Outcomes Assessment | |
| Program Mission | 26 |
| Program Goals | 29 |
| Program Objectives | 30 |
| Program Assessment | 32 |
| On-going Program Improvement | 39 |
| Curriculum & Student Learning Objectives | |
| Program Concentrations | 44 |
| Curricular Mapping | 45 |
| Learning Activities | 48 |
| Curriculum Length | 53 |
| Learning Assessment | 55 |
| On-going Curricular Improvement | 60 |
| Program Staff and Resources | |
| Responsibilities of the Program Director | 64 |
| Faculty and Preceptors | 66 |
| Continuing Professional Development | 68 |
| Program Resources | 74 |
| Supervised-Practice Facilities | 76 |
| Students | |
| Student Progression and Professionalism | 77 |
| Student Complaints | 80 |
| Information to Prospective Students and the Public | 81 |
| Policies and Procedures | 82 |

**Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards
Didactic Programs in Dietetics**

Report being submitted (check one):

| | | | | | |
|--------------------------|--|-------------------------------------|---|--------------------------|-------------|
| <input type="checkbox"/> | Eligibility Application--Standards (1-3) | <input checked="" type="checkbox"/> | Self-Study Report for Continued Accreditation | <input type="checkbox"/> | Other _____ |
| <input type="checkbox"/> | Self-Study Report for New Program Application --Standards (1-23) | <input type="checkbox"/> | Program Assessment Report for Continued Accreditation | | |

Date: February 27, 2017
 Program name: Lehman DPD (Didactic Program in Dietetics)
 Sponsoring institution: Lehman College of the City University of New York
 City: Bronx State: NY

Substantive program changes included in report: No | Yes List change: _____

Degree granted — (check all that apply):

Baccalaureate Master's Doctoral Verification Statement Only

Distance Education — (check if applicable):

One or more DP required courses

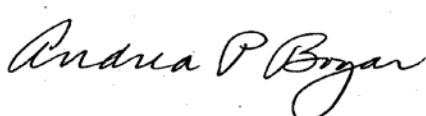
Other Program Options — (check all that apply):

ISPP Other _____

Existing Didactic Program: Enter current enrollment. 190

| Didactic Program in Dietetics Using the DP Accreditation Standards | | | | | | |
|--|--|--|---|---|--|--|
| | 3rd Year Baccalaureate Degree DP | 4th Year Baccalaureate Degree DP | Year 1 Completing Graduate Degree DP | Year 2 Completing Graduate Degree DP | Post-graduate students with a BS degree or higher & only completing DP Requirements | Students enrolled in Individualized Supervised Practice Pathway (ISPP) |
| Maximum Enrollment | 85 | 85 | | | 30 | |
| Current Enrollment | | | | | | |

Program Director:


| | |
|---|-------------------------------------|
| Andrea P Boyar PhD, RDN, CDN | Department of Health Sciences G-431 |
| Name | 250 Bedford Park Blvd W |
| Associate Professor | Bronx NY 10468 |
| Title | Business Address |
| 562803 | |
| CDR Registration Number | |
|  | andrea.boyar@lehman.cuny.edu |
| Signature | E-mail Address |

| | | |
|--------------|--------------|---|
| 718 960-8084 | 718 960-8908 | http://www.lehman.edu/academics/health-sciences/fac-boyar.php |
| Telephone | Fax Number | Website Address |


The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.

Administrators: Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom program director is responsible.

| | | |
|---|---------------------------------|-------------------------|
| William Latimer PhD, MPH | | Shuster Hall 302A |
| Name | | |
| Dean | | 250 Bedford Park Blvd W |
| School of Health Sciences, Human Services and Nursing | | |
| Title | | Bronx NY 10468 |
| 718 960-7306 | William.latimer@lehman.cuny.edu | |
| Telephone | E-mail | Business Address |

| | | |
|--|--------|------------------|
| Signature | | |
|  | | |
| Name | | |
| Title | | |
| Telephone | E-mail | Business Address |
| Signature | | |

Chief Executive Officer:**

| | | |
|---|-------------------------------|-------------------------|
| Dr Harriet Fayne | | Shuster Hall 381 |
| Name | | Business Address |
| Interim Provost & Senior VP for Academic Affairs | | 250 Bedford Park Blvd W |
| Title | | |
| 718 960-8222 | Harriet.fayne@lehman.cuny.edu | Bronx NY 10468 |
| Telephone | E-mail | |
|  | | |
| Signature | | |

**This form must be submitted with the application packet documenting compliance with ACEND's 2012 Accreditation Standards.*

***The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.*

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

| |
|-----|
| N/A |
|-----|

| | | | |
|-----------------|--------|------------------|--|
| Consultant Name | | Business Address | |
| Title | | | |
| Telephone | E-mail | | |

APPENDICES

List of recommended supporting documents that programs include in the self-study report appendices for each 2012 standard.

Standard 1:

Copy of most recent regional accreditation letter (Standard 1.1)

Organizational Chart(s) that includes program location to highest organization level (Standard 1.2)

Program Budget (Guideline 1.3)

Four year course plan of study– copy from catalog or website listing degree obtained (Guideline 1.4)

Copy of catalog information or website listing course requirements and prerequisite (Guideline 1.5)

Program Director's Curriculum Vitae and copy of CDR registration card (Guideline 1.6)

Standard 6 and 8:

Pass Rate Improvement Plan

Standard 7:

Program Assessment Plan

Samples of Surveys sent to stakeholders for data collection

Standard 10:

Curriculum Mapping Matrix

Four year course plan of study– copy from catalog or website listing degree obtained

Standard 10 and 11:

Course Syllabi (at least three that show curriculum progression and content areas)

Course Description from the catalog

Learning activity summary of diseases, populations and diverse cultures, encountered in the program and use of NCP process

Standard 13:

Student Learning Outcomes Assessment Plan

Summary of aggregate data supporting data included in the Student Learning Outcomes Assessment Plan

Examples of assessment tools and rubrics including sample course evaluation forms

Standard 15:

Program Director Position Description with allotted time for program management

Standard 16:

List of faculty with credentials aligned with the courses

Summary of student feedback and evaluations faculty involved in the program

Sample orientation outline – ongoing training agenda

Standard 17:

Summary of professional achievements of faculty

Standard 19: (If applicable)

Sample Affiliation Agreements

Copy of policy and procedure for selecting and maintaining supervised practice facilities

Standard 22:

Copy of Website pages, catalog, brochures and program information to the public

Standard 23:

Copy of Student Handbook

Policies and Procedures

Program Summary Information

Directions: The summary information on the following pages is used by the review team and the ACEND board for conducting your program’s review. This information must be consistent with the detailed information in the self-study report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

| | |
|---|--|
| Program Name: | Lehman College DPD |
| Sponsoring Organization: | Lehman College of the City University of New York |
| Sponsor’s Accreditor/Recognition Body: | Middle States |

Executive Summary of the Program

Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses

The baccalaureate degree program in foods and nutrition was developed first as a specialization within the Department of Family and Consumer Studies in the late 1960’s. Later, the program leading to a Master of Science in Education in Home Economics was expanded so that graduate students could specialize in foods and nutrition. The administrative transfer of the foods and nutrition program to the Department of Health Services provided the impetus for a re-examination and re-evaluation of the undergraduate curriculum. As a result of a self-study conducted during 1980-81, changes were made in the curriculum to make it more relevant to health care in contrast to home economics. The name of the department was changed to the Department of Health Sciences to better reflect the many programs in the department related to health and health sciences including Dietetics, Foods, and Nutrition (DFN), Exercise Science, Recreation Education and Therapy, Health Education and Promotion, as well as Health Services Administration.

The Department of Health Sciences was first in the Division, and then the School of Natural and Social Sciences. In 2014, the School of Health Sciences, Human Services, and Nursing (HS2N) was formed, with its own Dean, to better address the importance and needs of the health-related programs at Lehman. Dr. William Latimer was selected to be the Founding Dean of the school.

Lehman College including the DFN programs, are committed to meeting the educational needs of NYC’s urban population. Based on a new study released by The National Bureau of Economic Research and The Equality of Opportunity Project, the [New York Times reports](#) on January 18, 2017 in “The Upshot” that Lehman College placed #4 in the nation with the highest “mobility rate.” This new statistic is a measure of the intergenerational socioeconomic impact of higher education institutions and measures how successfully colleges propel individual students from a lower-income family (bottom 40%) to a higher-income family (top 40%). A large proportion of the Lehman student body consists of minorities (88%), who are economically disadvantaged and attend school part-time (30%), due to the need to work, or full-time in order to qualify for financial aid. Many of these students enter college with deficiencies in basic academic skills. The characteristics of the general student body are in fact reflected in the enrolled students within DFN and the DPD.

As an industry, the health care delivery system is the largest single employer in the Bronx and represents a significant career opportunity for our DPD graduates. Lehman’s DPD and DI programs maintain close relationships with many of the health care institutions in the borough and New York

City in general. Surveys over the years of our graduates indicate that virtually all of these graduates who were interested in obtaining employment in the health field were able to secure employment within a year of graduation. The minimum requirement for some entry level positions (such as in WIC, school food service, and skilled nursing facilities) is a B.S. degree with a major in dietetics or nutrition or a B.S. Degree with a major in dietetics or nutrition plus a DPD verification statement.

The Didactic Program in Dietetics (DPD) at Lehman College of the City University of New York is one of two options within the undergraduate Dietetics, Foods, and Nutrition (DFN) major in the Department of Health Sciences. The DPD (DFN major Option I) has as its requirements a minimum of 61.5 credits of coursework including didactic/laboratory courses in the basic sciences such as anatomy and physiology, microbiology, general chemistry, organic chemistry, biochemistry, courses in food science and food preparation, quantity food production, didactic courses in medical nutrition therapy, life cycle nutrition, advanced nutrition, food service management, and nutrition education and counseling, and related coursework in other disciplines such as psychology or sociology, and biostatistics. Writing Across the Curriculum is an important part of the Lehman commitment to a liberal arts education with at least two writing intensive courses required of all Lehman graduates. Writing intensive courses are included as part of the curriculum in order to enhance the ability of our students to not only learn through writing but also to think and write clearly and succinctly.

The DFN Program is built upon a foundation of the Lehman liberal arts and science requirements. The DFN curriculum is planned so that learning takes place in sequential stages, initially drawing on the liberal arts and sciences for the beginning level courses and then on 200 level Health Sciences Department (HSD) and DFN courses as prerequisites for courses with more scientifically advanced, professionally-oriented material.

DPD faculty are kept up-to-date regarding research data promoting use of active learning design in courses. The University and College are providing opportunities for innovative classroom learning. As an example, Prof Burt is using a flipped classroom format in DFN220 with clickers to better involve the students in active learning strategies. In addition, faculty are being encouraged to incorporate more videos in the classroom to maintain and increase student interest in course material.

Students earn a B.S. degree in Dietetics, Foods, and Nutrition if they complete the DFN major Option I, which includes the DPD curriculum, and the college requirements with a minimum of 120 credits. Students can also earn the B.S. degree in DFN with Option II (Food Service and Culinary Nutrition) but this option is not accredited by ACEND. Lehman's DPD seeks to prepare students to become competent and ethical entry-level practitioners of nutrition-related services, as well as to enter a Dietetic Internship and/or related graduate programs or to become credentialed as Nutrition and Dietetics Technicians, Registered (NDTR) or Dietetic Technician, Registered (or DTR).

Challenges and weaknesses of the DFN programs include a large student to faculty ratio (77:1), with four faculty members serving the needs of the DFN undergraduate, graduate, and Dietetic Internship programs. With responsibilities to efficiently administer these programs, teach, and advise, time and opportunity to perform scholarly work is limited, resulting in students without significant exposure to ongoing research among the faculty.

Additional challenges are presented by many of the Lehman undergraduate students, who want to become Registered Dietitians but who are unlikely to be admitted to Dietetic Internships or pass the NDTR exam, due to weaknesses in language and mathematic skills and other responsibilities including part-time or full-time work, families, financial difficulties, etc.

In two or three sentences per bullet, summarize any changes in the areas below that have occurred in your program or sponsoring organization over the last five years and their impact on the program:

Changes in Administrative Support: The administration in the Department of Health Sciences (Chair: Gul Sonmez), the new Dean in the recently formed School in Health Sciences, Human Services, and Nursing (Dr. William Latimer), as well as the new Provost (Dr. Harriet Fayne) and a new College President (Dr. Jose Cruz) have brought about significant changes in the atmosphere surrounding the College in general. The administration on all levels have been extremely supportive of the need to provide more resources to the DPD as one of many under-resourced and under-funded programs in the Department of Health Sciences

Changes in Financial Support: The permission by the College and University to collect student material fees for each of the foods laboratories (\$45 per semester per student for a total of \$90 per undergraduate student enrolled) has provided much needed funds for food, supplies, and equipment to keep the food laboratories running smoothly. In addition, starting in the Spring 2017 semester, the College has identified funds to pay for a new full-time College Laboratory Technician for the foods laboratories.

Curricular Changes: All students submitting an application for entrance into the DPD are interviewed by the DPD program director or other full-time faculty members to help assess suitability for the DPD. The minimum entrance GPA for the DPD and the minimum GPA for receipt of a DPD Verification has been increased from 2.5 to 3.0 within the last two years. A progression requirement of a minimum GPA of 3.0 is now also in place. Our current DPD student numbers (including students attending Lehman just for the Verification Statement) total 190 (out of a total of approximately 300 DFN undergraduates) and equal approximately 85 third year students, 85 fourth year students, and 30 non-matriculated students, depending on the semester. Students are now required to complete a Plagiarism tutorial to enable students to recognize and refrain from academic dishonesty and better emulate appropriate professional behavior. All students must also complete a course in ServSafe and take a VS examination prior to receipt of the DPD Verification Statement.

Other curricular changes, starting in Fall 2017, include the addition of DFN341: Nutrition Throughout the Life Cycle as a prerequisite for the first MNT course (DFN348: Nutrition in the Management of Disease I) to better screen and prepare students prior to their entrance into the first exclusive DPD course. Only students progressing according to the DPD policy will be allowed to register for the first MNT course. A new course starting in Spring 2017, DFN244-245 (Nutritional Biochemistry, lecture and laboratory) was added to the DPD curriculum in order to better focus the required biochemistry course on nutritional metabolism. This course may be taken in lieu of CHE244-245 (Intro to Biochemistry) which was taught by the chemistry department and did not always appear to serve the specific needs of our students.

Program Changes (e.g. new tracks, degrees, etc.): N/A

Changes in Learning Resources: Lehman College and CUNY continue to provide support for more instructors to participate in online didactic strategies and distance learning. CUNY now offers a training course for all faculty who provide distance education. All of the DPD courses utilize the Blackboard online platform for posting syllabi, assignments, quizzes, tests, discussion boards, class notes, copies of class slides, videos. Many of the DPD courses are labeled as hybrids, utilizing both face-to-face learning as well as sustaining online learning opportunities. Over the last several semesters, students have access through Blackboard to five practice exams that contain questions written by the DPD faculty to help the student assess their knowledge gained over the course of their five semesters in the DPD. These practice exams may be taken multiple times.

Faculty/Preceptor Changes: Since the last Self-Study in 2010 the faculty size decreased due to non-reappointment and retirement. Two new faculty members (Prof Stopler and Burt) have joined the program thus enhancing our ability to provide quality learning experiences and additional advisement opportunities. New adjunct faculty members have also become more involved in the DPD in addition to teaching courses. This year, Prof Lalitha Samuel has earned tenure and promotion.

Changes to Facilities: Our new foods laboratory was commissioned in 2012 and provides a better learning environment for students in food science (DFN120: The Nature and Science of Food) and cultural food preparation (DFN220: Foods, Society and Health) courses and enables students in DFN330 (Quantity Food Production) to participate in departmental catering events. In addition, this facility enables Nutrition Club members to sponsor Healthy Cook-Offs and other events that are open to the entire campus.

Changes in Support Services: In December 2016, the Dean of the School of Health Sciences, Human Services and Nursing, and the College's Provost, approved the request of the DPD Director and the Department Chair to fund a full-time College Laboratory Technician for the two required laboratory courses: DFN120 (The Nature and Science of Food), and DFN220 (Foods, Society, and Health). When filled by a BS graduate of a nutrition and foods program, or a DTR, this position will enhance the quality of these two Foods courses and provide assistance to instructors who teach as many as 24 students per laboratory section. In addition, this position will enable us to put our Food Science research laboratory to better use. The Department also has a newly repositioned Higher Education Associate whose job description includes assisting all departmental programs, including the DPD, with administrative support services. A system of tutoring through the Science Learning Center is in place as an essential piece of academic support for the DPD students.

You may include any other relevant comments (optional).

Summary of the Self-Study Process

Explain how the self-study process took place, briefly describing who was involved (administrators, faculty, preceptors, students, graduates, employers, practitioners, other program directors, faculty/staff from other disciplines, etc.) and what they did.

This self-study is submitted as partial fulfillment of the requirements for continued accreditation for Lehman's DPD.

The conducting of the self-study provided the program faculty the opportunity to discuss and assess our current status, think about what are students are learning, where deficiencies in learning exist, and to plan for our DPD's continued future. It enabled us to try to understand the strengths and weaknesses of the program and to work towards continuous quality improvement.

The current DPD Self-Study (2016-2017) involved the faculty members of the program, both full-time professors and lecturers and adjunct faculty members, and DPD/DI Advisory Board members including students, preceptors, and employers, as well as current and past students, preceptors and employers. The program faculty was asked to participate in discussions as well as in the submission of grades for assessment assignments, CVs and course syllabi. The full-time faculty took part in the reading, writing, and editing of the document. Current students as well as graduates of the past five years participated by completing questionnaires. Current students will participate in meetings with the site-visitors during the scheduled site-visit. The Chair of the Department of Health Sciences and the Director of the Budget Department helped with the financial data. Administrators such as the Dean and Provost were also readers of the final document and recommended editing, style, and formatting improvements.

Based on the self-study, changes in the curriculum, entrance and progression requirements have been instituted or are in process. A revised 2017 DPD Handbook was sent to each member of the faculty prior to its availability to students. A new exit examination has been put in place and is designed to familiarize our DPD graduates with taking online, multiple-choice timed examinations similar to the registration examination, and as a way to assess the learning that results after completion of the required courses in the DPD curriculum.

Current Program Mission, Goals and Objectives (Standards 4, 5 and 6)

Mission: Please state the formal mission of the program.

DPD Mission

The mission of the DPD is to prepare students to think critically and act ethically, and make appropriate judgments in entry-level positions as food and nutrition professionals in health-care facilities, community and governmental agencies, cooperative extension, and food service and culinary nutrition operations. The DPD also seeks to prepare students to earn the NDTR/DTR credential and for entrance into Dietetic Internships and graduate study in nutrition and related fields.

The mission of the DPD is consistent with the mission of the College which states that "Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education". The program seeks to educate students in an atmosphere of tolerance, sensitivity, and openness to diversity. In addition, the program places importance on the use of current educational technology to educate our students.

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors and graduates.

Directions for Writing the Narrative:

Program Goals: State your current program goals.

Note: These goals should be consistent with those stated in the program assessment plan for the next assessment period.

The curriculum for the DPD is designed to comply with the requirements for a Didactic Program in Dietetics as mandated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The goals of the DPD are to:

- 1) prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment, and
- 2) enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment.

The objectives to support the goals of the program are that:

- a) Over a 5-year period, the average rating of the preparation received in the program by graduates and alumni will be "satisfactory" or better.
- b) Over a 5-year period, the average rating of the preparation received in the program by DI directors and employers will be "satisfactory" or better.
- c) Over a 5-year period, the first-time pass rate and the one-year pass rate on the RD exam will meet or exceed 80%
- d) Over a 5-year period, at least 80% of students will complete DPD program requirements within 150% of the program length (i.e. 44 months).
- e) Over a 5-year period, at least 80% of graduates will have either entered and successfully completed a DI program, or entered graduate school, or found meaningful employment.

These goals reflect the commitment of the faculty to the DPD mission which seeks to meet the educational needs of its urban population. The DPD is designed to prepare graduates for employment as entry-level professionals. The health care delivery system is the single largest employer in the Bronx and represents a significant career opportunity for our DPD graduates. We also seek to prepare our graduates for entry into post-baccalaureate programs, including Dietetic Internship programs for our best students.

Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)

All programs must comprehensively determine factors influencing their pass rates and take steps to improve student performance using the findings.

Use the most recent CDR Registration Examination Five Year Summary Reports to complete the non-grey cells in the following table for the last five years or more. Then, select the entire table, and press the F9 key to automatically calculate the Pass Rate Percentages and column totals in grey.

**As of Feb 15, 2017 including the most recent Pearson data for 2016
Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)**

These data have just been made available (as of February 15, 2017) and are in part the result of our program changes as well as an evolving mix of students.

| List years sequentially from least recent to most recent (e.g., 2006, 2007...2010) | (A) # of Students Taking the Exam for the First Time | Students Passing the CDR Exam | | Pass Rate Percentages | |
|--|--|--|---|----------------------------|---|
| | | (B) # of Students Passing on Their First Try | (C) # of Students Passing within One Year of Their First Try (if available) | (B/A) First-Time Pass Rate | (C/A) One-Year Pass Rate (if available) |
| Optional: Previous Five Years 2007-2011 | 30 | 21 | 24 | 70% | 80% |
| Least Recent 2012 | 12 | 8 | 8 | 66.67% | 67% |
| 2013 | 6 | 4 | 5 | 67% | 83% |
| 2014 | 10 | 7 | 8 | 70% | 80% |
| 2015 | 17 | 14 | 14 | 82.35% | 82% |
| 2016 | 37 | 35 | 37 | 94.59% | 100% |
| Current Five Years 2012 ⁶ - 2016 ¹⁰ | 82 | 68 | 72 | 82.9% | 87.8% |

Describe the trend(s) in your program’s benchmarks over the last five years by placing an “X” in the appropriate boxes.

| Annual Benchmarks | Constant | Declining | Increasing | Inconsistent | Missing Data |
|----------------------|----------|-----------|------------|--------------|--------------|
| First Time Pass Rate | | | X | | |
| One Year Pass Rate | | | X | | |

For each of the areas listed below, describe in detail the factors that either positively or negatively influence your program’s pass rate. For each factor, list the specific action steps that will be taken to improve the pass rate. For each step, include a timeline of implementation and steps taken to date. If data are available for some of the action steps,

please list the resulting data. You are encouraged to include progress/results from your previous pass rate improvement plans. Provide a narrative to address the areas below, and include in the appendices the completed Pass Rate Improvement Plan matrix. *Refer to Appendix for the template.*

Admission Requirements:

Within the last two years, the DPD admission requirement was officially increased from a minimum cumulative GPA of 2.5 to a minimum of 3.0. An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is now required. The application must be submitted to the DPD director by the semester prior to acceptance and entry into the DPD: December 1st for entry in the spring semester and April 1st for entry in the fall. Undergraduate students with a minimum cumulative GPA of 2.5 and sufficient performance in the foundation science courses may be accepted into the non-accredited DFN Option II. This allows the Program Director to determine how many undergraduate and second-degree students may be admitted into the DPD to maintain a maximum enrollment of 190. In addition to the degree-seeking students are an increasing number of non-matriculated students coming to Lehman's program already with B.S. degrees from other institutions. These students take a minimum of 12 course and laboratory hours at Lehman in DPD courses and usually take the following graduate courses to meet the DPD requirements: DFN 520: Food Science, DFN530: Food Service Operations and Management, and DFN621: Ethnic and Therapeutic Meal Patterns. These students must also have the equivalent of a 3.0 GPA, often have MS degrees as well as BS degrees and tend to do very well on the RDN examination, which helps explain our most recent pass rate increases shown above in the second table.

Progression Requirements: Students whose GPA has fallen below the required entrance GPA of 3.0 are currently counseled to switch into the non-accredited option of the DFN major but could not be required to do in the past. This policy has now changed as a result of the approval of recent curriculum changes which state that "students whose GPA falls below 3.0 may be dropped from the program".

Students who earn less than a grade of C- must repeat the course prior to progressing into the more advanced courses in the DPD. Students with grades of D in required DPD courses are being advised to either repeat the course for a better grade or switch into the non-accredited option that no longer requires a minimum grade of C- to progress.

Program Curriculum: More attention has been incorporated into the curriculum regarding plagiarism to enable students to better challenge themselves with the course material, to recognize and refrain from academic dishonesty, and better emulate appropriate professional behavior. Students are now required to complete a Plagiarism tutorial and present the certificate of completion for filing by the DPD director. Sample RDN practice questions representing all Knowledge and Core Requirements and Domains are being made more readily available online to students. Asynchronous online access to sample RD examination questions is now available to all students enrolled in the DPD. Other curricular changes since the last Self-Study in 2010 include the requirement for a ServSafe certification and the taking of four practice tests and one Verification Statement examination with a passing grade of 75 (after two tries) prior to the issuing of the Verification Statement. We plan to collect data to determine if grades on DPD Verification Examination correlate with earned GPAs and later success in the profession.

Other curricular changes, starting in Fall 2017, include the addition of DFN341: Nutrition Throughout the Life Cycle as a prerequisite for the first MNT course (DFN348: Nutrition in the Management of Disease I) to better screen and prepare students prior to their entrance into the first exclusive DPD course. Only students progressing according to DPD policy will be allowed to register for the first MNT course. A new course starting in Spring 2017, DFN244-245 (Nutritional Biochemistry, lecture and laboratory) has been added to the DPD curriculum in order to better focus the required biochemistry course on nutritional metabolism.

Teaching & Learning Methods: DPD courses all use Blackboard, the online course platform, to enhance the face-to-face classroom experience, and to offer blended, hybrid, and asynchronous online courses. DPD faculty members are kept up-to-date regarding the use of active learning design in courses. The University and College support the use by faculty of active learning in the classroom and provide instruction on best practices re online learning.

Faculty and Preceptors: Prior to September 2015, the permanent full-time faculty in Lehman's DPD, which is shared with the MS in Nutrition program and Lehman's Dietetic Internship, was reduced to two faculty members due to non-reappointment and retirement. The faculty in the DPD were Prof Andrea Boyar, DPD Director, and Prof Lalitha Samuel. Since then, Ms Marina Stopler, MS, RD started in a full-time permanent position in September 2015 as the director of Lehman's Dietetic Internship. Dr Kate Gardener Burt PhD, RD also began full-time as an Assistant Professor in the DFN program in the Department of Health Sciences in September 2015. These new faculty members have resulted in the doubling of our permanent full-time faculty resources for our DFN programs to four faculty members. All faculty members attend conferences and meetings to keep up-to-date on current research and practice critical to the profession of nutrition and dietetics.

Academic Counseling: In order to better utilize our limited resources and continue to improve our pass rate, DPD students in academic jeopardy due to poor performance in DPD courses are encouraged to seek tutoring assistance, receive academic counseling, and/or if necessary drop courses and switch out of the DPD into the non-accredited DFN option. Academic Jeopardy Forms and use of the College STEAR program are being used to inform and provide counseling for students who require special assistance in order to succeed.

Student Support Services: The Instructional Support Services Program at Lehman <http://www.lehman.edu/academics/instructional-support-services/index.php> is home to the Academic Center for Excellence (ACE) and the Science Learning Center (SLC). The SLC is located in Gillet Hall, which is also the site of the Health Sciences Department office, faculty offices and classrooms for our DPD. The ISSP supports tutoring activities for our DPD courses and each semester employs qualified graduates of our program to assist and mentor DPD students. These tutors earned at least an A- in DPD courses and were recommended as qualified to tutor by the DPD faculty and are being paid for their time out of ISSP funds. The tutors are in frequent email and face-to-face contact with faculty members to share thoughts as to successes and concerns re the tutoring process. Additional tutors are also available to assist students with chemistry and biology courses required by the DPD. Students with special educational needs seek accommodations for testing through the Office of Disability Services.

Educational Resources: In 2012 the new state-of-the-art instructional and research Foods Laboratories was completed. The classroom space was converted to a flexible space that can be

used as a smart classroom for 25 students, or a seminar room for small conferences and faculty meetings. The main foods laboratory has a new walk-in pantry for food and kitchen equipment storage, with eight student stations each accommodating three students for food preparation, and a commercial kitchen installation for quantity food production. The construction on these projects was supervised by Lehman's Facilities Department, CUNY, and the New York State Dormitory Authority and paid for by CUNY funds. It is expected that this food science and food preparation teaching and research space will serve the needs of the DPD for decades.

Program funds, collected from laboratory and the College Technology Fee have been used to purchase two new computers and multiple-user RD exam review software for use by our DPD students on-site. However, after much thought and discussion among the DPD and DI faculty, the convenient and continued availability of sample examination questions is realized to be of utmost importance. The Lehman DPD Verification Examination is available through the Blackboard Course Management online platform. The Lehman DPD Verification Examination provides access to more than 200 sample questions, vetted by the DPD and DI faculty, that students can study at their convenience at home or at work or on campus due to availability through the internet. It is believed that more opportunity to practice RDN exam questions under computerized conditions should lead to better qualified students who perform better on the RDN examination. This availability of questions may also bring awareness to the students of the need to continuously practice and prepare for examinations that include questions from the entire DPD curriculum rather than examinations from just one course at a time. Student reaction has been telling, as they ask how they can be expected to remember coursework from the beginning of their college career as opposed to the coursework that is relatively fresh in their minds from recent coursework. In addition to the availability of sample questions is the institution of a culminating Verification Examination which has been piloted for two semesters and is now in place as a DPD graduation assessment tool that we are using in our Learning Outcomes Assessment matrix.

Program Assessment Process: The program is continually assessed using a variety of tools and strategies. Assessed are: the pass rate on the RDN examination, specific assignments in required DPD courses, surveys administered to students, graduates, DI directors and employers, peer observations each semester of DPD faculty, student evaluations of faculty members, and discussion among the program faculty and DPD/DI Advisory Board. The data collected are discussed among faculty members and used as the basis for program improvements. Changes needed to improve the program are implemented through curriculum changes, institution of additional fees, requests of administration for additional faculty and staff resources, and encouragement of faculty development through conference and meeting attendance.

Other Factors: The admittance of students who apply to the DPD into the non-accredited option, with the emphasis to the student on the importance of learning excellence in order to gain entrance into the DPD, has changed the conversation about the DPD. Students know that they need to earn good grades in order to be accepted into the DPD. With the institution of a progression requirement, students must maintain excellence in order to stay in the DPD, once admitted.

Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)

In order to apply for entrance into the DPD, a completed application form and meeting with the DPD director or faculty member is required. Students are required to have a minimum overall GPA of 3.0 and a grade of C- or better in required science courses. Students are no longer automatically granted admission into the DPD upon request but must wait until the DPD director determines the number of students who have graduated and who are currently enrolled each semester and how many new students may be admitted into the program. Due to space limitations, undergraduate students admitted to the program have earned overall GPAs significantly higher than 3.0. As a result of this new screening process, the lowest GPA of students admitted to the DPD in Spring 2017 is 3.4, which is significantly higher than in previous semesters when anyone with a GPA of 3.0 was admitted into the DPD.

Summarize the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.)

The faculty are completing and distributing Academic Jeopardy Forms as soon as it becomes clear to the faculty member that students are at risk for a grade of C- or below due to incomplete or missing assignments, and/or failing performance on quizzes, assignments, or examinations. Some faculty members are also making use of the College STEAR program to inform students who are performing poorly in DPD courses and to initiate the provision of College tracking and counseling for students who require special assistance in order to succeed.

Describe how students are advised when they are not meeting program expectations or options offered as a last resort.

Students at risk of failure in DPD are asked to meet with faculty and the DPD Director to transfer into the non-DPD option, particularly if a course grade of D or F is earned which will not allow entry into subsequent required courses. In situations of the earning of C grades in higher level DPD courses, students are advised to consider transfer into the non-DPD option and are made aware of the difficulty in getting into DI programs as well as the existence of other nutrition-related career opportunities that do not require the RDN or NDTR credential. The DFN students' ListServ, sent to all DFN students of both options, is used regularly as a vehicle for information about careers and jobs that do not require the RDN or NDTR credential.

Describe your plans for improving your program's first-time pass rate or maintaining it if it is at 100%.

As is stated in the catalog and Handbook once passed by the College and University (submitted September 28, 2016), "A minimum GPA of 3.0 is required for admittance into the DPD and must be maintained or students will be dropped from the program."

In the past, students with a GPA of 3.0 or above who applied to declare the major were automatically enrolled into the DPD option upon request. Starting at the end of the Spring 2016 semester, all applicants to the program were automatically enrolled instead into Option II (the non-DPD option) and were told that they would be informed by the middle to end of the current semester if they were accepted into Option I (DPD) based on their cumulative GPA. In this way, we can maintain our DPD enrollment at appropriate and specified levels.

Students who do not maintain the 3.0 GPA are being asked to transfer into Option II. In order to require students to maintain a minimal GPA of 3.0, in the Fall 2016 semester we asked the College to allow us to include a maintenance (or progression) requirement for a GPA of 3.0 for Option I. Students with grades of D are instructed to repeat courses as a grade of D is not acceptable in the DPD. If a student does not want to repeat a course with a grade of D, the student is counseled to leave the DPD and transfer into the non-DPD Option.

Rubric to Evaluate the Overall Organization and Clarity of the Self-Study Report

Please place an 'X' in the appropriate row and column to evaluate your program's completed self-study report.

| | Exemplary | Meets Expectations | Needs Improvement |
|---|--|---|--|
| Participation in the Self-Study Process | The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers. Exemplary <input type="checkbox"/> | The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. Meets Expectations <input checked="" type="checkbox"/> | The self-study report was written by a small number of individuals who did not seek broad input from students, faculty, preceptors, staff, and administrators. Needs Improvement <input type="checkbox"/> |
| Knowledge of the Self-Study Report | Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. Exemplary <input type="checkbox"/> | Students, faculty, preceptors, and staff are aware of the report and its contents. Meets Expectations <input checked="" type="checkbox"/> | Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. Needs Improvement <input type="checkbox"/> |
| Completeness and Transparency of the Self-Study Report | All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. Exemplary <input type="checkbox"/> | All narratives and supporting documentation are present. The content is organized and logical. Meets Expectations <input checked="" type="checkbox"/> | Information is missing or written in an uninformative or disorganized manner. Needs Improvement <input type="checkbox"/> |
| Relevance of Supporting Documentation | Supporting documentation of activities is informative and used judiciously. Exemplary <input type="checkbox"/> | Supporting documentation is present when needed. Meets Expectations <input checked="" type="checkbox"/> | Additional documentation is missing, irrelevant, redundant, or uninformative. Needs Improvement <input type="checkbox"/> |
| Evidence of Continuous-Quality Improvement | The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. Exemplary <input type="checkbox"/> | The program proactively presents plans to address areas where the program is in need of improvement. Meets Expectations <input checked="" type="checkbox"/> | No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Needs Improvement <input type="checkbox"/> |
| Organization of the Self-Study Report | All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers. Exemplary <input type="checkbox"/> | The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. Meets Expectations <input checked="" type="checkbox"/> | Information appears to be missing or is difficult to find. Sections are not well labeled. Needs Improvement <input type="checkbox"/> |

Provide additional comments on the Self-Study Report to assist in quality improvement:

Summary of the Evaluation of ACEND Accreditation Standards for U.S. Programs

After you have finished writing your self-study report, copy the evaluations at the end of the discussion of each standard to complete this summary table. (Place an X in the appropriate row and column.)

| Accreditation Standards for U.S. Programs | Meets | | Partially Meets | Does Not Meet | Not Applicable |
|---|-------|---|-----------------|---------------|----------------|
| | 1 | 2 | | | |
| Eligibility for ACEND Accreditation | | | | | |
| Program Characteristics and Finances | X | | | | |
| Title IV Compliance for Free-Standing Programs | | | | | X |
| Consortia | | | | | X |
| Program Planning and Outcomes Assessment | | | | | |
| Program Mission | X | | | | |
| Program Goals | X | | | | |
| Program Objectives | X | | | | |
| Program Assessment | X | | | | |
| On-going Program Improvement | X | | | | |
| Curriculum & Student Learning Objectives | | | | | |
| Program Concentrations | | | | | X |
| Curricular Mapping | X | | | | |
| Learning Activities | X | | | | |
| Curriculum Length | X | | | | |
| Learning Assessment | | X | | | |
| On-going Curricular Improvement | | X | | | |
| Program Staff and Resources | | | | | |
| Responsibilities of the Program Director | X | | | | |
| Faculty and Preceptors | X | | | | |
| Continuing Professional Development | X | | | | |
| Program Resources | X | | | | |
| Supervised-Practice Facilities | | | | | X |
| Students | | | | | |
| Student Progression and Professionalism | X | | | | |
| Student Complaints | X | | | | |
| Information to Prospective Students and the Public | X | | | | |
| Policies and Procedures | X | | | | |

KEY **Meets** 1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet Plans to address compliance problems are not viable or have not been developed.

Program Eligibility for ACEND Accreditation

Standard 1: Program Characteristics & Finances

All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (1.1-1.6) for *Program Characteristics & Finances*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Guideline 1.1

The program 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.

Guideline 1.2

The program must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the dietitian education program to other programs/services.

The Didactic Program in Dietetics (DPD) is housed at the Herbert H. Lehman College (Lehman College), a unit of the City University of New York (CUNY). Lehman is located at 250 Bedford Park Boulevard West, in the borough of the Bronx, New York City, in the State of New York in the US.

CUNY (<http://www2.cuny.edu>), includes 11 senior colleges, seven community colleges, and an Honors College, and five graduate and professional schools, with branches located throughout the five boroughs of New York City. The University's governing body, the Board of Trustees of the City University of New York (<http://www2.cuny.edu/about/trustees/the-board-of-trustees/>), formulates bylaws and policies providing direction for the operation of the University and of its constituent colleges. In addition, the Board passes on the policy recommendations submitted by each of the autonomous colleges. The University consists of ten senior (four-year) colleges, six community colleges, a four-year technical college, a doctoral-granting graduate school, a law school, a graduate school of journalism, an accelerated medical program, and a medical school.

Lehman College (<http://www.lehman.cuny.edu>), one of the eleven senior colleges in CUNY, is a public, comprehensive, coeducational liberal arts college with more than 90 undergraduate and graduate degree programs and specializations. Lehman College is the only public senior college in the borough of the Bronx, and the only senior CUNY College in the Bronx, with approximately 374 full-time faculty members and approximately 500 adjunct faculty members serving more than 10,000 undergraduate and 2,000 graduate [students](#). Approximately 50 percent of the undergraduates are Hispanic, and 31% are Black/Non-Hispanics. Less than 10% of the Lehman undergraduate population is white/Non-Hispanic. Lehman is a federally-designated Minority-Serving and Hispanic-Serving Institution.

Since 1968 Lehman has been accredited by the Middle States Commission on Higher Education (MSCHE). The most recent Commission action as of November 2014 was to accept the Periodic Review Report and reaffirm accreditation of the College. The Statement of Accreditation Status is included in the Appendix. The next evaluation visit by Middle States is scheduled for 2018-2019.

Department Overview: The DPD at Lehman College is located in the Department of Health Sciences in the School of Health Sciences, Human Services, and Nursing (HS2N). The Department of Health Sciences is a multi-disciplinary Department consisting of seven undergraduate programs of study: (1) Dietetics, Foods, and Nutrition, B.S.; (2) Exercise Science, B.S.; (3) Health Education and Promotion, B.S.; (4) Health N-12 Teacher, B.S.; (5) Health Services Administration, B.S.; (6) Recreation Education, B.S., and (7) Therapeutic Recreation. A new undergraduate program in Public Health (B.S.) began in the fall 2016 semester and will be enrolling students in the spring 2017 semester. With this new program, the Department of Health Sciences will consist of eight undergraduate programs of study with over 1500 students enrolled in its degree programs.

The Department also houses graduate degree programs in Health Education and Promotion, Health N-12 Teacher, Nutrition (which includes the Dietetic Internship Program), and Recreation Education and Therapy.

Academic Organization: The President of the College for 26 years, Dr. Ricardo Fernandez, retired in the summer of 2016. The new president, Dr José Cruz (<http://lehman.edu/president-perspective/about-president-cruz.php>), was appointed in the summer of 2016 and is responsible to the CUNY Chancellor, Dr. James B. Milliken, and the CUNY Board of Trustees. The Provost of the College and Senior Vice President for Academic Affairs, Dr. Anny Morrobel-Sosa, retired in August 2016. Dr. Harriet (Niki) Fayne is the Interim Provost and the College's chief academic officer who reports directly to the President. The Provost works with key personnel across campus to ensure that students receive high quality instruction and that faculty members have the resources necessary to be productive teacher-scholars.

The College's academic departments and programs are divided into five schools, each headed by a Dean who reports to the Provost: The School of Arts and Humanities, The School of Education, The School of Natural And Social Sciences, The School of Continuing and Professional Studies, and the School of Health Sciences, Human Services, and Nursing (HS2N) which houses Lehman's DPD.

The School of Arts and Humanities includes the following departments and institutes: African and African-American Studies, American Studies, Art, Comparative Literature, English, History, Institute for Irish American Studies, Journalism, Communication, and Theatre, Languages and Literatures, Latin American and Puerto Rican Studies, Linguistics, Music, Philosophy, Speech-Language-Hearing Sciences, and Women's Studies.

The School of Education includes the following departments and institutes: Bronx Institute, Center for School/College Collaboratives, Early Childhood and Childhood Education, Institute for Literacy Studies, Middle and High School Education, and Counseling, Leadership, Literacy, and Special Education.

The School of Natural And Social Sciences includes the following departments: Anthropology, Biological Sciences, Chemistry, Economics, Accounting, and Business Administration, Environmental, Geographic, and Geological Sciences, Mathematics and Computer Science, Physics and Astronomy, Political Science, Psychology, and Sociology. Over 160 full-time faculty are in the School and teach both undergraduate and master's courses on campus as well as participate in doctoral programs at the CUNY Graduate Center in Manhattan.

The School Of Continuing and Professional Studies consists of the Adult Degree Program, Continuing Education, and CUNY on the Concourse.

The organizational chart of the College, which includes the DPD in the Department of Health Sciences within the School of Health Sciences, Human Services, and Nursing, is shown in Appendix Std1.

Guideline 1.3

The program must have a budget to support itself.¹

The DPD is supported financially by the College through a variety of mechanisms. The College employs both full-time and adjunct faculty members to teach in the DPD, other departmental programs and in programs in other departments such as biology and chemistry whose courses are required by students in the DPD. Also employed through the College are IT and library staff, administrative/secretarial personnel, buildings and grounds, Public Safety officers, etc. The College's budget supports the costs of the library, facilities, and equipment.

Specifically for the DPD in the Department of Health Sciences, the College's budget supports four full-time faculty members who have primary teaching and administrative responsibility in the Dietetics, Foods, and Nutrition programs which house the DPD program. Andrea Boyar PhD, RD, CDN, the DPD director, is a tenured Associate Professor who began at Lehman in 1986. Lalitha Samuel PhD, also a tenured Associate Professor, began at Lehman in 2008, and teaches introductory food science for undergraduates and graduate students (DFN120 and 520), Life Cycle Nutrition (DFN341), and Advanced Nutrition (DFN445). Marina Stopler MS, RD, is the DI Director and a full-time Lecturer who teaches HSD240 (Nutrition and Health) and DFN341. Kate Gardner Burt, PhD, RD, CDN, who began her teaching career at Lehman in the Fall semester of 2015, is teaching DFN341: Life Cycle Nutrition and DFN621: Ethnic and Therapeutic Meal Patterns (taken by graduate students who need this course as a graduate level replacement for the undergraduate DFN220), and DFN342: Sports Nutrition. Many food and nutrition professionals including Ronita Ghatak, PhD (DFN120), Mary Opfer, MS, RD (DFN220 and 330), Mary-Ellen Dorfman, MS, RD, (DFN348 and 448), Marie Leonard MS RD (DFN430), Judy Porcari MS, RD, Jane Proprokowicz, MS, RD (DFN330), Amy Marcinkiewicz and Ilse DeVeer, MS, RD (DFN348 and 448) also teach part-time as adjunct lecturers in the DPD program. Prof Gul Sonmez, PhD, Associate Professor and Chair of the Department of Health Sciences, is an Exercise Scientist who also teaches the introductory Nutrition and Health Promotion course (HSD 240).

The College budget supports the CUNY Office Assistant (Ms Julissa Cruz) who is a full-time employee in the Departmental office and assists with adjunct payroll, maintaining files, ordering supplies, supervising the College Assistant, work-study students and other administrative tasks. The College budget also supports the Higher Education Assistant (Ms Donna Covington-Hargrove), a full-time employee who is also involved in the administration of the Department. Both Ms Cruz and Ms Covington-Hargrove are supervised by the Chair of the Department, Dr Gul Sonmez. A number

¹ The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program's budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program.

of work-study students are supported by the PELL program of the Federal government and are supervised by Ms Cruz and Ms Covington-Hargrove.

The Departmental budget currently supports the salary of our part-time (200 hours per semester) Laboratory Technician for the foods labs, whose responsibilities entail maintaining inventory of food and supplies, ordering food and supplies for the weekly labs, maintaining a safe and sanitary environment for the labs, and assisting students during food preparation. A request has been made to the Dean of the School of Health Sciences, Health Services, and Nursing for a full-time Certified Lab Technician (CLT) to oversee the Foods laboratory (Gillet Hall 421-429) for purposes of coordinating the many demands on the lab, and supervising inventory, equipment maintenance and purchase, restocking of perishables, safety, and laboratory and food sanitation. This request has been approved as of Dec 2016 and this position is expected to be filled by the middle of the Spring 2017 semester and will cost the College approximately \$40,000 plus benefits.

The process by which faculty positions that support the DPD and other Departmental programs are added starts with a request by the Departmental Chair to the Divisional Dean. The Deans, meeting with the Provost, decide approximately how many new faculty lines the college can afford based on budgetary constraints governed by allocations of monies within CUNY. More recently, no new lines have been allocated to the College, and all new lines are funded through replacement of retiring faculty. CUNY, and Lehman as well, receives the bulk of its funding from tax levies of NYS residents, and by receipts of tuition and fees, grant indirect costs (administered by the Research Foundation), and private donations through fund-raising. Academic positions are in competition with other personnel needs across the college including security, professional non-teaching and administrative staff, facilities staff, etc. The Deans with the Provost will then decide how the new lines will be allocated across the Divisions of the College depending on student enrollment (FTEs), numbers of declared majors, faculty retirements. When permission to search is granted to the program within the Department, a Budget Approval Form is submitted and must be signed by the Departmental Chair, the Dean, Provost, and Chief Financial Officer of the College. Once signed, a position description is submitted and a Personnel Vacancy Notice is initiated and advertised. A Search Committee is appointed for each position and applicants are selected to be interviewed based on their qualifications and suitability for the position. As part of CUNY, the College is an Equal Opportunity Employer and seeks diversity in the pool of all candidates for faculty positions.

The money set aside to purchase food and supplies and to maintain equipment for the food laboratories is provided by Student Material Fees of \$45 per student per semester for DPD courses DFN120 and DFN220 and their graduate equivalents DFN520 and DFN621 (in process of approval). These fees were applied for and approved by the Chair, the College and the University. For the fall 2016 semester, a total of \$5310 was collected from the 118 students enrolled in these lab classes. The budget for the Department enables purchases of non-personnel items, or OTPS for Other Than Personnel Services pays for paper, stationery, copy machine consumables, and other office supplies. The School budget covers the cost of copy machine maintenance and repairs. The Office of the Provost pays for ACEND membership costs and fees for the DPD and the DI as well as the listing fee for the MS program in Nutrition. Offices, furniture, telephones, computers and printers are supplied to each faculty member out of the College's or Dean's budget. Each full-time faculty member in the DPD has a separate or shared office on the 4th floor of Gillet Hall. Educational technological improvements in classrooms, including projectors, speakers, etc. in smart classrooms

are made available through the college Informational Technology (IT) budget as well as the Technology Fee paid for by the students.

For Fiscal Year 2016 which includes the summer semester 2015, the fall semester 2015, the Winter semester 2016, and the spring semester 2016, the salaries for the four full-time DPD faculty and the adjunct faculty total \$573,531. Administrative costs for the DPD totaled \$35,982. The OTPS budget including ACEND fees and lab expenses totaled \$10190. Total expenditures totaled \$619,704. Tuition and fees for this FY for approximately 188 students totaled \$1,255,088. Thus the DPD net income was \$634,360 for this time period. This budgetary data is shown in more detail in Appendix 1.3.

Budgetary Limitations

The Department, including the DPD, has little discretion over spending beyond the budget used for food and supplies for the foods laboratory which is derived from student fees. All revenues, and all other significant expenses including faculty salaries, are handled at the University, College, Dean and Departmental levels of administration. The need for more full-time faculty can be addressed only through the process described above.

Guideline 1.4

The program must award a baccalaureate degree, a graduate degree, a certificate of completion, or a combination thereof, depending on whether the graduate already holds a baccalaureate degree or higher.

Graduates with an associate's degree or less must be awarded at least a baccalaureate degree.

Graduates with a baccalaureate degree or higher must be awarded a certificate of completion, an academic degree or both.

Lehman's DPD as Option I in the Dietetics, Foods, and Nutrition major, awards a baccalaureate degree. In order to earn the B.S. degree the following must be completed: requirements for DFN major Option I, all College requirements which include completion of a minimum of 120 credits including the major, core courses, LEH 300 and 301 and distribution requirements. In order to earn a DPD Verification Statement a GPA of 3.0 or better with a minimum grade of C- in all required courses including Psychology or Sociology. A minor is not required.

Students who come as second degree students complete the course requirements for the DFN major Option I to earn the B.S. degree at Lehman. A minimum of half of the major (30.75 credits out of 61.5) must be earned at Lehman in order to qualify for the second degree. A Verification Statement is awarded to these students once all requirements for the DPD are met.

Students who wish to complete the DPD at Lehman, who have already earned a baccalaureate degree and who do not wish to earn a second baccalaureate degree at Lehman, take at least 12 credits in the DFN major Option I with a minimum grade of C- in all courses and a minimum GPA of 3.0 to earn the Verification Statement of completion of Lehman's DPD. Courses from other degree-granting institutions that are deemed equivalent to Lehman's DPD coursework may make up the rest of the DPD requirements.

Guideline 1.5

The institution is responsible for choosing and awarding a degree or certificate of completion that is commensurate with the amount and complexity of the course work required to meet practice expectations and student learning objectives. If the program awards a graduate degree, the dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and practice that are required for completion of the graduate degree.

The amount and complexity of the DPD course work required to meet practice expectations and student learning objectives is deemed commensurate with requirements for the Lehman College B.S. degree. All courses required by the DPD, which is Option I of the DFN major, and all curriculum changes, including new courses or course modifications, must contain learning objectives and must be approved by the DFN program faculty, the Departmental Curriculum Committee, the Departmental faculty, the College Curriculum Committee, the Lehman College Senate, the CUNY Board of Trustees, and the NYS Department of Education. All programs in the College must submit annual assessment plans of student learning objectives. Course work designed to meet practice expectations is an integral part of the DPD curriculum.

Guideline 1.6

The program must have a designated director who has earned at least a master’s degree, is credentialed as a registered dietitian by the Commission on Dietetic Registration, has a minimum of three years professional experience post credentialing, is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and does not direct another ACEND-accredited dietetics education program.

The program director for the DPD is Andrea P Boyar, PhD, RD, CDN. Professor Boyar has been a Registered Dietitian since 1979 and has been at Lehman since 1986. Prior to coming to Lehman she worked in Boston at the Dimock Community Health Center as the on-site nutritionist. After that she worked at the American Health Foundation in NYC as a research nutritionist. She is a full-time, tenured Associate Professor in the Dietetics, Foods, and Nutrition program within the Department of Health Sciences in the School of Health Sciences, Human Services, and Nursing (HS2N) at Lehman. She was the DI director from 2004 until 2010 but no longer directs that program. Professor Boyar's CV, a copy of the CDR registration card and her business card is included in the Appendix.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Characteristics & Finances* (check only one):

Meets

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

- Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

- Plans to address compliance problems are not viable or have not been developed.

Program Eligibility for ACEND Accreditation

Standard 2: Title IV Compliance for Free-Standing Programs

A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid that is not included in the Title IV (student aid) eligibility of a sponsoring college or university must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE.

Guideline 2.1

Standard 2 and its guidelines are not applicable to programs housed in a U.S. college or university and accredited in good standing by a U.S. regional institutional accrediting body for higher education; therefore college- or university-based and international programs are not required to demonstrate compliance with Standard 2.

Guideline 2.2

The program's default rate exceeds the federal threshold if it is 25 percent over a three-year period or 40% in one year.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (2.1-2.2) for *Title IV Compliance for Free-Standing Programs*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

N/A

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Title IV Compliance for Free-Standing Programs* (check only one):

Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. No compliance problems are present. |
| <input type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

Does Not Meet

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

Program Eligibility for ACEND Accreditation

Standard 3: Consortia

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

Guideline 3.1

The consortium must consider itself a single education program.

Guideline 3.2

A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.

Guideline 3.3

One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with ACEND.

Guideline 3.4

Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.

Guideline 3.5

The organization chart must clearly show the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.

Membership of committees must reflect representation of each member institution or organization.

Coordinators must share responsibility for planning and assessment with the Consortium Program Director.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (3.1-3.5) for *Consortia*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

N/A

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Consortia* (check only one):

Meets

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 4: Program Mission

The program must have a mission that distinguishes it from every other program in the college/university, must be compatible with the mission statement or philosophy of the sponsoring college/university and must be consistent with the preparation of entry-level registered dietitians.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard for *Program Mission*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Mission Statement of Lehman College

The mission statement of Lehman College can be seen in the 2015-2017 Undergraduate Bulletin at <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/About-Lehman-College/Mission-Vision-and-Values-Statements>.

The mission statement affirms that: "Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development."

Vision Statement of Lehman College

"Lehman College has entered a new era in its history as an institution of higher education. Already known for its outstanding faculty, dedicated staff, superb library, art gallery, theaters, speech and hearing clinic, and athletic facilities, the College will now build a new state of the art, environmentally "green" science facility that will invigorate faculty and student research as well as prepare Lehman students for science-based careers.

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off campus access to library resources and enhanced student services. The new Multi-Media Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing a residential experience to attract a wider range of students and lead to the development of new learning communities to enhance student success.

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College will celebrate its fiftieth anniversary in 2018 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning."

Values Statement of Lehman College

"Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities."

Mission of the School of Health Sciences, Human Services, and Nursing

The Mission Statement for the School of Health Sciences, Human Services, and Nursing is found at <http://lehman.edu/academics/health-human-services-nursing/mission-statement.php>.

"The School of Health Sciences, Human Services, and Nursing at Lehman College offers undergraduate and graduate education across a range of health and human services professions. Our mission is to educate our students and promote and improve the health and well-being of individuals, families, groups, and communities in a diverse global community, with special emphasis on urban populations.

The school promotes sensitivity and respect for multi-linguistic and multicultural differences. We value critical thinking, problem solving, evidence-based practice and ethical judgment and behavior.

To realize our mission, the School of Health Sciences, Human Services, and Nursing promotes community partnerships in research, education, and service across the health and human services professions. Faculty and students engage in collaborative clinical and research initiatives, advocate for underserved populations, and provide education, programs and services based on best practices and the highest standards of integrity."

Department of Health Sciences Mission and Goals

The mission of the Department of Health Sciences is to create a rigorous and enlightening intellectual environment in which students are prepared to become caring, ethical, competent and progressive professionals in the diverse, challenging and technologically advanced world of 21st century health. We are dedicated to offering a sound educational foundation, in both our undergraduate and graduate programs, that meets the highest academic and professional standards, builds upon and enhances previously learned skills, and utilizes scientific and critical thinking, effective communication, research, adaptability and personal flexibility. Consistent with the missions of the City University of New York and Lehman College, the Department builds upon a liberal education as a core, with a sequence of interdisciplinary and discipline-specific courses. Students are prepared and encouraged to apply their newly acquired knowledge and skills to pass relevant professional certification examinations, obtain employment as qualified professionals, with respect for the needs of their clients and constituencies in the varied arena of health-related fields represented in the Department. This mission is consistent with the College's mission of "offering a liberal arts education and preparation for careers and advanced study" as the Department's programs prepare students for careers in health-related fields as well as providing the opportunity for advanced study in a variety of health disciplines.

In order to carry out its mission, the department has identified the following goals:

- To provide students with the education necessary to acquire the knowledge, skills and abilities needed for meaningful employment within the broad disciplines of the department;
- To provide students with the necessary technical competence and social awareness to make professional contributions to the health care of the community;
- To prepare students to pursue or continue graduate study and other life-long educational opportunities.
- To prepare students to obtain the competencies necessary for credentialing according to the criteria established by each profession.
- To enable students to advance in their career and upgrade their knowledge and skills.
- To support professional development of faculty including research, scholarship, publications, presentations at professional meetings and advanced practice within the discipline.
- To keep abreast of new developments in the health field and to reflect this in the curriculum.

DPD Mission

The mission of the DPD is to prepare students to think critically and act ethically, and make appropriate judgments in entry-level positions as food and nutrition professionals in health-care facilities, community and governmental agencies, cooperative extension, and food service and culinary nutrition operations. The DPD also seeks to prepare students to earn the NDTR/DTR credential and for entrance into Dietetic Internships and graduate study in nutrition and related fields.

The mission of the DPD is consistent with the mission of the College. It states that "Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education". The program seeks to educate students in an atmosphere of tolerance, sensitivity, and openness to diversity.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include the Program Mission, Goals, and Objectives.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Mission* (check only one):

Meets

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 5: Program Goals

The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors and graduates.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard for *Program Goals*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Program Goals: State your current program goals.

Note: These goals should be consistent with those stated in the in the program assessment plan for the next assessment period.

Lehman's DPD currently meets Standard 5 for Program Goals in that DPD goals have been developed that reflect the program's mission which in turn reflects the missions of the Department of Health Sciences, the School of Health Sciences, Health Services, and Nursing, and the mission of Lehman College. These goals are accomplished through activities conducted by the faculty and by our DPD graduates.

Lehman's DPD Self-Study was completed in February of 2017. Throughout the Spring and Fall semesters of 2016, the DFN faculty communicated face-to-face and through emails to discuss program goals and objectives and agreed to modify the goals that have been in place since the Program Assessment Report which was submitted in August 2003 and the Initial Accreditation Report which was submitted in March of 2010.

The current revised program goals are:

Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment, and

Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment.

These goals reflect the commitment of the faculty to the DPD mission which seeks to meet the educational and professional needs of New York City's urban population. The DPD is designed to prepare graduates for employment as entry-level professionals in the fields of dietetics and nutrition. The health care delivery system is the single largest employer in the Bronx and represents a significant career opportunity for our DPD graduates. We also seek to prepare our graduates for entry into post-baccalaureate programs, including Dietetic Internship programs, masters or doctoral degree programs. For those that wish to obtain meaningful employment after graduation, we include that as an alternate goal for DPD graduates.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Goals* (check only one):

Meets

| |
|---|
| X |
| |

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Standard 6: Program Objectives

The program must establish program objectives with appropriate measures to assess achievement of each of the program’s goals. Measures for each objective must be aligned to one or more of the program goals. ACEND-required objectives such as for program completion, graduate employment and other measures of graduate and program performance must be appropriate to assess the full intent of the program mission and goals, and to demonstrate that programs are operating in the interest of students and the public.

Guideline 6.1

National Pass Rate: The program must demonstrate that it is selecting and preparing students appropriately for practice, as measured by performance on national, standardized examinations such as the RD registration exam:

If the program’s first time pass rate¹ is 80% or above, it meets ACEND requirements with no further monitoring;

If the program’s first time pass rate is 79% or below and the one year pass rate² is 80% or above³, it meets ACEND requirements with monitoring;

If the program’s one year pass rate is 51 – 79% the program must make improvements within the timeframe specified by the U.S. Department of Education or face possible probation and withdrawal of accreditation; or

If the program’s one year pass rate is below 50%, steps will be taken to withdraw accreditation.

| First-Time Pass Rate | One-Year Pass Rate | Accreditation Action |
|----------------------|--------------------|--|
| 90% or above | | Meets ACEND requirements with commendation |
| 80% or above | | Meets ACEND requirements |
| 79% or below | 80% or above | Monitor program stability |
| | 79 – 51% | Improvement must be made within federally-designated timeframe or face withdrawal of accreditation |
| | 50% or below | Initiate withdrawal of accreditation |

Guideline 6.2

Program Completion: The program must develop an objective that states the percent of program students/interns who are expected to complete program/degree requirements within 150% of the program length.

Guideline 6.3

Graduate Application to Supervised Practice: The program must develop an objective that states the percent of program graduates who apply to dietetic internship programs or pathways offering supervised-practice within 12 months of graduation and a corresponding objective that states the percent of program graduates who are accepted.

Guideline 6.4

¹ The first time pass rate on the registration exam is calculated by dividing the number of candidates who pass the exam on the first attempt, by all candidates taking the exam for the first time over a five-year period.

² The one-year pass rate on the registration exam is the sum of the number of candidates who passed the exam within one year of their first attempt, aggregated over a five year period and divided by the sum of all individuals who took the exam within that same period.

³ An 80%, one-year pass rate will be used until national benchmarks are established.

Other Measures: The program must develop one or more objectives to measure other graduate and program performance outcomes such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership and so on.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (6.1-6.5) for *Program Objectives*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman's DPD meets the standard and guidelines for Program Objectives in that it has identified program objectives with measures to assess achievement for each objective. Each objective is aligned with one of our program goals. Information regarding these program objectives aligned to program goals, including the data collected to determine whether the objective was achieved can be found in the Appendix for Standard 7.

The current program objectives to support the two goals of the program are:

6.1) Pass rate: Over a 5-year period, the first-time pass rate and the one-year pass rate on the RD exam will meet or exceed 80%. (This objective is aligned to Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment).

6.2) DPD Completion: Over a 5-year period, at least 80% of students will complete the DPD program requirements within 150% of the program length (This objective is aligned to Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment).

6.3a) Application to DI programs: Over a 5-year period, 33% of program graduates will apply to DI programs or supervised practice within 12 months of graduation. (This objective is aligned to Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment).

6.3b) Acceptance into DI programs: The corresponding objective is that 50% of program graduates who apply to DI programs or supervised practice are accepted. (This objective is aligned to Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment).

6.4a) Post-graduate success: Over a 5-year period, 80% of program graduates will either apply to a DI, enter post-graduate education, or obtain meaningful employment. (This objective is aligned to Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment).

6.4a) Over a 5-year period, the average rating of the preparation received in the program by graduates and alumni will be "satisfactory" or better. (This objective is aligned to Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment).

6.4b) Over a 5-year period, the average rating of the preparation received in the program by DI directors and employers will be "satisfactory" or better. (This objective is aligned to Goal 1: to

prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment).

Guideline 6.5

Outcome data measuring achievement of program objectives must be provided for ACEND reviews and must be available to students/interns, prospective students/interns, and the public upon request.

Directions: Include supporting documents with your narrative or in the appendices.

The outcome data measuring achievement of program objectives are provided for ACEND reviews and will be made available to current and prospective students and the public upon request.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Objectives* (check only one):

Meets

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Program Planning and Outcomes Assessment

Note on Expectations for Demonstrating Compliance with Standard 7 -- Program Assessment: ACEND's accreditation process typically involves two types of reports, Self-Study Reports (SSRs) and Program Assessment Reports (PARs). The relationship between the two types of reports may have been unclear in the past, resulting in some programs having difficulty in providing information that met the expectations of ACEND reviewers.

At the most fundamental level, the Self-Study Report is designed to provide answers to two questions: First, how well is the program meeting the accreditation standards, and second what kinds of outcomes is the program actually producing that demonstrate that it is effective? In contrast, the PAR is primarily focused on the kinds of outcomes that the program actually produces to demonstrate that it is effective. Both the SSR and the PAR processes must include both a narrative that describes and explains the outcomes data resulting from your program's assessment process, along with a summarized version of information about objectives and outcomes that gives a five-year overview of the program's expectations and progress.

Please note that when you address Standard 8 later in your report, you should use the results of your assessment process to document your program's strengths and areas for improvement which, in turn justify your action plans and short- and long-term strategies for program improvement and maintenance.

Standard 7: Program Assessment

The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

Guideline 7.1

The written assessment plan must include the following components

Each program goal and the objectives that will be used to assess achievement of the goal

Qualitative and/or quantitative data needed to determine if objectives have been achieved
Groups from which data will be obtained; internal stakeholders (such as students/interns, graduates, administrators, faculty, preceptors) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines; must be represented
Assessment methods that will be used to collect the data
Individuals responsible for ensuring that data are collected
Timeline for collecting the necessary data

Guideline 7.2

The program must continually assess itself and provide evidence of the following:
That data on actual program outcomes for each pathway or option are collected, summarized and analyzed by comparing actual outcomes with objectives according to the timeline in the assessment plan.
That data analysis is used to assess the extent to which goals and objectives are being achieved.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (7.1-7.2) for *Program Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

In your narrative, indicate who is involved and describe the process used to develop the assessment plan for the program.

In your narrative, explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data.

Do the following steps for each goal and report the results in your narrative:

Discuss how the objectives (expected outcomes) for the goal compare with the actual outcomes, and describe all relevant findings. For programs with different degrees, tracks, options, distance education pathways, etc., be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.

Based on your program assessment data, state if your program is meeting the goal, and if “no”, please explain why.

Lehman’s DPD has a written plan for on-going assessment of the achievement of its missions, goals, and objectives. The on-going assessment is described below in the narrative and also in the Appendix for Standard 7: Program Assessment Summary Matrices. Raw data used to determine whether the objectives were met are also included in the Appendices for Standard 7.

Goal 1 for Lehman’s DPD is to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment. In order to assess whether this goal is being met, the following assessment criteria were used: the pass rate on the RD examination (Objective 6.1), the DPD completion rate (Objective 6.2), the average rating of DI directors and employers (Objective 6.4), and the rating of courses by current students (Objective 6.4).

6.1) Pass rate: The first-time pass rate has improved over the last five years and is now 82.9%. Similarly the one-year pass rate has improved to 89%. This objective is met as both statistics exceed the goal of 80%.

Pass Rate Monitoring and Improvement Plan (Standard 6 and 8)

| List years sequentially from least recent to most recent (e.g., 2006, 2007...2010) | (A) # of Students Taking the Exam for the First Time | Students Passing the CDR Exam | | Pass Rate Percentages | |
|--|--|--|---|----------------------------|---|
| | | (B) # of Students Passing on Their First Try | (C) # of Students Passing within One Year of Their First Try (if available) | (B/A) First-Time Pass Rate | (C/A) One-Year Pass Rate (if available) |
| Optional: Previous Five Years 2007-2011 | 30 | 21 | 24 | 70% | 80% |
| Least Recent 2012 | 12 | 8 | 8 | 66.67% | 67% |
| 2013 | 6 | 4 | 5 | 67% | 83% |
| 2014 | 10 | 7 | 8 | 70% | 80% |
| 2015 | 17 | 14 | 14 | 82.35% | 82% |
| 2016 | 37 | 35 | 37 | 94.59% | 100% |
| Current Five Years 2012 ⁶ - 2016 ¹⁰ | 82 | 68 | 72 | 82.9% | 87.8.0% |

Describe the trend(s) in your program’s benchmarks over the last five years by placing an “X” in the appropriate boxes.

| Annual Benchmarks | Constant | Declining | Increasing | Inconsistent | Missing Data |
|----------------------|----------|-----------|------------|--------------|--------------|
| First Time Pass Rate | | | X | | |
| One Year Pass Rate | | | X | | |

6.2) DPD Completion: Over a 5-year period, at least 80% of students will complete DPD program requirements within 150% of the program length (44 months).

The 6-year graduation rate for first-time, full-time freshman at Lehman College is 38.3% (Lehman College Fact Book, 2015). This statistic illustrates that Lehman is not a typical four-year college as the average national 6-year graduation rate is 60%. For the most part, Lehman students live at home, are employed, and often are part of extended families that demand significant input of time and energy. While most DFN students are enrolled as full-time students, almost all work at least part-time to support themselves and their families. Many students who attend school full-time (12 or more credits per semester) do so not out of choice, but because that is the only way to obtain financial aid from TAP, the New York State tuition assistance program. Many have too many responsibilities to adequately get the most out of their courses. And most expect their education to lead directly to employment, preferably as nutrition care providers, nutrition educators, or food service personnel, but many are happy to be employed in other capacities as long as they are employed.

With this student population, those that complete the DPD and the BS degree within 150% of the time planned for completion hinges on how the time frame is defined. Students in their 3rd year of the DPD may have fewer than the expected 60-plus credits typically seen with full-time students

Lehman College DPD

who take 15 credits or more per semester. A student with 60-plus credits at Lehman may have been enrolled in the college for longer than two years. At 12 credits per semester, which is considered full-time by financial aid standards, the normal DPD curriculum length of 61.5 credits is 5 semesters (not counting winter or summer semesters). Multiplying five semesters by 150% yields 7.5 semesters or 44 months from the entrance date into the program. Data collected to determine the program length for DPD graduates is included in the Appendix.

Data from DPD graduates from each of three semesters per year (January, May, and September) were collected. Each student's start date in the DPD was compared to the graduation date. Those students who did not complete the program after 44 months post-declaration were considered to not meet the program completion criterion. The following table shows that 91% of DPD BS graduates (290/318) completed the program in less than or equal to 44 months and thus Objective 6.2 is met.

Table for Objective 6.2: Length of Time for Completion of DPD

| Degree Date | n Graduates | n <=44 mo | % <=44 mo | meets 80% obj? |
|--------------------|--------------------|---------------------|---------------------|-----------------------|
| Jan-17 | 17 | 14 | 82% | yes |
| Sep-16 | 10 | 10 | 100% | yes |
| Jun-16 | 32 | 28 | 88% | yes |
| Jan-16 | 24 | 22 | 92% | yes |
| Sep-15 | 12 | 12 | 100% | yes |
| May-15 | 39 | 37 | 95% | yes |
| Jan-15 | 15 | 13 | 87% | yes |
| Sep-14 | 16 | 14 | 88% | yes |
| May-14 | 30 | 28 | 93% | yes |
| Jan-14 | 13 | 12 | 92% | yes |
| Sep-13 | 8 | 7 | 88% | yes |
| Jun-13 | 24 | 23 | 96% | yes |
| Jan-13 | 10 | 10 | 100% | yes |
| Sep-12 | 12 | 11 | 92% | yes |
| May-12 | 19 | 17 | 89% | yes |
| Dec-11 | 12 | 11 | 92% | yes |
| Aug-11 | 2 | 1 | 50% | no |
| May-11 | 23 | 20 | 87% | yes |
| Total | 318 | 290 | 91% | yes |

6.3a and 6.3b) DI Program Application (6.3a) and Acceptance (6.3b): 33% of program graduates will apply to DI programs or supervised practice within 12 months of graduation. The corresponding objective is that 50 percent of program graduates who apply to DI programs or supervised practice will be accepted.

As indicated in the table below based on data submitted via the ACEND Annual Reports and also in the Appendix.

For the 2014-2015 graduates, 39 out of 102 graduates applied to DI programs or supervised practice for a 38 percent application rate. This exceeds the 33 percent objective. Of the 39 graduates who applied, 34 were accepted for an acceptance rate of 87 percent. This exceeds the 50 percent objective.

For the 2013-2014 graduates, 13 out of 64 applied to DI programs or supervised practice for a 20% application rate. This is below the 33% objective. Of the 13 who applied, 12 were accepted for an acceptance rate of 92%. This exceeds the 50% objective.

For the 2012-2013 graduates, 11 out of 48 graduates applied to DI programs or supervised practice for a 23 percent application rate which is below the objective of 33 percent. Of the 11 who applied, 7 were accepted for an acceptance rate of 64% which exceeds the objective of 50%.

For the 2011-2012 graduates, 4 out of 27 graduates applied to DI programs or supervised practice for a 15% application rate. Of the 4 who applied, 2 were accepted for an acceptance rate of 50% which meets the objective of 50%.

Table for Objective 6.3: Percentage of DPD graduates who apply and are accepted into DI programs

| Report Year: grads from | DPD Graduates (n) | N who apply (%) | Meets 33% Objective? | N accepted (%) | Meets 50% Objective? |
|----------------------------|----------------------|--------------------|-------------------------|-------------------|-------------------------|
| 2016: 2014- 2015 | 102 | 39 (38%) | yes | 34 (87%) | yes |
| 2015: 2013- 2014 | 64 | 13 (20%) | no | 12 (92%) | yes |
| 2014: 2012- 2013 | 48 | 11 (23%) | no | 7 (64%) | yes |
| 2013: 2011- 2012 | 27 | 4 (15%) | no | 2 (50%) | yes |

From these data, it can be concluded that Lehman’s DPD only this year met the objective that 33% of program graduates applied to DI programs. In the most recent past, this objective was not met as only 15% to 23% of graduates applied to DI programs.

With regards to the corresponding objective, for the last four graduating classes, of those that did apply, 55 of 67 (82%) were accepted, well exceeding our objective of 50% acceptance, suggesting that the graduates that do apply to DI programs are well-qualified and appropriately advised.

6.4a) Current student ratings of DPD courses: Over a 5-year period, the average rating of the course quality in the program by current students will be very good (<=2.0) or better. This objective was met as the 1002 students from 2011 to 2016 responding to the student course evaluations of DPD courses resulted in the following ratings (based on 1=excellent, 5= unsatisfactory) for each student on average as:

Table for Objective 6.4a: Current Student ratings of DPD courses

| Semester | Score |
|-------------|-------|
| Spring 2016 | 1.9 |
| Fall 2015 | 1.8 |
| Spring 2015 | 1.8 |
| Fall 2014 | 1.8 |

| | |
|-------------|------|
| Spring 2014 | 1.7 |
| Fall 2011 | 2.18 |

From these data, it can be concluded that current students rate individual DPD courses as between excellent (1.0) and very good (2.0).

6.4b) Ratings by DI directors and employers: Over a 5-year period, the majority of DI directors and employers will rate the preparation received in the program as satisfactory, very good, or excellent.

A survey in 2016 to local DI directors resulted in seven responses. Of those that responded, 29% rated Lehman's DPD as excellent, 29% rated the program as very good, and 14.3% rated the program as satisfactory. No one rated the program as poor or unsatisfactory. Thus the objective criterion was met.

A survey in 2016 to local employers resulted in 13 responses. Of the 13 responses, 69% rated Lehman's DPD as good or excellent based on the 12 DPD graduates who were employed in their facilities. Thus the objective criterion was met. Recommendations for improvements included the following:

- Require increased focus of care planning. Incorporating physical assessments in nutrition evaluation.
- Platform skills
- Developing strong clinical skills among the students and having them understand the importance of interdisciplinary team effort towards patient care. Also how food service and clinical nutrition interplays to improve the quality of care for patients.
- Include more information about integrative and functional nutrition
- Ensure they learn TPN skills
- This particular candidate struggled with communication and relationship w/ peers.
- Emphasis on attention to detail and accuracy. Don't be overconfident.
- I believe the college is doing a good job it depends on the individual who is doing the job.

6.4c) Post-graduate success: Over a 5-year period, at least 80% of graduates will either enter a DI program, and/or graduate school, and/or obtain meaningful employment.

Table Objective 6.4c: Percentage of DPD grads who entered DI, school, or meaningful employment

| Report Year: grads from | DPD grads | Number of responses (% responses) | Entered DI | Entered Graduate School | Obtained Meaningful Employment | Both school and employment | % of total in DI, school, or empl | % of those who responded |
|-------------------------|-----------|-----------------------------------|------------|-------------------------|--------------------------------|----------------------------|-----------------------------------|--------------------------|
| A | B | C | D | E | F | G | D+E+F+G / B | D+E+F+G / C |
| 2016: 2014-2015 | 102 | 55 (54%) | 34 | 6 | 7 | 6 | 52% | 96% |
| 2015: 2013-2014 | 64 | 41 (64%) | 12 | 5 | 21 | 2 | 63% | 98% |

| | | | | | | | | |
|--------------------|----|----------|---|---|---|---|-----|-----|
| 2014: 2012-2013 | 48 | 21 (44%) | 7 | 0 | 8 | 2 | 35% | 81% |
| 2013: 2011-2012 | 27 | 7 (26%) | 2 | 0 | 3 | 0 | 19% | 71% |

As indicated in the table above, response rates ranged from 26% to 64% of graduates over the last four years. Of those who responded, 71-98% either were accepted into a DI or supervised practice, entered graduate school, or obtained meaningful employment. Of the total number of graduates, 19-63% achieved the same goals. Using the objective criteria set by the program, three of the last four years met the program objective for outcomes if judged by the responders, while none of the last four years met the program objectives for outcomes if judged by the total number of graduates. Over the last four years, 115 out of 124 (93%) responded that they met the program objective.

In summary, the following objectives have been met:

- 6.1) The first-time pass rate on the RDN examination pass rate over the last five years of 82.9% exceeds the required pass rate of 80%. The one-year RDN examination pass rate over the last five years of 89% exceeds the required pass rate of 80%.
- 6.2) Over the past six years, the DPD completion rate of 91% within 44 months of major declaration exceeds the required program completion rate of 80%.
- 6.3b) Over the past four years, 82% of DPD graduates who applied to DI programs were accepted. This exceeds the objective of 50%.
- 6.4a) Over the past five years, the average ratings of DPD courses by DPD students are between very good (2) and excellent (1).
- 6.4b) Over the past year, the majority of DI directors and employers rate the preparation received by graduates of Lehman's DPD to be satisfactory, very good or excellent.
- 6.4c) Although the response rate of DPD graduates was only 51%, over the last 4 years, 93% of the respondents either entered a DI, engaged in post-graduate education, or obtained meaningful employment.

The following objective has not been met:

- 6.3a) Over the past four years, only 27% of DPD graduates applied to DI programs which does not meet the set objective of 33%. However, the objective was met (38%) with the most recent graduating class.

Of the four objectives for Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, or meaningful employment, all objectives were met.

Of the three objectives for Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment, two were met (6.3b, and 6.4c), while 6.3a was not met. Over the last four years, a very low percentage of our students (27%) applied to DI programs.

However, of those who applied to DI programs, 82% were accepted. In addition, 93% of our graduates entered a DI, engaged in post-graduate education, or obtained meaningful employment.

In summary, by our measurements of objectives, our first goal was met and our second goal was partially met.

Directions: Include supporting documents with your narrative or in the appendices.

In the appendices, attach your completed **Program Goals Assessment Planning Summary Matrices**. Your completed matrices should also include a summary of the feedback and data collected over past five years.

Complete a new set of **Program Goals Assessment Planning Summary Matrices** for the next assessment period and place it in the appendices. (A blank matrix is available for your convenience. *Refer to Appendix for the template.*)

The completed Program Goals Assessment Planning Summary Matrices and the new set of Program Goals Assessment Planning Summary Matrices for the next assessment period are included in the appendices for Standard 7.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Assessment* (check only one):

Meets

| |
|---|
| X |
| |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--|
| |
|--|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--|
| |
|--|

Plans to address compliance problems are not viable or have not been developed.

Standard 8: On-going Program Improvement

Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals. Actions must be taken to maintain program strengths and address areas for improvement identified through the assessment process.

Guideline 8.1

The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.

Guideline 8.2

Short- and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives.

Guideline 8.3

Costs to accomplish short- and long-term strategies should be included in the budgeting process.

Guideline 8.4

Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (8.1-8.4) for *On-going Program Improvement*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type. Using

information identified through student and program data collection and assessment of program components, describe (a) actions over the last five years to maintain or improve the program along with the resulting outcomes, and (b) the plans for improvements over the next assessment period. Be sure to elaborate on your responses relative to actual achievement of your program goals and objectives discussed under standard 7.

Describe the program's strengths and areas for improvement. These need to be identified through the outcomes of the program assessment process including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals.

Results of the assessment process are used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, and resources based on achievement of objectives and goals. Lehman's DPD uses the assessment process to maintain program strengths and address areas for improvement identified through the assessment process.

The areas for improvement identified by the assessment process include the first-time performance on the RDN examination and the percentage of students applying to DI programs. Both of these critical and important areas for improvement are being and will be addressed by current and future changes in policies, procedures, curriculum, faculty, and resources.

Policies and Procedures: The recent change in our policies and procedures (as of Fall 2014) which includes the DPD application and interview process, the selective admission process into the DPD based on cumulative GPA and performance in four required courses at Lehman, and the implementation of new progression requirements so weaker students can be transferred out of the DPD and into the less demanding DFN Option II major, is expected to result in smaller classes and stronger DPD graduates. These changes were made in response to our pass rate results which are increasing but still in need of improvement and the low percentage of DPD students who actually apply to DI programs.

Curriculum: In order to strengthen the preparation in the DPD courses, DPD courses will be limited to those students who have been accepted into the DPD through more rigorous and competitive admission procedures and who demonstrate the ability to successfully progress through the DPD curriculum. A new prerequisite of DFN341 (Life Cycle Nutrition) prior to entrance into the first MNT course (DFN348) and the requirement of permission prior to entry into DFN348 will add another checkpoint into the DPD processes of admittance and progression.

Based on the poor performance of students in the two MNT courses (DFN348 and 448), as evidenced by the unmet objectives using course assignments and exams as a measure of learning assessment, the faculty instituted the most recent change in the curriculum which adds an additional course prerequisite requirement (DFN341: Life Cycle Nutrition) prior to MNT enrollment. In addition, prior to this new prerequisite, changes in DFN Option II, eliminated DFN348 from Option II, thus only DPD students are now enrolled in these two MNT courses. These changes are expected to benefit both the DPD students and the program. In addition, the unmet objectives of a grade of B- on the Advanced Nutrition (DFN445) final makes the recent changes to the policies and procedures limiting the entrance and progression of student to those with GPAs of 3.0 even more important.

Faculty: After one retirement and one non-reappointment the DPD has two new untenured faculty members for a total of four faculty members. With a total of over 300 DFN majors and 50 graduate students, the administration of the DPD, DI, and graduate program requires a large percentage of faculty effort. Although our adjunct faculty are extremely knowledgeable and devoted to the students, the absence of full-time faculty with expertise in medical nutrition therapy, food service management, and culinary nutrition impede our ability to consistently maintain excellence in planning, assessing, and delivering quality learning opportunities. The recent permission to hire a foods laboratory technician will improve the smooth operation of the foods laboratory that up until now has been inconsistent and difficult due to the short-term hiring of part-time personnel.

Resources: Resources for other than faculty and staff are not a particular problem for the DPD. Sufficient funds are available through student material fees for the two foods laboratory courses, through the departmental budget, or through student technology fees to provide the students with quality food preparation and food service experiences. Our foods laboratory is an excellent resource for the students. Although a computer laboratory for our students would be ideal, the computer facilities for students on campus are probably adequate. Tutoring is not limited by funds but rather by the availability of enough exceptional graduates willing or able to provide the time to work in the Science Learning Center at times convenient to the students.

Areas for Improvement:

8.1 Action to maintain or improve the program:

Describe the actions over the last five years to maintain or improve the program along with the resulting outcomes (“close the loop”), to make program changes over the last five years. Include exhibits where appropriate.

| Actions taken over last five years to maintain or improve Lehman’s DPD | Resulting Outcomes |
|---|--|
| Restrict student entrance into DPD based on overall and course specific GPA. | Students entering DPD have higher GPAs. |
| Progression criteria for DPD have been implemented. | Students with inadequate progression will be transferred to the non-accredited, less demanding curriculum (DFN Option II). |
| MNT courses limited to DPD students and permission is now required to get into course (even if prerequisites are met) | Fewer and smaller (more personalized) MNT classes. Unqualified students are kept out of course. |
| Additional prerequisite will be added to MNT courses | Students will enter MNT courses with more foundational knowledge |
| Hiring of new faculty to replace faculty who retired or were not reappointed. | The DPD can be maintained. |
| Asynchronous online access to sample RD examination questions to all students enrolled in DPD. | RD exam pass rate is improving. |

| | |
|--|---|
| DPD online examination used to determine eligibility for Verification Statement | Students with Verification Statements are expected to be more qualified for professional success. |
| Permission granted by Chair, Dean and Provost for a permanent Foods Laboratory Technician (CLT) to be added to the DPD faculty. | Better use of financial resources to run foods labs. Better teaching and supervision of students in foods labs. Additional teaching and administrative assistance to faculty. |
| Use of Academic Jeopardy Forms and use of College STEAR program to inform and provide counseling for students who require special assistance in order to succeed. Students at risk of failure in DPD are advised of other options. | Students are being informed early in semester of need for improvement in academic performance. |
| Frequent and convenient access to qualified tutors available to assist student learning. | Improved understanding and performance by students in DPD classes. |
| Information on courses, meetings, conference, and job opportunities provided to students via active Listserv and revised DPD Handbook. | Increased student knowledge of DPD policies and procedures, job opportunities, course options, and DI information sessions. Excellent participation by students. |

8.2 Describe short- and long-term strategies: that are designed to improve the program over the next five years.

Note: Align the strategies to the above strengths and areas for improvement.

Short-Term strategies:

New faculty member (Prof Kate Burt) has been newly assigned to assessment monitoring to better align courses to meet and assess learning of KRDS.

Continued request of DFN programs for additional faculty members.

Continued monitoring of objective criteria to determine whether changes in DPD are resulting in improved pass rates.

Long-Term strategies:

Hire two new faculty members to bring the number of full-time faculty members to six in line with other CUNY and regional programs.

| College | FT faculty lines | undergrads | Grads |
|-------------|------------------|-------------------------|------------------------|
| Lehman | 4 | 300 (includes ~190 DPD) | 50 MS (includes 14 DI) |
| Hunter | 6 | 35 | 65 DPD grads + 16 DI |
| Brooklyn | 6 | 130 | 60 DPD grads +12 DI |
| Queens | 6 | 225 | 12 DI |
| U New Haven | 4 | 75-100 | 4DI + 14 MS |

Investigate whether DFN needs to become its own department to better align needs with resources.

Make DFN Option II more attractive to students by encouraging students to strive toward other suitable national or state certifications.

8.3 Costs to accomplish short- and long-term strategies included in the budgeting process.

The costs of two new faculty members and a certified laboratory technician will require the addition of \$294,960 to the DPD budgetary expenses as itemized below.

| New position requested | Salary | Fringe benefits @ 51% | Total Salary and Fringe Benefits |
|---|------------------|------------------------------|---|
| Assistant Professor in Medical Nutrition Therapy | \$90,000 | \$46,410 | \$136,410 |
| Lecturer in Culinary Nutrition and/or Food Service Management | \$65,000 | \$33,150 | \$98,150 |
| Food Laboratory Technician (approved) | \$40,000 | \$20,400 | \$60,400 |
| Totals | \$195,000 | \$99,960 | \$294,960 |

8.4 Programmatic planning and outcomes assessment integrated with institutional planning and assessment. (Optional)

N/A

2. Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *On-going Program Improvement* (check only one):

Meets

- 1. No compliance problems are present.
- 2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 9: Program Concentrations

In addition to the Core Knowledge and Competencies in Appendix A, the program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

Guideline 9.1

Dietetic Technician Education Programs and Didactic Nutrition and Dietetics Education Programs are not required to provide program concentrations, and are not required to demonstrate compliance with Standard 9 or its guidelines.

Guideline 9.2

The concentration area(s) must be chosen on the basis of mission, goals, resources and learning objectives

Guideline 9.3

Competencies and learning activities that build on the Core Knowledge and Competencies defined in Appendix A must be developed by the program for the concentration.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (9.1-9.3) for *Program Concentrations*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

N/A. Lehman's DPD does not provide program concentrations.

2. Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Concentrations* (check only one):

Meets

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 10: Curricular Mapping

The program must map its curriculum around ACEND's Core Knowledge and Competencies using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

Guideline 10.1

The curriculum map must identify didactic course(s) that students will complete to meet each of the Core Knowledge, including the Support Knowledge.

The curriculum map must sequentially and logically organize the progression of courses from introductory to advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.

The curriculum map must include course syllabi with clearly defined objectives reflecting the breadth and depth of the course content and expected student performance.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (10.1) for *Curricular Mapping*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include a Curriculum Map.

Please see the Appendices for Standard 10 including the Curriculum Map and Curriculum Matrix and syllabi for courses required to meet Core Knowledge requirements, including the Support Knowledge.

The Curriculum Map has three sections. The first section identifies all courses required for the DPD divided into five semesters starting from the introductory first semester in the DPD (conventionally the second term of sophomore year or 45 credits or above) up until the 5th semester (conventionally the second term senior year or 90 credits or above) that contains the most advanced courses. In the middle section each course is listed by course number and name with the appropriate KRD(s) marked by X. Underneath the map, the core knowledge requirements included in each course are listed.

The course syllabi have clearly defined objectives that reflect the breadth and depth of the course content and expected student performance.

Lehman's DPD maps its curriculum around ACEND's Core Knowledge and Competencies and is planned to use sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client/patient outcomes.

The DPD is built on the liberal arts and sciences curriculum which is the foundation of the Lehman College educational mission. The DPD curriculum is planned so that the learning takes place in sequential stages, initially drawing on the liberal arts and sciences for the beginning level courses and then on to 200-level Health Sciences Department (HSD) and DFN courses as prerequisites for courses with more advanced, professionally-oriented material. The organization, sequencing and integration of the didactic courses is planned to facilitate student achievement of the learning objectives.

Since the science and the practice of dietetics draws upon and interrelates with the principles and teachings of many disciplines, the curriculum includes courses in biology, chemistry, elementary statistics, biostatistics, and the social sciences in addition to coursework in dietetics, foods, and nutrition science.

The table below lists the required courses for the DPD according to the suggested sequence and required prerequisite courses. The first semester in the major, which is labeled Semester 4, includes courses that are usually taken by the fourth semester at the college or by 45 credits. Introduction to Statistics (MAT 132) is required prior to Biostatistics (HSD 269: Fundamentals of Biostatistics for Health Professionals). CHE 114-115 (Essentials of General Chemistry Lecture and Laboratory) is required prior to CHE 120-121 (Essentials of Organic Chemistry Lecture and Laboratory) which is required for CHE 244-245 (Introduction to Biochemistry) or DFN 244-245 (Nutritional Biochemistry). CHE 114-115 (Essentials of General Chemistry Lecture and Laboratory) is required prior to DFN 120 (The Nature and Science of Food) which is the course that introduces the DFN students to the principles of food chemistry and the foods laboratory and includes food science experiments, food preparation, and sampling. DFN 120 (The Nature and Science of Food) is required prior to DFN220 (Foods, Society, and Health) which includes more advanced techniques of food preparation and which also introduces students to the cultural and ethnic diversity of food patterns. DFN 220 is required prior to DFN 330 (Quantity Food Procurement, Production, and Service) so that students have already been exposed to food preparation and meal planning prior to engaging with the principles of volume food procurement, production, and service for complex food service organizations. Food Service Management (DFN430) has DFN330 as its prerequisite so students are well acquainted with the food production and kitchen layout prior to the discussion of food service management principles.

BIO 181 (Anatomy and Physiology I) is a prerequisite for BIO 182 (Anatomy and Physiology II) for those students selecting the two-semester sequence rather than the more difficult and advanced one-semester course in physiology (BIO 228: Mammalian Physiology) which requires chemistry as a prerequisite. The introductory nutrition course (HSD 240: Nutrition and Health), the introductory foods course (DFN 120: The Nature and Science of Food) and physiology are the prerequisites for DFN 348 (Nutrition in the Management of Disease I) which introduces the topic of Medical Nutrition Therapy and the Nutrition Care Process. DFN 448 (Nutrition in the Management of Disease II) requires DFN 348 as its prerequisite in order to allow for the study of the nutritional management of more complex disorders in the second semester of the sequence. DFN445 (Advanced Nutrition) which presumes exposure to biochemical pathways relevant to the macro and micronutrients, follows the completion of a course in general or nutritional biochemistry. All the 400-level courses, DFN 430: Food Service Management, DFN445: Advanced Nutrition, and DFN 448: Nutrition in the Management of Disease II are expected to be taken in the last two semesters prior to DPD and degree completion.

| Course Number | Course Name | Crs | Prerequisites |
|-------------------|--|-----|------------------|
| <i>Semester 4</i> | | | |
| CHE 114-115 | Essentials of General Chemistry Lecture and Lab | 4.5 | Math requirement |
| HSD 240 | Nutrition and Health | 3 | |
| MAT 132 | Introduction to Statistics | 3 | |
| HSD 266 | US Health Care System | 3 | |
| (BIO 181) | (Anatomy and Physiology I if BIO 228 is not to be taken) | (4) | |

| | | | |
|----------------------|---|-----|----------------------------|
| <i>Semester 5</i> | | | |
| DFN 120 | Nature and Science of Food | 3 | CHE 114-115 |
| BIO 228 (or BIO 182) | Mammalian Physiology or Anatomy and Physiology II | 4 | CHE 114-115 |
| CHE 120-121 | Essentials of Organic Chemistry Lecture and Lab | 4.5 | CHE 114-115 |
| HSD 269 | Fundamentals of Biostatistics for Health Professionals | 3 | MAT 132 |
| <i>Semester 6</i> | | | |
| DFN 220 | Foods, Society, and Health | 4 | DFN 120, HSD 240 |
| DFN 341 | Nutrition Throughout the Life Cycle | 3 | BIO 182, DFN 120 |
| BIO 230 | Microbiology | 4 | BIO 182 |
| DFN or CHE 244-245 | Introduction to Biochemistry or Nutritional Biochemistry | 4.5 | CHE 120-121 |
| <i>Semester 7</i> | | | |
| DFN 330 | Quantity Food Procurement, Production, and Service | 3 | DFN 120, 220 |
| DFN 348 | Nutrition in the Management of Disease I | 3 | BIO 182, DFN 120, 220, 341 |
| DFN 437 | Nutrition Education and Counseling | 3 | DFN 220, 341 |
| <i>Semester 8</i> | | | |
| DFN 430 | Management of Dietetic Services | 3 | DFN 330 |
| DFN 445 | Advanced Nutrition | 4 | CHE 244-245, DFN348 |
| DFN 448 | Nutrition in the Management of Disease II | 3 | DFN 348 |
| DFN 470, 471, or 472 | Field Experience in Foodservice, Clinical or Community Nutr | 2 | DFN 330, 348, 341 |

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curricular Mapping* (check only one):

Meets

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 11: Learning Activities

The program's curriculum must provide learning activities to attain all the Core Knowledge and Competencies (Appendix A) defined to enter practice as a registered dietitian.

Guideline 11.1

Learning activities must prepare students/interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases.

Learning activities must prepare students/interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.

Learning activities for students/interns must 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.

Learning activities must use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

Learning activities must include opportunities for students/interns to participate in interdisciplinary learning activities.

Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of didactic and supervised practice course content and expected student performance.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (11.1) for *Learning Activities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman's DPD curriculum is planned to provide learning activities so that students attain the Core Knowledge and Competencies defined to enter practice as registered dietitian nutritionists (RDN). All courses currently in the curriculum are designed to incorporate opportunities for our students to attain the knowledge and competencies needed for success at entry-level practice.

Lehman's DPD curriculum prepares students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer, HIV/AIDS, cardiovascular, gastrointestinal and renal diseases in several courses including an introduction to these conditions in HSD 240 (Nutrition and Health), discussions of the involved organ systems in physiology courses, and in more detail and depth in the two Medical Nutrition Therapy courses DFN 348 and 448 (Nutrition in the Management of Disease I and II). In addition to the conditions above, the second MNT course (DFN 448) includes didactic instruction and assignments on more complex disorders that are associated with physiological stress such as trauma, sepsis, and major surgery and the nutritional management of these more complex disorders including nutritional support (enteral and parenteral nutrition). In DFN 348 and DFN 448, the students learn how nutrition care is integrated with other aspects of health care e.g. medicine, nursing, physical therapy, and pharmacy. An introduction to the workings of the US Health Care System is discussed in the interdisciplinary core departmental course required of all DFN majors: HSD266. In addition an introduction to coding and reimbursement issues is briefly discussed in these courses with specific reference to nutrition coding and reimbursement in DFN348.

High quality didactic learning experiences provide students with a broad foundation in the principles of nutrition and food science as they relate to life cycle, health promotion and maintenance and medical nutrition therapy. Learning activities prepare students to implement the nutrition care process, particularly in the two MNT courses. Students are introduced to the nutrition care process, including assessment, diagnosis, intervention and evaluation in DFN 348 (Nutrition in the Management of Disease I), and expected to apply these principles to all the conditions discussed in their written case study assignments and on examinations in both MNT classes DFN 348 and DFN 448. In DFN 445 (Advanced Nutrition) the focus is from the perspective of the role of food and diet to maintain optimal health and to prevent these conditions.

The curriculum provides didactic learning with various populations including infants, children, adolescents, adults, pregnant/lactating females and the elderly in several courses including an introduction to these populations in HSD 240 (Nutrition and Health), and in more detail and depth in DFN 341 (Life Cycle Nutrition). DFN 220 provides didactic instruction and hands-on cooking experience relating to the formulation and modification of meals and meal components that will improve health for diverse cultural groups, targeting adults, children, seniors, and people with allergies and food intolerances. These interventions are applicable to individuals, families, childcare facilities, public health nutrition education, and congregate meal sites for seniors. In DFN 348 and 448, case studies involving older adults with Type II Diabetes and critical care in pediatrics are assigned. Consideration of the educational needs of different populations is discussed in DFN 437 (Nutrition Education and Counseling) which replaced HEA 437: Nutrition and Health Education in the DPD curriculum since the last site visit in 2010.

One of the strengths of the DFN curriculum is that it draws on the diverse ethnic and racial backgrounds of our students and encourages them to appreciate the influence of cultural and socioeconomic factors on food ways. Students are expected to learn how to tailor food plans and instructions for the needs of individuals and groups from different backgrounds. They are also expected to learn how to relate to people from different racial and ethnic backgrounds in both the laboratory and in the classroom. The curriculum provides didactic learning with diverse cultures particularly in DFN 220 (Food, Society, and Health) where the weekly classes include units in the cooking, diet, eating patterns and beliefs of many of the cultures represented in New York City including West Africans and African-Americans, the Mediterranean countries such as Italy, Greece and France, the Asian countries including India, China, and Japan, the West Indian/Caribbean and Hispanic countries, and the Middle Eastern cultures including a discussion of Kosher and Halal food practices. In DFN 348 and 448, case studies involving patients from different populations and cultural groups are assigned. Consideration of the educational needs of different populations and cultural groups are also discussed in DFN 437 (Nutrition Education and Counseling).

Students collaborate and work in teams primarily in the chemistry, anatomy and physiology, and foods laboratory courses. In the foods courses students work together in teams to prepare recipes and menus according to specific criteria such as using a variety of food groups, or for different cultural groups (West African/African American, Caribbean/West Indian, Kosher/Middle Eastern/Eastern European, Mediterranean), or those that meet the needs of certain clients because of low cost, or nutrient content, or appeal to clients at different points of the life cycle, or foods that must be avoided due to allergies or

food sensitivities or intolerances. These experiences present opportunities for students to develop food handling and sanitation skills, as well as working together to plan a culturally appropriate meal. Other opportunities for collaborative work involve the catering assignment, where students plan, select, and prepare recipes for a faculty luncheon according to principles of nutrition, food safety, food attractiveness, food purchasing and cost control, etc.

A variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate expected learning outcomes, are used in the DPD such as hands-on food preparation and sampling, student oral reports and presentations, field trips, role-playing, simulations, problem-based learning, worksheets, study guides, case studies, face-to-face classroom instruction, videos, laboratory experiences, written assignments, and other practice-related experiences. Each course at Lehman has a potential online component through the use of Blackboard, the web-based course management system. Every course taught in the DPD is web-enhanced in a blended or hybrid format, and several sections of HSD 240, the introductory nutrition course, and HSD 266 (US Health Care System) is available to be taught totally online or asynchronously. The availability of the online course components meets the needs of many learners in the program who, due to their distance from campus, and family and job commitments, have difficulties coming to campus for all their courses. They welcome the opportunity to take one or more courses online, or as blended or hybrid courses. This is particularly true during the summer months, when courses would need to meet daily or several times per week, if all 45 hours of the course were taught in the classroom over a shortened 4-week period. In addition, an online tutorial format is used to teach and assess acquisition of sufficient knowledge about plagiarism via a plagiarism tutorial available through Indiana University at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Students must complete this tutorial and present their certificate of completion prior to receiving the Verification Statement.

Students participate in interdisciplinary learning activities with students from other disciplines within and outside the Department. In the core and distribution courses required of students new to the College, students are interacting with students from any and all majors and interests. Students in the DPD are able to interact with students from nursing and exercise science in the introductory chemistry and anatomy/physiology courses. They learn principles of biostatistics and the US Health Care System with students majoring in Health Services Administration and Health Education. They study chemistry and psychology with students from a variety of majors across the College. In all these courses they are exposed to a variety of disciplines that together help to make up the curriculum of the interdisciplinary DFN major.

The students are provided opportunities, throughout the DPD but particularly in the upper-level courses, to develop problem-solving and critical thinking skills. Across and at all levels of the curriculum, students are encouraged to ask questions and to critique information that they hear and read, and to understand the use of statistics to determine the validity of research findings. Students are given assignments where they are expected to acquire, understand and evaluate information available from the mass media, textbooks, peer-reviewed journal articles, websites, etc. The emphasis is not on rote memorization but on how to find material from a variety of sources and determine the validity of the information based on the foundation of knowledge acquired in courses throughout the program. These skills become increasingly important when students complete case studies where they are able to apply these critical thinking skills with clients. In DFN 445 (Advanced Nutrition), students are taught how to use databases

to more efficiently find and select appropriate peer-reviewed articles on nutrition interventional studies to answer self-selected research questions.

Self-assessment is particularly important in the courses in the College and DPD curriculum that encourage intensive writing. These courses, a minimum number of which are required to graduate from the College, give students the opportunity to develop and improve their writing skills. In low stakes assignments and also prior to submitting final “high stakes” versions. The College is making an effort to include writing “across the curriculum” so that students not only learn to write, but write in order to learn. Faculty development opportunities to learn how to incorporate writing into DFN courses is supported by college grants.

The DPD curriculum provides opportunities for students to develop cultural competence. Learning is enhanced in settings where individuals are part of a diverse group of people who are not like themselves. Lehman is composed of students, faculty and staff from countries and cultures throughout the world. In one class we might have students from the West Indies, Europe, Africa, Asia, as well as the many cultures seen within our own American borders. The majority of students bring with them a desire to learn with and from each other. In addition, the curriculum includes specific activities and assignments that focus on the food ways of different countries and ethnic groups. In this way, the students contribute to the quality of the curriculum by sharing their knowledge and experiences. The acquisition of self-knowledge of one’s own culturally-based food practices, in addition to the knowledge of the cultural food practices of other groups, is an objective of courses within the DPD.

Personal and professional attitudes and values are instilled in all courses throughout the curriculum but particularly in the senior-level courses (DFN 430, 437, 445, 448) where reference is made to how the material that is included in the courses relates to professional practice. Whether it is in considering the patients in case studies in medical nutrition therapy, or deciding upon a topic to research in Advanced Nutrition, or role-playing how to appropriately treat employees in a particular human resources situation in DFN 430: Food Service Management that requires leadership skills, the curriculum contains opportunities for more advanced consideration of the roles and responsibilities of the food and nutrition professional. A discussion of professional ethics related to dietetics practice is included in DFN448.

The course descriptions as published in the 2015-2017 Undergraduate Bulletin are listed in Appendix and in the Undergraduate Bulletin under Department of Health Sciences at <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/Courses/DFN-Dietetics-Foods-and-Nutrition>. The syllabi for these courses include the course objectives, required and supplemental reading, the knowledge requirements and learning outcomes addressed in the courses, the amount of time devoted to each of these topics, the assignments used to help students learn and apply this information, and the assessments used to evaluate the extent of student learning with regard to these conditions.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Activities* (check only one):

Meets

| |
|---|
| X |
| |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--|
| |
|--|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--|
| |
|--|

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 12: Curriculum Length

Length of the program must be based on the institution's requirements and ability to implement the curriculum.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard for *Curriculum Length*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The undergraduate DFN Option I major that includes the DPD required curriculum is officially a total of 61.5 credits and is designed to be completed in five full-time semesters of approximately 15 credits each. A Bachelor of Science degree is awarded to students enrolled in the DPD who complete a minimum of 120 credits of undergraduate coursework, with a minimum of 61.5 credits in courses required for the major with at least half of the required credits for the major (30.75) taken at Lehman. Core and Distribution courses, determined by the College, are also required to graduate as well as a series of Writing Intensive courses.

The length of the DPD curriculum is an issue that goes beyond the needs of the curriculum and the desires of the program. The College's Curriculum Committee, in the past, rejected proposals that brought the number of credits for any major to be greater than half of the graduation credit requirement of 60 credits. The curriculum length of the DFN major Option I is currently 61.5 credits, as close to 60 as was deemed possible or desirable, given the need to incorporate all the knowledge requirements that must be included. In addition PSY166 are added on as DPD requirements, but are not part of the major, given the restrictions for major credit requirements enforced by the College's Curriculum Committee. These courses, added to the major course requirements, bring the DPD requirement to a total of 67.5 credits. In reality, for students who take BIO 181-182 (Anatomy and Physiology I and II) for 8 credits, instead of the more advanced BIO 228 for 4 credits (which is the official program requirement in order to accommodate the credit restrictions), the DPD curriculum can be as high as 71.5 credits. To complete the DPD, many of our students graduate with greater than 120 credits due to the DPD requirements added on to the College requirements.

Full-time students can complete the requirements for the College and the DPD in four academic years comprised of eight academic semesters. Students can also enroll in courses during the winter and summer sessions for accelerated progress. However, most of our students take longer to graduate and a program goal is that students complete the DPD in less than 44 months after declaring the major or DPD program. This goal is easily met by at least 80% of our graduates thus reaffirming the adequacy of the curriculum length through the program assessment process.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Curriculum Length* (check only one):

Meets

- | | |
|---|--|
| X | 1. No compliance problems are present. |
| | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Note on Expectations for Demonstrating Compliance with Standard 13 -- Learning Assessment: ACEND's 2012 accreditation standards removed the requirement for programs to provide aggregated student outcome data for every knowledge requirement or competency as part of the learning assessment process for ACEND accreditation reviews.

Nevertheless, your program must still provide a written plan that illustrates how each competency is being assessed and all students must continue to be assessed within the program to assure that they are all able to achieve all knowledge requirements and competencies needed for entry-level practice.

You must discuss in your report the approaches used in your program for assessing student knowledge, competencies and professional attitudes, and provide examples of those tools in the appendices and on site. Some of the tools for assessing learning are listed below:

| | | |
|--------------------|------------------|------------------------------------|
| Portfolios | Pretest-posttest | Journal clubs |
| Oral presentations | Observations | Structured & open-ended interviews |
| Exams | Focus groups | Evaluation rubrics |
| Problem sets | Journals | Surveys |

Your report must include a discussion with examples and data of where students in your program were found to not be achieving knowledge or competencies to your satisfaction. To demonstrate what you, your faculty or preceptors are actually doing, explain what type of assessment tools were being used, which competencies were involved, and the levels of student performance that were desired versus those that were actually achieved. You will also need to describe what was done to improve student performance and provide data on whether or not improvements actually occurred either in this report or your next scheduled report to ACEND.

If your students are highly successful in achieving specific knowledge or competencies as demonstrated through outcomes such as outstanding pass rates, internship and job placements, employer feedback and professional activities, it is even more important for you to explain the type of assessment tools that you are using, which competencies are involved, the levels of student performance that are being achieved, and what your program is doing to consistently maintain those high levels of achievement.

Standard 13: Learning Assessment

The program must develop a process by which students/interns are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each competency specified in Appendix A.

Guideline 13.1

The learning-assessment plan must include:

Learning activity that will be used to assure the achievement of competencies/learning objectives

Assessment methods that will be used

Didactic and/or supervised practice course(s) in which assessment will occur

Individuals responsible for ensuring that assessment occurs

Timeline for collecting formative and summative assessment data

Guideline 13.2

Programs must assess the achievement of learning objectives that support competencies by comparing and analyzing them against student outcomes data. Programs must be able to provide their assessment plans, explain their assessment process, and describe the extent to which students are achieving learning objectives that support competencies along with the potential impact on student success and pass rates.

Guideline 13.3

In addition to rating student levels of performance against competency statements and objectives or confirming the presence of professional attributes, programs should thoroughly evaluate student progress using quantitative and qualitative approaches that clearly document what they have done to demonstrate knowledge and competence.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (13.1-13.3) for *Learning Assessment*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

In your narrative, indicate who is involved and describe the process used to develop the plan for assessing competency/learning outcomes.

Briefly describe how the assessment process has been implemented over the past five years, including how and when student learning was assessed.

Choose a minimum of two competencies in each domain, and then report on the results in your narrative:

Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and discuss all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.

Are students achieving the learning objective (expected learning outcome)? Yes []/No []. If “no”, please explain why.

Lehman’s DPD program 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 competency/learning outcome specified in the Appendix.

Lehman’s DPD faculty members were asked to supply syllabi for each course taught in Lehman’s DPD. Included in the request were the Learning Outcomes and the matrix that had been previously developed by the full-time DPD faculty that outlined in which courses each outcome was planned to be assessed. The syllabi contained the assessment methods that would be used to determine whether the Learning Outcomes assigned to each course had been accomplished by the students. The information collected from discussions with the faculty, and from the syllabi submitted formed the basis for the DPD Assessment Matrix which is included in the Appendix and is an outline of the learning-assessment plan.

The DPD incorporates and evaluates a variety of learning assessment methods in courses across the DPD curriculum including lab reports, student participation in online discussion boards, written research assignments, oral presentations, case studies, website contributions, final exams etc. The faculty also uses a summative assessment of student learning after completion of the DPD, prior to distribution of Verification Statements. This assessment takes the form of an online, multiple-choice, timed examination, available to students on Blackboard. The expectation is that a minimum grade of 75% must be earned in order to award the Verification Statement and to conclude that students have been successful in acquiring the knowledge and competencies necessary for success in the profession and practice of dietetics.

The learning-assessment plan includes the learning activity that will be used to assure the achievement of the competencies/learning objectives and the assessment method that will be used (column A), the course in which the assessment will occur (column B), the individual(s) responsible for ensuring that the assessment occurs (column C), and the timeline for collecting the formative and summative data (column D). Column E contains the student outcomes data.

For the assessment of learning in Domain 1: the Scientific and Evidence Base of Practice: Integration of scientific information and research into practice, the final grades on the course-long, high-stakes research paper in DFN445 (Advanced Nutrition) was collected and analyzed. The data suggest that the students met the KRD 1.1 in that 88% of the students received a B- or better on this research and writing assignment on a self-selected research question in nutrition.

For the assessment of learning in Domain 2: Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice, several assessment methods were used. For KR2.1, the attainment of a letter grade of B- or better on the in-class presentations and counseling forms assignment by at least 80% of the students was assessed. The data suggest that 92% of the students met this knowledge requirement, thus meeting the assessment criterion. For KR2.2, the attainment by at least 80% of students of a grade of B- or better on the final exam for DFN 437, which contains specific questions about counseling techniques that facilitate behavior change, was met as 83% earned a B- or better .

To demonstrate attainment of KR2.3 relating to interdisciplinary relationships in practice settings, the student grades for the Pregnancy Case Study in DFN341 (Life Cycle Nutrition) were examined. More than 80% (83%) of the students received a grade of B- or better, thus meeting this criterion.

For the assessment of learning in Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations, several assessment methods were used. To assess the students' ability to use the nutrition care process (KR3.1) the grades for the Cancer Case Study in DFN448 were collected and analyzed according to the criterion of at least 80% of students earning a grade of B- or better. As only 70% of students were able to achieve this learning objective according to this assessment method, it can be concluded that this KR2 was not met. For the assessment of whether students understand the role of environment, food, nutrition and lifestyle choices in health and promotion (KR 3.2) the performance of students on the final exam in Advanced Nutrition was analyzed. Only 40% of the students received a B- or better on the final exam, compared to the desired 80%, which demonstrated lack of compliance with this criterion. The program faculty are involved in discussions to improve student learning for these two knowledge requirements (KR 3.1 and 3.2).

To demonstrate compliance with KR 3.3, 80% of students were expected to attain a grade of B- or better on the lesson plan assignment in DFN437 (Nutrition Education and Counseling). This criterion was met, as 88% of students achieved the desired grade.

For the assessment of learning in Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations, several assessment methods were used. For the attainment of KR 4.1 the grades on the budgeting case study in DFN 430 (Food Service Management) were collected and analyzed. The criterion of 80% of students receiving a grade of B- or better was met as 93% of students achieved this learning objective. To demonstrate achievement of KR 4.2, the results of the ServSafe Food Handler exam administered in DFN 330 (Quantity Food Procurement, Production and Service) were collected and analyzed. This 80% criterion was met as 85% of the students passed the exam. To demonstrate achievement of KR 4.4, students' grades on the final exam of HSD 266 (US Health Care System) were collected and analyzed. The criterion of 80% was met as 96% of students received a B- or better on the final examination. The attainment of the learning objective re coding, billing, and reimbursement for nutrition services has not yet been assessed as this was just added to the curriculum in the fall semester of 2016.

To test for attainment of all KRD objectives in Domain 5: Support Knowledge underlying the requirements specified in Domains 1 through 5, 80% of the students are expected to earn a minimum grade of 75% on the online multiple-choice Verification Examination that is now administered prior to awarding the Verification Statement. This criterion was met as 83% of students received a minimum grade of 75%.

In conclusion, using the assessment criteria described:

- The learning objective for Domain 1 was met.
- The three learning objectives for Domain 2 were met.
- Only one of the three learning objectives for Domain 3 were met. This is clearly an identified weakness in the program and is receiving attention.
- All four of the learning objectives for Domain 4 were met.
- The assessment criterion for meeting all KRD objectives was met.

Currently the program faculty meet informally to discuss issues surrounding learning assessment and achievement of learning outcomes. In the future it is planned that the program faculty meet once per semester (at the beginning of December and May) to present to each other the student learning assessment data gathered from each of our courses, in order to prepare the data for aggregation and analysis. One member of the faculty, Prof Kate Burt, has been assigned the task of aggregating and analyzing the data for distribution and discussion prior to these meetings. In this faculty meeting, student acquisition of knowledge and abilities to attain each competency and learning outcome will be discussed and compared to expected competencies and outcomes according to the timeline in the assessment plan. Specific learning outcomes that are not being met, as measured by the identified assessment methods, particularly in Domain 3, will be evaluated as either: not a good measure of learning outcomes, or, as indicators that changes need to be made in order to ensure that students are given the opportunities and assignments needed to show evidence of learning success. Possible changes to be considered would include: more stringent program entrance requirements, curriculum changes, and/or assessment method changes. A summary of these discussions and planned changes, if determined to be necessary, will be on the agenda for annual Advisory Board meetings. Continued collection and analyses of assessment data will be used to determine whether the program remains weakest in the achievement of learning objectives for Domain 3 and will be discussed in the next scheduled report to ACEND.

Other learning assessment methods that are being considered include the implementation of anonymous online surveys by current students for the purposes of self-assessment. These could be administered at critical points in the curriculum which will be developed and piloted in the coming academic year (2017-2018). These questionnaires will be based on the knowledge requirements and competencies expected of DPD students.

Directions: Include supporting documents with your narrative or in the appendices.

In the appendices, attach your completed **Learning Assessment Summary Matrix** and **Program Concentration Summary Matrix for Learning Assessment**. Your completed matrices should also include a summary of the feedback and data collected (a minimum of two competencies in each domain) over past five years.

Complete a new **Learning Assessment Summary Matrix** and new **Program Concentration Summary Matrices** for the next 5 years and place it in the appendices. Although all students must be prepared to meet every ACEND competency, you are only required to report aggregate data on a minimum of two competencies in each domain. (A blank matrix form is available for your convenience. *Refer to Appendix for the template.*)

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Learning Assessment* (check only one):

Meets

| |
|--------------------------|
| <input type="checkbox"/> |
| X |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Curriculum and Student Learning Objectives

Standard 14: On-going Curricular Improvement

On-going, formal review of the program's curriculum, including didactic and supervised practice course objectives and content, length and educational methods, must occur in order to maintain or improve educational quality.

Guideline 14.1

Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.

Curriculum review must use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.

Curriculum review must include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.

Curriculum review must result in actions to maintain or improve student learning.

Describe the process that was used to review the curriculum, including didactic and supervised practice (if applicable) course objectives and content, length and educational methods.

Describe the schedule used and individuals involved in reviewing the curriculum.

Describe how the results of student learning and program outcomes assessment processes were used to determine strengths and areas for improvement for the program curriculum.

Describe how is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum.

Describe how is comparability of educational experiences and consistency of learning outcomes assessed and maintained.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (14.1) for *On-going Curricular Improvement*. Be sure to address relevant the following tips.

List overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

(Refer to the categories stated in the pass rate improvement plan for guidance)

Curriculum Strengths:

In order to improve the educational quality of the program's curriculum, ongoing review takes place in formal periodic meetings of the DPD faculty, both part-time and full-time, at least once per semester. In addition, since only four full-time faculty members teach in the DPD, and all have offices on the 4th floor of Gillet Hall, the full-time professorial staff sees each other several times per week and communicates frequently in face-to-face meetings, on the phone and via email. Improving the program and its curriculum is a frequent topic of discussion, particularly when focusing on an issue or problem that has been uncovered which involves KRD learning objectives, required course content, program length and/or educational methods. The DPD program director is usually on campus at least three times per week and is in contact with adjunct faculty regarding these issues as well. For example, when it was determined that the DPD curriculum did not currently include a discussion of coding and billing for dietetics services in order to obtain reimbursement from insurers, the problem was discussed with both full-time and adjunct faculty members and it was determined that this topic could be added to the syllabus of DFN 348 (Nutrition in the Management of Disease I) which is currently taught by adjunct faculty. The fall 2016 semester was the first time that this topic was added to the DPD curriculum.

The program's curriculum is also discussed with members of the DPD/DI Advisory Board which meets annually. These individuals, who are food and nutrition professionals working in the field, or faculty

members in other ACEND-approved programs, are aware of new knowledge and technology impacting dietetics practice and help to recommend ways to update the curriculum accordingly.

Changes in the curriculum over the years have been driven by concern over the RDN examination pass-rate. Until 2015, the percentage of graduates passing the RDN exam the first-time was less than 80%. One particular curriculum change as a result of our inadequate pass rate has been the institution of the DPD Verification Statement examination required of all DPD students who request the Verification Statement. The examination, piloted last year, has been taken by over 60 students and has resulted in one student being denied a Verification Statement this semester who failed to score a 75% on the examination. This addition to the program requirements gives us one more way to judge what weaknesses our soon-to-be graduates are demonstrating.

The new application process to get into the DPD was also in response to our pass rate. We now no longer immediately accept newly transferred students into the DPD but rather have almost all new undergraduate students go first into Option II where they await acceptance into the DPD based on total and course-specific GPAs and on whether the enrollment cap has been reached. Similarly, the new progression requirement will continue to increase the academic preparation of our DPD students.

Through discussion among program faculty, it was determined that plagiarism was a significant problem within the DPD and DFN major. To address this problem, a DFN major and DPD requirement was added in the spring semester of 2016 that all students complete an online tutorial and pass an examination on plagiarism administered through Indiana University.

It was also determined that the program goal of meaningful employment required that student have an additional credential related to food safety and sanitation. We added the curriculum requirement that all students in both DFN majors pass the national ServSafe examination (through the National Restaurant Association) which is administered each semester in the course DFN330. The results of this examination are also used in our Learning Assessment of KRD 4.2 in that food safety is a feature of quality management of food and nutrition services. This learning objective was met as 85% of the DPD students passed the ServSafe Food Handler examination over the last several years.

When we experienced a particularly disastrous semester due to the hiring of a new adjunct by the biology department to teach Introductory Biochemistry, we piloted a new course taught by a new adjunct in Nutritional Biochemistry (DFN 244-245). This course is now an integral part of the DPD curriculum and an alternate option in the DPD as a substitute for the undergraduate biochemistry course taught in the biology department.

All needed curriculum changes are discussed first within the program and then sent to the Department's curriculum committee for review and discussion. If passed by the Departmental Committee, the changes are presented to the entire Department and discussed at a scheduled Department meeting. If approved by the Department, the changes are then forwarded to the Undergraduate Curriculum Committee of the Lehman College Senate. If approved by this body, the changes are sent to CUNY and if approved are published in the Chancellor's report and then sent to the New York State Department of Education. The curriculum changes are then published in the Undergraduate College Bulletin and become effective at that point.

Didactic course syllabi are collected each semester and reviewed by program faculty, particularly if the syllabus, including course objectives and course content, has been or needs to be changed or if a new faculty member has been assigned to teach the course. The review process, necessary to this Self-Study, was the basis for the decision to modify the DPD curriculum to include principles of nutrition education and counseling which were incorporated in the course DFN 437 (Nutrition Education and Counseling) which replaced HEA 437 (Health Education and Counseling). It was judged that not enough nutrition-specific material was included in HEA 437 as the course had been designed to meet the needs of students in health education rather than in nutrition.

Overall curriculum strengths and areas for improvement are based on cumulative assessment of student learning outcomes and program outcomes as described previously in Standard. Information about new knowledge and technology impacting dietetics practice is ongoing. Faculty are involved in continuing education activities which include attendance at seminars, annual meetings on the national, state, regional, local and program level, study and informal and formal sharing of recently published peer-reviewed journal articles, and sharing of faculty research findings at Departmental and College faculty colloquia. It is a point of pride among the faculty that new information is continuously integrated into DPD courses.

We have continued to integrate educational technology into our curriculum. All of the DFN courses in the DPD curriculum are web-enhanced. Through faculty development workshops and the College and CUNY use of Blackboard as a course management system, we have steadily examined and incorporated best practices in our online courses. A certification course is a new CUNY requirement for anyone who teaches online courses. In addition, the chemistry department has flipped the classroom in required chemistry course (CHE114-115) so that students come to class to do problems and projects rather than sit and listen to a lecture.

Courses in the DPD curriculum that are taught by more than one faculty member are coordinated to insure the consistency of the educational experiences and of learning outcomes by the sharing of syllabi and discussion among the involved professors. In one course, DFN 220 (Foods, Society, and Health) for example, a lab manual, created and developed over the years from input by the professors teaching the course, and by students from a long list of cultures and countries, reflects the pooling of expertise and is shared across multiple sections. In other courses, such as HSD 240 (Nutrition and Health) use of the same or comparable textbooks and assignments helps to maintain similarities of learning experiences and outcomes even when delivery methods, such as face-to-face, blended, or distance learning, differs between professors and/or course sections. The DPD faculty is working toward the development of common syllabi for all courses taught by more than one professor.

Curriculum Areas for Improvement:

As a result of the learning outcomes assessment, it was found that the DPD students do poorly in the second semester of MNT (DFN448) on the Cancer Case Study (Std 14 CancerCaseStudy). Only 70% of DPD students earn a B- or better on this culminating MNT assignment. To address this poor performance, we have added a requirement for permission to get into both MNT courses (DFN348 and DFN448) in order to prevent students from enrolling in courses for which they lack proper preparation.

This was just approved by the Lehman College Senate in February of 2017 and will likely be in place for the fall semester of 2017. In addition, DFN341 (Nutrition in the Life Cycle) was just approved as an additional prerequisite for DFN348 for the same reason.

Another result of the learning outcomes assessment was the finding that the final exam grades in DFN445 did not meet the learning objective criterion as only 40% of students received a grade of B- or better. It is hoped that the introduction of the progression requirement of a 3.0 GPA and the ability to transfer weaker students out of the DPD will help with these deficiencies.

For reference, the pass rate improvement plan that was completed two years ago in April of 2015 is included in Appendix Std14 PRIP.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Ongoing Curricular Improvement* (check only one):

Meets

| |
|--------------------------|
| <input type="checkbox"/> |
| X |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Program Staff and Resources

Standard 15: Responsibilities of the Program Director

The director of the program must have the authority, responsibility and sufficient time allocated to manage it. The program 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 program director and approved by administration.

Guideline 15.1

The program director must be responsible for assuring that all ACEND accreditation standards, policies and procedures are met; however, this can be achieved by managing or overseeing other individuals assigned to complete ACEND-related tasks. ACEND responsibilities should be included in the job description of the program director or the job description should state that the “program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.”

Guideline 15.2

Program director responsibilities must include, but are not limited to the following:

Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students/interns (such as program admission, retention and completion policies)

Student recruitment, advisement, evaluation and counseling

Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes

Maintenance of the program’s student records, including student advising plans and verification statements; verification statements must be kept indefinitely

Maintenance of complaints about the program received from students/interns or others, including disposition of the complaint

On-going review of program’s curriculum to meet the accreditation standards

Communication and coordination with program faculty, preceptors and others involved with the program

Facilitation of processes for continuous assessment of program and student learning outcomes

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (15.1-15.2) for *Responsibilities of the Program Director*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The position description of the DPD Director includes the following:

The DPD Director:

- 1) Collaborates with the Department Chair to insure the smooth and efficient operation of all Program activities.
- 2) Communicates the needs of the Program within the Department of Health Sciences and in the College at large.
- 3) Communicates with Program faculty via emails and face-to-face discussions, and schedules and presides over formal meetings of Program faculty (minimum of one meeting per semester).
- 4) Schedules and presides over regular meetings of the Advisory Board (minimum of one meeting per year).
- 5) Prepares the schedule of Program courses each semester, in conjunction with the Directors of the other programs within the Department and with the Department chair.
- 6) Coordinates review of the Program curriculum by Program faculty, and submits recommendations for curriculum changes to the Departmental Curriculum Committee for review and approval by the Department at large.
- 7) Coordinates and works with the Program Faculty in providing student advisement and counseling.

- 8) Coordinates the recruitment, screening, and hiring of full-time and adjunct faculty members, as needed by the Program.
- 9) Reviews student applications for acceptance into the DPD program and accepts students who meet academic standards into the program.
- 10) Reviews student transcripts, and learning assessment methods with the help of the Program faculty, for compliance with progression and graduation standards and for achievement of DPD Knowledge Requirements and Learning Outcomes.
- 11) Verifies satisfactory completion of all DPD requirements by students requesting Letters of Intent and Verification Statements and issues them prior to or upon completion of the program. Maintains student files including student advisement plans and indefinite storage of Verification Statements.
- 12) Supports and facilitates the professional development of Program faculty and maintains cooperative staff relationships within the program.
- 13) Works with the DI Director and the M.S. in Nutrition program director to insure appropriate sequencing and continuity among all the DFN programs at Lehman.
- 14) Develops policies and procedures for effective management of all components of the DPD to ensure fair, equitable and considerate treatment of prospective and enrolled students. This includes policies and procedures for program admission, retention, handling and disposition of student complaints, and graduation/completion policies which are communicated to students in the DPD/DFN Handbook.
- 15) Acts as the official program liaison with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) by ongoing review of program curriculum to meet the accreditation standards, policies and procedures, maintenance of program accreditation, timely submission of fees, reports and requests for major program changes.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include a formal job description of the program director listing responsibilities.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Responsibilities of the Program Director* (check only one):

Meets

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. No compliance problems are present. |
| <input type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

Does Not Meet

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

Program Staff and Resources

Standard 16: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

Guideline 16.1

In addition to the program director, other full-time or adjunct faculty (such as practitioners) must teach profession-specific courses in the program

Guideline 16.2

Program faculty, including the program director, must meet the college/university's criteria for appointment. Preceptors must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students/interns. The program must have a process for the periodic review of the effectiveness of faculty and preceptors.

Guideline 16.3

New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program. Preceptors must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (16.1-16.3) for *Faculty and Preceptors*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman's DPD has a sufficient but not ideal number of qualified full-time and part-time faculty to provide the depth and breadth of learning activities required in the curriculum and to assure exposure to the diversity of practice.

However, with up to 190 DPD students, and a total of approximately 300 DFN majors (including the DPD and non-DPD students) and 50 MS students, one can question whether four full-time faculty members are sufficient to meet the needs of the entire set of DFN programs. This insufficiency has been presented to the Dean of the School and the Provost of the College who acknowledge the need for more DFN faculty but cannot commit resources that would enable us to hire additional faculty at this time.

What is clearly lacking are full-time faculty members who can teach the cultural foods and quantity food production courses as well as full-time faculty members who are sufficiently qualified, through education and experience, to teach the clinical courses in Medical Nutrition Therapy. However, the DPD is fortunate to have adjunct faculty members who are willing and able to teach these courses: one RD who is a former Chef and restaurant owner for cultural food preparation, and two excellent experienced clinicians who currently teach the two MNT courses in the DPD curriculum as adjunct faculty members.

All of our faculty members, whether full or part-time, meet the College's and University's criteria for appointment, i.e. master's degrees (or the equivalent) and professional experience for lecturer positions, and doctoral degrees for professorial positions. The curriculum vitae for all full-time and part-time faculty are in the Appendix and will be available for onsite review.

The names and brief qualifications of the four full-time faculty members in the DPD are described below. The CVs for all program faculty are in the Appendix for Standard 16.

Associate Prof Andrea Boyar, PhD, RD, CDN, the DPD Director has been teaching DFN445: Advanced Nutrition since her arrival at Lehman in 1986. Her previous research in nutrition and cancer prevention, and her particular interest in intermediary metabolism as well as phytonutrients and nutrient supplementation contribute to her qualifications to teach this course.

Lecturer Marina Stopler RD, CDN, the DI Director, teaches HSD 240 (Nutrition and Health) and DFN341 (Life Cycle Nutrition) and is a certified lactation consultant and former clinician who is well qualified to teach in the DPD.

Associate Professor Lalitha Samuel, PhD, teaches DFN120 (Introductory Food Science) as well as DFN 341 (Life Cycle Nutrition). She is a doctorally trained Food Scientist with a special interest in nutrition and physiology. She serves as the Director of the MS in Nutrition program and was recently granted tenure.

Assistant Professor Katherine Burt, PhD, RD joined the DFN faculty in 2014. She obtained her doctoral degree from Teachers College, Columbia University in Food and Nutrition Policy and is a cookbook author and has a private nutrition consulting business.

The names, qualifications, and professional development activities of the part-time faculty members in Lehman's DPD is available in Standard 17.

In a program with only four full-time faculty, interaction among faculty members, both formal and informal, is frequent. The newest faculty member, Prof Burt, shares an office with Prof Stopler, who was been at Lehman as an adjunct faculty member for many years. She meets with Prof Boyar, the DPD Director to discuss policies, philosophies, and procedures pertinent to the DPD and the non-accredited program. Prof Burt played a large role in collecting and analyzing assessment data for Standards 10, 11, 12, 13, and 14 for this Self-Study.

During the interview and hiring process, as well as periodically during the semester, new faculty members meet with the program director for an orientation to the mission, goals, values, and educational philosophy of the dietetics program.

The program has a process for the periodic review of the effectiveness of faculty. Untenured faculty and instructors are observed teaching every semester and receive written and oral feedback by senior faculty members. Each semester, student evaluations are sent by email to each student in every course. These are completed anonymously and the collated results and comments are sent to the Chair and each faculty member. These evaluation results can be seen in the Appendix for Standard 16: SETL and are used to stimulate teaching improvement. The DPD Director also meets with faculty to discuss student evaluation results and seek inputs and make suggestions on course and curricular improvement.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include information regarding faculty qualifications and faculty orientation materials.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Faculty and Preceptors* (check only one):

Meets

- | | |
|---|--|
| X | 1. No compliance problems are present. |
| | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

- | | |
|--|--|
| | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--|--|

Does Not Meet

- | | |
|--|---|
| | Plans to address compliance problems are not viable or have not been developed. |
|--|---|

Program Staff and Resources

Standard 17: Continuing Professional Development

Program faculty, including the program director and preceptors, must 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.

Guideline 17.1

All faculty members should receive on-going training to become proficient in the use of the program’s technology and educational methodologies.

All faculty members, including preceptors, instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students/interns.

All faculty members, including preceptors, should be familiar with the purpose of ACEND’s accreditation process and intent of the standards.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (17.1) for *Continuing Professional Development*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman’s DPD supports the continuing competency of the program director and program faculty by encouraging participation in activities that promote professional growth, continued competency, and advancement of the profession of dietetics. For example, several members of the faculty attended the last FNCE meeting in Boston. When possible, program funds are made available to reimburse faculty for these activities. The following paragraphs more specifically detail the professional work experience, continuing education, research or other activities leading to professional growth and the advancement of the profession for full-time and adjunct faculty members.

The DPD Director, Andrea Boyar PhD, RD, CDN and AND member, completed her most recent CDR Professional Development Portfolio in May 2016 with over 142 hours of recorded continuing education activities. Over the past five years she has attended numerous continuing education sessions sponsored by FNCE, NYSAND, CUNY IT, NDEP, Just Food, and other nutrition-related organizations. She became a Master Composter with the NYC Compost Project at the New York Botanical Garden in 2014, and completed an 11-month fellowship in nutrition and translational medicine at St Luke’s-Roosevelt (now Mt Sinai St Luke’s) Hospital in NYC during her sabbatical year 2011-2012. The insights gained from these experiences that are relevant to the students are shared both formally in class and informally during discussions. She also supervises research projects by the Dietetic Interns. She has received training in

using videos in online courses through the Lehman IT department and participated in an e-portfolio workshop through the Lehman Teaching and Learning Commons. She pays attention to student evaluations to make changes in her courses to improve student learning opportunities. As the DPD director, she speaks with faculty regarding their student evaluations in order to suggest potential course improvements. As the major contributor to the DPD ACEND document she is well aware of the accreditation process and the intent of ACEND standards.

Lalitha Samuel, PhD is a member of AND and SNEB. She has presented at annual conferences of SNEB and FNCE during 2014 and 2015. She attended two NIH-conducted practicums related to Dietary Supplement Research and Cancer Prevention Research. She has supervised research projects by both DPD students and dietetic interns, findings of which have been presented at national (FNCE, SNEB) and local conferences (Teachers College, Columbia University) as well as published in peer-reviewed journals. Published findings of collaborative research have also been presented at the New York Nutrition Obesity Research Center. She mentored an NYCLSAMP (New York City Louis Stokes Alliance for Minority Participation) undergraduate DPD scholar for a research project that was presented at the 2015 Annual SNEB Conference. Insights gained from conferences and research findings are integrated into classroom teaching. She has authored a chapter on Food Composition as well as been a journal reviewer. She has attended writing and IT workshops to improve online learning. She regularly improves her teaching delivery methods, taking into account her student teaching evaluations. She keeps abreast of ACEND's accreditation process and requirements through faculty meetings and communication.

Assistant Professor Katherine Gardner Burt, PhD, RD is a member of Academy of Nutrition and Dietetics, the Society of Nutrition Education and Behavior, and the Agriculture, Food, and Human Values Society. She completed her most recent CDR Professional Development Portfolio in May 2016 with 112 CPE credits. Over the past 5 years, Katherine has obtained her doctoral degree from Teachers College in Food and Nutrition Policy, attended numerous education sessions at SNEB as well as local conferences, and has conducted poster, oral, and panel presentations at SNEB, Just Food, and City Growers conferences. She has attended trainings and workshops on integrated technology and active learning strategies into the classroom and improving online education. Currently, Katherine teaches classes on cultural and therapeutic foods, sports nutrition, community nutrition and public health and is in the process of developing a course in food justice. In addition to seminar-style classes, she teaches culinary food labs on cultural and ethnic foods. She is a published cookbook author, currently working on her second book, which has prepared her to provide culinary education. She conducts research about using urban agriculture to maximize benefits to individuals in both school garden and community garden settings. Her outcomes of interest include food justice and health and she regularly precepts dietetic interns for their research rotation. As she is at the beginning of her career, Katherine is interested in developing her teaching methodologies to incorporate more active learning strategies in the classroom and provide students with robust educational experiences that prepare students to be successful dietitians and dietetic technicians.

Marina Stopler, MS, RD, IBCLC is the Dietetic Internship Director and Lecturer. She is an AND member and an International Board Certified Lactation Consultant. She completed her CDR PDP Portfolio in May 2012 with the next portfolio due May 2017. Over the past four years she has attended the 2014 and 2016 FNCE conferences and other continuing education sessions provided by the NYSAND, WRDA, and the Westchester Rockland Putnam Lactation Consortium, Inc. She is a board member of the New York Milk Bank and Foodchester, Inc. She completed the ACEND workshop in March 2015 to better

understand the ACEND and accreditation process since becoming DI Director in August 2014. Information gained from seminars, conferences and lectures is applied and shared with students and interns. As a professor and DI Director, feedback, including evaluation forms, from students and interns is integral in improving standards related to the dietetic profession. With the DI program, there is regular follow-up with professors, preceptors, and interns regarding the meeting of competencies in the areas of clinical, food service, community, and research. Site visits are performed to see where improvements can be made for the supervised-practice experience. To improve RD-exam pass rates, the use of online practice exams has been implemented with intense review during the summer seminar. Courses are taught in traditional, hybrid, and fully-online with a greater inclusion of technology. As the DI Director, she is well aware of the accreditation process and the intent of the ACEND standards.

Judith M. Porcari MBA, MS, RD and AND member is an Adjunct Instructor at Lehman College and Queens College of CUNY. Her most recent CDR Professional Development Portfolio, of more than 75 CPEUs, was completed in May of 2015. She is a current workgroup member of the AND's Nutrition Screening Adults Project (2016-2017) which informs professional standards of practice for the Academy of Nutrition and Dietetics and therefore the profession. She completed the *Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty* in June 2016. Her 35-year professional career spanned direct patient care, research, clinical nutrition management and post-secondary education. Relevant experiences are shared with students and dietetic interns as a means to bridge the classroom to work environment gap. During her tenure at North Shore University Hospital she oversaw the development and management of the NSLIJHS Dietetic Internship and is therefore keenly aware of ACEND guidelines. The classroom is a bidirectional environment and the course must meet student needs. Mrs. Porcari listens carefully to student concerns and course evaluation materials to make necessary changes in the class.

Adjunct faculty member Katherine Schwarz, MS, MPH is a member of American Public Health Association, the Society of Nutrition Education and Behavior, and the New York City Nutrition Education Network (NYCNEN). She attends webinars and participates in conference calls through APHA and SNEB regularly. She attends meetings and educational programs through NYCNEN. She has attended IT trainings on the basics of on-line learning and using technology in teaching through the IT programs at Lehman College and New York Medical College. She attended the Bronx Educational Technology Showcase Conference in May, 2016 on the use of media in teaching. She has attended trainings and seminars, done research, developed curricula, and now teaches classes on food policy, the economics of food, food security, the connections between the food supply and environmental degradation, and the history of the world through food. Insights gained from this research and these experiences that are relevant to the students in the DFN 437: Nutrition Education and Counseling classes are shared both formally in class and informally during discussions. Katherine has recently been attending Toastmasters to improve her public speaking skills in order to learn new techniques and be a better role model in Nutrition Education. Katherine is constantly learning from her students by observation, through their questions and suggestions, and she pays attention to student and supervisor evaluations to make changes in her courses, seeking to improve their learning opportunities.

Adjunct faculty member, Mary Opfer MS, RDN, CDN, AND member and Chef has completed over 200 hours of continuing education towards her CDR requirements to be submitted in 2018. Continuing education credits were earned through programs by the AND as well as through the Food and Culinary Professional Group, WRDA and DIFM professional groups and the CUNY IT program. Mary is currently

signed up for required class for professors who will be teaching online. She was the webinar Chairperson for two years for the Food and Culinary Professional Group and hosted 24 webinars during her term while connecting to experienced members in the field. In addition, Mary created a culinary module for AND's Culinary Certificate Program which launched in early 2016. She has been a reviewer on a number of books and materials for other AND related publications including Cultural Food Practices and contributed to two cookbooks. Mary has attended culinary classes focusing on diet and nutrition both at the Culinary Institute and other venues such as the Natural Gourmet Institute. These experiences improve Mary's methodologies of disseminating education material to the students and their learning experiences. These classes allow Mary to bring in new and updated ideas, recipes and nutritional information both culturally and in the field of dietetics. She pays attention to student evaluations and makes changes to her classes as needed to improve the class and the student experience. She has been a preceptor for interns through Lehman and Hunter College and has received feedback from both the students and the internship directors with constructive criticism on ACEND requirements and how they are being met. Through staff meetings at Lehman Mary is familiar with ACEND's accreditation process and requirements.

Adjunct faculty member, Monica Hindmarch MS, RDN and AND member, began her continuing education credits towards CDR requirements after completing her dietetic registration in February 2016. Recent continuing education credits were earned through programs by the AND, the DIFM professional group and the CUNY IT program with completion of the Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty in November 2016. Monica pairs recent knowledge with previous experience disseminating education material as a certified high school science teacher, curriculum writer (K-12) and program developer in educational television. As an educator she continues to re-evaluate and alter curriculum content based on: current research and standards, student-based evaluations of her dissemination methods, and her own professional continuing education. Being a recent graduate, Monica also is familiar with the ACEND's accreditation process and requirements and is able to advise current students through personal experience.

Adjunct faculty member Ilse de Veer MS, RD, CDN is a member of AND (Nutrition Support and Renal practice groups) and ASPEN. She is a second career dietitian with significant business experience and remains a practicing clinician along with her teaching. A proud Lehman alumna, she completed her Masters Degree in Clinical Nutrition at New York University in 2012, where her culminating research project was a secondary data analysis to assess the relationship between micronutrient intake and oral epithelial dysplasia. While an acute care Clinical Dietitian at the James J Peters VA Medical Center, she was the preceptor for seven interns annually one-on-one for four weeks each. She received ongoing feedback from interns and other staff on her efforts. She was also a member of the JJPVA Dietetic Internship Advisory and Admission Committees, and is therefore familiar with the ACEND accreditation process and requirements. Ms. de Veer's professional development work has focused on her clinical skills, and believes this enhances her ability to teach medical nutrition therapy. She is in her first cycle of professional development, and has attended a number of courses including UMDMJ's training on nutrition focused physical assessment and ASPEN's Fluids, Electrolytes, and Acid-Base Series. Most recently she attended the National Kidney Foundation Conference. In 2014, she completed *Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty* and is comfortable teaching in all modes: web-enhanced, hybrid, and fully online. She receives student feedback each semester to help

improve her courses, and also gets input from department faculty through direct observation of teaching. She maintains her ServSafe certification.

Adjunct Professor, Jane Prokopowicz MS, MBA, RD, CDE, CDN and AND member is in the process of completing continuing education activities required for registration through the CDR, as well as NCBDE for Certified Diabetes Educator credentialing. She attends webinars, classes and participates in conference calls through varied accreditation approved sources. She will be attending IT trainings on the basics of on-line learning and using technology in teaching through the IT programs at Lehman College. Jane has attended quality courses through Center for Learning, Northwell Health System, as well as participating in the development and implementation of the electronic medical record for Northwell Health acute care facilities and post sub-acute facilities. She has been educated on the new Department of Health regulations for Skilled Nursing Homes, and is developing corporate policy and procedures for implementation. Jane is a preceptor for dietetic interns through the Northwell Health System and is well versed in the ACEND's accreditation process and requirements.

Adjunct faculty member, Marie Scafidi-Leonard MA, MS, RDN, CDN, AND member completed 95 hours of continuing education towards her CDR requirements submitted in 2014. Continuing education credits were earned through programs by the AND as well as Central Arizona College. She completed Certificates of Training in Adult Weight Management level 1 and 2 and certification in LIFESTEPS® Weight Management Program Leader Training. She is a certified ServSafe Instructor. She is currently enrolled in a required class for CUNY professors who will be teaching online. For her next certification period Marie is pursuing a Diploma in Sports Nutrition (Dip.S.N.) at Huntington College of Health Sciences (distance learning, diploma and degree programs accredited by the Distance Education Accrediting Commission). Graduates of HCHS's Diploma in Sports Nutrition (Dip.S.N.) program are eligible to take the International Society of Sports Nutrition's (ISSN) national board exam for Sports Nutrition, which she anticipates taking by the end of her certification period. Marie has been a preceptor and adjunct Lecturer at Westchester Community College responsible for teaching the Clinical Nutrition Practicum at Saint John's Riverside Hospital in Yonkers NY. Marie continually learns from her students and takes note of their comments and suggestions. She is always willing to make modifications as needed to improve the experiences of her students. She pays attention to student and supervisor evaluations and makes adjustments in her courses, seeking to improve their learning opportunities.

Our newest adjunct faculty member, Lizette Martinez, MS, RDN, is a clinical dietitian who is currently working at a skilled nursing facility that serves both short rehabilitation and long term residential clients. Lizette also serves as the Lehman College Health Center's dietitian. As a Lehman alum that completed her undergraduate, graduate and dietetic internship at Lehman, Lizette has a unique perspective on our program. In order to enhance her student learning experience Lizette has completed the required class for teaching online. Lizette continues to use student feedback to improve her instructive techniques. Through staff meetings at Lehman Lizette is familiar with ACEND's accreditation process and requirements.

All instructors in the DPD receive feedback from the analyses of the student course evaluation forms and those results are discussed with the program director and the chair of the department. Each new faculty member is observed by senior faculty for several semesters and the results of the written observation are shared with the faculty member. Suggestions are made to help new faculty members improve

teaching. From time to time, Lehman College offers training in new educational technology techniques and faculty members are encouraged to take advantage of these opportunities.

The purpose of ACEND accreditation and the accreditation standards has been disseminated to the program faculty through group meetings, face-to-face discussions, and through email messages with the program director. At the beginning of the Self-Study process, program faculty received copies of the 2012 Standards and over the course of the process, has been consulted about ongoing examination of program philosophy, objectives, and policies. Curricular and policy changes to the program to improve the pass rate and student learning outcomes and other measures of program success are discussed among the program faculty prior to and during the process of implementation and post-implementation.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include a summary of continuing professional development of the faculty especially in relation to teaching responsibilities.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Continuing Professional Development* (check only one):

Meets

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Program Staff and Resources

Standard 18: Program Resources

The program must have 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, must be sufficient to produce the desired outcomes.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard for *Program Resources*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman's DPD has administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals.

In support of all its programs, Lehman College employs IT and library staff, secretarial staff, buildings, grounds, and maintenance staff, Public Safety officers, etc. The College supports the library's facilities and book and subscription purchases and equipment. The library is part of the CUNY consortium of libraries, can be found at <http://www.lehman.edu/library/>. Information about Lehman's Information Technology Center can be found at <http://www.lehman.edu/itr/academic-it-center.php>.

The College supports the costs of the foods laboratory's food and equipment. The state-of-the-art Foods Laboratory was newly renovated in 2012. A new food science research laboratory was also created which will allow professors and more advanced students to work on food science research projects. The new seminar classroom is a flexible space that can be used as a smart classroom for 25 students, or a seminar room for small conferences and faculty meetings. The main laboratory space has a new walk-in pantry for food and kitchen equipment storage, ten student stations for food preparation, and a commercial kitchen installation for quantity food production. There was also the addition of one faculty office. The construction on these projects, began in in May 2011, was supervised by Lehman's Facilities Department, CUNY, and the New York State Dormitory Authority and paid for by CUNY funds.

Offices, furniture, telephones, computers and printers are supplied to each faculty member out of the College or Dean's budget or purchased through grant funding. Each full-time faculty member in the DPD has an office on the 3rd or 4th floor of Gillet Hall. Part-time faculty have access to modular offices equipped with computers and phones and locked bookcases to store material. Educational technological improvements in classrooms, including projectors, speakers, etc. are available to the faculty members and to classrooms through the college Informational Technology (IT) budget including the Student Technology Fee. This funding cycle, Prof Burt applied for funding to purchase clickers for use in her classroom next semester.

The College budget supports the CUNY Office Assistant (Ms Julissa Cruz) who is a full-time employee in the Departmental office and assists with adjunct payroll, maintaining files, ordering supplies, supervising the College Assistant, work-study students and other administrative tasks. The College Assistant is part-time and supported by a personnel services allowance of \$4850 which works out to approximately 440 hours per academic year. The College also provides the support for the Higher Education Assistant, Donna Covington-Hargrove who provides administrative assistance to all programs in the department. In particular, she has been asked to assist in career fairs and in ordering supplies for the DFN programs.

The Interim Provost and the Dean of the School of Health Sciences, Human Services, and Nursing have recently approved the request by the Chair and the DPD director for a permanent full-time Certified Lab Technician to oversee the Foods laboratory (Gillet 429) and the Food Science Research Laboratory (Gillet 419) for purposes of coordinating the many demands on the lab, and supervising inventory, equipment maintenance and purchase, restocking of perishables, safety, and sanitation. This request has been approved as of December 2016, and a search to fill this position will be in place by the spring 2016 semester.

A budget for the department that enables purchases of non-personnel items, or OTPS (Other Than Personnel Services), is assigned to the department each academic year and up until last year was used to pay for the food and kitchen supplies for the courses taught in the Foods Laboratories (DFN120, 220). Food and equipment costs are now paid by student material fees collected each semester. The departmental OTPS budget also pays for paper, stationery, printer ink, copy machine consumables and other office supplies. The School budget covers the cost of copy machine maintenance and repairs. The Office of the Provost pays for ACEND membership costs and fees for the DPD.

Budgetary Limitations: The DPD has little discretion over spending beyond the material fees used for food and supplies for the foods laboratory. The need for more full-time faculty cannot be addressed by the DPD directly. The lack of a full-time designated laboratory technician has been an ongoing problem that has been addressed. It is expected that a new full-time CLT will be in place by the middle of the spring 2017 semester.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Program Resources* (check only one):

Meets

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Program Staff and Resources

Standard 19: Supervised-Practice Facilities

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies that students/interns are expected to achieve.

Guideline 19.1

A program under the Didactic Nutrition and Dietetic Education Program standards is not required to demonstrate compliance with Standard 19 and its guidelines if it does not provide supervised practice to its students.

Agreements must be signed by administrators with appropriate authority in advance of placing students/interns

Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (19.1) for *Supervised-Practice Facilities*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

N/A

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include sample affiliation agreement and policies and procedures for supervised-practice facilities.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Supervised-Practice Facilities* (check only one):

Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. No compliance problems are present. |
| <input type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

Does Not Meet

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

Students

Standard 20: Student Progression & Professionalization

The program must have systems to maximize the likelihood that all students/interns who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.

Guideline 20.1

Prospective students/interns must receive information about the requirements to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam.

Students/interns must be assessed for their ability to be successful in the program and dietetics profession.

The program's system of monitoring student performance must provide for the early detection of academic difficulty.

The program must have progression policies that take into consideration professional behavior and academic integrity.

Students/interns must have access to remedial instruction such as through tutorial support.

Students/interns must have opportunities to learn professional behaviors and expectations, including public service and the service to the profession as preceptors and mentors.

Student input must be solicited and considered for programmatic and curricular improvement.

Students/interns with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.

Programs using distance instruction must employ strategies to verify the identity of a student who participates in distance classes or coursework such as secure logins and passcodes, proctored examinations, or other technologies and practices that are effective for verifying student identity.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (20.1) for *Student Progression & Professionalization*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

a. Information for prospective students about the requirements to become a practitioner, including education, viable routes to supervised practice, and passage on the credentialing exam are provided a number of ways including the Undergraduate Bulletin (<http://lehman.smartcatalogiq.com/2015-2017/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Dietetics-Foods-and-Nutrition-B-S-49-5-61-5-Credit-Major>), the DPD Handbook (Appendix Std20DPDHandbook), brochures (Appendix Std20Brochure) and via one-page handouts (Appendix Std20DFNOptionISequene) distributed by Lehman Undergraduate Advisers and from DPD faculty and faculty advisers. At least once per semester, a workshop informing students about supervised practice including applying through DICAS is offered to all interested students. Twice per year, a DTR review session is provided by adjunct faculty at nominal cost to interested students.

b. Students are assessed for their ability to be successful in the program and dietetics profession through a number of ways. The DPD application procedure requires interested students to submit a written application to the DPD director supplying information on previous courses, grades, and overall GPA. This application is handled individually, in a face-to-face interview with the DPD director who routinely asks the students about their career interests and goals. Students who are considered to be likely to succeed in the DPD and the profession due to grades in specific foundational courses, overall minimal GPA of 3.0, perceived maturity, and knowledge of the profession may be immediately signed into the DPD through forms that are handed by the student to the registrar. Students who need further coursework to demonstrate likely success are informed that they may enroll into the non-accredited DFN major until they demonstrate that they can likely succeed in the ACEND-accredited option. These applications are due by December 1st for admission into the DPD for the spring semester, and by May 1st for admission

into the fall semester. These applications, along with student transcripts, are used to help determine the likelihood of success in the program. In addition through assessment of learning in courses, through their interaction with faculty during classes and individual advisement sessions, through examination of final grades in required science and professional courses, through routine monitoring of GPAs, DPD students are consistently monitored.

c. Student performance on assignments, case studies, quizzes and examinations are assessed by individual faculty members and students who are performing poorly (C- or less than 70%) are informed through the use of the Academic Jeopardy Form (Appendix Std20 AcademicJeopardyForm). Copies of the form are kept by the faculty member, given to the student, and provided to the DPD Director. In addition, the STEAR program (<http://www.lehman.edu/sophomore-year-initiative/faculty-involvement.php>) is also used to inform students early on that they are demonstrating academic jeopardy and need counseling and academic assistance. As will be stated in the catalog and Handbook once passed by the College and University (submitted September 28, 2016), "A minimum GPA of 3.0 is required for admittance into the DPD and must be maintained or students will be dropped from the program." In addition, Students ready to enroll in the first nutrition course in the Plan of Study that is reserved for DPD students (DFN348: Nutrition in the Management of Disease I) must receive individual permission to register in the course and thus must be screened prior to enrollment. A minimum grade of C- must be earned or the course must be repeated for a better grade.

d. To educate students on academic integrity with regard to plagiarism, students are required to take the tutorial provided by Indiana University at <https://www.indiana.edu/~academy/firstPrinciples/choice.html> and submit a copy of their certificate of completion to the DPD Director who maintains a file of student completion. Notification of this requirement is distributed each year through the student Listserv which is administered by the DPD Director.

As stated in the Undergraduate Bulletin at <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity> "Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion." As stated in the Bulletin, A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. An Academic Dishonesty warning form may be given to the student and kept locally in the program files. Thereafter, a faculty member who concludes that there has been another incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a College Faculty Report Form which is attached to this Policy and shall submit the Form to the college's Academic Integrity Officer. DPD faculty are made aware of these policies through discussion and email.

DPD students must act in accordance with the CUNY Policy on Academic Integrity (<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>) and with the Code of Ethics (<http://www.eatrightpro.org/resources/career/code-of-ethics/what-is-the-code-of-ethics>) for the Profession as described by the Academy for Nutrition and Dietetics in order to progress in the program. This statement is included in the DPD Handbook.

e. Tutoring Program

The Instructional Support Services Program (ISSP) at Lehman

<http://www.lehman.edu/academics/instructional-support-services/index.php> is home to the Academic Center for Excellence (ACE) and the Science Learning Center (SLC). The SLC is located in Gillet Hall, which is also the site of the Health Sciences Department office, faculty offices and classrooms for our DPD. The ISSP has agreed to support tutoring activities for our courses and has added two new tutors specifically to assist students from our DPD. Tutors are selected from our recent graduates who were recommended as qualified to tutor by the DPD faculty and who earned at least an A- in DPD courses. Tutors are being paid for their time out of ISSP funds.

f. The DPD encourages students to volunteer at sites throughout the metropolitan NYC area including: hospitals, nursing homes, senior congregate meals, WIC, NYC School Food, in order to gain experience and witness dietetics professionals at work. At these sites, students have the opportunity to learn professional behaviors and expectations and see past students with jobs who now serve as mentors.

g. Student input is solicited and considered for programmatic and curricular improvement using both formal and informal procedures. Formal surveys are disseminated through email and student responses are discussed. Informal discussions among students and faculty, student petitions and other methods of quick turnaround are used to keep the program responsive to the student body and to the needs of the profession.

h. Students with minimal chance of success in the program are identified by GPA and course grades and counseled to transfer into the non-accredited DFN Option II program. Students with low GPAs will be transferred once the Registrar instructs us how to do this (spring 2017). To make the non-accredited program attractive and viable, the DFN Student Listserv (DFN-STUDENTS@LEHMAN.LISTSERV.CUNY.EDU) only posts jobs and internship opportunities that do not require an RD or DTR so students who have little chance of DI entrance can see what other careers are possible such as in nutrition education, gardening education, food service, etc.

Directions: Include supporting documents with your narrative or in the appendices.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Progression & Professionalization* (check only one):

Meets

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. No compliance problems are present. |
| <input type="checkbox"/> | 2. Compliance problems exist, but all are being resolved successfully. |

Partially Meets

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Viable plans (awaiting results or to be enacted) have been developed to address compliance issues. |
|--------------------------|--|

Does Not Meet

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Plans to address compliance problems are not viable or have not been developed. |
|--------------------------|---|

Students

Standard 21: Student Complaints

The program or sponsoring institution must produce and make available to students/interns a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

Guideline 21.1

Students must be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.

The program or sponsoring institution must provide information about the complaint policy to students/interns upon entry into the program.

The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.

The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (21.1) for *Student Complaints*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

The program has a complaint policy that is made available to the student in the DPD Handbook which can be found hyperlinked in the [description of the DFN major](#) in the Undergraduate Bulletin. The complaint policy includes procedures to be followed in the event of a written complaint related to ACEND accreditation standards (page 16), students' rights to due process (page 12), and appeal mechanisms (page 11). Students are advised to submit a complaint to ACEND only after other options have been exhausted.

To date, no student complaints related to ACEND accreditation standards have been made. However, if a complaint is made, a chronological record including resolution of complaints will be maintained for a period of five years. These complaints would be subject to inspection during on-site evaluation visits by ACEND.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include the complaint policy.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Student Complaints* (check only one):

Meets

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--------------------------|
| <input type="checkbox"/> |
|--------------------------|

Plans to address compliance problems are not viable or have not been developed.

Students

Standard 22: Information to Prospective Students & the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students/interns and the public at large. All information about the program specified below must be readily available to prospective students/interns 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 must be in one place or each must provide references to where the remaining information can be found.

Guideline 22.1

Information about the program must include at least the following:

Description of the program, including mission, goals and objectives that will be monitored for program effectiveness

A statement that program outcomes data are available on request.

Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable

Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs, in addition to application fees and tuition

Accreditation status, including the full name, address, and phone number of ACEND

Admission requirements for all pathways and options for which the program is accredited

Academic and program calendar or schedule

Graduation and program completion requirements for all pathways and options for which the program is accredited

Availability of financial aid and loan deferments (federal or private), scholarships, and other monetary support, if applicable.

Computer matching information, if applicable

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guideline (22.1) for *Information to Prospective Students & the Public*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Lehman's DPD attempts to provide clear, consistent, and accurate information about all program requirements to prospective students and the public at large through a number of publications and handouts. The most complete information about the program can be found in the section of the Undergraduate Bulletin that describes the DFN majors (lehman.smartcatalogiq.com/2015-2017/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Dietetics-Foods-and-Nutrition-B-S-49-5-61-5-Credit-Major) and in the DPD Handbook which is made available to students via a hyperlink in the same section. The DPD Handbook provides all the information required by Guideline 22.1.

In addition, copies of the DPD Handbook are available in the Department Office and outside the DFN Program Offices. Students are made aware of the DPD Handbook through the DFN Listserv as well as during student meetings, through the Nutrition Club, and by word-of-mouth. Other handouts available in the Department and the Program include the Application Form for the DFN major, and the Plan of Study for the DPD available as a sheet and as a brochure. Students requesting information on becoming a NDTR are sent an information packet via email. Students requesting the Verification Statement receive the VS Request Form via email as well.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include information provided to prospective students and the public.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Information to Prospective Students & the Public* (check only one):

Meets

| |
|---|
| X |
| |

1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--|
| |
|--|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--|
| |
|--|

Plans to address compliance problems are not viable or have not been developed.

Students

Standard 23: Policies & Procedures

Program policies, procedures and practices related to student recruitment and admission must comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity. The program must have written policies and procedures that protect the rights of enrolled students/interns and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students/interns on a timely basis in a program handbook. The quality of services that are provided to students must be adequate to address their needs.

Guideline 23.1

The following policies and procedures required by institutional/regional accreditation and ordinarily published in the university/college catalog or program handbook must be provided to students/interns:

- Withdrawal and refund of tuition and fees
- Scheduling and program calendar, including vacation and holidays
- Protection of privacy of student information, including identifying information used for distance learning
- Access to personal files
- Access to student support services, including health services, counseling and testing and financial aid resources

Guideline 23.2

The following policies and procedures specific to dietetics programs must be provided to students/interns, such as in a program handbook:

- 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
- Drug testing and criminal background checks if required by the supervised practice facilities
- Educational purpose of supervised practice to prevent the use of students/interns to replace employees
- Filing and handling complaints from students/interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation

If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.

- 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
- Program retention and remediation procedures when student performance does not meet criteria for progressing in the program
- Disciplinary/termination procedures
- Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls
- Verification statement procedures ensuring that all students/interns completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination

Directions for Writing the Narrative: Describe how your program currently meets or plans to meet standard and guidelines (23.1-23.2) for *Policies & Procedures*. Be sure to address relevant tips and support to assist you in preparing your responses that are provided in the 2012 Standards document for your specific program type.

Guideline 23.1

a. Policies and procedures for withdrawal and refund of tuition and fees are provided to students at: <http://www.lehman.edu/administration/business-office/bursar-office/refund-policy.php> and referred to in the Student Handbook.

b. Information about scheduling and the academic calendar, including vacation and holidays, are provided to students at the Registrar's webpage at: <http://www.lehman.edu/registrar/calendars.php> and referred to in the Student Handbook.

c. and d. Information about the protection of privacy of student information and access to personal files is found in the Lehman College Records Policy at http://www.lehman.edu/lehman/about/policies_pdf/RecordsPolicy.pdf and referred to in the DPD Handbook.

e. The following are the numerous websites that provide easy access to information for students about: support services <http://www.lehman.edu/academics/tutoring-academic-support.php> health services <http://www.lehman.edu/lehman/student-health-center/index.html>, <http://www.lehman.edu/lehman/wellness-health-education/counseling.html>, counseling <http://www.lehman.edu/lehman/counseling-center/>, testing for those with special needs <http://www.lehman.edu/vpstud/splstudentserv/request.html>, and financial aid resources <http://www.lehman.edu/provost/admissions/scholarfin.html>. These are referred to in the DPD Handbook.

Guideline 23.2

a and b. Although both options of the DFN major require fieldwork, the fieldwork is not required for the DPD. Fieldwork for the major is accomplished through volunteer work in clinical, community and foodservice facilities where professional liability insurance by the student is not required. To participate in field work, students are required to sign a [form](#) entitled: CUNY Off-Campus Activity Participation, Waiver, and Emergency Contact Form. This forms states that: "I have or will obtain and maintain health, accident, disability, hospitalization, and travel insurance as I deem necessary to participate in the Activity, and I will be responsible for the costs of such insurance and for any expenses not covered by insurance." This information is provided in the DPD Handbook.

g. The program grants credit based on an assessment of prior learning. The program defines the procedures used for evaluating equivalency of prior education to the knowledge covered by the courses for which the credit is granted. This information is available in the DPD Handbook. Transfer evaluation of courses taken at previous institutions is based on an assessment of the syllabi, required textbooks, activities, and assignments in order to best determine if the course material satisfies the DPD knowledge

requirements. These decisions are made by the DPD director and faculty. This information is included in the DPD Handbook.

h. Information re formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program is found in the DPD Handbook.

i. Information on program retention requirements and remediation procedures are found in the DPD Handbook.

j. Information on Disciplinary/termination procedures are available in the DPD Handbook and in the Undergraduate Bulletin.

k. Information on the graduation and/or program completion requirements including the maximum amount of time allowed for completion is available in the DPD Handbook.

l. Verification statement procedures are available in the DPD Handbook.

Directions: Include supporting documents with your narrative or in the appendices. Be sure to specifically include general and program-specific policies and procedures.

Directions: Use the checklist below to evaluate how well your program meets the overall standard and guidelines for *Policies & Procedures* (check only one):

Meets

| |
|---|
| X |
| |

1. No compliance problems are present.

2. Compliance problems exist, but all are being resolved successfully.

Partially Meets

| |
|--|
| |
|--|

Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.

Does Not Meet

| |
|--|
| |
|--|

Plans to address compliance problems are not viable or have not been developed.

**SELF-STUDY REPORT
APPENDICES
Lehman College
Didactic Program in Dietetics Using DP Standards**

Appendices Table of Contents

Standard 1.1

Copy of most recent regional accreditation letter

Standard 1.2

Organizational Chart of the Department of Health Sciences

Standard 1.3

Program Budget

Standard 1.5

Copy of catalog information

Website listing course requirements and prerequisite

Standard 1.7

Program Director's Curriculum Vitae

Copy of CDR registration card

Standard 7

Program Assessment Plan

Standard 10

Four-Year Course Plan of Study

Curriculum Map

Course Syllabi

Standard 13

Learning Assessment Summary Matrix

Standard 15

Program Director Position Description

Standard 23

DPD Handbook

APPENDIX
Standard 1.1

Copy of most recent regional accreditation letter



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
 250 Bedford Park Boulevard West
 Bronx, NY 10468
 Phone: (718) 960-8000; Fax: (718) 584-1765
www.lehman.cuny.edu

Chief Executive Officer: Dr. Ricardo R. Fernandez, President
System: City University of New York Central Administration
 Mr. James B. Milliken, J.D., Chancellor
 205 East 42nd Street
 New York, NY 10017
 Phone: (212) 794-5555; Fax: (212) 794-5590

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 9886 Undergraduate; 2199 Graduate
Control: Public
Affiliation: Government-State Systems- None
Carnegie Classification: Master's - Larger Programs
Approved Degree Levels: Postsecondary Certificate (>= 2 years, < 4 years), Bachelor's, Postbaccalaureate Certificate, Master's;
Distance Education Programs: Approved (Online RN to BS in Nursing)
Accreditors Recognized by U.S. Secretary of Education: n/a

Instructional Locations

Branch Campuses: None
Additional Locations: None
Other Instructional Sites: CUNY on the Concourse, Bronx, NY.

ACCREDITATION INFORMATION

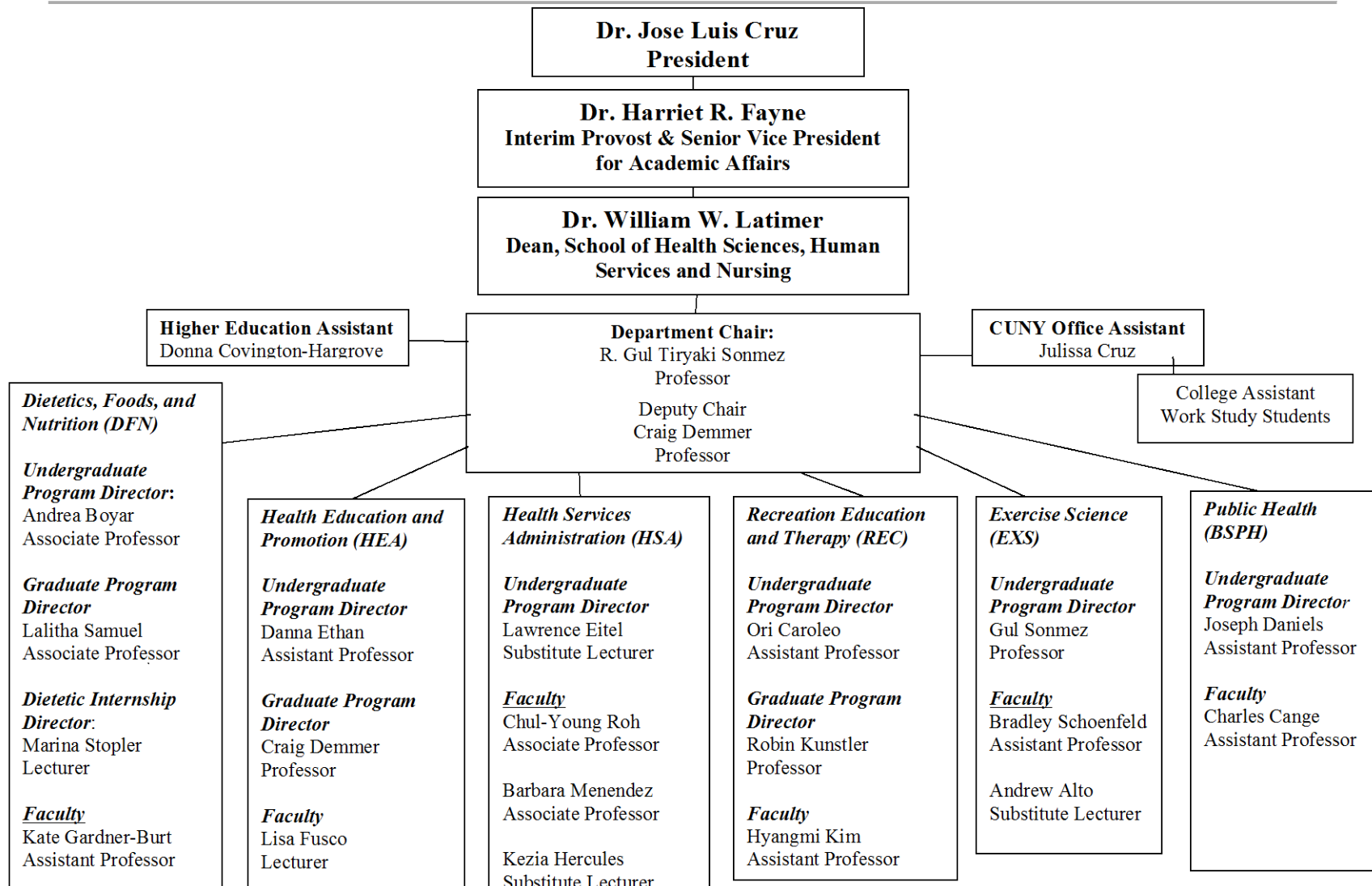
Status: Member since 1968
Last Reaffirmed: November 20, 2014

Most Recent Commission Action:

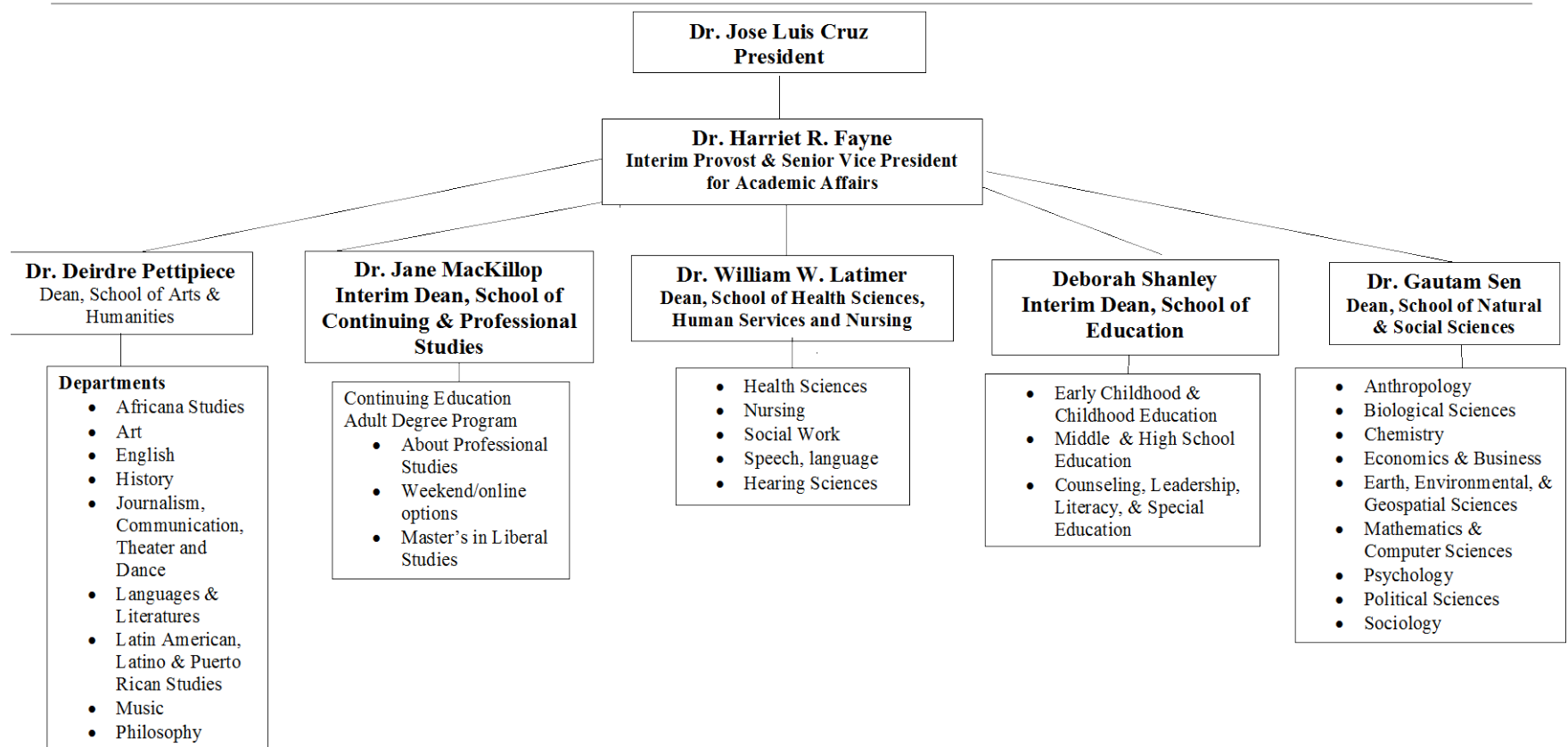
APPENDIX
Standard 1.2

Organizational Chart of the Department of Health Sciences

LEHMAN COLLEGE
DEPARTMENT OF HEALTH SCIENCES
ORGANIZATIONAL CHART (7/2016 - Present)



LEHMAN COLLEGE
Departments and Schools
ORGANIZATIONAL CHART (7/2016 - Present)



APPENDIX
Standard 1.3

Program Budget

**Budget Template
Lehman College
Didactic Programs Using the DP Standards**

The U.S. Department of Education requires that ACEND review a program-specific budget. A line-item budget that documents specific revenues and expenses for the program is preferred; however, if the program’s budget is integrated into a departmental budget, the program may provide the dollar amount of the departmental budget, the percent of the departmental budget allocated to the program, and a narrative explaining revenue sources and expenses used by the program. Below are template options to document specific revenues and expenses for the program, modify as needed.

Notes: Not all categories listed in templates will be relevant to all programs. Delete lines or add categories as necessary. Provide narrative to further explain funding and expenditures.

DPD Budget - FY2016

Tuition and Fees

| Semester | Total Units In Term | Count | Tuition | Fees* | Total Tuition and Fees |
|---------------|------------------------|------------|---------------------|------------------|---------------------------|
| Summer 2015 | 505.00 | 101 | 137,375.00 | 11,736.70 | 149,111.70 |
| Fall 2015 | 1,929.00 | 197 | 524,575.64 | 31,445.55 | 556,021.19 |
| Spring 2016** | 1,876.50 | 180 | 520,476.25 | 29,479.50 | 549,955.75 |
| Total | 4310.5 | 478 | 1,182,426.89 | 72,661.75 | 1,255,088.64 |

Faculty Personnel Expenditures

| Semester | FT Hours | Adjunct Hours | Salary | Fringes | Total |
|-------------|----------|------------------|-----------|----------|-----------|
| Summer 2015 | | | 35,369.18 | 4,597.99 | 39,967.17 |

| | | | | | |
|----------------------------------|-------|-------|------------|------------|-------------------|
| Fall 2015 / Spring 2016** | 81.00 | 89.00 | 385,688.04 | 147,876.51 | 533,564.55 |
| Total | | | | | 573,531.72 |

**Spring 2016 includes Winter Session

Administrative Personnel Expenditures

| Semester | FT Hours | Adjunct Hours | Salary | Fringes | Total |
|----------------|----------|---------------|-----------|-----------|------------------|
| FY 2016 | | | 24,149.54 | 11,833.27 | 35,982.81 |
| Total | | | | | 35,982.81 |

OTPS Expenditures

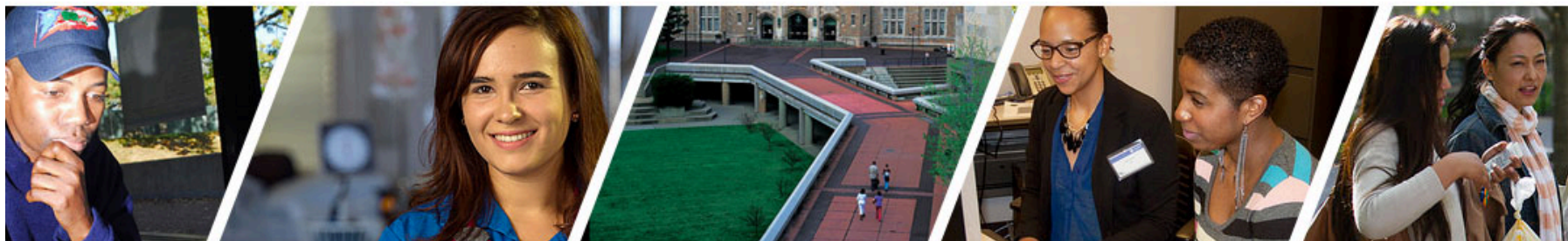
| Item | Total |
|---------------------------------|------------------|
| ACEND Annual Fee | 1,900.00 |
| FDNY Inspection/Cleaning | 1,614.00 |
| Food Lab Expenses | 6,000.00 |
| OTPS (DPD Share of Dept) | 1,700.00 |
| Total | 11,214.00 |

Total Expenditures **620,728.53**

Total DPD Net **634,360.11**

APPENDIX
Standard 1.5

Copy of catalog information
Website listing course requirements and prerequisite



Catalog Search

Entire Catalog ⌵

Search

Contents

Academic Programs

About Lehman College ▼

Admissions ▼

Tuition, Fees, and Financial Aid ▼

Campus Facilities and Resources ▼

Academic Services and Policies ▼

Academic Departments and Programs ▼

Course Offerings, Levels, and Codes ▼

Dietetics, Foods, and Nutrition, B.S. (49.5-61.5 Credit Major)

The program in Dietetics, Foods, and Nutrition is designed to prepare students for entry-level positions as dietitians or nutritionists in healthcare facilities, community agencies, cooperative extension, food service operations, and/or the food industry. Students are also prepared for graduate study in dietetics and nutrition. The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students successfully graduating from a ACEND-accredited D.P.D. with a GPA of 3.0 or better are eligible to take the examination to become a Registered Dietetic Technician (DTR), or apply for an ACEND-accredited dietetic internship (DI), which enables the student to become eligible to take the examination in dietetics to become a registered dietitian (RD) or RDN (Registered Dietitian/Nutritionist). Fieldwork and laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with supervised practice.

- African and African American Studies ▼
- Aging Studies ▼
- Anthropology ▼
- Anthropology / Biology / Chemistry ▼
- Art ▼
- Biological Sciences ▼
- Business and Liberal Arts ▼
- Chemistry ▼
- The City and the Humanities ▼
- Classical Civilization and the Classical Tradition ▼
- Comparative Literature (Interdepartmental) ▼
- Cooperative Education ▼
- Counseling, Leadership, Literacy, and Special Education ▼
- Disability Studies ▼
- Early Childhood and Childhood Education ▼
- Earth, Environmental, and Geospatial Sciences ▼
- Economics and Business ▼
- English ▼
- English as a Second Language
- Freshman Year Initiative
- Health Sciences ▼**
- Dietetics, Foods, and Nutrition, B.S. (49.5-61.5 Credit Major)
- Dietetics, Foods, and Nutrition

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application can be downloaded here and must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. A minimum GPA of 3.0 is required for admittance into the DPD. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program. For further information, please see the [DPD Handbook](#). Students who are not accepted into Option I may elect to major in DFN Option II.

Honors in Dietetics, Foods, and Nutrition

Departmental honors in Dietetics, Foods, and Nutrition may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

6 credits in Health Sciences:

| | | Credits |
|-------------------------|--------------------------------------|---------|
| HSD 240 | Nutrition and Health | 3 |
| HSD 266 | The U.S. Health Care Delivery System | 3 |

16 credits in Dietetics, Foods, and Nutrition:

| | | Credits |
|-------------------------|--|---------|
| DFN 120 | The Nature and Science of Food | 3 |
| DFN 220 | Foods, Society, and Health | 4 |
| DFN 330 | Quantity Food Procurement, Production, and Service | 3 |
| DFN 341 | Nutrition Throughout the Life Cycle | 3 |

Dietetics, Foods, and Nutrition Minor

Exercise Science B.S. (61.5-63 Credit Major)

Exercise Science Minor (12 Credits)

Health N-12 Teacher, B.S. (66 Credit Requirement)

Honors in Health N-12 Teacher

Health Education and Promotion, B.S. (48-57.5 Credit Major)

Health Education and Promotion Minor

Honors in Health Education and Promotion

Health Services Administration, B.S. (55 Credit Major)

Honors in Health Services Administration

Health Services Internship

Health Services Administration Minor

Public Health, B.S. (54 Credit Major)

Public Health Minor (15 Credits)

Recreation Education, B.S. (40 Credit Major)

Recreation Minor

Therapeutic Recreation, B.S. (52 Credit Major)

| | | |
|----------------|---------------------------------|---|
| DFN 430 | Management of Dietetic Services | 3 |
|----------------|---------------------------------|---|

3 credits in Nutrition Education and Counseling:

| | | Credits |
|----------------|----------------------------------|---------|
| DFN 437 | Nutrition Education & Counseling | 3 |

4 credits in Biological Sciences:

| | | Credits |
|----------------|--------------|---------|
| BIO 230 | Microbiology | 4 |

4.5 credits in Chemistry:

| | | Credits |
|----------------|--|---------|
| CHE 114 | Essentials of General Chemistry Lecture | 3 |
| CHE 115 | Essentials of General Chemistry Laboratory | 1.5 |

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (61.5 credits)

Additional courses to be taken (28 credits):

3 credits in Health Sciences:

| | | Credits |
|----------------|--|---------|
| HSD 269 | Fundamentals of Biostatistics for Health Professionals | 3 |

12 credits in Dietetics, Foods, and Nutrition:

| |
|--|
| Interdisciplinary Geriatric Team Option, B.S. (40 Credits) |
| Developmental Disabilities Minor |
| Geriatric Health Minor |
| Youth Services Minor |
| History ▼ |
| Human Rights and Peace Studies ▼ |
| Individualized Study Programs ▼ |
| Italian-American Studies ▼ |
| Journalism, Communication, and Theatre ▼ |
| Languages and Literatures ▼ |
| Latin American, Latino and Puerto Rican Studies ▼ |
| The Lehman Scholars Program |
| Linguistics (Interdisciplinary) ▼ |
| Macaulay Honors College |
| Mathematics and Computer Science ▼ |
| Middle Eastern Studies ▼ |
| Middle and High School Education ▼ |
| Music ▼ |
| School of Natural and Social Sciences |
| Nursing ▼ |
| Philosophy ▼ |
| Physics and Astronomy ▼ |
| Political Science ▼ |
| Professional Communications ▼ |

| | | Credits |
|----------------|---|---------|
| DFN 445 | Advanced Nutrition | 4 |
| DFN 348 | Nutrition in the Management of Disease I | 3 |
| DFN 448 | Nutrition in the Management of Disease II | 3 |
| | | |
| DFN 470 | Dietetic Services Field Experience | 2 |
| | Or | |
| DFN 471 | Field Experience in Clinical Nutrition | 2 |
| | Or | |
| DFN 472 | Field Experience in Community Nutrition | 2 |

4 credits in Biology:

| | | Credits |
|----------------|----------------------|---------|
| BIO 228 | Mammalian Physiology | 4 |

BIO 228: BIO 181-BIO 182 (8 credits) may be substituted.

9 credits in Chemistry:

| | | Credits |
|----------------|---|---------|
| CHE 120 | Essentials of Organic Chemistry Lecture I | 3 |
| CHE 121 | Essentials of Organic Chemistry Laboratory II | 1.5 |
| | And | |
| CHE 244 | Introduction to Biochemistry | 3 |
| CHE 245 | Biochemistry Laboratory | 1.5 |

| | |
|-------------------------------------|---|
| Psychology | ▼ |
| Quantitative Systems Biology | ▼ |
| Reasoning and Exposition | ▼ |
| Social Work | ▼ |
| Sociology | ▼ |
| Speech-Language-Hearing Sciences | ▼ |
| Urban Studies (Interdisciplinary) | ▼ |
| Women's Studies (Interdisciplinary) | ▼ |

| | | |
|----------------|-------------------------------------|----------|
| | Or | |
| DFN 244 | Nutritional Biochemistry | 3 |
| DFN 245 | Nutritional Biochemistry Laboratory | 1 |

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete **PSY 166**, which satisfies A General Education Requirement. More information on the Didactic Program in Dietetics can be found in the **DPD Handbook**.

APPENDIX
Standard 1.7

Program Director's Curriculum Vitae
Copy of CDR registration card

Andrea P. Boyar PhD, RD, CDN
andrea.boyar@lehman.cuny.edu
 cell 914 329-8908

EDUCATION

| <u>Institution</u> | <u>Degree & Field</u> | <u>Date Conferred</u> |
|--------------------------------|-----------------------------|-----------------------|
| Cornell University, Ithaca, NY | Ph.D. Human Nutrition | May 1979 |
| Cornell University, Ithaca, NY | M.N.S. Nutritional Sciences | May 1975 |
| Cornell University, Ithaca, NY | B.S. Biological Science | May 1972 |

EXPERIENCE

| <u>Institution</u> | <u>Dates</u> | <u>Rank</u> | <u>Department</u> |
|--------------------------------|--------------|-----------------------|------------------------|
| St.Luke's-Roosevelt Hospital | 2011-2012 | Medical Nutr Fellow | Endocrinology |
| Lehman College of CUNY | 1990-Present | Associate Professor | Health Sciences |
| Lehman College of CUNY | 1986-1989 | Assistant Professor | Health Services |
| Simmons College, Boston MA | 1981-1982 | Assistant Professor | Nutrition |
| American Health Foundation, NY | 1983-1986 | Research Nutritionist | Clinical Nutrition |
| Dimock Community Health Center | 1978-1981 | Clinic Dietitian | Adult/Pediatric Clinic |

PROFESSIONAL CREDENTIALS

| | | |
|--|--------------|--------------------------------------|
| RD (Registered Dietitian) | 1979-present | Academy of Nutrition and Dietetics |
| CDN (Certified Dietitian/Nutritionist) | 1996-present | NYS Education Dept, License 001519-1 |

PUBLICATIONS

Peer-reviewed articles

- Ventura Marra, M and Boyar AP. Position of the American Dietetic Association: Nutrient Supplementation. Journal of the American Dietetic Association 109, 2073-2085, 2009.
- Engle A, Lynn LL, Koury K and Boyar AP. Reproducibility and Comparability of a computerized, Self-Administered Food Frequency Questionnaire. Nutrition and Cancer 13, 281-292, 1990.
- Buzzard IM, Asp EH, Chlebowski RT, Boyar AP, Jeffery RW, Blackburn G, Jochimsen PR, Scanlon EF, Insull W, Elashoff RM, Butrum R, and Wynder EL. Diet Intervention Methods to reduce fat intake: Nutrients and Food Group Composition of Self-Selected Low-Fat Diets. Journal of the American Dietetic Association 90, 42-50, 1990.
- Boyar AP, Rose DP, and Wynder EL. Recommendations for the Prevention of Chronic Disease: The Application for Breast Disease. American Journal of Clinical Nutrition 48, 896-900, 1998.
- Rose DP, Boyar AP, and Kettunen K. Diet, Serum, Breast Fluid Growth Hormone, and Prolactin Levels in Normal Premenopausal Finnish and American Women. Nutrition and Cancer 11, 179-187, 1988.
- Boyar AP, Rose DP, Loughridge JR, Engle A, Palgi A, Laakso K, and Wynder EL. Response to a Diet Low in Total Fat in Women with Postmenopausal Breast Cancer: A Pilot Study. Nutrition and Cancer 11, 93-99, 1988.

Rose DP, Boyar AP, Cohen C and Strong LE. Effect of a low-fat diet on hormone levels in women with cystic breast disease. I Serum Steroids and Gonadotropins. *Journal of National Cancer Institute* 78, 623-626, 1987.

Rose DP, Cohen LA, Berke B and Boyar AP. Effect of a low-fat diet on hormone levels in women with cystic breast disease. II Serum Radioimmunoassayable Prolactin, growth hormone and bioactive lactogenic hormones. *Journal of National Cancer Institute* 78, 627-631, 1987,

Loughridge JR, and Boyar AP. Menu Manhattan. *Journal of Food Services Systems* 4, 187-214, 1987.

Rose DP, Boyar AP, and Wynder EL. International Comparisons of Mortality rates for cancer of the breast, ovary, prostate, and colon, and per capital food consumption. *Cancer* 58, 2363-2371, 1986.

Boyar AP and Loughridge JR. The Fat Portion Exchange List: A tool for measuring and teaching low fat diets. *Journal of the American Dietetic Association* 85, 589-594, 1985.

Utermohlen V, Coniglio J, Mao D, Sierra J, Smith B, Besner G, Hutchins S, SpitzerK, Tomasso J, and Boyar A. Unsaturated Fatty acids and human mononuclear cell function. *Progress in Lipid Research* 20, 739-741, 1982.

Peer-reviewed Abstracts

Boyar, A. Development of online courses in the Dietetics, Foods, and Nutrition Programs. 2010 NACTA/SERD Conference, Penn State, June 24, 2010.

Engle A, Scarmozzino R, Lynn L, Boyar A. Development of a computerized food frequency questionnaire to estimate current individual intake of nutrients. *National Nutrient Databank Conference 12th Annual Meeting April 1987.*

Rose DP, Boyar AP, Haley N, Cohen C, Lahti H and Strong LE. Low fat diet in fibrocystic disease of the breast with cyclical mastalgia: a feasibility study. *American Journal of Clinical Nutrition* 41, 856, 1985.

Palgi A, Boyar A, Loughridge J, and Engle AR. Evaluation of breast cancer patients' adherence to a low-fat diet. *Journal of American College of Nutrition* 3, 253, 1984.

Boyar AP, Palgi A, Loughridge J, and Engle AR. Dietary Patterns, Body weights and serum cholesterol levels in breast cancer patients after four months on a diet low in total fat. *Abstracts of the American Dietetic Association 67th Annual meeting, October 1984.*

Peer-reviewed Book Chapter

Rose DP and Boyar AP. Dietary Fat and Cancer Risk: The rationale for intervention in Diet, Nutrition and Cancer: A Critical Evaluation. Cohen LA and Reddy BS (eds.) CRC Press, 1986, 151-166.

Letter

Rose DP and Boyar AP. Diet and Ovarian Cancer. *Journal of American Medical Association* 245, 2553, 1985.

PhD Thesis Title:

"The Effects of Fat and Oil Intake on Serum Fatty Acids, Cellular Immune Responses and Clinical Status of Multiple Sclerosis Patients" Cornell University 1979.

Book

Eden A with Boyar AP. *Healthy Kids*. New American Library. Plume, NY, 1987.

Book Reviews

Boyar, A. Invited book reviews CHOICE (Current Reviews for Academic Libraries):
Ross, A Catharine (ed.). *Dietary reference intakes: calcium, vitamin D*. Jan 2012

Wenk, Gary L. Your brain on food: how chemicals control your thoughts and feelings. Oxford, 2010. Feb 2011
Peña, Carolyn de la. Empty pleasures: the story of artificial sweeteners from saccharin to Splenda. Jan 2011
Richer, Alice C. Food Allergies. Jan 2010.
Al-Achi, Antoine. An introduction to botanical medicines: history, science, uses, and dangers. May 2009.
Premila, MS. Ayurvedic herbs: a clinical guide to the healing plants of traditional Indian medicine. 2007.
Allport, Susan. The Queen of Fats, 2006.
Sicherer, Scott H. Understanding and managing your child's food allergies May 2007.
Spinella, Marcello. Concise handbook of psychoactive herbs: medicinal herbs for treating psychological and neurological problems. 2005.
Hoffman and Manning. Herbal Medicine and botanical medical fads. 2003.

GRANTS RECEIVED

Individual

Principal Investigator, USDA CSREES SERD GRANT 2006-38422-17082, Development of Online Courses in the Dietetics, Foods, and Nutrition Programs at Lehman College, 2006-2009, \$198,000.
Principal Investigator, The professional and personal use of medicinal herbs and phytochemicals PSC-CUNY 1997-1998.
Principal Investigator, The relationship between diet and breast cancer risk in Puerto Rican women in New York City. PSC-CUNY 1994-1995.

Multiple

Consultant, USDA Grant to Hostos Community College to develop DTR program 1997-1999.
Clinical Nutritionist, Interdisciplinary Studies in Cancer Epidemiology Subproject: Epidemiology of Breast Fluid. National Cancer Institute (5P01-CA 32617, American Health Foundation 1986-1987.
Nutrition Investigator, Coronary Risk Factor Intervention in Childhood. National Heart, Lung and Blood Institute (CA-25521) American Health Foundation 1984-1985
Head, Nutrition Research, Primary Prevention of Cancer in Childhood. National Cancer Institute. American Health Foundation, 1984-1986.

ACADEMIC AND PROFESSIONAL HONORS

Fellowship Award (Sabbatical Year), Lehman College CUNY, 2011-2012
Grant Reviewer, Chemoprevention Review Group, National Cancer Institute, Mar 1989, and Jun 1990.
Grant Reviewer, NYU Research Challenge Fund Advisory Committee, December 1989.
Reviewer, Nutrition Research, 1990-1996.

PROFESSIONAL ACTIVITIES/PRESENTATIONS

Medical Nutrition Therapy Presentations to Medical/Research Staff, Obesity Research Center, St.Luke's-Roosevelt Hospital, Oct, Dec 2011-Jan 2012
Attendee, 3rd annual Dietary Supplement Research Practicum conducted on June 1-5, 2009 by the Office of Dietary Supplements at the NIH
Practical Application: Low-fat Diets in Breast Cancer, Amer Cancer Society Symposium, NY, 1990
How to Beat the Food-Cancer Connection, Interview for "Boardroom Reports", vol 18, no 3, Feb 1989

Presenter, NCI site visit at American Health Foundation, Low-fat Diets in Stage II Breast Cancer: Randomized Study, April 1988.

Television Appearance on Diet and Cancer, Innovations, Channel 13, May 1988.

Advisor to Children's Television Workshop regarding nutrition content of proposed snack food products bearing Sesame Street logo. 1987-1988.

Presenter: Recommendations for the Dietary Prevention of Chronic Disease: The Application. First International Congress on Vegetarian Nutrition, Washington, DC March 1987.

SERVICE

College

Member, Lehman College Prioritization Steering Committee 2014-2015

Member, Faculty Personnel and Budget Committee, 1995-2011

Member, Middle States Working Group (Standard 7), 2007

Member, Tenure Sub-Committee of the Faculty Personnel and Budget Committee, 2007

Member, Promotion Sub-Committee of the Faculty Personnel and Budget Committee, 2006, 2010

Member, Divisional Executive Committee, 1995-present

Member, Lehman College Association for Campus Activities, 2005-present

Member, New Science Facility Programming Committee, 2005-2006

Member, Senate/Faculty Joint Committee on Budget, 2005

Member, Exercise Physiology Committee, 2005

Member, Retrenchment Committee, 1995

Representative to Senate, 1990-1993

Department

Chair, Department of Health Services/Sciences, 1995-2011

Member, Departmental Personnel and Budget Committee, 1986-2011

Principal Collaborator, Self-Study Document for accreditation of Lehman DPD 2010

Director, ADA Didactic Program in Dietetics, 2009-present

Director, ADA Dietetic Internship Program (formerly Approved Preprofessional Practice Program), 1990-2010

Principal Collaborator, Self-Study Document for approval of Preprofessional Practice Program, 1989-1990.

Director, MS in Nutrition Program, 1987-present

Director, Didactic Program in Dietetics, 2008-present

Director, Undergraduate Program in Dietetics, Foods, and Nutrition, 1988-1989.

Collaborator, Self-Study Document for approval of ADA Plan V program, 1987-1988.

Community

Board Member, Larchmont Gardens Civic Association 2006-present

Nutrition education presentation to residents, staff, and Board of trustees for Search for Change, Inc. April 1990.

Nutrition education workshop presented to kindergarten and first grade classes, Chatsworth Elementary School, Larchmont, NY, 1989, sixth grade, 1994.

Presentation, Nutrition and Running, East Brunswick Social Running Club, East Brunswick, NJ, May 1984.

Lecture on “The Use of Low-Fat Diets in Breast Cancer, Queens College, CUNY, Department of Home Economics, December 1983.

Lecture, Practical Diet Planning for the Prevention and Control of Cancer, American Cancer Society and American Health Foundation, April 1983.

Professional Memberships

Academy of Nutrition and Dietetics 1980-present

ADA: Research Dietetic Practice Group

ADA: Dietitians in Functional Medicine Dietetic Practice Group

ADA: Dietetic Educators Practice Group

American Botanical Council 2003-present

Andrea P Boyar
RDN and RD CDR certification and AND Membership Cards
2016-2017

RDN Registered Dietitian Nutritionist™ **RD** Registered Dietitian™ **Commission on Dietetic Registration**
the credentialing agency for the Academy of Nutrition and Dietetics

CDR certifies that **Andrea P Boyar** has successfully completed requirements for dietetic registration.

Andrea P Boyar
 Signature Registered Dietitian Nutritionist™ (RDN™)
 Registered Dietitian™ (RD™)

Registration I.D. Number: 562803

Registration Payment Period:
 09/01/2016 - 08/31/2017

Karen Sauer PhD, RDN, LD
 Chair, Commission on Dietetic Registration

eat right. Academy of Nutrition and Dietetics

MEMBERSHIP CARD FOR:

Dr. Andrea P Boyar

Membership Year June 1, 2016–May 31, 2017

Member # 00562803 Category: Active

Your Signature: *Andrea P Boyar*

Margaret P. Garner, MS, RDN, LD, CIC, FAND | Treasurer

APPENDIX
Standard 7

Program Assessment Plan

Didactic Programs in Dietetics Using the DP Standards
Program Assessment Summary Matrices (Standard 7)
Assessment Period from 2011 to 2016

Mission of the Dietetics Program (Standard 4)

The mission of the DPD is to prepare students to think critically and act ethically, and make appropriate judgments in entry-level positions as food and nutrition professionals in health-care facilities, community and governmental agencies, cooperative extension, and food service and culinary nutrition operations. The DPD also seeks to prepare students to earn the NDTR/DTR credential and for entrance into Dietetic Internships and graduate study in nutrition and related fields. The curriculum for the DPD is designed to comply with the requirements for a Didactic Program in Dietetics as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The mission of the DPD is consistent with the mission of the College which states that "Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education". The program seeks to educate students in an atmosphere of tolerance, sensitivity, and openness to diversity.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment.

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (finished?) (Guideline 7.1f) | G) Actual Outcome (Guideline 7.2 b) |
|---|--|--|---|---|--|---|
| Example: Over a 5-year period, 80% of enrolled graduates will have applied to a dietetic internship within the academic year they complete the program. | Data from graduate surveys | Review data annually. | Program Director | Send survey reminders and follow up to increase number of graduate responses Create incentive opportunities for graduates to stay connected via Facebook and LinkedIn. Link students with University's career center. | Yearly, June '10 – May '14 (on-going) | 2010: 16/20 = 80% 2011: 17/20 = 85% 2012: 16/20 = 80% 2013: 18/20 = 90% 2014: 17/20 = 85% Met: 84/ 100 = 84% over past five years |
| 6.1) Pass rate: Over a 5-year period, the first-time pass rate and the one-year pass rate on the RD exam will meet | Data prepared by Pearson CDR report and student reports | Review data semi-annually | Program Director | Increased DPD entrance and progression criteria to improve DPD student success. Use learning assessment data to | Yearly: 2012 – 2016 (on-going) | 2016: 35/37 and 38/37 = 94% and 100% 2015: 14/17 = 82% |

| | | | | | | |
|--|--|-------------------------------------|----------------------------------|---|---|--|
| or exceed 80%. | | | | improve course content and student performance. Make quality tutoring more available. Include minimum final GPA of 3.0 and performance on DPD Verification Statement examination as criterion for receiving Verification Statement. | | 2014: 7/10 and 9/10 = 70% and 90% 2013: 4/6 and 5/6 = 67% and 83% 2012: 8/12 = 67% 5 years 43/60 and 49/60 = 81.7% Met: First time pass rate (82.9%) . Met: One year pass rate (87.8%). |
| 6.2) DPD completion: Over a 5-year period, 80% of enrolled students will complete program requirements within 44 months (150% of program length). | Graduation records from Cunyfirst Queries | Review graduation records annually. | Program Director and DPD Faculty | Identify students at risk of falling behind and not graduating within a reasonable time frame. Faculty advisors meets with students to make sure they are on track. | Annually each September (on-going) | 2016/17: 52/59 = 88% 2015: 62/66 = 94% 2014: 54/59 = 92% 2013: 40/42 = 95% 2012: 28/31 = 90% 2011: 32/37 = 86% Met: 290/ 318 = 91% over past six years |
| 6.4a) Student course evaluations: Over a 5-year period, the average rating of the course quality in the program by current students will be 2.0 (very good) or better. | Data from SETL course evaluations by students. | Review data semi-annually. | Program Director | Continually evaluate and improve courses. | Each semester and ongoing | Anonymous course scores by 1002 students from 2011 to 2016 rate DPD (DFN) courses = 1.84 Met: courses rated between excellent and very good. |
| 6.4b) Ratings by DI | Data from surveys | Review data | Program | Send survey reminders | Annually | 6 responses from |

| | | | | | | |
|--|--------------------------------|-----------|----------|--|-------------|---|
| directors and employers: Over a 5-year period, the majority of DI directors and employers will rate the preparation received in the program as satisfactory, very good, or excellent. | of DI directors and employers. | annually. | Director | and follow-up to increase number of responders. Continue to monitor and improve DPD. | and ongoing | DI directors who responded to GoogleForms survey. Met: 69% rated DPD as good or excellent. 13 responses from employers: 69% of employers who responded to GoogleForms survey rated Lehman's DPD as good or excellent. |
|--|--------------------------------|-----------|----------|--|-------------|---|

Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment.

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (Finished?) (Guideline 7.1f) | G) Actual Outcome (Guideline 7.2 b) |
|--|--|--|-------------------------------------|--|---|--|
| 6.3a) DI program Application: Over a 5-year period, 33% of program graduates apply to DI programs or supervised practice within 12 months of graduation. | Annual surveys of DPD graduates. | Review data annually. | Program Director and DPD Faculty | Increase proportion of applicants who are qualified to apply to DI programs by increasing and enforcing the DPD entrance and progression requirements. Provide information re DI applications and admission procedures in once per semester information sessions by DPD Faculty. | Annually and on-going | 2016: 39/102 = 38% 2015: 13/64 = 20% 2014: 11/48 = 23% 2013: 2/27 = 15% Not Met: Over the last four years 65 of 241 graduates (27%) applied to DI programs. |

| | | | | | | |
|--|---|-----------------------|----------------------------------|--|----------------------|--|
| | | | | Provide ongoing advisement re DI by all DPD faculty. | | However the objective was met (38%) with the most recent graduating class. |
| 6.3b) DI programs acceptance: Over a 5-year period, 50% of program graduates who apply to DI programs or supervised practice are accepted. | Annual surveys of DPD graduates for ACEND annual reports. | Review data annually. | Program Director and DPD Faculty | Increase number of applicants who are qualified to apply to DI programs by increasing DPD entrance and progression requirements. Appropriate advisement and counseling of students who intend to apply to DI programs | Annually and ongoing | 2016 = 34/39 = 87% 2015: 12/13 = 92% 2014: 7/11 = 65% 2013: 2/4 = 50% Met: 55/67 = Over the last four years, 82% of graduates who applied to DI programs were accepted. |
| 6.4c) Post graduate success: Over a 5-year period, at least 80% of DPD graduates will either enter a DI, engage in post-graduate education, or obtain meaningful employment. | Annual surveys of DPD graduates collected for ACEND annual reports. | Review data annually. | Program Director and DPD Faculty | Posting of employment opportunities via listserv and appropriate advisement and counseling of students re DI programs, and post-graduate education. Send survey reminders and follow-up to increase number of graduate responses | Annually and ongoing | 2016: 53/55 = 96% 2015: 40/41 = 98% 2014: 17/21 = 81% 2013: 5/7 = 71% Met: 2013-2016 (according to survey responders) Response rate = 51% |

Lehman DPD
Didactic Programs in Dietetics Using the DP Standards
Program Assessment Summary Matrices (Standard 7) for Next Assessment Period
Assessment Period from 2017 to 2021

Mission of the Dietetics Program (Standard 4)

The mission of the DPD is to prepare students to think critically and act ethically, and make appropriate judgments in entry-level positions as food and nutrition professionals in health-care facilities, community and governmental agencies, cooperative extension, and food service and culinary nutrition operations. The DPD also seeks to prepare students to earn the NDTR/DTR credential and for entrance into Dietetic Internships and graduate study in nutrition and related fields. The curriculum for the DPD is designed to comply with the requirements for a Didactic Program in Dietetics as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The mission of the DPD is consistent with the mission of the College which states that "Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education". The program seeks to educate students in an atmosphere of tolerance, sensitivity, and openness to diversity.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal 1: to prepare students with the knowledge and skills for successful performance in a Dietetic Internship, further education, and/or meaningful employment.

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (finished?) (Guideline 7.1f) | G) Actual Outcome (Guideline 7.2 b) |
|---|---|---|-------------------------------------|---|---|---|
| Example: Over a 5-year period, 80% of enrolled graduates will have applied to a dietetic internship within the academic year they complete the program. | Data from graduate surveys | Review data annually. | Program Director | Send survey reminders and follow up to increase number of graduate responses Create incentive opportunities for graduates to stay connected via Facebook and LinkedIn. Link students with University's career center. | Yearly, June '10 – May '14 (on-going) | 2010: 16/20 = 80% 2011: 17/20 = 85% 2012: 16/20 = 80% 2013: 18/20 = 90% 2014: 17/20 = 85% Met: 84/ 100 = 84% over past five years |
| 6.1) Pass rate: Over a 5-year period, the first-time pass rate and the one-year pass rate on the RD exam will meet | Data prepared by Pearson CDR report and student reports (since February 2017) | Review data semi-annually | Program Director | Maintenance of DPD entrance and progression criteria to improve DPD student success. Use of learning assessment data to | Yearly: 2016 – 2020 (on-going) | 2017: 2018: 2019: 2020: 2021: |

| | | | | | | |
|--|--|-------------------------------------|------------------|---|---|--|
| or exceed 80%. | | | | improve course content and student performance. Make quality tutoring more available. Include minimum final GPA of 3.0 and performance on DPD Verification Statement examination as criterion for receiving Verification Statement. | | Objective Met? |
| 6.2) DPD completion: Over a 5-year period, 80% of enrolled students will complete program requirements within 44 months (150% of program length). | Graduation records from CUNYfirst Queries | Review graduation records annually. | Program Director | Identify students at risk of falling behind. Faculty advisors meets with students to make sure they are on track for completion. | Annually each September Yearly: 2016 – 2020 (on-going) | 2017: 2018: 2019: 2020: 2021: Objective Met? |
| 6.4) Over a 5-year period, the average rating of the preparation received in the program by graduates and alumni will be “satisfactory” or better. | Data from graduate surveys | Review data annually. | Program Director | | | 2017: 2018: 2019: 2020: 2021: Objective Met? |
| 6.4a) Student course evaluations: Over a 5-year period, the average rating of the course quality in the program by current students will be 2.0 (very good) or better. | Data from SETL course evaluations by students. | Review data semi-annually. | Program Director | Continually evaluate and improve courses. | Each semester and ongoing 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |

| | | | | | | |
|---|--|---------------------------|------------------|--|----------------------------------|--|
| 6.4b) Ratings by DI directors and employers: Over a 5-year period, the majority of DI directors and employers will rate the preparation received in the program as satisfactory, very good, or excellent. | Data from surveys of DI directors and employers. | Review data annually. | Program Director | Send survey reminders and follow-up to increase number of responders. Continue to monitor and improve DPD. | Annually and ongoing 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |
| 6.4c) Pass rate on DTR exam. Over a 5-year period, at least 50% of those who take the DTR exam pass it the first time. | Data prepared by Pearson CDR report | Review data semi-annually | Program Director | Continue to provide DTR review classes. | Annually and ongoing 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |

Goal 2: to enable graduates to gain entrance into a Dietetic Internship, further education, and/or meaningful employment.

| A) Objectives (Guideline 7.1a) | B) Data Assessed and the Data Source (Guideline 7.1b & c) | C) Data Assessment Method(s) (Guideline 7.1d) | D) Assessed by: (Guideline 7.1e) | E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2) | F) Timeframe (Finished?) (Guideline 7.1f) | G) Actual Outcome (Guideline 7.2 b) |
|--|---|---|----------------------------------|---|---|--|
| 6.3a) DI program Application: Over a 5-year period, 33% of program graduates apply to DI programs or supervised practice within 12 months of graduation. | Annual surveys of DPD graduates. | Review data annually. | Program Director and DPD Faculty | Increase number of applicants who are qualified to apply to DI programs by increasing and enforcing the DPD entrance and progression requirements thereby selecting appropriate students. Provide information re DI | Annually and on-going 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |

| | | | | | | |
|--|---|-----------------------|----------------------------------|--|----------------------------------|--|
| | | | | applications and admission procedures in once per semester Information Sessions by DPD Faculty. Provide ongoing advisement re DI by all DPD faculty. | | |
| 6.3b) DI programs acceptance: Over a 5-year period, 50% of program graduates who apply to DI programs or supervised practice are accepted. | Annual surveys of DPD graduates for ACEND annual reports. | Review data annually. | Program Director and DPD Faculty | Increase number of applicants who are qualified to apply to DI programs by increasing DPD entrance and progression requirements. Appropriate advisement and counseling of students who intend to apply to DI programs | Annually and ongoing 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |
| 6.4c) Post graduate success: Over a 5-year period, at least 80% of DPD graduates will either enter a DI, engage in post-graduate education, or obtain meaningful employment. | Annual surveys of DPD graduates collected for ACEND annual reports. | Review data annually. | Program Director and DPD Faculty | Posting of employment opportunities via listserv and appropriate advisement and counseling of students re DI programs, and post-graduate education. Send survey reminders and follow-up to increase number of graduate responses | Annually and ongoing 2016 – 2020 | 2017: 2018: 2019: 2020: 2021: Objective Met? |

APPENDIX
Standard 10

Four-Year Course Plan of Study
Curriculum Map
Course Syllabi

Dietetics, Foods, and Nutrition
Department of Health Sciences, Lehman College, CUNY
Suggested Course Sequence – DFN Major Option I (61.5 credits)
Didactic Program in Dietetics (DPD)
Accredited by ACEND for the Academy of Nutrition and Dietetics

* Along with the overall GPA, the grades in these courses are used as the basis for entry into the DPD.

| Course Number | Course Name | Crs | Prerequisites |
|----------------------|---|------------|----------------------------|
| <i>Semester 4</i> | | | |
| CHE 114-115 | *Essentials of General Chemistry Lecture and Lab | 4.5 | Math requirement |
| HSD 240 | *Nutrition and Health | 3 | |
| MAT 132 | Statistics | 3 | |
| HSD 266 | US Health Care System | 3 | |
| (BIO 181) | *(Anatomy and Physiology I if BIO 228 is not to be taken) | (4) | |
| <i>Semester 5</i> | | | |
| DFN 120 | *Nature and Science of Food | 3 | CHE 114-115 |
| BIO 228 (or BIO 182) | *Mammalian Physiology or Anatomy and Physiology II | 4 | CHE 114-115 |
| CHE 120-121 | Essentials of Organic Chemistry Lecture and Lab | 4.5 | CHE 114-115 |
| HSD 269 | Fundamentals of Biostatistics for Health Professionals | 3 | MAT 132 |
| <i>Semester 6</i> | | | |
| DFN 220 | Foods, Society, and Health | 4 | DFN 120, HSD 240 |
| DFN 341 | Nutrition Throughout the Life Cycle | 3 | BIO 182, DFN 120 |
| BIO 230 | Microbiology | 4 | BIO 182 |
| DFN or CHE244-245 | Nutritional Biochemistry Lecture and Lab | 4.5 | CHE 120-121 |
| <i>Semester 7</i> | | | |
| DFN 330 | Quantity Food Production | 3 | DFN 120, 220 |
| DFN 348 | Nutrition in the Management of Disease I | 3 | BIO 182, DFN 120, 220, 341 |
| DFN 437 | Nutrition Education and Counseling | 3 | DFN 220, 341 |
| <i>Semester 8</i> | | | |
| DFN 430 | Management of Dietetic Services | 3 | DFN 330 |
| DFN 445 | Advanced Nutrition | 4 | CHE 244-245, DFN348 |
| DFN 448 | Nutrition in the Management of Disease II | 3 | DFN 348 |
| DFN 470, 471, or 472 | Field Experience in Foodservice, Clinical or Community Nutr | 2 | DFN 330, 348, 341 |

Curriculum Map (Standard 10)
Didactic & Supervised-practice Courses Aligned with Core Knowledge for the RD

Background: The Curriculum Map is used to identify the courses or rotations in which students are being taught specific knowledge requirements.

Directions: List courses in chronological order organized by term, including course number, course title, and credit hours. Next, using course syllabi, textbooks, and assignments, identify which knowledge requirements occur in a course or rotation and place an 'X' in the appropriate column.

| Courses & Rotations | KRD 1.1 | KRD 2.1 | KRD 2.2 | KRD 2.3 | KRD 3.1 | KRD 3.2 | KRD 3.3 | KRD 4.1 | KRD 4.2 | KRD 4.3 | KRD 4.4 | KRD 4.5 | KRD 5.1 | KRD 5.2 | KRD 5.3 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <i>Semester 1 of DPD (second term of soph yr)</i> | | | | | | | | | | | | | | | |
| PSY or SOC 166: General Psychology or Sociology (3) | | | | | | | | | | | | | | | X |
| CHE114-115: Essentials of General Chemistry (4.5) | X | | | | | | | | | | | | | X | |
| HSD 240: Nutrition and Health (3) | | | | | | X | | | | | | | | X | |
| MAT132: Statistics (3) | | | | | | | | | | | | | | X | |
| HSD266: US Health Care System (3) | | | | | | | | | | X | X | | | | |
| BIO181 or 228: Anatomy and Physiology I (4) | X | | | | | | | | | | | | | X | |
| <i>Semester 2 (first term of junior yr)</i> | | | | | | | | | | | | | | | |
| DFN120: Nature and Science of Food | | | | | | | | | | | | | X | | |
| BIO182 or 228: Anatomy and Physiology II (4) | X | | | | | | | | | | | | | X | |
| CHE120-121: Essentials of Organic Chemistry | X | | | | | | | | | | | | | X | |
| HSD269: Fundamental Biostatistics for Health | | | | | | | | | | | | X | | X | |

| | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|--|---|---|---|--|---|---|--|---|--|--|---|---|---|
| Professionals | | | | | | | | | | | | | | | | | | |
| <i>Semester 3 (second term of junior year)</i> | | | | | | | | | | | | | | | | | | |
| DFN220: Foods, Society, and Health (4) | | | | | | | | | | | | | | | | X | | X |
| DFN341: Nutrition Across the Lifespan (3) | | | | | | X | | | | | | | | | | | X | |
| BIO230: Microbiology (4) | X | | | | | | | | | | | | | | | | X | |
| DFN or CHE 244-245: (Nutritional) Biochemistry | X | | | | | | | | | | | | | | | | X | |
| <i>Semester 4 (first term of senior year)</i> | | | | | | | | | | | | | | | | | | |
| DFN330: Quantity food production (3) | | | | | | | | | | X | | | | | | X | | |
| DFN348: Nutrition in the Management of Disease I (3) | | X | | X | | X | | | | | X | | X | | | | | |
| DFN437: Nutrition Education and Counseling | | X | X | | | | X | X | | | | | | | | | | |
| <i>Semester 5 (second term of senior year)</i> | | | | | | | | | | | | | | | | | | |
| DFN430: Management of Dietetic Services | | | | | | | | | | X | X | | | | | | | |
| DFN445: Advanced Nutrition | X | | | | | | X | | | | | | | | | | X | |
| DFN448: Nutrition in the Management of Disease II | | | | X | | X | | | | | | | | | | | | |

Core Knowledge for the RD included in the following courses:

PSY100: 5.3 concepts of human behavior and diversity: psychology, sociology or anthropology

CHE114-115: 1.1, 5.2 scientific basis of dietetics and prerequisite to food science, organic chemistry and biochemistry

HSD240: 3.2, 5.2 role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention, nutrition across lifespan

MA132: 5.2 physical and biological science foundation of the dietetics profession and includes statistics

HSD266: 4.3, 4.4 fundamentals of public policy, health care systems

BIO181 or 228: 1.1, 5.2 physiology, scientific basis of dietetics

DFN120: 5.1 principles of food science and food systems, and techniques of food preparation

BIO182 or 228: 1.1, 5.2 includes content related to physiology and reflects the scientific basis of the curriculum

CHE120-121: include organic chemistry and reflects the scientific basis of the curriculum

HSD269: 5.2 physical and biological science foundation of the dietetics profession, statistics

DFN220: 5.1, 5.3 tech of food prep/application to development/modification/evaluation of recipes/menu/food products acceptable to diverse groups, human behavior and diversity

DFN341: 3.2, 5.2 nutrition across the lifespan, role of environment, food, nutrition in disease prevention

BIO230: 5.2 microbiology

DFN/CHE244-245: 5.2 biochemistry

DFN330: 4.2, 5.1 quality management of food and nutrition services modification of recipes and menus acceptable to diverse groups

DFN348: 2.1, 2.3, 3.1, 4.3, 4.5 scientific basis of dietetics, MNT principles, NCP, SOP. ethics, interdisciplinary relationships, communication skills

DFN430: 4.1, 4.2 management/business theories/principles required to deliver programs and services, quality management of food/nutrition services

DFN445: 1.1, 3.2, 5.2 scientific basis of dietetics, biochemistry, physiology, genetics, pharm, statistics, nutrient metabolism, food/nutrition dis prevention

DFN448: 3.1 principles of Medical Nutrition Therapy and the practice of the nutrition care process

Department of Health Sciences DFN 341 Life Cycle Nutrition

3 hours, 3 credits

Thursdays, 10am-12:40pm, APEX 228

Lehman College, CUNY, 250 Bedford Park Boulevard West, Bronx, NY 10468-1589

Adjunct Lecturer Marina Stopler, MS, RD, IBCLC

Office Hours: Thursdays, 1-2pm, Gillet, Room 432

Email: marina.stopler@lehman.cuny.edu; Phone #: 718-960-6713

Health Sciences Department Phone #: 718-960-8775

Course Description: Current concepts and principles in human nutrition with application to the needs of individuals based upon age group and gender throughout the life cycle. Special attention on assisting normal- and high-risk clients at various stages of the life cycle in meeting nutritional needs, preventing and overcoming nutritional problems, and maintaining health. Programs in the community will be discussed that provide nutrition education to the public. PREREQ: [HSD 240](#), [BIO 181](#), [182](#), or [228](#), and [DFN 120](#) and [220](#).

This is a HYBRID COURSE

Course Learning Objectives:

- Learning outcome: Students will be able to apply knowledge of food and nutrition science to the life cycle stages including pre-conceptual care, pregnancy, lactation, infancy, childhood, adolescence, adulthood, and the aging adult.
- Learning outcome: Students will learn to appropriately assess a nutrition-related health conditions from the above-mentioned life cycle stages.
- Learning outcome: Students will apply nutrition knowledge to appropriately intervene when a nutrition-related condition exists.
- Learning outcome: Students will explore programs which offer nutrition education and health-related nutrition information.

Core knowledge: KR3.2 – The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

1. Required textbook: *Nutrition Through the Life Cycle*, 6th edition, by Judith E. Brown, Wadsworth, Cengage Learning, 2017. Soft cover ISBN: 978-1-305-62800-7 Loose leaf edition ISBN: 978-1305-88088-7 Price ranges: \$100.00 - 200.00

Recommended reading: *Mindless Eating*, by Brian Wansink, PhD. Bantam Books, 2010. ISBN:978-0-553-90403-1, \$10.00.

2. Internet access. Most of the information for this class will be posted on CUNY Blackboard. It is the responsibility of the student to check Blackboard on a regular basis for announcements and to access course material. All written assignments are to be submitted via Blackboard. The internet will also be used to explore various websites which reinforce the learning material.

3. PowerPoint handouts: PowerPoint handouts (in pdf format) will be available one week prior to each lecture.

4. Attendance: Attendance is mandatory for the 8 lectures and the final exam. Missing more than one class or arriving late will affect the final grade. Students are expected to stay until the end of class. Cell phones are to be turned off during class time. Instructor should be informed of any special circumstance that may affect attendance.

5. Case Studies: Students will be assigned four case studies. Case studies will reinforce material covered in class, provide a scenario which may require nutrition intervention, and utilize nutrition-information from various websites. Case studies will be submitted via Blackboard.

6. Pretest Homework and Quizzes: There will be two quizzes with a focus on calculations.

7. Exams: There will be four online exams and one in-class final exam. Question will be a combination of true/false, multiple choice, matching, calculations and short answer.

8. Extra credit: There will be one extra credit assignment valued at a maximum 10 points. There may be other extra credit or "bonus" opportunities during the

course of the semester at the discretion of the instructor.

Grade Determination: Total of 500 points

Case Studies: 200 points

Pretest Homework 20

Exams: 160 points

Quizzes: 20 points

Final Exam: 100 points

Grading Scale:

| | |
|-----------|------|
| 465 + | A |
| 450-464 | A- |
| 435-449 | B+ - |
| 415-434 | B |
| 400-414 | B- |
| 385-399 | C+ |
| 365-384 | C |
| 350-364 | C- |
| 335-349 | D+ |
| below 335 | F |

Accommodating Disabilities:

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodation are encouraged to register with the Office of Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, 718-960-9441.

The Academic Center of Excellence (ACE) and the Science Learning Center (SLC):

Lehman College has two tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing skills and test preparation workshops for the CPE. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

Academic Integrity and Plagiarism Policy:

Statement may be found in the student handbook. For more information refer to <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>.

To ensure the highest level of academic integrity, you must take the Indiana University plagiarism tutorial and pass the certification test. You will need to register to get a certificate. <http://www.indiana.edu/~istd/>

Print out the certificate, fill it out, sign it and turn it in by 9/8/2016. No written assignments will be accepted prior to your completion of this tutorial.

Schedule and Assignments: Instructor may modify schedule as necessary

PLEASE NOTE – Due to holidays, no class on Thursday Oct. 6 and Thursday, Nov. 24.

Class Schedule and Assignments – Fall 2016 – DFN341-H01 [52417]

| <u>Date</u> | <u>Topic</u> | <u>Reading</u> |
|-------------|--|---|
| August 25 | Nutrition Basics ONLINE PRETEST HOMEWORK due by Sept. 1, 9am | Chapter 1 – pgs 1-49 |
| Sept. 1 | Preconceptual Nutrition | Chapter 2 – pgs. 50-69 |
| Sept. 8 | Preconceptual Nutrition: Condition/Interventions Nutrition During Pregnancy Nutrition During Pregnancy: Conditions and Interventions In-class QUIZ – Calculations Case Study #1 due by Monday, Sept. 12, 11:59pm NO CLASS - ONLINE EXAM – Chapters 1-5 | Chapter 3 – pgs. 70-86 Chapter 4 – pgs. 87-137 Chapter 5 – pgs.138-163 |
| Sept 15 | | |
| Sept. 22 | Nutrition During Lactation | Chapter 6 – pgs. 164-196 |
| Sept. 29 | Nutrition During Lactation: Conditions/Interventions Infant Nutrition Infant Nutrition: Conditions and Interventions Case Study #2 due by Tuesday, Oct. 11, 11:59pm NO CLASS - ONLINE EXAM – Chapters 6-9 | Chapter 7 – pgs. 197-225 Chapter 8 – pgs. 226-251 Chapter 9 – pgs. 252-271 |
| Oct. 13 | | |
| Oct. 20 | Toddler and Preschool Nutrition | Chapter 10 – pgs. 272-301 |
| Oct. 27 | Toddler and Preschool Nutrition: Conditions Child and Preadolescent Nutrition Child and Preadolescent Nutrition: Conditions and Interventions In-class QUIZ - Calculations Case Study #3 due by Monday, Oct. 31, 11:59pm NO CLASS - ONLINE EXAM – Chapters 10-13 | Chapter 11 – pgs. 302-317 Chapter 12 – pgs. 318-342 Chapter 13 – pgs. 343-360 |
| Nov. 3 | | |
| Nov. 10 | Adolescent Nutrition: Adolescent Nutrition: Conditions and Interventions | Chapter 14 – pgs. 361-385 Chapter 15 – pgs. 386-406 |
| Nov. 17 | NO CLASS Adult Nutrition Adult Nutrition: Conditions and Interventions Case Study #4 due by Monday, Nov. 28, 11:59pm | Chapter 16 – pgs. 407-427 Chapter 17 – pgs. 428-453 |
| Dec. 1 | ONLINE EXAM – Ch. 14-17 Extra Credit due | |
| Dec. 8 | Nutrition and Older Adults Nutrition and Older Adults: Conditions and Interventions | Chapter 18 – pgs. 454-485 Chapter 19 – pgs. 486-517 |
| Dec. 15 | FINAL EXAM – cumulative – in class | |

Lehman College of the City University of New York
DFN 445W: Advanced Nutrition (4 crs)

Professor: Andrea P. Boyar PhD, RD, CDN

DFN 445: Advanced Nutrition is considered a "hybrid" course in that it meets in the classroom twice per week (on Tuesdays and Thursdays from 4:00 PM to 5:40 PM) but also has course notes, materials, assignments, assessment and testing, and other activities online.

The course subject matter includes the study of the macronutrients, micronutrients, selected phytochemicals and bioactive food components, and their relationships to the maintenance of good health and the prevention of disease. Occasionally disease treatment that is not in the mainstream will be highlighted. Relevant aspects of physiology, biochemistry, and metabolism are an integral part of the course. This is an intensive writing course, so several writing projects, with opportunities for revision, are built into the course.

Prerequisite Courses:

Introductory Nutrition (HSD 240)

Human or Mammalian Physiology (BIO 181/182 or 228 or 610)

General Chemistry, Organic Chemistry, and Biochemistry (CHE 114-115, 120-121, and 244-245)

The Nature and Science of Foods and Advanced Foods (DFN 120 or 520 and 220)

No Required Text

For Reference: Advanced Nutrition and Human Metabolism by [Sareen S Gropper](#), [Jack L Smith](#)

http://www.cengage.com/search/productOverview.do?N=16&Ntk=P_EPI&Ntt=1911714772730205669489614771431543475&Ntx=mode%2Bmatchallpartial

COURSE CONTENT

For the macronutrients, micronutrients, selected phytochemicals and bioactive food components, we will investigate the following topics through class lectures and group discussions, reading the text and online class notes, supplementary readings, online resources, research articles, and online discussions:

- biochemical structure of the nutrients or food component
- recommended intakes for adults
- digestion and absorption of the nutrients
- biochemical pathways of synthesis and metabolism
- physiological functions of the nutrients
- roles in health maintenance and disease prevention
- food sources, sources for most Americans
- consequences of deficiencies and marginal intakes
- consequences of overconsumption
- use of supplements
- interactions with other nutrients, dietary supplements, or medications

Learning Goals

Upon completion of this course, you should be better able to:

1. Improve written communication skills in the nutrition field including the ability to compose, edit, revise, and rewrite in a variety of styles appropriate to the nutrition field.
2. Develop skills, ability, and knowledge and think critically about the biochemical structure, metabolism, physiological role, dietary sources and requirements of carbohydrates, proteins, fats, vitamins, minerals, certain phytochemicals, and other nutritionally important compounds.
3. Participate in oral and written discussion about timely topics in nutrition, including those posted on the web.
4. Appreciate, and discuss in written assignments how the intake of macronutrients, micronutrients, and phytochemicals affect and the maintenance of good health and the risk for chronic disease.
5. Understand and explain the nutrition information on *food labels* with regard to the macro and micronutrients.
6. Differentiate the problems/conditions/diseases associated with under and overnutrition of the macro and micronutrients.
7. Evaluate the use of nutrient supplements in the maintenance of good health and the prevention of disease.
8. Differentiate between valid and misleading nutritional information in the media and critique nutritional information via the examination of findings in the scientific literature.
9. Demonstrate beginning proficiency in reading and interpreting nutritional research in the scientific literature.
10. Demonstrate proficiency in identifying trustworthy nutritionally-related internet sites and extracting information from them.

ACEND DPD KRDs and CRDs

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

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

CRD 5.5: 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.

Course Grading Policy

The following activities are worth the indicated number of points.

Total points for the course is approximately 1000.

Examinations: total 600 points

Quizzes (9) - 200 points

Midterm - 200 points

Final - 200 points

Papers: 200 plus 200=400 points

All of the above are approximate and subject to revision at the discretion of the instructor.

| Date | Lecture Topics | Assignments, Quizzes, Exams, etc |
|-----------|--|--|
| T Jan 31 | Introduction to Course. Writing Assignments. Slides: Correlation vs Causation | |
| Th Feb 2 | Library Session with Prof Wright | Watch the videos and complete, print, and bring the worksheet on the Library page of the DFN445 Research Guide http://libguides.lehman.edu/dfn445 . Letter to the Class Due on BB |
| T Feb 7 | Slides: Digestive System | watch http://www.youtube.com/watch?v=Af5qUx11ktI and https://www.youtube.com/watch?v=MUHJoTF6ZMc |
| Th Feb 9 | Lehman Closed today due to snow. Slides: Carbohydrates: structures, HFCS, etc. | Read over slides on your own. Go to Assignments and fill in Study Guide: CA Bring answers to class on Tuesday. |
| T Feb 14 | Slides: Carbohydrates - dietary fiber, glycemic index, digestion, metabolism | watch http://study.com/academy/lesson/pancreas-function-and-anatomical-fea Quiz1: Open Sunday at 1PM until Monday at 11:59 PM. |
| Th Feb 16 | Slides: Carbohydrates - metabolism, sugar replacers, non-nutritive sweeteners | Assignment: Research Cover Page Due Quiz2 Open Sunday at 1PM until Monday at 11:59 PM. |
| T Feb 21 | Slides: Lipids - structures, digestion, sources, metabolism | |
| Th Feb 23 | Slides: Lipids - fatty acids, omega 3s, TFAs | Quiz3 Open Sunday at 1PM until Monday at 11:59 PM. |
| T Feb 28 | Slides: finish lipids, Olestra | |
| Th Mar 2 | Slides: Nutrition and cancer | Quiz4 Open Sunday at 1PM until Monday at 11:59 PM. |
| T Mar 7 | Slides: Alcohol | |
| Th Mar 9 | Slides: Proteins and amino acids - structure, digestion, sources, metabolism | Assignment: Research First Draft Due |
| T Mar 14 | Slides: Proteins and amino acids - metabolism continued | |
| Th Mar 16 | Slides: Proteins - nitrogen balance, protein requirements | Quiz5 |
| T Mar 21 | Slides: Proteins - genetics, nutritional genomics | Assignment: Feature Article Cover Page Due |
| Th Mar 23 | Midterm Examination | CA Computer Labs |
| T Mar 28 | Review midterm Slides: Intro to Vitamins | |
| Th Mar 30 | Slides: Water soluble vitamins (B vitamins) | Quiz6 |
| T Apr 4 | Slides: Water soluble vitamins (B vitamins, continued) | |
| Th Apr 6 | Slides: Water soluble vitamins (B vitamins and C) | Assignment: Feature Article First Draft Due |
| T Apr 11 | No class - Spring Recess | |
| Th Apr 13 | No class - Spring Recess | |
| T Apr 18 | No class - Spring Recess | |

| | | |
|-----------|---|---|
| Th Apr 20 | No class - Monday Schedule | |
| T Apr 25 | Slides: Fat soluble vitamins (vitamin A and the carotenoids) | Quiz7 |
| Th Apr 27 | Slides: Fat soluble vitamins (vitamins E and K) | Assignment: Final Research Paper Due |
| T May 2 | Slides: Fat soluble vitamins (vitamin D), Introduction to Minerals, calcium | |
| Th May 4 | Slides: Minerals - calcium, continued, phosphorus, magnesium | Quiz8 |
| T May 9 | Slides: Minerals Trace minerals | |
| Th May 11 | Slides: Minerals, Dietary Supplements | Quiz9 |
| T May 16 | Slides: Water | Assignment: Final Feature Article Due |
| Th May 18 | Slides: Na, K, Cl | |
| T May 23 | <i>Final Examination 4-5:40 PM</i> | <i>CA computer labs CA-CL122</i> |

Department of Health Sciences
Lehman College, City University of New York
DFN 448 – Nutrition in the Management of Disease II

Professor: Mary-Ellen Dorfman, R.D., CDN, MPH

Email: maryellen.dorfman@lehman.cuny.edu

Class Hours: Tuesday, 10:00am – 12:40pm

Office Hours: Tuesday, 9:00am to 10:00am or by appointment on Monday

Credit Hours: 3.0

Prerequisites: Satisfactory completion of DFN 348 – Nutrition in the Management of Disease I and appropriate prerequisites.

Required Texts:

Nelms, M.N., Sucher, K., Lacey, K., & Roth, S.L. Nutrition Therapy & Pathophysiology, 2nd Ed., Belmont, CA: Wadsworth, Cengage Learning, 2011.

International Dietetics & Nutrition Terminology Reference Manual: Standardized Language for the Nutrition Care Process, 3rd Ed., 2010. Chicago: American Dietetic Association.

Recommended Texts:

A Healthy Food Guide to Kidney Disease, Chicago: American Dietetic Association.

National Renal Diet, Chicago: American Dietetic Association.

Course Description:

DFN448 is:

1. a continuation of DFN 348
2. a development of critical thinking skills and the application of the nutrition care process in the assessment and management of patients with cardiovascular disease, renal disease, hepatic disease, metabolic stress, pulmonary disease, cancer and HIV/AIDS requiring therapeutic diets.
3. a development of the analysis of anthropometric, laboratory, clinical and dietary data in determining nutritional needs and on planning compensatory nutrition therapy based upon those needs.
4. a case study approach to the nutritional assessment and management of patients with medical and surgical problems, including cardiovascular disease, renal disease, hepatic disease, metabolic stress, pulmonary disease, cancer and HIV/AIDS.
5. an introduction to Ethics for Dietetics Professionals.

Course Goal and Objectives:

The goal of this course is for the student to develop critical thinking skills in assessing nutrition status, determining nutritional needs and developing medical nutrition therapy for patients with various medical conditions.

By the end of the semester, the student will be able to:

1. understand and apply the nutrition care process using critical thinking skills in the nutrition assessment, diagnosis, and intervention and monitoring/evaluation of medical nutrition therapy in diverse populations.
2. understand the pathophysiology and metabolic abnormalities occurring in certain clinical conditions and the rationale for medical nutrition therapy.
3. assess the nutrition status, determine needs and plan interventions for patients with cardiovascular disease, renal disease, hepatic disease, metabolic stress, pulmonary disease, cancer and HIV/AIDS.
4. calculate diet prescriptions and plan menus for case study patients on oral therapeutic diets and calculate appropriate enteral and parenteral formulas for patients in need of nutrition support.
5. understand the importance of ethical practice in the profession of dietetics.
6. prepare a research paper explaining the rationale for medical nutrition therapy for a specific disorder and explain how nutrition care is integrated with the overall management of the patient.

Didactic Program in Dietetics Competencies

- 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.**
 - a) Learning Outcome: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
 - b) Learning Experience: Case studies and term paper.
 - c) Learning Outcome: Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as 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.
 - d) Learning Experience: Case studies and term paper.
- 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**
 - 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.
 - b) Learning Experience: Class participation, case studies and term paper.
 - c) 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.
 - d) Learning Experience: Class participation and quizzes.
- 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.**
 - 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.
 - b) Learning Experience: Case studies and assignments.
 - c) 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.

- d) Learning Experience: Case studies and assignments.
4. **Support Knowledge: Knowledge underlying the requirements specified above.**
- a) 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.
- b) Learning Experience: Case Studies and assignments, tests and quizzes.

Teaching Methods and Learning Experiences:

1. Didactic learning is supported by the required text readings, and presentations, to be studied prior to the assigned class.
2. The didactic component is supported by in-class discussion and online support.
3. Learning experiences include the following:
 - a) Weekly quizzes on the covered material.
 - b) Case studies that are submitted after the appropriate topic has been covered which integrate the nutrition assessment and care process with the therapeutic condition.
 - c) Review of case studies after completion and return.
 - d) A term paper comprising of a research paper explaining the rationale for medical nutrition therapy for a specific disorder and explain how nutrition care is integrated with the overall medical management of the patient.

Grading and Evaluation Criteria:

| | |
|---------------------------------------|-----|
| Case Studies | 25% |
| Quizzes | 10% |
| Research Paper on chosen condition | 20% |
| Midterm Exam | 20% |
| Final Exam | 20% |
| Attendance and Participation in Class | 5% |

Please see the Schedule of Classes for dates when subjects are covered and appropriate readings and a Schedule of Assignments for dates when assignments, quizzes and tests are due. **EXTRA CREDIT ASSIGNMENTS ARE NOT GIVEN.**

Classroom Policies:

1. Use of cell phones or other wireless devices is not permitted. Please purchase a calculator for class and test use. Cell phones will not be permitted during exams.
2. Lateness is discouraged and will affect your attendance/participation grade at the end of the semester. If you are late, you are responsible for checking with your classmates for important information discussed; it will not be repeated. Quizzes are given at the beginning of class. You will be allowed 10 minutes for each quiz. If you are more than 10 minutes late for class, you will be unable to take the quiz and will receive a zero.

3. Make-up exams will be available up to one week after the date of the original exam. A doctor's note or other appropriate documentation is required.
4. Class participation is an integral part of the learning process. It is encouraged and will contribute to the final grade.
5. Cheating – Please keep your eyes on your own paper. There is to be **NO TALKING** during an exam. Anyone caught looking at another classmate's paper or speaking during the exam, will have their paper taken away by the instructor and they will receive a grade of zero for that exam. **THERE WILL BE NO EXCEPTIONS!**
6. Case Studies and Research Paper – All must be typed and handed in to instructor at the start of class. Leaving class to print out the paper will not be permitted, print it **BEFORE** you get to class. **EMAILED PAPERS TO THE INSTRUCTOR ARE NOT PERMITTED.** Any paper that is late will receive a 10 point per day deduction. Computer skills are essential; use of Blackboard is required. Blackboard will be used for a large part of the course.

Technology and Blackboard Issues

Blackboard Online Preventive Measures for Downtime and/or Information Loss

Blackboard is a large, integrated system, and all such systems do have unscheduled down time, however unusual and short-lived. Furthermore, there is no CUNY or Lehman College policy to restore courses in which all or part of the content is deleted, damaged or otherwise becomes inaccessible. Therefore, students (as all users) are strongly urged to keep a print and electronic backup of all the class work they have submitted.

Be sure to have on hand my email address in case of any system failure: in such a case you should check the Blackboard link on the Lehman College home page for the latest information on service interruptions and email me for specific instructions, should you need them.

For help with Portal/Blackboard Username or Password Problems:

Visit the Lehman HELP DESK in the IT Center in Carman Hall (ext. 1111). Or call off campus (718) 960-1111

For videos and up-to-date Blackboard status information:

<http://www.lehman.edu/academics/blackboard/index.php>

Online Student Orientation:

<http://www.lehman.cuny.edu/faculty/rwhittaker/oo/ooselect.html>

Services for Students with Disabilities:

The College will make reasonable accommodations for persons with documented disabilities. Students can request services by contacting the Office of Student Disability Services located in Shuster Hall, Room 238. Students should be prepared to discuss the nature of the disability, the impact on learning, and the accommodations needed to help you meet your academic goals. Please contact (718) 960-8441 to schedule an appointment.

SCHEDULE OF CLASSES

| <u>DATE</u> | <u>TOPIC/ASSIGNMENTS DUE</u> | <u>CHAPTER/PAGES</u> |
|--------------------------|--|----------------------|
| January 28 th | WELCOME BACK! Semester Overview/Syllabus Review | |

| | | |
|---------------------------|--|--------------------|
| | Nutrition Care Process (NCP) Review (on-line) | |
| February 4 th | Cardiovascular Disease | Chapter 13/283-328 |
| | Cardiovascular Disease | Chapter 13/283-328 |
| | Diseases of the Renal System | Chapter 18/520-556 |
| | QUIZ NCP | |
| February 11 th | Diseases of the Renal System | Chapter 18/520-556 |
| | Diseases of the Liver | Chapter 16/437-464 |
| | QUIZ Cardiovascular Disease | |
| February 18 th | TOPIC DUE FOR CLINICAL RESEARCH PAPER | |
| | NO CLASS DFN 448 – PROFESSOR OUT OF TOWN | |
| | CARDIOVASCULAR DISEASE CASE STUDY ON BLACKBOARD | |
| February 25 th | Diseases of the Liver | Chapter 16/437-464 |
| | Cardiovascular Disease Case Study Due | |
| | QUIZ Renal Disease | |
| March 4 th | Metabolic Stress & The Critically Ill | Chapter 22/682-697 |
| | Renal Case Study Due | |
| March 4 th | Midterm Exam Review | |
| | QUIZ Liver Disease | |
| March 11 th | Nutrition Support | Chapter 5/80-101 |
| | QUIZ Metabolic Stress & The Critically Ill | |
| March 18 th | MIDTERM EXAM | |
| March 25 th | Diseases & Disorders of the Neurological System | Chapter 20/609-636 |
| April 1 st | Diseases of the Respiratory System | Chapter 21/648-672 |
| | QUIZ Neurological System | |
| APRIL 8 th | Neoplastic Disease | Chapter 23/702-727 |
| | COPD Case Study Due | |
| | QUIZ Respiratory System | |
| April 15 th | SPRING RECESS | |
| April 22 nd | SPRING RECESS | |
| April 29 th | HIV/AIDS and Ethics | Chapter 24/735-763 |
| | QUIZ Neoplastic Disease | |
| | RESEARCH PAPER DUE | |
| May 6 th | Diseases of the Musculoskeletal System | Chapter 25/771-797 |
| | QUIZ HIV/AIDS | |
| May 6 th | FINAL EXAM REVIEW | |
| May 13 th | Case Study Class | |
| May 20 th | Final Exam | |

APPENDIX

Standard 13

Learning Assessment Summary Matrix

Lehman DPD
Didactic Programs in Dietetics Using the DP Standards
Learning Assessment Summary Matrix (Standard 13)
On-going Assessment of Core Knowledge & Competencies for the RD
Assessment Period from 2011 to 2016

| Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research¹ into practice | | | | | |
|---|---|---|---|---|---|
| | A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b) | B) Rotation or class in which assessment will occur (Guideline 13.1c) | C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d) | D) Timeline for collecting formative and summative data (Guideline 13.1e) | E) Resulting data with the date collected for 2 knowledge requirements per domain |
| EXAMPLE KRD 1.2: 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. | EXAMPLE 100% of students will score a four or better (on a five point scale) on the Evidence Analysis Library Assignment. | EXAMPLE Clinical MNT 1 Rotation | EXAMPLE Preceptor Program Director | EXAMPLE At the completion of the Evidence Analysis Library Assignment | EXAMPLE 2010: 30/35 (86%) 2011: 25/30 (83%) 2012: 32/35 (91%) 2013: 34/35 (97%) 2014: 23/28 (82%) Not Met: 144/163 (88%) of students received a score of four or better (on a five point scale) over the assessment period (2009-2014). |
| KRD 1.1: The curriculum must reflect the | 80% of students will receive a letter grade | DFN 445 | Instructors, Assessment | At the completion of the final research | Spring 2013: 21/28 (75%) Spring 2014: 27/29 (93%) |

¹ Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

| | | | | | |
|---|--|--|--------------------|--------------|--|
| <p>scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.</p> <p><i>(Tip: a. Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions. b. Students must be able to use current information technologies to locate and apply evidence-based guidelines and protocols. Examples of evidence-based guidelines and protocols include the Academy's EAL and Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research</i></p> | <p>of 'B-' or above on the final research paper.</p> | | <p>Coordinator</p> | <p>paper</p> | <p>Fall 2014: 18/20 (90%) Spring 2015: 29/33 (88%) Fall 2015: 19/22 (86%) Spring 2016: 15/19 (79%) Fall 2016: 32/32 (100%)</p> <p>Met: 161/183 (88%) of students received a 'B-' or better on the final research paper.</p> |
|---|--|--|--------------------|--------------|--|

| | | | | | |
|--|--|---|---|--|--|
| <i>and Quality and National Guideline Clearinghouse Web sites)</i> | | | | | |
| Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice. | | | | | |
| | A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b) | B) Rotation or class in which assessment will occur (Guideline 13.1c) | C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d) | D) Timeline for collecting formative and summative data (Guideline 13.1e) | E) Resulting data with the date collected for 2 knowledge requirements per domain |
| KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (<i>Tip: Students must be able to demonstrate effective and professional oral and written communication and documentation.</i>) | 80% of students will receive a letter grade of 'B-' or above on in-class presentations and on the counseling forms assignment. | DFN 437 | Instructor, Assessment Coordinator | At the completion of the in-class presentation and counseling forms assignment | Fall 2013: 41/44 (93%) Spring 2104: 41/58 (71%) Summer 2014: 43/48 (90%) Fall 2014: 47/48 (98%) Spring 2015: 97/102 (95%) Summer 2015: 20/20 (100%) Fall 2015: 94/98 (97%) Spring 2016: 91/98 (91%) Fall 2016: 90/95 (95%) Met: 564/611 (92%) of students received a 'B-' or better on the in class presentations and counseling forms assignment. |
| KRD 2.2: The curriculum must provide principles and techniques of effective counseling | 80% of students will receive a letter grade of 'B-' or above on the final exam (which | DFN 437 | Instructor, Assessment Coordinator | At the end of the semester | Fall 2013: 20/23 (87%) Spring 2014: 20/29 (69%) Summer 2014: 9/24 (38%) |

| | | | | | |
|--|---|---------|------------------------------------|-------------------------------------|---|
| methods. <i>(Tip: Students must be able to demonstrate counseling techniques to facilitate behavior change.)</i> | contains specific questions about counseling) | | | | <p>Fall 2014: 21/24 (88%) Spring 2015: 47/51 (92%) Summer 2015: 10/10 (100%) Fall 2015: 45/47 (96%) Spring 2016: 47/49 (96%) Fall 2016: 34/48 (71%)</p> <p>Met: 253/305 (83%) of students received a 'B-' or better on the final exam.</p> |
| <p>KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings. <i>(Tip: a. Students must be able to apply professional guidelines to a practice scenario. b. Students must be able to identify and describe the roles of others with whom the registered dietitian collaborates in</i></p> | a. 80% of students will receive a letter grade of 'B-' or above on the Pregnancy Case Study | DFN 341 | Instructor, Assessment Coordinator | At the completion of the case study | <p>Fall 2013: 16/20 (80%) Spring 2014: 21/27 (78%) Fall 2104: 18/20 (90%) Spring 2015: 14/15 (80%) Spring 2016: 7/10 (70%) Fall 2016: 7/8 (88%)</p> <p>Met: 83/100 (83%) of students received a 'B-' or better on the pregnancy case study.</p> |

| | | | | | |
|--|--|---|---|---|---|
| <i>the delivery of food and nutrition services.)</i> | | | | | |
| Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations | | | | | |
| | A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b) | B) Rotation or class in which assessment will occur (Guideline 13.1c) | C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d) | D) Timeline for collecting formative and summative data (Guideline 13.1e) | E) Resulting data with the date collected for 2 knowledge requirements per domain |
| KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (<i>Tip: Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions.</i>) | 80% of students will receive a letter grade of 'B-' or above on the Cancer Case Study | DFN 448 | Instructors, Assessment Coordinator | Data is collected throughout the semester | Spring 2014: 22/26 (85%) Fall 2014: 23/36 (64%) Spring 2015: 35/43 (81%) Fall 2015: 23/42 (56%) Fall 2016: 7/10 (70%) Not met: 110/157 (70%) of students received a score of 'B-' or better on the Cancer Case Study. |
| KRD 3.2: The curriculum must include the role of environment, food, | 80% of students will receive a letter grade of 'B-' or above on | DFN 445 | Instructors, Assessment Coordinator | At the end of the semester | Spring 2013: 11/28 (39%) Fall 2014: 9/20 (45%) |

| | | | | | |
|---|--|---|---|--|--|
| <p>nutrition and lifestyle choices in health promotion and disease prevention. <i>(Tip: Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.)</i></p> | <p>the final exam</p> | | | | <p>Spring 2014: 8/29 (28%) Spring 2015: 11/21 (52%) Fall 2015: 11/21 (52%) Spring 2016: 5/17 (29%) Fall 2016: 4/10 (40%)</p> <p>Not met: 59/146 (40%) of students received a score of 'B-' or better on the final exam.</p> |
| <p>KRD 3.3: The curriculum must include education and behavior change theories and techniques. <i>(Tip: Students must be able to develop an educational session or program/educational strategy for a target population.)</i></p> | <p>80% of students will receive a letter grade of 'B-' or above on the lesson plans assignment</p> | <p>DFN 437</p> | <p>Instructor, Assessment Coordinator</p> | <p>At the completion of the lesson plans assignment</p> | <p>Fall 2013: 17/22 (77%) Spring 2014: 19/29 (66%) Summer 2014: 21/24 (88%) Fall 2014: 23/23 (100%) Spring 2015: 44/49 (90%) Summer 2015: 10/10 (100%) Fall 2015: 45/48 (94%) Spring 2016: 44/48 (92%) Fall 2016: 42/47 (89%)</p> <p>Met: 265/300 (88%) of students received a 'B-' or better on the lesson plans assignment.</p> |
| <p>Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</p> | | | | | |
| | <p>A) Learning objective and the assessment methods that will be</p> | <p>B) Rotation or class in which assessment will occur (Guideline</p> | <p>C) Individuals responsible for ensuring assessment</p> | <p>D) Timeline for collecting formative and summative data</p> | <p>E) Resulting data with the date collected for 2 knowledge requirements</p> |

| | used (Guideline 13.1a & b) | 13.1c) | occurs (Guideline 13.1d) | (Guideline 13.1e) | per domain |
|--|--|---------|-------------------------------------|---|--|
| KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services. <i>(Tip: a. Students must be able to apply management theories to the development of programs or services. b. Students must be able to evaluate a budget and interpret financial data. c. Students must be able to apply the principles of human resource management to different situations.)</i> | 80% of students will receive a letter grade of 'B-' or above on the budgeting case study | DFN 430 | Instructors, Assessment Coordinator | At the completion of the budgeting case study | Spring 2016: 50/53 (94%) Fall 2016: 32/35 (91%) Met: 82/88 (93%) of students received a 'B-' or better on the budgeting case study. |
| KRD 4.2: The curriculum must include content related to quality management of food and nutrition services. <i>(Tip: a. Students must be able to apply safety principles related to food, personnel and consumers. b. Students must be able to analyze</i> | 80% of students will pass the ServSafe exam in DFN 330. | DFN 330 | Instructors, Assessment Coordinator | At the end of the semester | Fall 2013: 40/48 (83%) Spring 2014: 24/26 (92%) Fall 2015: 20/26 (77%) Spring 2016: 40/43 (93%) Fall 2016: 31/38 (82%) Winter 2017: 11/15 (73%) Met: 166/196 (85%) of students passed the ServSafe Food Handler |

| | | | | | |
|--|---|---------|-------------------------------------|----------------------------|--|
| <i>data for assessment and evaluate data to use in decision-making.)</i> | | | | | exam |
| KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (<i>Tip: Students must be able to explain the impact of a public policy position on dietetics practice.</i>) | 80% of students will receive a letter grade of 'B-' or above on the final exam | DFN 430 | Instructors, Assessment Coordinator | At the end of the semester | Spring 2016: 48/53 (91%) Fall 2016: 34/35 (97%) Met: 82/88 (93%) of students received a 'B-' or better on the final exam. |
| KRD 4.4: The curriculum must include content related to health care systems. (Note: <i>Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services.</i>) | 80% of students will receive a letter grade of 'B-' or above in the course | HSD 266 | Instructors, Assessment Coordinator | At the end of the semester | Met: 111/116 (96%) of students received a 'B-' or better on the final exam. |
| KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers | 80% of students will receive a letter grade of 'B-' or above on the diabetes case study I and the midterm exam which includes questions on coding and billing | DFN348 | Instructors, Assessment Coordinator | At the end of the semester | Not yet available as this will be assessed for the first time in Spring 2017 |

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

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

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

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

| | | | | | |
|--------------------|---|-----------------------------|--|-----------------------------|---|
| All KRD objectives | 80% of students will receive a score of 75 or above on the DPD VS Examination administered prior to awarding the Verification Statement | All science and DPD courses | Program Director, Assessment Coordinator | At the end of each semester | Met: 48/58 (83%) of students received a score of 75 or above on the DPD VS Examination |
|--------------------|---|-----------------------------|--|-----------------------------|---|

APPENDIX

Standard 15

Program Director Position Description

The DPD Director:

- 1) Collaborates with the Department Chair to insure the smooth and efficient operation of all Program activities.
- 2) Communicates the needs of the Program within the Department of Health Sciences and in the College at large.
- 3) Communicates with Program faculty via emails and face-to-face discussions, and schedules and presides over formal meetings of Program faculty (minimum of one meeting per semester).
- 4) Schedules and presides over regular meetings of the Advisory Board (minimum of one meeting per year).
- 5) Prepares the schedule of Program courses each semester, in conjunction with the Directors of the other programs within the Department and with the Department chair.
- 6) Coordinates review of the Program curriculum by Program faculty, and submits recommendations for curriculum changes to the Departmental Curriculum Committee for review and approval by the Department at large.
- 7) Coordinates and works with the Program Faculty in providing student advisement and counseling.
- 8) Coordinates the recruitment, screening, and hiring of full-time and adjunct faculty members, as needed by the Program.
- 9) Reviews student applications for acceptance into the DPD program and accepts students who meet academic standards into the program.
- 10) Reviews student transcripts, and learning assessment methods with the help of the Program faculty, for compliance with progression and graduation standards and for achievement of DPD Knowledge Requirements and Learning Outcomes.
- 11) Verifies satisfactory completion of all DPD requirements by students requesting Letters of Intent and Verification Statements and issues them prior to or upon completion of the program. Maintains student files including student advisement plans and indefinite storage of Verification Statements.
- 12) Supports and facilitates the professional development of Program faculty and maintains cooperative staff relationships within the program.
- 13) Works with the DI Director and the M.S. in Nutrition program director to insure appropriate sequencing and continuity among all the DFN programs at Lehman.
- 14) Develops policies and procedures for effective management of all components of the DPD to ensure fair, equitable and considerate treatment of prospective and enrolled students. This includes policies and procedures for program admission, retention, handling and disposition of student complaints, and graduation/completion policies which are communicated to students in the DPD Handbook.
- 15) Acts as the official program liaison with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) by ongoing review of program curriculum to meet the accreditation standards, maintenance of program accreditation, timely submission of fees, reports and requests for major program changes.

Allotted time for Program Management: 3 hours per week in each of 15 weeks per semester (Fall and Spring)

APPENDIX
Standard 23

DPD Handbook

Student Handbook
Didactic Program in Dietetics (DPD)
Dietetics, Foods, and Nutrition Major in the Department of Health Sciences
Lehman College of CUNY

| | |
|---|----|
| Table of Contents | |
| | |
| <i>Program Mission, Goals, and Objectives</i> | 1 |
| <i>Credentialing process to become registered</i> | 2 |
| <i>Pathways to become Registered</i> | 2 |
| <i>NYS Certification as a Dietitian or Nutritionist</i> | 3 |
| <i>Costs of the Program – Tuition and Fees</i> | 3 |
| <i>Accreditation Status</i> | 4 |
| <i>Admission requirements</i> | 4 |
| <i>Application Form for the DFN major and DPD</i> | 5 |
| <i>Program Retention requirements</i> | 6 |
| <i>Curriculum</i> | 6 |
| <i>Plan of Study</i> | 7 |
| <i>Assessment of Prior Learning</i> | 9 |
| <i>Formal assessment of student learning</i> | 9 |
| <i>Graduation Requirements</i> | 10 |
| <i>Obtaining a DPD Verification Statement</i> | 10 |
| <i>DPD Verification Request Form</i> | 10 |

| | |
|---|----|
| <i>Financial Aid and Scholarships</i> | 11 |
| <i>Lehman College Academic Calendar</i> | 11 |
| <i>Grade Appeals</i> | 12 |
| <i>Academic/Disciplinary/Termination procedures</i> | 12 |
| <i>Academic Dishonesty Warning Form</i> | 14 |
| <i>Student Complaints Related to ACEND Accreditation</i> | 15 |
| <i>Student Complaints Against Faculty</i> | 15 |
| <i>Academic Standards</i> | 15 |
| <i>Probation Requirements</i> | 15 |
| <i>Privacy of Student Records</i> | 15 |
| <i>Student Services</i> | 16 |
| <i>Insurance Requirements</i> | 16 |

Program Mission

The mission of the DPD is to prepare students for entry-level positions as food and nutrition professionals in health-care facilities, community agencies, cooperative extension, food service operations and industry who can think critically and act ethically, and can make appropriate judgments in the provision of nutritional care. The DPD also seeks to prepare students for graduate study in dietetics and nutrition. Students who wish to become a Registered Dietitian (RD) or Dietetic Technician, Registered (DTR) may do by following the curriculum for the DFN major (Option I) which complies with the requirements for the Didactic Program in Dietetics (DPD) as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) <http://www.eatright.org/ACEND/> of the Academy of Nutrition and Dietetics <http://www.eatright.org>

Program Goals

The DPD goals are to prepare graduates: 1) for employment as competent entry-level nutrition care providers, 2) for post baccalaureate educational and experiential opportunities in nutrition and related areas of specialization.

Program Outcome Objectives

The following outcome objectives are used as a measure of program effectiveness: successful completion of the program, successful employment of DPD graduates in the nutrition field, employer satisfaction with our graduates, application to, acceptance into, enrollment in, and successful completion of Dietetic Internship and/or graduate programs by DPD graduates, and successful performance on DTR and RD examinations. Program outcome data are available on request.

How Lehman's DPD fits into the Credentialing process to become an RDN or NDTR

In order to become a Registered Dietitian Nutritionist (RDN), a student must:

- 1) earn the minimum of a Baccalaureate degree
- 2) satisfy the requirements for Lehman's DPD which includes completion of the courses required for the DFN major Option I as well as PSY or SOC 166 (or equivalent),
- 3) obtain a signed Verification Statement from the DPD Program Director in order to
- 4) apply, enter, and complete a Dietetic Internship (DI) which entitles you to
- 5) obtain a signed Verification Statement from the DI Program Director, and
- 6) take and pass the CDR-administered Registration examination to become a Registered Dietitian Nutritionist. See also

<https://cdrnet.org/certifications/registration-eligibility-requirements-for-dietitians>

In order to become a Nutritionist and Dietetic Technician, Registered (NDTR) a student must:

- 1) satisfy the requirements for Lehman's DPD which includes completion of the courses required for the DFN major Option I as well as PSY or SOC 166 (or equivalent),
- 2) obtain a signed Verification Statement from the DPD Program Director, and
- 3) take and pass the CDR-administered Dietetic Technician Registration (DTR) examination.

Pathways to the Professions: Requirements to Become a Practitioner

Students with a DPD Verification Statement (including a baccalaureate degree) are eligible to apply to take the examination to become a NDTR (Nutritionist Dietetic Technician - Registered) or to apply to an ACEND-accredited Dietetic Internship (DI) although DI's are highly competitive. Completion of the DI, in turn, enables the student to become eligible to take the registration examination in dietetics via application to the Commission on Dietetics Registration (CDR) at <https://cdrnet.org>.

New York State Certification as a Dietitian or Nutritionist (CDN)

Professional certification is a designation earned to assure qualification to perform a job or task. On the other hand, licensure refers to the granting of a license that gives a permission to practice. If a demonstration of ability or knowledge is required *by law* before being allowed to perform a task or job, this is referred to as **licensure**. The New York State Department of Education certifies [dietitians and nutritionists](#) with the designation CDN but does not issue a license at this time. (However to confuse the issue, the CDN certificate does contain a license/certificate number).

The General Requirements to become certified are available at <http://www.op.nysed.gov/prof/diet/>. Any use of the titles "Certified Dietitian," "Certified Nutritionist" or "Certified Dietitian-Nutritionist" within New York State requires certification. To be certified as a dietitian-nutritionist in New York State you must: be at least 18 years of age; and meet education, examination and experience requirements. To meet the education and experience requirements for certification in dietetics-nutrition you must have completed a program in dietetics-nutrition leading to the baccalaureate degree or a higher academic credential that is, at the time you completed the program, registered by the New York State Education Department as qualifying for certification in dietetics-nutrition or accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

You must submit an application for certification and the other forms indicated, along with the appropriate fee (\$294), to the NYS Education Department Office of the Professions PO Box 22063 Albany, NY 12201. It is your responsibility to follow up with anyone you have asked to send material. The specific requirements for certification are contained in Title 8, [Article 157](#), Section 8004 of New York's Education Law and [Section 52.25](#) and [Subpart 79-6](#) of the Commissioner's Regulations.

Costs of the Program

Tuition and Fees

For the most current information on Lehman tuition and fees please see: <http://www.lehman.edu/administration/business-office/bursar-office/tuition-and-fees.php>:

Legal Residents Of New York State

Matriculated full-time students: \$3165 per semester for 12-18 credits, plus \$214*

Matriculated part-time students: \$275 per credit, plus \$131.50 **

Non-degree students: \$400 per credit, plus \$214* (for 12 or more credits) or \$131.50** (for fewer than 12 credits)

Out-Of-State Residents, Including Foreign Students

Matriculated full-time students: \$6720 per semester, plus \$214*

Matriculated part-time students: \$560 per credit, plus \$131.50**

Non-degree students: \$840 per credit, plus \$214* (for 12 or more credits) or \$131.50** (for fewer than 12 credits).

* Includes \$74 Student Activity Fee, \$15 Consolidated Fee, and \$125 Technology Fee per semester.

** Includes \$54 Student Activity Fee, \$15 Consolidated Fee, and \$62.50 Technology Fee per semester.

Policies and procedures for withdrawal and refund of tuition and fees can be found at <http://www.lehman.edu/administration/business-office/bursar-office/refund-policy.php>

Program-Specific Fees: For each of two Foods Laboratory classes (DFN120 and DFN220 or DFN520 and DFN621) the fee for equipment, disposables, and food is \$45. The total laboratory fees for the DPD is \$90.

Housing: As Lehman has only limited dormitory availability, students attending Lehman need to find their own housing in the New York City metropolitan area. Housing costs are variable depending upon location and other factors.

Books: Textbooks are expensive and are estimated to cost between \$500-\$1000.

Uniforms: Laboratory uniforms (lab coats and hats) and fees are estimated to cost approximately \$100.

Accreditation status

The DPD at Lehman is an accredited program that is in compliance with the Eligibility Requirements and Accreditation Standards of [ACEND](#), the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for the [Academy of Nutrition and Dietetics](#). The accreditation term for Lehman's DPD ends on 06/30/2018.

ACEND is recognized by the [United States Department of Education](#). This affirms that ACEND meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND is located at 120 South Riverside Plaza, Suite 2000 Chicago, Illinois 60606-6995 and can be reached at 800/877-1600, ext. 5400, or 312/899-0040 Fax: 312/899-4817 or by sending an email to <mailto:acend@eatright.org>

Admission Requirements

An applicant to Lehman's DPD must first be accepted into Lehman College as a freshman or transfer student or non-degree student. Prospective students may apply to CUNY at <http://www.cuny.edu/admissions/undergraduate.html> and <http://www.cuny.edu/admissions/apply.html>. Lehman's DPD complies with the CUNY Policy of Non-Discrimination <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/Appendix/Board-of-Trustees-Rules-and-Regulations-on-Campus-Conduct/Statement-of-Nondiscrimination/Policy-Statement> which ensures that the admission procedures are applied equitably and that applicant rights are protected, including due process.

The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes" as delineated in Executive Order 11246 (Black,

Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976 by the Chancellor of the City University of New York to include Italian-Americans."

Students seeking a [second degree](#) in Dietetics, Foods, or Nutrition must submit an [application through CUNY](#) or directly through Lehman Undergraduate Admissions Office. Students with a BS degree who only want to take courses towards completing the DPD requirements may also apply to Lehman as non-matriculated students.

In order to be admitted to the ACEND-approved program (Option I) of the DFN major, an application must be submitted to the DPD Director by the end of the Fall semester (by Dec 1) for acceptance into the Spring semester, and by the end of the Spring semester (by April 1) for entrance into the Fall semester. The application to the undergraduate program is available in the office of the Department of Health Sciences (Gillet Hall 431), or outside the office of the DPD Director (Gillet Hall 421) or following this section of the DPD Handbook. This application is separate from and in addition to the application to Lehman College. The application process is mandatory and is designed to assess students for their ability to be successful in the DPD and in the dietetics profession.

In order to be accepted into the DPD (DFN major Option I) a student must have earned a cumulative GPA of 3.0 or better in previous courses and a grade of C- or better in all courses required for the major. **Transcripts must be provided to confirm grades.**

Students may submit the application for admission to the DPD program after completing the following requirements:

- Minimum of 60 college credits
- Satisfactory completion of HSD240 and DFN120 or the equivalent, BIO181 or the equivalent, and CHE114-115 or the equivalent
- Minimum cumulative index of 3.0
- a pre-entry examination to assess aptitude for the program.*

Application to Declare a Major in Dietetics, Foods, and Nutrition (DFN)

(this application must be accompanied by a transcript from all schools attended)

I am applying for Option I _____ or Option II _____

I understand that in order to be accepted into the DFN Option I (ACEND approved for DTR exam and DI application) I must have earned a grade of C- or better in all courses required for the major and an minimum overall GPA of 3.0 or better. To be accepted into Option II (Food Service and Culinary Nutrition) a GPA of 2.5 or better is required.

Signed _____ Date _____

Last Name (Print) _____ First _____ Middle/Maiden/Initial _____

CUNYfirst EMPLID: _____

Please **select all that apply** from the following:

Male Female Other _____
 Black White Hispanic Asian Other _____

Address _____

Cell _____ Home Phone _____ Work Phone _____

Email _____@lc.cuny.edu other email (required) _____

Total credits completed _____ from which school(s)? _____

GPA _____ for total credits completed (not previous semester)

Grade, semester, and school for the following courses (or equivalents)

| Course | Semester Year | Grade Earned | School(s) |
|---|---------------|--------------|-----------|
| Nutrition (HSD240, HED235, HLT94) | | | |
| Intro Food Science with Lab or DFN120 | | | |
| Intro Chemistry with Lab or CHE114-115 | | | |
| Anatomy/Physiology or BIO181-182 or 228 | | | |

Please **select all that apply** to your present Lehman status: **transfer student**

non-matriculated **undergraduate student** **graduate student** **2nd degree student**

Please give school/ degree/date of first BS/BA graduation (if not Lehman)

Are you currently employed? Yes No Is this position-nutrition related? Yes No

Job Title _____

Place of Employment _____

Dates of Employment _____

Do you intend to apply to or attend a DI to become an RD? _____ when? _____

Do you intend to take the DTR exam? _____ if yes, when? _____

Please complete and return to the undergraduate program director andrea.boyar@lehman.cuny.edu: Andrea Boyar, Dept of Health Sciences G421, Lehman College, 250 Bedford Pk Blvd W, Bronx NY 10468, or to mailbox in Dept office G431.

Program Retention Requirements

A minimum cumulative GPA of 3.0 must be maintained or students will be dropped from the program. Students dropped from the program based on GPAs below the minimum requirement may reapply to the DPD when their GPA improves although readmittance into the DPD is not guaranteed. They may elect to move to Option II which awards a B.S. degree in DFN although not accredited by ACEND.

DPD students must act in accordance with the CUNY Policy on Academic Integrity (<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>) and with the Code of Ethics (<http://www.eatrightpro.org/resources/career/code-of-ethics/what-is-the-code-of-ethics>) for the Profession as described by the Academy for Nutrition and Dietetics and successfully complete a course on plagiarism at <https://www.indiana.edu/~academy/firstPrinciples/index.html>, in order to progress in the program.

Curriculum

The curriculum of DFN Program is planned so that the learning is sequential, initially drawing on the liberal arts and sciences for the beginning level courses and then on foundational courses in Anatomy and Physiology (BIO181-182 or 228), Introductory Chemistry (CHE114-115) as well as the first course in nutrition (HSD240). The introductory nutrition course (HSD240) and the introduction to Food Science (DFN120) serve as prerequisites for DFN courses with more advanced, professionally-oriented material. Since the science and the practice of dietetics draws upon and integrates the principles of many disciplines including biology, chemistry, and the social sciences as well as health services and health education in addition to dietetics, foods and nutrition, these courses are part of the ACEND-accredited curriculum. Laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with hands-on activities.

Plan of Study – Didactic Program in Dietetics (DPD)

Dietetics, Foods, and Nutrition

Department of Health Sciences, Lehman College, CUNY

DFN Major Option I (61.5 credits)

Accredited by ACEND for the Academy of Nutrition and Dietetics

*Along with the overall GPA, the grades in these courses are used as the basis for entry into the DPD

**Required for DFN Major Option I, but not for the DPD.

| Course Number | Course Name | Cr | Prerequisites |
|----------------------|---|-----|------------------|
| Semester 4 | | | |
| CHE 114-115 | *Essentials of General Chemistry Lecture and Lab | 4.5 | Math requirement |
| HSD 240 | *Nutrition and Health | 3 | |
| MAT 132 | **Statistics | 3 | |
| HSD 266 | US Health Care System | 3 | |
| (BIO 181) | *(Anatomy and Physiology I if BIO 228 is not to be taken) | (4) | |
| Semester 5 | | | |
| DFN 120 | *Nature and Science of Food | 3 | CHE 114-115 |
| BIO 228 (or BIO 182) | *Mammalian Physiology or Anatomy and Physiology II | 4 | CHE 114-115 |
| CHE 120-121 | Essentials of Organic Chemistry Lecture and Lab | 4.5 | CHE 114-115 |
| HSD 269 | Fundamentals of Biostatistics for Health Professionals | 3 | MAT 132 |
| Semester 6 | | | |

| | | | |
|----------------------|---|-----|----------------------------|
| DFN 220 | Foods, Society, and Health | 4 | DFN 120, HSD 240 |
| DFN 341 | Nutrition Throughout the Life Cycle | 3 | BIO 182, DFN 120 |
| BIO 230 | Microbiology | 4 | BIO 182 |
| DFN or CHE244-245 | Nutritional Biochemistry Lecture and Lab | 4.5 | CHE 120-121 |
| | | | |
| Semester 7 | | | |
| DFN 330 | Quantity Food Production | 3 | DFN 120, 220 |
| DFN 348 | Nutrition in the Management of Disease I | 3 | BIO 182, DFN 120, 220, 341 |
| DFN 437 | Nutrition Education and Counseling | 3 | DFN 220, 341 |
| | | | |
| Semester 8 | | | |
| DFN 430 | Management of Dietetic Services | 3 | DFN 330 |
| DFN 445 | Advanced Nutrition | 4 | CHE 244-245, DFN348 |
| DFN 448 | Nutrition in the Management of Disease II | 3 | DFN 348 |
| DFN 470, 471, or 472 | **Field Experience in Foodservice, Clinical or Community Nutr | 2 | DFN 330, 348, 341 |

In order to be admitted into Option I, students must complete an application and present all previous transcripts with grades. Minimum GPA for entrance into DFN Option I is 3.0. Progression in the DPD requires maintenance of a GPA of 3.0. Students who complete Option I (plus PSY or SOC 166) with a GPA of 3.0 or higher and no grades below a C- may request a DPD (Didactic Program in Dietetics) Verification Statement in order to: 1) sit for the NDTR exam for registration as a

Dietetic Technician, or 2) apply to a Dietetic Internship (DI) which when successfully completed allows sitting for the registration exam to become a RD (Registered Dietitian) or RDN (Registered Dietitian/Nutritionist). In addition, in order to receive a Verification Statement proof of completion of 1) ServSafe, 2) the Plagiarism tutorial at <https://www.indiana.edu/~academy/firstPrinciples/index.html> and the [Lehman College DPD Verification Examination](#) on Blackboard must also be submitted with all relevant official transcripts.

For further information on the DFN programs please see <http://www.lehman.edu/undergraduate-bulletin/dieteticsfoodsandnutritionbs54615creditmajor.htm> and <http://www.lehman.edu/undergraduate-bulletin/optionidieteticsfoodsandnutritionacendaccredited615credits.htm> for Option I and <http://www.lehman.edu/undergraduate-bulletin/optioniifoodserviceandnutrition54credits.htm> for Option II. Advising for DFN is provided by: Prof. Andrea Boyar (<mailto:andrea.boyar@lehman.cuny.edu>) at 718 960-8084 and Prof. Lalitha Samuel (lalitha.samuel@lehman.cuny.edu) at x718 960-2421 both in Gillet 421 and by Prof Burt (Katherine.burt@lehman.cuny.edu) in GI432. Students interested in the DI should consult Prof Marina Stopler (marina.stopler@lehman.cuny.edu) and <http://www.lehman.edu/dietetic-internship-program/index.php>.

For further information on the DFN programs please see: <http://lehman.smartcatalogiq.com/2015-2017/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Dietetics-Foods-and-Nutrition-B-S-49-5-61-5-Credit-Major> and Prof. Andrea Boyar (<mailto:andrea.boyar@lehman.cuny.edu>) in Gillet 421A and at 718 960-8084.

For further information on Lehman's DI please see <http://www.lehman.edu/dietetic-internship-program/index.php> and Prof Marina Stopler (marina.stopler@lehman.cuny.edu) in Gillet Hall 432 and at 718 960-6713.

For information on the MS in nutrition please see <http://lehman.smartcatalogiq.com/en/2015-2017/Graduate-Bulletin/Academic-Programs-and-Courses/Health-Sciences/Nutrition-M-S-Program> and Prof. Lalitha Samuel (lalitha.samuel@lehman.cuny.edu) at 718 960-2421.

Assessment of prior learning and credit toward program requirements

Credit by Examination:

Students who have participated in any one of the three external examination programs approved by the College such as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the College Proficiency Examinations Program (CPEP), may receive advanced placement depending on the scores achieved and criteria set by the College. Sophomore standing will be awarded to those who have earned four full Advanced Placement course credits.

Credit By Departmental Examination:

All departments at Lehman College may offer credits by means of a departmental examination, provided the individual departments are convinced that the student, through previous study and/or work, is qualified to take the examination in a specific course. The department may assign either credit (representing a grade of C or better) or no credit to the examination. Students who fail this examination may not

repeat it. Students requesting credit by departmental examination must pay the Qualifying Examination Fee as listed in the section on "Noninstructional Fees" in the chapter on "Tuition and Fees" in the Lehman Bulletin.

The maximum number of credits students may earn through external examinations and life-experience credit (awarded through the [Adult Degree Program](#)), exclusive of Advanced Placement examinations, is 30. (For further information, consult the [Office of Academic Standards and Evaluation](#), Shuster Hall, Room 280.)

Second degree students must take at least half of the DFN major Option I (DPD) at Lehman. This is equivalent to 30.75 credits. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Students enrolled as non-matriculated students in the DPD who already have completed a BS degree must complete at least 12 credits at Lehman in DPD or equivalent courses. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Transfer evaluation of courses taken at previous institutions is based on an assessment of the syllabi, required textbooks, activities, and assignments in order to best determine if the course material satisfies the DPD knowledge requirements. These decisions are made by the DPD director and faculty.

Formal assessment of student learning and regular reports of performance and progress

Student learning is assessed throughout the semester in each course by a variety of methods including: participation in the classroom or in discussion groups online, homework assignments, case studies, quizzes and examinations, oral and written reports, hands-on activities and written reports in laboratories, group projects, and research papers. Students receive informal and formal feedback and grades throughout the semester and a final grade for each course is entered on the student's transcript at the end of the semester. Students whose performance in a DPD course is deemed inadequate (below a C-) are issued Academic Jeopardy Forms by the midterm of the semester and may also be referred to the campus [early warning referral system program](#) for assistance.

Graduation requirements

In order to graduate from Lehman College, a minimum of 120 earned credits is required. In order to graduate from the DPD and receive a DPD Verification Statement, a minimum grade of C- is required in all courses required for the major. This grade requirement applies to all of the following courses: BIO 181-182 or 228, 230, CHE114-115, 120-121, DFN120, 220, 244-245, 330, 341, 348, 430, 437, 445, 448, 470, 471, or 472, HSD240, 266, and 269. Students may graduate from Option I without receiving a DPD Verification Statement if they don't comply with the following rules for obtaining the Verification Statement.

Obtaining a DPD Verification Statement

In order to obtain a DPD Verification Statement a student must:

- 1) major in DFN Option I, and complete the program as well as PSY or SOC 166 (or equivalent) with a minimum GPA of 3.0 (with no D grades), and earn a B.S. degree which requires the completion of a minimum of 120 credits including Lehman's Distribution and Core requirements, as well as the DFN major; or
- 2) graduate with a bachelor's degree in a field other than DFN, but complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) and earn a second bachelor's degree with a minimum of 31 credits in Lehman's DPD with a minimum GPA of 3.0 (with no D grades); or
- 3) graduate with a bachelor's degree in a field other than DFN, but complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) as a non-matriculating undergraduate student with a minimum of 12 credits in Lehman's DPD with a minimum GPA of 3.0 (with no D grades) ; or
- 4) graduate with a bachelor's degree in a field other than DFN, but complete the DPD as well as PSY or SOC 166 (or equivalent) while pursuing an MS degree in nutrition (and taking some of the DPD requirements as graduate courses) with a minimum GPA of 3.0 (with no D grades); and
- 5) complete all DPD requirements within five years of program enrollment; and
- 6) submit proof of completion of 1) [ServSafe](#), 2) the Plagiarism tutorial at <https://www.indiana.edu/~academy/firstPrinciples/index.html>, and the [Lehman College DPD Verification Examination](#) on Blackboard; and
- 7) complete the form: **Request for DPD Verification Statement** which follows. Please note that the most current forms may differ slightly and may be obtained from the DPD Director.

DPD VERIFICATION REQUEST FORM

Today's Date _____
LastName (Print) _____ First _____ FullMiddleName _____
MaidenName _____ DOB _____ MM/DD/YYYY
CUNYfirst EMPLID: _____ Mother's Maiden Name _____

Please select from the following and **underline** or **circle** all that apply.

I consider myself: **Male** **Female** **Other** _____
Black **White** **Hispanic** **Asian** **Other** _____

Address _____

Cell _____ Home Phone _____ Work Phone _____

Email _____@lc.cuny.edu other email (required) _____

Transfer student? yes no From which school? _____

In which semester did you first take HSD240 or DFN120 or other first DFN course? _____

Are you ServSafe certified? _____ Please provide documentation with this application.

Did you complete the Indiana University Tutorial: How to Recognize Plagiarism? _____ Please provide a copy of the certificate. Did you complete PSY or SOC 166 or the equivalent? _____

Did you complete the Lehman College DPD Verification Examination? _____ score? _____

Final **cumulative** (not final semester) GPA _____

Lehman BS graduation date MM/DD/YYYY _____

If not BS from Lehman: Date of Lehman DPD completion _____

If not Lehman BS: please circle all that apply to your present Lehman status:

non-matriculated **undergraduate** **graduate student** **2nd degree student**

Please give school/ degree/date of first BS/BA degree (if first degree is not from Lehman)

Do you intend to go to (or are already in) graduate school? _____ Where? _____

Are you currently employed? Yes No Is this position-nutrition related? Yes No

Job Title _____

Place of Employment _____

Dates of Employment _____

Do you intend to apply to or attend a DI? _____ when? _____

Do you intend to take the DTR exam? _____ if yes, when? _____

I understand that in order to receive a Verification Statement I must have earned a C- or better in all courses required for the major and an overall GPA of 3.0 or better. I must also submit proof of completion of 1) [ServSafe](https://www.indiana.edu/~academy/firstPrinciples/index.html), 2) the Plagiarism tutorial at <https://www.indiana.edu/~academy/firstPrinciples/index.html>, and the [Lehman College DPD Verification Examination](#) on Blackboard.

I understand that an official transcript must be also be provided.

Signed _____ Date _____

Please complete and return to: andrea.boyar@lehman.cuny.edu

Andrea Boyar, Dept of Health Sciences G421, Lehman College, 250 Bedford Pk Blvd W, Bronx NY 10468, or to mailbox in Dept office G431.

Financial aid and scholarships

Please see <http://www.lehman.edu/financial-aid/> and contact the Financial Aid office in Shuster Hall 136. Information on scholarships can be obtained by consulting <http://www.lehman.edu/admissions/lehman-scholarships.php>

Lehman College Academic Calendar

Information about scheduling and the academic calendar, including vacation and holidays, can be found at the Registrar's website at <http://www.lehman.edu/registrar/calendars.php>

Grade Appeals

Students dissatisfied with a grade received in a course should first consult the instructor of the course. It is the instructor's sole judgment that determines the grade recorded in the Office of the Registrar. The instructor's first judgment is always taken. Second and later judgments resulting from personal appeals and hardship claims are never honored. Occasional errors do occur, and these are always corrected promptly when properly certified by the instructor to the Office of Academic Standards and Evaluation.

When a student considers a grade unjust, he/she should first confer with the instructor. Students are required to initiate grade appeals before the end of the eighth week of a semester following the entry of a permanent grade. Second judgments and additional work are not permitted. If a student is not satisfied that justice has been done, he/she may appeal in writing to the department chair. If the chair is the instructor in question, the senior member of the department Personnel and Budget Committee will act for the chair.

- 1) The chair will appoint a review committee of at least two department members who, with the chair, will review the appeal. The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.
- 2) The chair will notify the student, the instructor, and the Office of Academic Standards and Evaluation of the committee's decision. If the committee recommends a grade change, the chair will forward that recommendation (A-1) with the decision.
- 3) The decision of the review committee will be binding on both parties.

Academic Integrity/Disciplinary/Termination procedures

In order to progress in the program, DPD students must act in accordance with the CUNY Policy on Academic Integrity (<http://www.lehman.edu/academics/arts-humanities/documents/CUNYPOLICYONACADEMICINTEGRITY.pdf>), the Lehman policy on Academic Integrity <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity> and with the Code of Ethics (<http://www.eatrightpro.org/resources/career/code-of-ethics/what-is-the-code-of-ethics>) for the Profession. Students are also required to successfully complete an online course on plagiarism at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Students accused of Academic Dishonesty in DPD courses will receive a copy of the Academic Dishonesty form that follows. Sanctions may be applied. Appeals to sanctions must go abide by the Lehman Policy and Academic Integrity referred to above. Students rights to due process are explained in the [Undergraduate Bulletin](#).

Academic sanctions may include but are not limited to the following:

- 1) a grade of F on the paper or examination; the student may be given the option of submitting a similar but additional project for grading;
- 2) a grade of F on the paper or examination, as above, but with no option to submit additional work;
- 3) a grade of F for the course.

Disciplinary procedures are governed by [Article 15 of the Board of Trustees Bylaws](#). In the event the student is found guilty of academic dishonesty by a Faculty-Student Disciplinary Committee, penalties that may be imposed include but are not limited to: 1) suspension from the College or 2) expulsion from the College. Although the Office of the Vice President for Student Affairs will be guided by the recommendation of the instructor, it reserves the right to seek disciplinary sanctions under the disciplinary procedures.

The following definitions and examples are adapted from the CUNY Policy on Academic Integrity.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to the following:

- Copying from another student during an examination or allowing another student to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using illegal notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper for more than one course without informing each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services.

- Giving assistance to acts of academic misconduct or dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices, such as cell phones, palm pilots, computers, or other technologies to send or retrieve information.
Plagiarism is the act of presenting another person's ideas, research, or writings as your own. Examples of plagiarism include, but are not limited to the following:
- Copying another person's actual words without the use of quotation marks and citations.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on assignments.
- Purchasing or downloading term papers online.
- Paraphrasing or copying information from the Internet without citing the source.
- "Cutting and pasting" from various sources without proper attribution.

**Dietetics, Foods, and Nutrition Program
ACADEMIC DISHONESTY WARNING**

Course/Semester:

Day/Time:

Instructor/Professor:

Date:

Student Name:

Name of Assignment:

Reason for Academic Dishonesty Warning:

Academic dishonesty includes cheating and plagiarism. Cheating is the use or attempt to use unauthorized material, notes, study aids, devices or communication during an academic exercise (quizzes, exams). Plagiarism means the failure to give credit for the source of another's words or ideas, including but not limited to books, articles, interviews, and multimedia and electronic sites, passing off another person's work as one's own. Section 213-b of the New York State Education Law prohibits the sale of term papers, essays and research reports to students enrolled in college. Academic dishonesty is a serious violation of the accepted values of Lehman College.

This is to inform you that there has been a breach of academic integrity and by signing below, you acknowledge that you have been counseled and understand that a grade of zero (F) will be given on the involved assignment or examination with no option to submit additional work. In addition, your signature is your agreement to repeat the plagiarism tutorial found at <https://www.indiana.edu/~academy/firstPrinciples/index.html> and present proof of completion.

Signatures:

Student

Instructor/Professor

Student Complaints Related to ACEND Accreditation

Students are advised that they may submit complaints to ACEND only after all other options with the Program and the College have been exhausted. Please consult the Program Director, the Chair of the Department of Health Sciences, and the Office of the Dean of Health Sciences, Human Services, and Nursing with any unresolved complaints about the accreditation standards. Unresolved complaints may be submitted to ACEND through a [Complaint Investigation Form](#) found on the ACEND website.

Student Complaints Against Faculty

Procedures for handling student complaints about faculty conduct in academic settings can be found in the Undergraduate Bulletin at <http://lehman.smartcatalogiq.com/en/2015-2017/Undergraduate-Bulletin/Appendix/Board-of-Trustees-Rules-and-Regulations-on-Campus-Conduct/Procedures-for-Imposition-of-Sanctions-for-Violations-of-CUNY-Policy-on-Academic-Integrity/Procedures-for-Handling-Student-Complaints-about-Faculty-Conduct-in-Academic-Settings>

Academic Standards

A student who does not meet the required minimum semester or cumulative indices or whose cumulative grade point index at the College falls below 2.0 is automatically placed on probation.

(Students must have the retention indices of 1.5 for the first four courses or 12 attempted credits, of 1.75 for the first eight courses or 24 attempted credits, and of 2.0 for 25 or more attempted credits, and a 2.0 semester index thereafter. Total number of credits attempted include Lehman College F, FIN, J, W, WF, WN, WU, PEN, ABS, P, NC, Y, R, or their equivalents, and all transfer credits.)

During this probationary period, a student maintains his/her academic standing with the College. After one semester of probation, a student who still does not meet the minimum requirements will be dropped from the College and is required to remain out at least one semester. Students may appeal to the Committee on Admission and Standing if they have not previously done so.

Probation Requirements

1. Students on full-time probation are expected to have a 2.0 cumulative index at the end of the academic year.
2. Students on part-time probation must satisfy the following academic requirements:
 - each semester of the academic year, achieve a semester index of at least 2.3 in a maximum of two courses from among the College degree requirements, and
 - make satisfactory progress toward a 2.0 cumulative index in all Lehman College work.

Privacy of student records

Information about the protection of privacy of student information and access to personal files is found in the Lehman College Records Policy at <http://www.lehman.edu/financial-aid/useful-sites.php#family>, which also contains information about The Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their educational records. Access to personal files within the program is available by request of the DPD Director.

Student Services

The following are the websites that provide easy access to information for students about support services such as: academic support services <http://www.lehman.edu/academics/tutoring-academic-support.php>, health services <http://www.lehman.edu/student-health-center/wellness-other-services.php>, counseling <http://www.lehman.edu/counseling-center/index.php>, testing for those with special needs <http://www.lehman.edu/student-disability-services/programs-services.php>, and financial aid resources <http://www.lehman.edu/financial-aid/>.

Insurance requirements

To participate in field experience, students are required to sign a [form](#) entitled: CUNY Off-Campus Activity Participation, Waiver, and Emergency Contact Form. This form states that: "I have or will obtain and maintain health, accident, disability, hospitalization, and travel insurance as I deem necessary to participate in the Activity, and I will be responsible for the costs of such insurance and for any expenses not covered by insurance."