

**COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION**

**2008**

**ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS**

**FOR**

**DIETETIC INTERNSHIP PROGRAMS (DI)**

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## **APPLYING FOR CADE ACCREDITATION**

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

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

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

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIETETIC INTERNSHIP PROGRAMS

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

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

Eligibility Criterion	Evidence of Compliance
<p>1. The DI must be housed in a college or university, health care facility, federal or state agency, business or corporation.</p> <ul style="list-style-type: none"> <li>▪ Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.</li> <li>▪ Hospitals must be accredited by The Joint Commission or Healthcare Facilities Accreditation Program (HFAP).</li> <li>▪ Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by The Joint Commission or HFAP.</li> <li>▪ Other health-care-related facilities must be licensed by an agency of the state in which it is located or accredited by The Joint Commission.</li> <li>▪ Corporations must be publicly held. (Note: Privately-held corporations currently sponsoring DIs under the 2002 ERAS should contact CADE staff for direction.)</li> </ul>	<p>Narrative stating the accrediting or licensing body and the organization/institution's current accreditation status.</p> <p>Provide a copy of letter from the accreditor or licensing agency with the most recent accreditation action.</p> <p>DIs sponsored by corporations must provide documentation of where the organization is incorporated and evidence that it is publicly held.</p> <p><u>For initial or continuing accreditation:</u> If the organization/institution has an accreditation status other than full accreditation, describe the impact, if any, of the current institutional accreditation status on the DI. Provide a copy of the most recent accrediting agency report on the organization/institutional accreditation status.</p> <p><u>For Candidacy:</u> Applications will <b>not</b> be accepted if an accrediting or licensing agency has taken action to place on probation, deny, suspend, revoke, withdraw or terminate the organization/institution's accreditation.</p>
<p>2. The DI must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the program to other programs/services.</p>	<p>Narrative describing the administrative structure of the organization/institution and where the DI is housed.</p> <p>Provide an organizational chart that includes the DI.</p> <p><u>For Candidacy,</u> provide a <u>proposed</u> organization chart.</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIETETIC INTERNSHIP PROGRAMS

<p>3. The DI must</p> <ol style="list-style-type: none"> <li>a. be a postbaccalaureate program that admits only individuals who have completed Didactic Program in Dietetics requirements and at least a bachelor's degree,</li> <li>b. provide at least 1200 hours of supervised practice experiences to meet the Competencies defined in Standard Two - Appendix A pages 16-18 for entry-level practice as a registered dietitian, and</li> <li>c. schedule supervised practice experiences full-time, part-time, or both, to be completed within a two-year period.</li> </ol>	<p>Narrative describing:</p> <ul style="list-style-type: none"> <li>▪ All tracks/options for which the DI is requesting accreditation (such as certificate, graduate degree, part-time, full-time, distance education); the DI may award a certificate, graduate degree or both.</li> <li>▪ Supervised practice curriculum for each DI track/option</li> <li>▪ Total and distribution of supervised practice hours for each track and planned time for completion</li> <li>▪ Certificate and or degree(s) awarded</li> </ul> <p>Provide a copy of published DI information listing requirements. A university-based DI must provide catalog information.</p> <p><u>For Candidacy</u>, provide a copy of <u>draft</u> information to be published or submitted for catalog.</p>
<p>4. The DI must include one, but not more than two, concentrations that builds on the Competencies defined in Standard Two - Appendix A. If the DI offers two concentrations, each intern must choose only one.</p>	<p>Narrative describing the concentration(s) offered.</p> <p>Provide list of competencies for each concentration.</p> <p>Provide copy of published DI information about concentration(s).</p> <p>If two concentrations are offered, provide copy of information for interns regarding selection of concentration.</p> <p><u>For Candidacy</u>, provide a copy of <u>draft</u> DI information</p>
<p>5. If the DI includes international supervised practice experiences, these experiences must not exceed 25 percent of the total planned hours.</p>	<p>Narrative describing planned international experiences available for all interns and per cent of total supervised practice hours.</p> <p>Provide copy of published DI information describing international experiences.</p> <p><u>For Candidacy</u>, provide <u>draft</u> DI information.</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIETETIC INTERNSHIP PROGRAMS

<p>6. The DI must have a designated director who</p> <ol style="list-style-type: none"> <li>a. has earned at least a master's degree;</li> <li>b. is credentialed as a registered dietitian by the Commission on Dietetic Registration (CDR);</li> <li>c. has a minimum of three years professional experience post credentialing,</li> <li>d. is a full-time employee of the sponsoring organization as defined by the organization, and</li> <li>e. does not direct another CADE-accredited dietetics education program.</li> </ol>	<p>Narrative describing DI director's:</p> <ul style="list-style-type: none"> <li>▪ Credentials</li> <li>▪ Number of years of experience since RD</li> <li>▪ Experience in higher education and/or practice since RD</li> <li>▪ Current employment status with the sponsoring organization/institution</li> </ul> <p>Provide a current curriculum vita, copy of CDR registration card and business card, if available, for the DI director.</p> <p><b>Note: Programs submitting applications for initial and continued accreditation before March 1, 2010 that do not have programs directors meeting Criteria 6d. and 6e. will have a one year extension to come into compliance.</b></p>
<p>7. The DI must have a budget to support the program.</p>	<p>Narrative describing:</p> <ul style="list-style-type: none"> <li>▪ Process used to determine short- and long-term budgetary needs that are tied to the goals and expected outcomes of the DI</li> <li>▪ Various revenue sources, including the expected stability of each</li> <li>▪ Various expenses, such as number of faculty or staff, funds for professional activities and development, supplies, equipment acquisition, supervised practice costs, including visits to sites and preceptor training</li> </ul> <p>Provide the current budget with revenues and expenses for the DI.</p>
<p>8. A DI certified by the USDE for eligibility for Title IV student financial aid 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 (currently 25 percent over a three-year period or 40% in one year), a default reduction plan, as required by USDE, must be provided. (This applies only to DIs not included in the Title IV (student aid) eligibility of the sponsoring college or university.)</p>	<p>Narrative describing:</p> <ul style="list-style-type: none"> <li>▪ Length of time DI has been certified by the USDE for Title IV loans or deferments for interns</li> <li>▪ Status of USDE audits, reviews and default rates</li> </ul> <p>Provide copy of default rate information and default reduction plan, if applicable</p>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 1. ELIGIBILITY REQUIREMENTS FOR DIETETIC INTERNSHIP PROGRAMS

### DIETETIC INTERNSHIP PROGRAM CONSORTIUM

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

Eligibility Criterion	Evidence of Compliance
1. The consortium must consider itself a single education program.	Narrative describing the DI consortium and its members. Provide copy of published information about the consortium. For candidacy, provide a draft of information to be published.
2. A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium clearly defines financial and other resource contributions of each member to the total program.	Narrative describing formal agreement between organizations in the DI consortium including financial and other resource contributions of each member. Provide copy of formal agreement between the organizations involved
3. One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with CADE.	Narrative describing the Consortium Program Director (see ER 6.a-e). Provide formal position description for Consortium Director and a current curriculum vita.
4. Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.	Narrative describing each Coordinator and employment status with member institution. Provide copy of curriculum vita for each coordinator. Note: Consortium director also may be coordinator for institution where employed.
5. The organization chart clearly shows the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.  a. Membership of committees reflects representation of each member institution or organization.  b. Coordinators share responsibility for planning and assessment with the Consortium Program Director	Narrative describing: <ul style="list-style-type: none"> <li>▪ Relationship of each member to the DI consortium</li> <li>▪ Relationship of each Coordinator to the DI Consortium director</li> <li>▪ Responsibilities of Coordinators for planning and assessment</li> </ul> Provide an organizational chart showing all members. For Candidacy, provide a <u>proposed</u> organization chart.

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

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

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

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

<p>1.3 The DI has established expected program outcomes with appropriate target measures to assess achievement of each of the program's goals. Each outcome measure is aligned to one or more of the program goals. Expected program outcome measures <i>must</i> include, but are not limited to, the following:</p> <p>1.3.1 Program completion</p> <p style="padding-left: 40px;">Percentage of interns enrolled in the DI program that is expected to complete all program requirements within 150% of the time planned for completion</p> <p>1.3.2 Graduate employment</p> <p style="padding-left: 40px;">Employment Rate: Over a five-year period, 70% or more of DI graduates who sought employment in dietetics will be employed within three months of program completion.</p> <p>1.3.3 Pass rate of first-time test takers on the registration examination</p> <p style="padding-left: 40px;">Over a five-year period, the pass rate for DI graduates taking the registration examination for the first time will be at least 80%.</p> <p>1.3.4 Other measures of graduate and program performance appropriate to assess the full intent of the program mission and goals (such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership)</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ For each goal, list the expected outcomes and target measures that will be used to determine if the goal is being achieved for all tracks/options</li> <li>▪ Description of the constituents involved and the process used to define the outcomes and target measures             <ul style="list-style-type: none"> <li>○ For completion rate, the DI will determine the target measure (that is the percentage of interns completing the DI within the timeframe in Criterion 1.3.1) based on rationale using historical data and characteristics of the intern population</li> <li>○ For employment rate and pass rate on the RD exam for DI graduates, the expected DI rates may exceed the minimum rates in Criteria 1.3.2 and 1.3.3</li> <li>○ For other outcome measures (such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership), describe how these will assist the DI in determining if the program goal(s) to which they are aligned will be achieved</li> </ul> </li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ <input checked="" type="checkbox"/> Minutes of planning meetings or other documentation of constituency involvement in development of outcome measures</li> <li>▪ Historical data used to determine target measures (does not apply to Candidacy)</li> </ul>
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Pass rate  
 Grad Stud F/U  
 Preceptor Responses  
 Survey

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

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

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT

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

**SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS**

**STANDARD ONE: PROGRAM PLANNING AND OUTCOMES ASSESSMENT**

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

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

The Dietetic Internship Program (DI) has a planned curriculum based on the program's environment, mission, goals and expected outcomes. The curriculum supports achievement of student learning and expected competence of the graduate.

Criterion	Evidence of Compliance
<p>2.1 The DI curriculum is planned to provide learning activities to attain all the Competencies (Appendix A) defined to enter practice as a registered dietitian.</p> <p>2.1.1 Supervised practice and didactic learning activities prepare interns for professional practice with patients/clients with various conditions, including but not limited to weight management and obesity, diabetes, cancer; and cardiovascular, gastrointestinal and renal diseases</p> <p>2.1.2 Supervised practice and didactic learning activities prepare interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly</p> <p>2.1.3 Supervised practice and didactic learning activities prepare interns to implement all nutrition interventions defined in the nutrition care process (food and/or nutrient delivery, nutrition education, nutrition counseling and coordination of nutrition care)</p> <p>2.1.4 Supervised practice learning activities occur in various settings, including acute care and critical care, outpatient, long-term care, a wellness program, public health/community (must include schools and WIC) and others determined by the program</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Brief description of how curriculum for all tracks/options is planned to address the Competencies (Appendix A, pages 16-18)</li> <li>▪ Description of where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice for various conditions, including but not limited to overweight and obesity, diabetes, cancer, cardiovascular, gastrointestinal and renal diseases</li> <li>▪ Description of where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly</li> <li>▪ Description of where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice for all interventions defined in the nutrition care process</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Summary of facilities used for supervised practice by setting including acute and critical care, outpatient, long-term care, a wellness program, public health/community (must include schools and WIC), and others determined by the program</li> <li>▪ Summary of populations and diverse cultures available to DI</li> <li>▪ Summary of scheduled didactic learning to support supervised practice</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Intern projects <u>(does not apply to Candidacy)</u> ✓</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.2 In addition to the Competencies defined in Appendix A, the DI includes one, but not more than two, concentrations designed to begin development of the entry-level depth necessary for future proficiency in a particular area.</p> <p>2.2.1 The concentration area(s) is chosen on the basis of mission, goals, resources and expected learning outcomes</p> <p>2.2.2 Competencies and learning activities are developed by the DI for the concentration area(s) that build on the Competencies defined in Appendix A.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of each concentration area including how and why competencies were developed by the DI for each concentration</li> <li>▪ Rationale for each concentration area based on DI mission, goals, resources available and expected learning outcomes</li> <li>▪ Description of how the concentration area competencies build on the core competencies</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Matrix of supervised practice rotations aligned with each set of concentration area competencies</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of meetings or other documentation of constituency involvement in developing concentration area(s) ✓</li> <li>▪ Intern projects for concentration area(s) (does not apply to Candidacy)</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.3 The DI curriculum plan includes the following:</p> <p>2.3.1 Identification of supervised practice rotations interns will complete to meet each of the Competencies defined in Appendix A and the program-defined competencies for the concentration area(s)</p> <p>2.3.2 Organized, sequential supervised practice rotations that logically progress from introductory learning activities and build on previous experience to achieve the expected competency upon completion of the program</p> <p>2.3.3 Culminating experiences (such as staff experience) to demonstrate entry-level competence</p> <p>2.3.4 A variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction) necessary for delivery of curriculum content, to meet learner needs and to facilitate expected learning outcomes</p> <p>2.3.5 Opportunities for interns to participate in interdisciplinary learning activities</p> <p>2.3.6 Opportunities for interns to develop collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, ethical practice, cultural competence, leadership and decision-making skills</p> <p>2.3.7 Supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of supervised practice and expected intern performance</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of curriculum plan for all DI tracks/options including how the DI supervised practice rotations and didactic activities are organized, sequenced and integrated to build on previous knowledge and experience</li> <li>▪ Description of how the organization, sequencing and integration of supervised practice rotations and didactic activities facilitate intern achievement of the expected outcomes.</li> <li>▪ Examples of sequential and integrated learning experiences in supervised practice rotations and didactic component that facilitate intern competency at the depth and breadth expected</li> <li>▪ Description of how and where culminating supervised practice experiences occur to enable interns to demonstrate entry-level competence</li> <li>▪ Summary of educational approaches used and rationale</li> <li>▪ Examples of learning experiences requiring interdisciplinary interactions and the supervised practice rotations in which they occur</li> <li>▪ Examples of opportunities to develop collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills and in which supervised practice rotations they occur</li> </ul> <p><u>Appendices</u></p> <ul style="list-style-type: none"> <li>▪ Matrix of supervised practice rotations aligned with Competencies, defined in Appendix A, pages 16-18</li> <li>▪ Sequential listing of supervised practice rotations for maximum number of interns enrolled or anticipated to be</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

	<p>enrolled in the DI for all tracks or options that the DI is requesting accreditation, showing how supervised practice experiences progress from introductory to expected learning outcomes</p> <ul style="list-style-type: none"> <li>▪ Sample supervised practice rotation descriptions; each description must include at least the following:             <ul style="list-style-type: none"> <li>○ facility or facilities where rotation occurs</li> <li>○ preceptor(s)</li> <li>○ clock hours</li> <li>○ rotation objectives</li> <li>○ summary of supervised practice experiences</li> <li>○ methods of intern evaluation</li> </ul> </li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ All supervised practice rotation descriptions with above information</li> <li>▪ Minutes of meetings or other documentation of constituency involvement in developing curriculum ✓</li> <li>▪ Intern projects as evidence of educational approaches used, interdisciplinary experiences, and development of collaboration, teamwork, problem solving, critical thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills (does not apply to Candidacy)</li> </ul>
<p>2.4 The DI program length, including planned number of supervised practice hours is based on the program mission and goals, conforms to commonly accepted practice in higher education and is consistent with intern learning outcomes.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Number of supervised practice hours planned to achieve core and concentration area competencies and weeks/calendar time for interns to complete for each track/option for which the DI is requesting accreditation</li> <li>▪ Certificate, credits or degree granted for each option/tract</li> <li>▪ Rationale for DI length, supervised practice hours and certificate or degree granted based on mission, goals, similar programs and expected learning outcomes</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.5 The DI has a written plan for ongoing assessment that demonstrates the process by which interns are regularly evaluated on their acquisition of the abilities necessary to attain each Competency specified in Appendix A and the program-defined competencies for the concentration area(s). The plan must include:</p> <p>2.5.1 Assessment methods that will be used</p> <p>2.5.2 Supervised practice rotation(s) in which assessment occurs</p> <p>2.5.3 Individuals responsible for ensuring assessment occurs</p> <p>2.5.4 Timeline for collecting the formative and summative assessment data</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of the constituents involved and the process used to develop the plan for assessing competency/learning outcomes specified in Standard Two Appendix A, pages 16-18.</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Written assessment plan, that is a matrix listing all the competencies/learning outcomes with the components listed in Criteria 2.5.1 – 2.5.4 for each outcome</li> </ul> <p><u>On site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of planning meetings or other documentation of constituency involvement in development of plan for assessing competencies/learning outcomes ✓</li> <li>▪ Examples of assessment methods used to collect formative and summative assessment data</li> </ul>
<p>2.6 The DI has implemented the process for assessing intern competencies/learning outcomes and provides evidence of the following:</p> <p>2.6.1 Data on actual intern learning outcomes are collected, aggregated, and analyzed by comparing to expected competencies/outcomes according to the timeline in the assessment plan.</p> <p>2.6.2 Analysis of aggregate data is used to evaluate the extent that expected intern competencies/learning outcomes are being achieved.</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Descriptive summary of how the assessment process has been implemented during the past five years, including how and when learning outcomes were assessed</li> <li>▪ Assessment of the extent to which interns are achieving competencies/learning outcomes</li> </ul> <p><u>Appendices:</u></p> <ul style="list-style-type: none"> <li>▪ Summary of aggregate data collected for each learning outcome and analysis comparing the actual results with the expected competency/learning outcome</li> <li>▪ For different tracks/options the DI is requesting accreditation, such as bachelor's and master's or on-campus and distance education, provide summary of assessment data for interns in each track/option and analysis for comparability of results</li> </ul> <p><u>On site:</u></p> <ul style="list-style-type: none"> <li>▪ Examples of actual formative and summative intern evaluations used to assess achievement of competencies/learning outcomes</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD TWO: CURRICULUM AND STUDENT LEARNING OUTCOMES

<p>2.7 Ongoing, formal review of the DI curriculum including supervised practice rotation objectives and content, length and educational methods occurs to maintain or improve educational quality.</p> <p>2.7.1 Curriculum review uses results of the intern learning and program outcomes assessment processes to determine strengths and areas for improvement</p> <p>2.7.2 Curriculum review includes awareness and integration of new knowledge and technology impacting dietetics practice</p> <p>2.7.3 Curriculum review includes assessment of comparability of educational experiences and consistency of learning outcomes when different delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives</p> <p>2.7.4 Curriculum review results in actions to maintain or improve intern learning</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Description of ongoing, formal curriculum review process including schedule and constituents involved during the past five years</li> <li>▪ Overall curriculum strengths and areas for improvement based on cumulative assessment of learning outcomes and DI outcomes</li> <li>▪ Description of how information about new knowledge and technology impacting dietetics practice has been obtained and integrated in the DI curriculum over the past five years</li> <li>▪ Description of how comparability of educational experiences and consistency of learning outcomes is assessed and maintained</li> <li>▪ Description of actions taken to maintain curriculum strengths and address areas for improvement within the past five years and the rationale for the actions</li> </ul> <p><u>For Candidacy</u>, identification of curriculum strengths and limitations resulting from planning process and plans to maintain or improve during the implementation phase</p> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Minutes of meetings or other documentation of ongoing, formal curriculum review process, constituency involvement and use of assessment/planning results to determine actions taken or planned ✓</li> </ul>
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# **ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS**

## **APPENDIX A: Competencies/Learning Outcomes for Dietetic Internship Programs**

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

**Upon completion of the DI, graduates are able to:**

- DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes
- DI 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice
- DI 1.3 Justify programs, products, services and care using appropriate evidence or data
- DI 1.4 Evaluate emerging research for application in dietetics practice
- DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

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

**Upon completion of the DI, graduates are able to:**

- DI 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
- DI 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)
- DI 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience
- DI 2.4 Use effective education and counseling skills to facilitate behavior change
- DI 2.5 Demonstrate active participation, teamwork and contributions in group settings
- DI 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility
- DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
- DI 2.8 Demonstrate initiative by proactively developing solutions to problems.
- DI 2.9 Apply leadership principles effectively to achieve desired outcomes

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## APPENDIX A: Competencies/Learning Outcomes for Dietetic Internship Programs

DI 2.10 Serve in professional and community organizations

DI 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals

DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures

DI 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration

DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background

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

Upon completion of the DI, graduates are able to:

DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

DI 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered

DI 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements

DI 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention

DI 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

DI 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing

DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.

DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## APPENDIX A: Competencies/Learning Outcomes for Dietetic Internship Programs

- DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends
- DI 3.6 Coordinate procurement, production, distribution and service of goods and services
- DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

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

**Upon completion of the DI, graduates are able to:**

- DI 4.1 Use organizational processes and tools to manage human resources
- DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food
- DI 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes
- DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives
- DI 4.5 Conduct clinical and customer service quality management activities
- DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data
- DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention
- DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes
- DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies
- DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting
- DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

Management of the Dietetic Internship Program (DI) and availability of program resources are evident in defined processes and procedures. Fair, equitable, and considerate treatment of both prospective interns and those enrolled in the DI program is incorporated into all aspects of the program.

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

## ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

### SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

#### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.1.3 Maintenance of DI accreditation, including timely submission of fees, reports and requests for major program changes</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DI director's role in maintaining DI accreditation</li> </ul>
<p>3.1.4 Maintenance of DI intern records, including transcripts and DPD verification statements for admission, rotation schedules and verification statements at completion; DI verification statements must be kept indefinitely</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for maintaining intern records and issuing verification statements</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Intern and graduate files showing adherence to outlined procedures ✓</li> </ul>
<p>3.1.5 Maintenance of complaints about the DI received from interns or others, including disposition of the complaint</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for receiving and handling complaints from interns and others, such as preceptors, employers of graduates and the public</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Documents showing adherence to outlined procedures If complaints have been received ✓</li> </ul>
<p>3.1.6 Ongoing review of DI curriculum to meet the accreditation standards</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DI director's role in ongoing review of DI curriculum as documented in Criterion 2.7</li> </ul>
<p>3.1.7 Communication and coordination with DI faculty, preceptors and others involved with the program</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of mechanisms used by the DI director to communicate with DI faculty, preceptors and others involved with the DI</li> </ul> <p><u>On-site:</u></p> <ul style="list-style-type: none"> <li>▪ Examples of written communications between the DI director and others ✓</li> </ul>
<p>3.1.8 Facilitation of processes for continuous assessment of DI and intern learning outcomes</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of DI director's role in facilitating continuous assessment of DI and learning outcomes as documented in Criteria 1.4-1.7 and Criteria 2.5-2.6</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

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

## ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

### SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

#### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.3.3 Primary preceptors are credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising interns and have a minimum of one year professional practice experience post credentialing.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process for selecting preceptors</li> <li>▪ Number of primary preceptors, credentials/licensure as appropriate and number of years of experience post credentialing, if credentialing is appropriate</li> </ul> <p><u>On-Site:</u></p> <ul style="list-style-type: none"> <li>▪ Resumes for all primary preceptors ✓</li> </ul>
<p>3.3.4 Preceptors are provided orientation to the supervised practice rotation objectives and expected intern learning outcomes before assuming responsibilities; and ongoing training based on evaluation by the program director and feedback from interns</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of process and timeline for orienting new preceptors to supervised practice objectives and expected learning outcomes</li> <li>▪ Description of process for evaluating preceptors, including opportunities for intern input</li> <li>▪ Summary of intern feedback and preceptor evaluations (does not apply to Candidacy)</li> <li>▪ Description and timeline for ongoing training of preceptors based on evaluation results (does not apply to Candidacy)</li> </ul> <p><u>On-Site:</u></p> <ul style="list-style-type: none"> <li>▪ Copies of information provided to new preceptors about the supervised practice curriculum, objectives and expected learning outcomes</li> <li>▪ Completed evaluations of preceptors by DI director and interns (does not apply to Candidacy)</li> <li>▪ Examples of preceptor training activities that have occurred within the last two years (does not apply to Candidacy)</li> </ul>
<p>3.3.5 The DI director and preceptors 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</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Examples of DI director and preceptor activities relative to professional growth and continued competence</li> <li>▪ Examples of DI director and preceptor activities to advance the profession of dietetics</li> </ul> <p><u>On-Site:</u></p> <ul style="list-style-type: none"> <li>▪ Curriculum vita for DI director and resumes for primary preceptors ✓</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.4 The DI program has a policy and procedures for selecting and periodically evaluating adequacy and appropriateness of facilities, to ensure facilities are able to provide supervised practice learning experiences compatible with the competencies interns are expected to achieve.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Written policy and procedures for selecting facilities for supervised practice</li> <li>▪ Description of process and timeline for evaluating adequacy and appropriateness of facilities</li> <li>▪ Summary of facility evaluations and how analysis is used to ensure facilities are adequate to provide learning experiences to achieve competencies <u>(does not apply to Candidacy)</u></li> </ul> <p><u>On-Site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Completed facility evaluations</li> </ul>
<p>3.5 The DI has a policy and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The procedures are implemented to accomplish the following:</p> <p>3.5.1 Agreements are signed by administrators with appropriate authority in advance of placing interns</p> <p>3.5.2 Agreements delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Written policy and procedures for maintaining written agreements with institutions, organizations and/or agencies where interns are placed for supervised practice</li> <li>▪ Timeline for updating/establishing agreements to ensure agreements are in place in advance of intern placement</li> </ul> <p><u>Appendix:</u></p> <ul style="list-style-type: none"> <li>▪ Sample agreements/templates delineating rights and responsibilities of all parties and educational purpose of affiliation</li> </ul> <p><u>On-Site:</u></p> <ul style="list-style-type: none"> <li>▪ Written agreements for all facilities where current or prospective interns will be placed for supervised practice signed by the appropriate individuals from each organization ✓</li> </ul>

# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.6 The DI provides clear, consistent and accurate information about all program components to prospective interns and the public at large.</p> <p>3.6.1 All information about the DI specified below is readily available to prospective 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 is in one place or each provides references to where the remaining information can be found.</p> <p>3.6.2 Information about the DI includes at least the following:</p> <p>3.6.2.1 Description of the program, including mission, goals and graduate outcomes that will be monitored for program effectiveness</p> <p>3.6.2.2 Description of how the DI fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable</p> <p>3.6.2.3 Cost to intern, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other DI-specific costs, in addition to application fees and tuition</p> <p>3.6.2.4 Availability of financial aid and loan deferments (federal or private) scholarships and/or other monetary support</p> <p>3.6.2.5 Accreditation status, including the full name, address, and phone number of CADE</p> <p>3.6.2.6 Admission requirements for all options for which the DI is accredited; if the DI is combined with graduate coursework or a graduate degree, graduate school admissions information is provided</p> <p>3.6.2.7 Academic and/or DI calendar or schedule</p> <p>3.6.2.8 Graduation and/or DI completion requirements for all options for which the DI is accredited</p> <p>3.6.2.9 Computer matching information</p>	<p><u>Narrative providing (does not apply to Candidacy):</u> For Criteria 3.6.2.1-3.6.2.9:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how all the listed information is made readily available to prospective interns and the public at large</li> <li>▪ Description of process for updating and maintaining accuracy and consistency of the information listed</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u> For Criteria 3.6.2.1-3.6.2.9:</p> <ul style="list-style-type: none"> <li>▪ Copy of print and/or Web site material with listed information</li> <li>▪ If the DI has more than one track/option (such as certificate, graduate degree, part-time, full-time, distance education), print and/or Web site information for prospective interns and the public must address listed information for all tracks/options</li> <li>▪ If the DI has a distance education option, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming</li> </ul> <p><u>For Candidacy—Narrative and Appendices providing:</u> For Criteria 3.6.2.1-3.6.2.9:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information <u>will be</u> contained</li> <li>▪ Description of how all the listed information will be made readily available to prospective interns and the public at large</li> <li>▪ Description of process for updating and maintaining accuracy and consistency of the listed information</li> <li>▪ <u>Draft</u> copies of print and/or Web site information</li> <li>▪ If the DI is proposing a distance education option, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.7 DI program policies, procedures and practices related to intern recruitment and admission comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity.</p>	<p><u>Narrative providing:</u></p> <ul style="list-style-type: none"> <li>▪ Description of policies and procedures for recruitment and admission into the DI and how they comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity (this criterion does not preclude a program's right to act affirmatively for certain groups of people)</li> <li>▪ Admissions criteria for the DI, including any special considerations used by the program</li> <li>▪ Description of how the DI ensures that the admission procedures are applied equitably</li> <li>▪ Discussion of how applicant rights are protected, including due process</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Copy of print and/or Web site recruitment materials (if included in information for Criteria 3.6, reference appropriate pages)</li> <li>▪ Copy of application forms and admission criteria provided to applicants</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Intern files with application forms ✓</li> </ul> <p><u>For Candidacy—Appendices:</u></p> <ul style="list-style-type: none"> <li>▪ <u>Draft</u> print and/or Web site recruitment materials (if included in information for Criteria 3.6, reference appropriate pages)</li> <li>▪ <u>Draft</u> copy of application forms and admission criteria to be provided to applicants</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.8 The DI has written policies and procedures that protect the rights of enrolled interns and are consistent with current institutional practice. Policies and procedures are provided to interns and include, but are not limited to the following.</p> <p>3.8.1 If the DI is sponsored by a university, policies and procedures required by institutional regional accreditation, ordinarily published in the university/college catalog or intern handbook</p> <p>3.8.1.1 Withdrawal and refund of tuition and fees</p> <p>3.8.1.2 Scheduling and program calendar, including vacation and holidays</p> <p>3.8.1.3 Protection of privacy of intern information</p> <p>3.8.1.4 Access to personal files</p> <p>3.8.1.5 Access to intern support services, including health services, counseling and testing and financial aid resources</p> <p>3.8.2 The non-university-based DI has its own policies and procedures to address the following and provides them to interns in a DI handbook</p> <p>3.8.2.1 Withdrawal and refund of tuition and fees</p> <p>3.8.2.2 Scheduling and program calendar, including vacation and holidays</p> <p>3.8.2.3 Protection of privacy of intern information</p> <p>3.8.2.4 Access to personal files</p> <p>3.8.2.5 Ability to access intern support services, including health services, counseling and testing and financial aid resources</p>	<p><u>Narrative providing (does not apply to Candidacy):</u> For Criteria 3.8.1.1-3.8.1.5 <u>or</u> Criteria 3.8.2.1-3.8.2.5:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how and when all the listed information is provided to interns enrolled in all tracks/options of the DI</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u> For Criteria 3.8.1.1-3.8.1.5 <u>or</u> Criteria 3.8.2.1-3.8.2.5:</p> <ul style="list-style-type: none"> <li>▪ Copy of written policies and procedures listed</li> <li>▪ If the DI has more than one track or option (such as certificate, graduate degree, part-time, full-time, distance education), applicable information must be provided for interns enrolled each track or option</li> </ul> <p><u>For Candidacy—Narrative providing:</u> For Criteria 3.8.1.1-3.8.1.5 <u>or</u> Criteria 3.8.2.1-3.8.2.5:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information <u>will be</u> contained</li> <li>▪ Description of how all the listed information will be provided to interns enrolled in the DI</li> </ul> <p><u>For Candidacy—Appendices</u></p> <ul style="list-style-type: none"> <li>▪ Copies of print and/or Web site information</li> </ul>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>3.8.3 Additional policies and procedures specific to the DI are provided in a DI handbook on a timely basis</p> <p>3.8.3.1 Insurance requirements, including those for professional liability</p> <p>3.8.3.2 Liability for safety in travel to or from assigned areas</p> <p>3.8.3.3 Injury or illness while in a facility for supervised practice</p> <p>3.8.3.4 Drug testing and criminal background checks if required by the supervised practice facilities</p> <p>3.8.3.5 Educational purpose of supervised practice to prevent the use of interns to replace employees</p> <p>3.8.3.6 Filing and handling complaints from interns and preceptors that includes recourse to an administrator other than the DI director and prevents retaliation</p> <p>3.8.3.7 Assessment of prior learning and credit toward program requirements (coursework and/or experiential)</p> <p style="padding-left: 20px;">3.8.3.7.1 If the DI grants credit or supervised practice hours for prior learning, 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.</p> <p>3.8.3.8 Formal assessment of intern learning and regular reports of performance and progress at specified intervals throughout the DI, such as within and at the conclusion of any given course, unit, segment or</p>	<p><u>Narrative providing (does not apply to Candidacy):</u></p> <p>For Criteria 3.8.3.1-3.8.3.12:</p> <ul style="list-style-type: none"> <li>▪ Description of where all the listed information is contained</li> <li>▪ Description of how and when all the listed information is provided to interns enrolled in the DI</li> <li>▪ Examples of situations that illustrate the equitable application of policies and procedures</li> </ul> <p><u>Appendices (does not apply to Candidacy):</u></p> <p>For Criteria 3.8.3.1-3.8.3.12:</p> <ul style="list-style-type: none"> <li>▪ Copy of DI handbook with all written policies and procedures</li> <li>▪ If the DI has more than one track or option (such as certificate, graduate degree, part-time, full-time, distance education), information must address interns enrolled in each track or option</li> </ul> <p><u>On-site (does not apply to Candidacy):</u></p> <ul style="list-style-type: none"> <li>▪ Intern files with evidence of how the policies and procedures are being implemented ✓</li> <li>▪ Examples of how prior learning is assessed for supervised practice hour credit, if applicable ✓</li> <li>▪ Examples of intern evaluations/progress reports ✓</li> <li>▪ Examples of how retention and remediation procedures and disciplinary/termination procedures have been applied, if applicable ✓</li> </ul> <p><u>For Candidacy—Narrative providing:</u></p> <p>For Criteria 3.8.3.1-3.8.3.12:</p>
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# ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS DIETETIC INTERNSHIP PROGRAMS

## SECTION 2. ACCREDITATION STANDARDS FOR DIETETIC INTERNSHIP PROGRAMS

### STANDARD THREE: PROGRAM MANAGEMENT

<p>rotation of a planned learning experience</p> <p>3.8.3.9 DI retention and remediation procedures when intern performance does not meet criteria for progressing in the program</p> <p>3.8.3.10 Disciplinary/termination procedures</p> <p>3.8.3.11 Graduation and/or DI completion requirements for all options including maximum amount of time allowed to complete DI requirements</p> <p>3.8.3.12 Verification statement procedures ensuring that all interns completing requirements as established by the DI receive verification statements and are submitted to CDR for eligibility for the RD examination</p>	<ul style="list-style-type: none"><li>▪ Description of where all the listed information <u>will be</u> contained</li><li>▪ Description of how all the listed information <u>will be</u> provided to interns enrolled in the DI</li></ul> <p><u>For Candidacy—Appendices:</u></p> <p>For Criteria 3.8.3.1-3.8.3.12:</p> <ul style="list-style-type: none"><li>▪ Copy of <u>draft</u> DI handbook with all written policies and procedures</li><li>▪ If the proposed DI will have more than one track or option (such as certificate, graduate degree, part-time, full-time, distance education), <u>draft</u> information must address interns who will be enrolled each track or option</li></ul>
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### SECTION 3: OPERATIONAL DEFINITIONS

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

**Accreditation Standards**—statements of requirements that serve as the basis for both internal and external evaluation of dietetics education program quality (delineated in Section 2, pages 5-28).

**Affiliation Agreement**—see Written Agreement.

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

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

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

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

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

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

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

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

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

**Eligibility Requirements**—specific fundamentals for dietetics education programs seeking accreditation from the Commission on Accreditation for Dietetics Education (delineated in Section I, pages 1-4).

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

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

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

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

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

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

**Foundation Knowledge**—see Knowledge.

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

**Informatics**—see Nutrition Informatics

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

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

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

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

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

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

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

**Philosophy**—see Mission Statement.

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

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

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

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

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

**Program**—see Education Program.

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

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

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

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

**Program Goal**—see Goal.

**Program Mission**—see Mission Statement.

**Program Outcomes**—see Outcome Measures.

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

**Research**—see Dietetics Research

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

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

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

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

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

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

### SECTION 3: OPERATIONAL DEFINITIONS

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

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

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

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

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

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

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

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

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

## SECTION 4: RESOURCE LIST

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

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

### For more information, contact:

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