

## Introduction

Instructions for this section:

Refer to the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see [www.eatright.org/acend](http://www.eatright.org/acend)) when completing this self-study. The Accreditation Standards, Guidance Information and Templates are available on the ACEND website, [www.eatright.org/acend](http://www.eatright.org/acend), and include the following:

- Accreditation Standards and Required Elements by program type
- Guidance Information for the Accreditation Standards which describes the
  - Narrative to support achievement of each standard and required element
  - Required evidence and templates to upload to demonstrate achievement of each standard and required element
  - Required onsite evidence to demonstrate achievement of each standard and required element
  - Other important accreditation information, such as a Glossary of Terms
- Templates to document program's plans and evidence of compliance for specific required elements

### Overall Qualities of an Exemplary Self-Study Report

- Participation in the Self-Study Process - the self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners and employers.
- Knowledge of the Self-Study Report - Students, faculty, preceptors and staff are conversant in the major themes of the report and how the program intends to address any discrepancies.
- Completeness and Transparency of the Self-Study Report - All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Required templates are uploaded.
- Relevance of Supporting Documentation - Supporting documentation of activities is informative and used judiciously.
- Evidence of Continuous Quality Improvement - The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards.

Briefly provide an overview of your program (including short history, tracks/pathways, degree granted, distance or onsite education, etc.) and any changes over the last seven years that have impacted the program.

### Program Response:

#### Text input answer:

The CWU DI is a fourteen-month (5 quarter) program, starting with 12 summer didactic credits during summer session #1, followed by 1200+ hours of supervised practice during the academic year and finishing with 6 didactic credits during summer session #2. The CWU DI currently accepts 9 interns each year.

CWU nutrition faculty members provide didactic instruction in the summers preceding and following the 9 months of supervised practice. The 5 didactic classes are intended to extend and augment the undergraduate DPD education that each intern has completed. Summer classes include content in 1) advanced studies in developmental nutrition [NUTR545], 2) advanced nutritional biochemistry [NUTR543], 3) nutrition update [NUTR547] 4) applications in dietetics [NUTR541] and 5) Special Topics in Nutrition [NUTR598/96]. The 18-credits gained for completion of the didactic courses may be applied to a Master of Science in Nutrition at CWU following completion of the internship and acceptance into graduate school. Didactic classes are offered face-to-face on the Ellensburg campus each summer.

The supervised practice portion of the internship takes place during the academic year, in a variety of professional settings to provide the knowledge and skills necessary for interns to achieve entry level practitioner status. Supervised practice rotations generally take place in Wenatchee, Yakima, and the Tri Cities. All interns have 1320 hours of planned supervised practice in the following areas: clinical (11 weeks), community (7 weeks), hospital food service (3 weeks) school food service (9weeks), renal (2 weeks), long term care (2 weeks) and community outpatient (1 week).

While supervised practice dominates the intern's schedule during the academic year, classroom learning also continues on average of 2 hours/week. Interns meet once a month in Ellensburg for an "in-person" seminar (4 hours), where a variety of topics are discussed including: interprofessional education, scope of practice, legislation, case studies, journal club, community event planning and various guest speakers. In addition, "virtual" seminars take place 2-3x/month, lasting 2 hours each. Typically, during "virtual" seminar, a webinar is viewed and then a discussion takes place, either via online discussion board or live on the web. Virtual Seminar topics may include: ethics,

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weight discrimination, case studies, careers in nutrition, insurance/reimbursement, using canned/frozen foods, nutrition focused physical assessment, professional development portfolio and HIV self study modules.

Since the last PAR Report (2013/14) was submitted, there have been several key changes in the program:

1. University Administrative Changes: Several administrative positions have new individuals appointed. The department housing the CWU DI changed names from Nutrition, Exercise & Health Science (NEHS), to Health Sciences (HS). Dr. Ethan Bergman continues (no longer interim) as Health Sciences Department Chair.
2. Curricular & Supervised Practice Changes: A substantive program change was approved by ACEND in Winter 2017, which reduced supervised practice hours by 40 hours (eliminating an "elective week" rotation and reducing planned supervised practice hours from 1360 to 1320) and a 5-credit didactic course, HRM 381, was eliminated (reducing total didactic credits from 23 to 18). The NUTR 598 course focus has varied and will be described in further detail in RE 4.3.
3. Changes in Learning Resources: Canvas was adopted as the University's online learning platform in Fall 2014, eliminating Blackboard. Text book requirements continue to diminish as online resources become more robust. The DI provides access to the Nutrition Care Manual (pediatric, sports and general) and the IDNT online.
4. Faculty/Preceptor Changes: Faculty changes have been considerable in recent years following a long run with little turnover. Linda Cashman, MS, RD retired as DI Director in Spring of 2014 and was replaced with Dana Ogan, MS, RD. Dr. Virginia Bennet retired Fall 2013 and Tracee Watkins, MS left the program Spring 2014. New FTTT faculty include Associate Professors Dr. Nicole Stendell-Hollis and Dr. Kelly Pritchett, Assistant Professor Dr. Tafere Belay, Instructor Emily Shaw, MS, RD (PT adjunct faculty), and Instructor Mary Cairns Park MS (PT adjunct faculty). Dr. Susan Hawk & Dr. David Gee remain as fully tenured faculty. The most significant change specific to the DI was the appointment of a new DI program director, Dana Ogan, in Fall of 2014. In addition, for the Wenatchee site, an "Adjunct DI Clinical Coordinator" was hired to assist with oversight, evaluation and teaching of interns, specifically in their clinical rotation. The DI Coordinator is assigned 1 Work Load Unit per quarter or approximately 2-3 hours/week.

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

Program Response:

Text input answer:

The self-study process is an on-going process that has included the following:

A formal annual review of: 1) achievement of mission, goals, objectives. 2) CRDN Student Learning Objectives analysis 3) Program report during fall retreat (completed by DI Director, faculty)

- Routine program meetings discuss program changes/updates, student achievement, program data (completed by DI Director, faculty)
- Periodic review & update of CWU DI program mission, goals & objectives related to trends within the profession of dietetics and 2017 ACEND Standards (completed by: DI Director, faculty, advisory board)
- Updates for compliance with 2017 Accreditation Council for Education in Nutrition and Dietetics (ACEND) standards. (completed by: DI Director with faculty/preceptor/intern/advisory input)
- Annual Review of all current written materials for orientation, rotations, evaluations tools, and additional resources provided for use in the rotation. (completed by: DI Director with faculty/preceptor input)
- Review of annual survey data including: intern evaluations of preceptors, Preceptor survey of CWU DI, Intern survey at completion of the DI, Intern survey one year after completion of the DI, Employer survey of DI graduates. (surveys completed by: interns, preceptors, employers, graduates, evaluated by: DI Director)
- Review of preceptor evaluations of intern achievement of ACEND Competencies (completed by: interns, preceptors, evaluated by: DI Director)
- DI Director periodically attends ACEND Director Workshop when new standards are released. DI Director provides an update to faculty/preceptors/interns/grads/etc following workshop. (Involved: DI director, other Program directors, preceptors, faculty, admin.)

One year prior to self study due date: DI Director begins drafting self study with input from administration, faculty, preceptors, graduates, interns, employers. A final draft of self study is reviewed by CWU administration (HS Dept. Chair, CWU Provost)

Attach signed Introduction Summary and Signature Page form (see [www.eatright.org/acend](http://www.eatright.org/acend)).

Program Response:

## 2017 Accreditation Standard 1 Program Characteristics and Resources (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length and program management.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 1.1 (DI)

The program must be housed in a college or university, health care facility, federal or state agency, business or corporation.

- a. 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.
- b. Hospitals must be accredited by The Joint Commission, Det Norske Veritas (DNV), Healthcare Facilities Accreditation Program (HFAP) or other approved national accreditation organization.
- c. 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, DNV, HFAP or other approved national accreditation organization.
- d. 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, DNV, HFAP or other approved national accreditation organization.
- e. Business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must: Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years; Be in compliance with all local, state and federal laws and regulations; Provide statements covering the past five years from a licensed public accountant that indicates a review of the company's financial statements shows no irregularities and a positive net worth; and Have an entity external to the program that provides oversight for the program's operations.

In your narrative for this Required Element:

Explain how the organization is in compliance with this required element.

State the U.S. accrediting or licensing body or organization providing oversight.

Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency.

Program Response:

**Text input answer:**

The CWU- DI is housed within Central Washington University, located in Ellensburg, WA, USA. CWU has been accredited by The Northwest Commission on Colleges & Universities (NWCCU), since 1918.

The Northwest Commission on Colleges and Universities (NWCCU) is the regional accreditor for CWU. CWU's Year-Seven evaluation site visit is scheduled for 22-24 October 2018. Find current accreditation status here: <http://www.nwccu.org/member-institutions/directory/>

### Required Element 1.2 (DI)

The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the nutrition and dietetics internship program to other programs/services.

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In your narrative for this Required Element:

Describe the administrative structure of the institution/organization and where the program is housed.

Program Response:

**Text input answer:**

Central Washington University has 4 Academic Colleges: The College of the Sciences, The College of Education & Professional Studies (CEPS), The College of Arts & Humanities and The College of Business. The CWU-DI is housed within CEPS, who has 10 academic departments, including the Department of Health Sciences. The Department of Health Sciences offers undergraduate programs in exercise science, clinical physiology, nutrition, dietetics, public health and paramedicine. In addition, graduate programs are offered in nutrition and integrative human physiology. The CWU-DI is housed within the Department of Health Sciences, in the nutrition program. The Nutrition Program offers an undergraduate degree in Foods & Nutrition, an ACEND Accredited DPD Program in Dietetics, a Masters Degree in Nutrition Science and an ACEND Accredited Dietetic Internship. Organization charts are provided in Appendix 1.

## Required Element 1.3 (CP, DI, DPD, DPD/ISPP)

The program must demonstrate that it has the administrative, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its goals. Programs offering pathways (such as Individualized Supervised Practice Pathway) or tracks (such as distance, part-time/full-time, undergraduate/graduate) must document the financial support and learning resources provided to each track.

- a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program and student outcomes.
- b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

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In your narrative for this Required Element:

Explain the adequacy of the administrative, technical and IT support, financial, physical facilities, learning resources and support services resources in meeting the needs of all program tracks/pathways and producing the desired outcomes.

Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program goals and objectives.

State the maximum enrollment for which the program is seeking accreditation, and explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums for tracks/pathways, if applicable.

## Program Response:

### Text input answer:

The CWU-DI has a variety of resources available to our students:

- o Learning Resources: CWU Library (access to peer reviewed articles, interlibrary loan, etc), Access to: AND Nutrition Care Manual/AND Sports Nutrition Care Manual/AND Pediatric Care Manual/IDNT Online/RD Exam Learning Materials (Inman's Review of Dietetics, Hess & Hunt, RD in a Flash), Canvas Learning Platform, Blackboard Collaborate for online class/meetings
- o Physical Resources: CWU Michaelson Building Cooking Labs (kitchen demo, teaching space, cooking equipment, etc), CWU Michaelson Building Assessment Labs (calipers, BodPod, Blind Tasting Facilities, etc), CWU Purser Hall Exercise Labs (exercise testing equipment, underwater weighing, etc).
- o Support Services: CWU Financial Aid, CWU Disability Services, CWU HelpDesk (24/7 IT support), CWU Nutrition Shoudy Foundation Scholarship Fund
- o Nutrition Program Faculty: The CWU Nutrition program has 5 tenure-track faculty (Gee, Stendell-Hollis, Ogan, Hawk, Pritchett, Belay), 2-part time adjunct faculty (Shaw, Cairns-Park), 1 lab technician (Engel) and 1 DI Coordinator (varies). In 2014/15, the Wenatchee clinical site was identified as needing additional CWU faculty time to assist with clinical oversight and evaluation. In Fall 2016, an "Adjunct DI Clinical Coordinator" was hired to assist with oversight, evaluation and teaching of interns, specifically in their clinical rotation. The DI Coordinator is assigned 1 Work Load Unit per quarter or approximately 2-3 hours/week. The need for additional program support in other sites (Yakima/Tri Cities) has not been identified by the DI Director or preceptors at this time.

The CWU-DI has resources available to support our program & faculty:

- o Administrative & Financial Support: Dean of CEPS/Chair of HS/Provost (manages/approves budget allocation & use of funds, aids in self study process)
- o Faculty Development Funds for FTTT Faculty provided from Office of Provost (\$1200), CEPS (\$800)
- o Other Program Support: CWU Contracts & Procurement Office executes and maintains current affiliation agreements with all supervised practice sites
- o Castlebranch.com manages confidential intern health records & other information for supervised practice placement/on-boarding.

The budget origination for the CWU DI is multifaceted depending on type of expense:

- Faculty salaries, accreditation fees and basic operating costs are funded through the Office of the Dean of CEPS. These expenses are predictable each year and are included the annual budget projections to continue to support the program. Budget support from CEPS provides solid financial stability for our program.
- DI Travel expenses (travel for site visits) are funded through NUTR 492 a,b,c student course fees paid quarterly by each dietetic intern (\$135/quarter). Since a majority of our program goals/objectives are associated with student success (See Standard 3), these travel expenses fund DI Director travel for student/site visits. DI Director travel to supervised practice sites is a strategy that is used to help promote student success, preceptor relationships, and supervised practice site development.
- Additional DI Expenses (meeting expenses, outreach events, preceptor/intern learning resources/subscriptions/books, RD exam resources, etc.) are funded through DI application fees (\$35/applicant, typically 45 applicants/year). Each DI applicant submits a \$35 application fee to be considered for admission into the CWU DI program. This modest fund helps support expenses that cannot be covered by student generated funds. Learning resources purchased help support both Goal #1 & #2 for the CWU DI (See Standard 3 by providing learning resources to interns such as: NCP/NCM subscriptions, Molly Kellogg self study for Motivational Interviewing, updated case study books and eNCP subscriptions. These resources assist in student success during rotations (Goal #1) and in development of life-long learning (Goal #2).
- Enhanced expenses (conference attendance, student scholarships) are funded through a CWU Foundation Account (AKA "Shoudy Endowment Fund") available exclusively to the CWU Nutrition Program. This money is used to enhance the Nutrition program and funds additional faculty development for the DI Director and a \$500 scholarship for each dietetic intern to help cover costs associated with attending professional meetings. Goal #2 for the CWU DI (See Standard 3) is associated with commitment to life-long learning. This CWU Foundation Account helps support life long learning in both our faculty and graduates by funding their attendance to professional meetings.
- In conclusion, the CWU DI annual budget (expenses/revenue) are predictable, therefore, the CWU DI receives adequate financial support from CEPS, course fees, application fees and the CWU Foundation to support short and long term program outcomes.

CWU-DI is currently accredited for a maximum of 10 interns, however, only 9 interns are traditionally accepted into our program annually. We place 5 interns in Yakima, 2 interns in Tri Cities and 2 interns in Wenatchee. Yakima has the most historically developed & available supervised practice sites, and it is closest to Ellensburg (CWU home campus), therefore is able to house 5 interns. The other sites, Wenatchee and Tri Cities have fewer sites available to place interns, therefore only 2 interns have traditionally been placed in each of these sites. All three regions are growing, therefore the potential to expand to 3 interns in either Wenatchee or Tri Cities is a future possibility, which justifies our maximum enrollment of 10. The current number of students placed in each site is historic and allows preceptors to annually forecast their intern schedules for each year. The limitation to filling the last spot is in the clinical rotation site, however, it is a definite possibility that all 10 spots could be filled in the future as clinical sites become more robust with growing populations. By keeping our classes small, the CWU DI provides quality 1:1 preceptor to student ratios, ideal learning environments, and robust hands-on experience. The small class size ensures that intern/preceptor schedules are predictable and class size is manageable, given that there is only 1 faculty member assigned to oversee the program.

## Required Element 1.4 (DI)

The internship must be a post baccalaureate degree program that admits only individuals who have a verification statement from a Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a bachelor's degree granted by a U.S. regionally accredited college/university or foreign equivalent. The program must award a verification statement upon completing program requirements.

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In your narrative for this Required Element:

Describe completion requirements for receipt of verification statement. Information should be provided separately for each track or pathway offered

Describe how program assures that those admitted to the program have completed an ACEND accredited DPD or FDE program and hold at least a bachelor's degree granted by a U.S. regionally accredited college/university or foreign equivalent.

Provide information separately for each track or pathway offered.

If program offers graduate credit or a degree, state whether verification statement is linked to completion of graduate credit or degree.

Program Response:

Text input answer:

Program Completion Requirements outlined in Standard 10/Policies & Procedures 10.1, 10.2.m-n (See Appendix 2) must be accomplished for receipt of Verification Statement following program completion.

DPD Verification Statements & Official transcripts displaying bachelor's degree awarded are provided to DI Director following program admission. The DI Director reviews official transcript to verify bachelor's degree granted. Documentation is required to begin supervised practice.

The CWU DI has only one track and does not provide a graduate degree upon program completion.

## Required Element 1.5 (CP, DI, DPD, DPD/ISPP)

The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.

- a. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
- b. The program director must: Have earned at least a master's degree; Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration; Have a minimum of three years professional experience post credentialing; Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution; and Not direct another ACEND-accredited nutrition and dietetics education program.
- c. The program director responsibilities must include, but are not limited to: Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year; Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies); Student recruitment, advisement, evaluation and counseling; Maintenance of program accreditation, including: Timely submission of fees, reports and requests for major program changes; Maintenance of the program's student records, including student advising plans and verification statements; Maintenance of complaints about the program received from students or others, including disposition of the complaint; On-going review of program's curriculum to meet the accreditation standards; Communication and coordination with program faculty, preceptors and others involved with the program; Facilitation of processes for continuous program evaluation and student learning outcomes assessment and Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

In your narrative for this Required Element:

Describe how institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.

Describe the program director's credentials and how the director meets the ACEND requirements for the program director position.

Describe the authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved.

Program Response:

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**Text input answer:**

DI Director is a Full-Time, Tenure Track position which requires 36 teaching workload units (WLU), 6 scholarship WLU and 3 service WLU annually. Nine dietetic interns are enrolled in 18 credits of NUTR 492 each quarter, which generates 162 student credit hours per year for the HS department. The DI Director is the instructor of record for NUTR 492 each quarter and is assign 6 credits/WLU per quarter or 18 WLU/year, which is 50% of the DI Director's assigned teaching load. These 6 WLU/qtr are assigned to the DI Director to teach the DI Seminar course, oversight of interns/preceptors and administrative functions of program directorship. In addition, the scholarship and service requirements for this position allow time for the DI Director to be active in research, community engagement and professional service. The DI Director is on a 9-month contract, but is available year round to cover director responsibilities. HS Dept. has 2 FT administrative assistants, who are available for additional program support.

Dana Ogan, DI Director has a 1) MS in Nutrition Science 2) is a Registered Dietitian Nutritionist by CDR and Certified Dietitian by Washington State 3) has 9 years of experience, post credentialing 4) is a full time CWU employee and 5) does not direct any other ACEND programs. (See Appendix 4 to view DI Director C.V. and CDR registration card)

As listed in the formal position description for the DI Director position (See Appendix 3), the DI Director has the authority and responsibility for managing the assessment, planning, implementation and evaluation of the DI Curriculum & Supervised Practice activities. The DI Director is assigned 6 WLU per quarter to manage these responsibilities. In addition to continuous program management, the DI Director conducts an annual program evaluation as outlined in R.E. 4.1, 4.2, 6.1, 6.2. Also found in Appendix 5 is a list of annual and ongoing duties performed by the DI Director to accomplish director responsibilities listed in RE 1.5.c.1-10.

## Required Element 1.6 (DI)

The program must determine its length (in months) after taking into consideration competencies and learning activities that interns must accomplish, required hours of supervised practice, and mandates from the program's administration or state legislation. Programs offering tracks must document any differences that exist in program length among the tracks.

- a. The program must specify the program length (in months). The program must document that interns complete at least 1200 hours of supervised practice experiences with a minimum of 900 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional settings, simulation, case studies and role playing.
- b. At least 900 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.
- c. The program must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period.



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In your narrative for this Required Element:

State the program length in months and the number of supervised practice hours for each track (such as remote, onsite/distance, part-time/full-time, degree/non-degree, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway).

Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program's administration or state legislation).

Describe all tracks/pathways for which the program is requesting accreditation and the variation among tracks/pathways such as baccalaureate, graduate, on-campus, distance education, supervised practice for didactic program graduates, certificate, degree, part-time, full-time.

Describe planned international experiences available for students/interns, total supervised practice hours provided internationally, and country in which experiences will occur.

Describe alternate supervised practice hours required and how they are equivalent to supervised practice.

## Program Response:

### Text input answer:

Program length is 14 months (5 academic quarters), 1320 hours of planned supervised practice (See Appendix 6/RE 1.6)

The DI is a fourteen-month (5 quarter) program, beginning with summer quarter of one year (late June) and completing at the end of summer quarter of the following year (late July). The one-track program begins with 11 summer didactic credits during summer session #1, followed by 1200+ hours of supervised practice during the academic year and finishes with 6 didactic credits during summer session #2.

CWU faculty members provide didactic instruction in the summers preceding and following the 9 months (3 quarters) of supervised practice. The 5 didactic classes are intended to extend and augment the undergraduate DPD education that each admitted intern has completed. In addition, these courses are used to prepare students for supervised practice, expand on topics that aren't typically covered in supervised practice, aid in exam preparation and to meet specific ACEND learning competencies.

Since summer session is self supported (by each individual dept.) at CWU, administration requires summer course enrollment to meet minimum enrollment numbers to be offered. The students enrolled in the summer courses (excluding NUTR 541) are both nutrition graduate students and incoming/outgoing internship cohorts in order to guarantee minimum enrollments for these courses. By offering classes in this manner, funding for summer course offerings is guaranteed.

The supervised practice portion of the internship takes place in a variety of professional settings to provide the knowledge and skills necessary for interns to achieve entry level practitioner status. All interns have 1320 planned hours of supervised practice in the following areas: clinical (11 weeks), community (7 weeks), hospital food service (3 weeks) school food service (9weeks), renal (2 weeks), long term care (2 weeks) and community outpatient (1 week). The required hours/weeks for each rotation have been determined based on historical timelines that have been necessary for interns to accomplish the learning competencies assigned and expectations of each rotation.

There are no international experiences or alternative supervised practice hours offered in the CWU DI Curriculum.

## Required Element 1.7 (DI)

A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid, which is not included in the Title IV (student aid) eligibility of a sponsoring college or university, must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold (25 percent over a three-year period or 40% in one year), the program must provide a default reduction plan, as specified by USDE.

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In your narrative for this Required Element:

Discuss the status of USDE audits, reviews and default rates, if applicable.

Program Response:

Text input answer:

Not Applicable.

## 2017 Accreditation Standard 2 Consortia (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Two or more independent institutions or organizations combining to sponsor a single program are termed a program consortium and must meet additional organizational structure criteria.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 2.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The consortium must consider itself a single education program.

In your narrative for this Required Element:

Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart in Required Element 1.2).

Program Response:

Text input answer:

Not Applicable.

### Required Element 2.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

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

In your narrative for this Required Element:

Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.

Program Response:

Text input answer:

Not Applicable

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## Required Element 2.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.

In your narrative for this Required Element:

Identify the individual who serves as the consortium program director.

Program Response:

Text input answer:

Not Applicable

## Required Element 2.4 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Each member organization in the consortium must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.

In your narrative for this Required Element:

Describe each coordinator and employment status of each coordinator with the member institution.

Program Response:

Text input answer:

Not Applicable

## Required Element 2.5 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

An organization chart must clearly show the relationship of each member of the consortium to the total program.

In your narrative for this Required Element:

Describe the relationship of each coordinator to the consortium program director.

Program Response:

Text input answer:

NA

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## 2017 Accreditation Standard 3 Program Mission, Goals and Objectives (CP, DI, DPD/ISPP, IDE)

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for practice as a registered dietitian nutritionist. The mission, goals and objectives must be congruent and support the program.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 3.1 (CP, DI, DPD/ISPP, IDE)

The program must have a mission that distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of entry-level registered dietitian nutritionists.

In your narrative for this Required Element:

Provide the mission statements for the institution, the college and/or department in which the program resides and the program, itself.

Analyze the congruence of the program's mission statement with the institution, college and/or department missions.

Provide explanation if the mission has changed during the accreditation cycle; may reference evidence provided for Standard 4 [Not applicable to programs applying for candidacy]

#### Program Response:

##### Text input answer:

CWU: The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

CEPS: The mission of our college is to prepare competent, enlightened citizens who will enhance their respective professions, commit themselves to socially responsible leadership, and help develop the global economy in a spirit of cooperation. Each academic unit of the college has developed specific goals to address this mission.

Health Sciences DEPT: To improve the health of populations, communities, and individuals through teaching, scholarship, and service

CWU-DI: The mission of the CWU-DI is to prepare competent, entry-level Registered Dietitian Nutritionists who are committed to life-long learning.

The CWU DI's mission is compatible with the institution's mission in that it focuses on preparing students for a productive & successful professional career and a productive lifestyle that is committed to learning. Learning and student preparation is a common focus within the mission statements of the University, the College, the Department and the CWU-DI. The CWU DI's mission is unique, however, in that it is specific to training entry level dietitian nutritionist.

The CWU DI mission statement changed slightly to simplify and align with the 2017 ACEND Standards.

The old statement read: The mission of CWU-DI is to prepare competent entry level dietetic practitioners by providing academic and supervised practice experiences that satisfy the requirements for eligibility to take the exam to become a registered dietitian and promote development of life-long learners.

The new mission statement was drafted with input from the CWU Nutrition Program Faculty, Preceptors and Advisory Group to align with the ACEND 2017 Standards. In the Facebook CWU Nutrition Advisory group, a Qualtrics Survey was posted for members to participate in. While survey response rates were low, they were favorable of adopting our new mission statement (on site evidence will be available).

Our new mission aligns with both the 2017 ACEND Standards and with our program's goals/objectives. Our program evaluates the achievement of our programs goals and objectives annually. These results will be discussed further in Standard 4.

### Required Element 3.2 (CP, DI, DPD/ISPP, IDE)

The program must have at least two goals focused on program outcomes that are consistent with the program's mission.

# Central Washington University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

State your program goals.

Discuss how the goals support the program's mission.

Note: Provide program goals that are well constructed (i.e. are specific, measurable, attainable, realistic, time related) and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals.

## Program Response:

### Text input answer:

Our program's mission was drafted to align with the University, College and our Department, which all consider the interest of students and the public (see statements in RE 3.1). Since our NEW mission focuses specifically on two program outcomes: 1) preparing entry level RD's and 2) promoting lifelong learning, the program specific goals were revised to directly measure our program's success in accomplishing these two things. Our program goals align directly with the mission statement and have paired objectives that are specific, measurable, attainable, realistic, and time-bound (SEE RE 3.3).

- GOAL #1: CWU DI will graduate competent, entry level RDN's who obtain employment in nutrition related fields

GOAL #1: This goal is set to measure CWU DI's ability to prepare entry level RD's (as outlined in our mission statement). The 4 ACEND Required Objectives and one program specific objective help measure Goal #1 achievement. The language changed slightly from 2012-2017 to simplify and align with the new standards/mission.

- GOAL #2: CWU DI will produce graduates who are committed to life-long learning

GOAL #2: This goal was set to measure CWU DI's success in producing graduates who are committed to lifelong learning (as outlined in our mission statement). This goal has remained the same from the 2012-2017 Standards. In addition, the two program specific objectives have been set to measure achievement of this goal and have virtually remained the same from 2012-2017, except for the target measure of OBJ. 2 is now set at 20%, instead of 25%. It was changed to reflect the realistic goal that 2 out of 9 interns (22%) will pursue advanced education within the first year following program completion.

Previously, CWU-DI had a third goal that "CWU DI will provide dietetic internship preceptors with support, which enables them to function effectively in their roles." During the 2017 revision of the mission/goals/objectives, it was discovered that this goal did not directly measure the success of the program's new mission statement, therefore it was eliminated. While preceptor satisfaction will continue to be a top priority for our program, it will not be a specific ACEND goal, since it is not specific to our mission statement or our graduates.

## Required Element 3.3 (CP, DI, IDE)

The program must set the following program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:

- Program Specific: The program must establish one or more program specific objectives for each of the program's goals
- ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
  - Program Completion: The program must develop an objective that states "At least 80% of program students complete program/degree requirements within \_\_\_\_ years (150% of the program length)"
  - Graduate Employment: The program must develop an objective that states "Of graduates who seek employment, \_\_\_\_ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
  - Graduate Performance on Registration Exam:
    - The program must develop an objective that states " \_\_\_\_ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
    - The program must develop an objective that states "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".
  - Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.

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In your narrative for this Required Element:

For each goal, provide one or more program specific objective used to evaluate achievement of that program goal; align each objective with the appropriate program goal. Ensure each objective includes a target measure.

Provide ACEND-required program objectives, aligning them to the appropriate program goal.

Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public.

Note: ACEND-required program objectives may be aligned to any of the program's goals as appropriate; they don't need to all be included under the same goal. Each program goal must include at least one program specific objective.

Program Response:

Text input answer:

The table below outlines the two required program goals (RE 3.2) and their associated objectives (RE 3.3) that have been set to measure program success. As required by ACEND, there is at least one program specific objective tied to each goal. In addition, the 5 ACEND Required objectives are included under Goal #1.

The CWU DI is operating in the best interest of students & the public by using a combination of sources to measure program achievement. The Program Specific Objectives are measured by an external source (employers) and survey data from graduates to measure success, while the ACEND Required objectives use internal, program specific data (i.e. program completion rates, exam rates, pass rates) and graduate employment data.

CWU-DI: The mission of the CWU-DI is to prepare competent, entry-level Registered Dietitian Nutritionists who are committed to life-long learning.

<b>GOAL #1: CWU DI will graduate competent, entry level RDN's who obtain employment in nutrition related fields</b>
<b>ACEND Required Objectives (must be evaluated annually using an avg. of data from the previous 3 years):</b>
OBJ. 3.3.b.1 At least 80% of CWU interns complete the program requirements within 21 months
OBJ. 3.3.b.2 Of graduates who seek employment, 90% are employed in nutrition and dietetics or related field within 12 months
OBJ. 3.3.b.3.a 90% of CWU DI graduates will take the CDR Credentialing Exam for dietitian nutritionists within 12 months of program completion
OBJ. 3.3.b.3.b The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%
OBJ. 3.3.b.4 90% of employers will express satisfaction with graduate's preparation for entry level practice, 1 year after program completion
<b>Program Specific Objectives:</b>
OBJ. 1 90% graduates will be rated as competent, entry-level practitioners by their employers and themselves, when 1 year after program completion
<b>GOAL #2: CWU DI will produce graduates who are committed to life-long learning</b>
OBJ. 2 At least 20% of graduates will pursue an advanced degree or certification 1 year after program completion
OBJ. 3 90% of graduates will report participating or planning to participate in continuing education when surveyed 1 year after program completion

## 2017 Accreditation Standard 4: Program Evaluation and Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

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## Required Element 4.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:

- a. Each program goal.
- b. Objective(s) that will be used to evaluate achievement of each program goal.
- c. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
- d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
- e. Evaluation methods that will be used to collect the data.
- f. Individuals responsible for ensuring that data are collected.
- g. Timeline for collecting the necessary data. Data on ACEND-required objectives are to be collected annually

In your narrative for this Required Element:

Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. [Programs applying for candidacy describe how process will occur]

Discuss changes, if any, that have been made in the plan since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy]

### Program Response:

#### Text input answer:

Annually, the DI Director conducts a formal program review to measure outcomes of program mission/goals/objectives. RE 4.1.a-g are summarized in Appendix 7/ RE 4.1/4.2. Each summer, the following is completed as part of the program review process:

- Verification statements are issued to interns completing the program. This data is used to measure the outcome of OBJ. 3.3.b.1 (150% completion time; see Standard 3). DI Director uses intern official transcripts, DI Course grades, DPD Verification Statements & CDR Required documents to issue verification statements and exam eligibility.
- CDR Exam Data is collected bi-annually and reviewed from Pearson Vue to collect data to measure the outcome of OBJ. 3.3.b.3.a and OBJ. 3.3.b.3.b (See Standard 3).
- The "Alumni Survey" is sent to graduates who completed the program one-year prior via Qualtrics. Data is used to measure the outcome of OBJ. 3.3.b.2, OBJ. 3.3.b.3.a, and Program Specific Objectives 1-3 (see Standard 3). This survey requests contact information for the graduate's employer. These employers create the cohort for the "Employer Survey" for each year. See Sample of ALUMNI SURVEY: [https://cwu.co1.qualtrics.com/jfe/form/SV\\_6tZug0jxclOydmT](https://cwu.co1.qualtrics.com/jfe/form/SV_6tZug0jxclOydmT)
- "Employer Survey" is sent to employers (whose contact info is provided via "Alumni Survey" results) via Qualtrics. Data is used to measure the outcome of ACEND-Required OBJ. 3.3.b.4 and program specific OBJ. 1. See sample of Employer Survey: [https://cwu.co1.qualtrics.com/jfe/form/SV\\_d0XST7XMfOnseLb](https://cwu.co1.qualtrics.com/jfe/form/SV_d0XST7XMfOnseLb)

In addition, ongoing informal data collection is done by the DI Director to track graduate's employment record, RD exam status and advanced degree pursuit/continuing education. DI Director stays in contact with graduates via Facebook. Each class has their own Facebook page and the DI Director uses this to track them and to send out surveys.

Since the last PAR Report, the surveys used have been edited/adjusted to provide the exact input that is needed. The surveys are sent out via Qualtrics for CWU and are sent in a variety of way to improve participation (i.e. Facebook, Email, Text). In addition, all completed survey data are archived online in Qualtrics.

Summary & results of the annual review are summarized in Appendix 7/RE 4.1/4.2. Any changes made in the plan since the last accreditation review are included in this "History of Annual Review" table. In addition, you can see a list of annual duties completed by the DI Director in Appendix 5.

Groups represented in the formalized data collection process include both internal and external stakeholders. Internal stakeholders are the Dietetic Internship Director, dietetic interns, graduates, Food Science and Nutrition faculty, and the preceptors. External stakeholders who provide data include CDR/Pearson, and the employers who hire the graduate interns for their first job. If major changes are proposed, a Facebook Nutrition Advisory group is utilized to collect input from internal/external stakeholders (program graduates, practitioners, other dietetics educators). For example, the Nutrition Advisory Group was surveyed when the Mission/Goals/Objectives was updated to align with the 2017 Standards.

In addition, less formalized assessment is an ongoing part of the DI Director's interactions and relationships with interns, preceptors, healthcare providers within the wider community, faculty members from CWU and other regional education institutions and community members. ☐

Significant findings from the DI Director's Annual Program Review are presented to the Nutrition Program Faculty at their annual Fall Retreat.

## Required Element 4.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must evaluate itself based on its program evaluation plan and provide evidence that:

- Data on actual program outcomes for each pathway or track are collected separately according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
- Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- The targets set for program-specified and ACEND-required objectives are met.
- Program changes have been made to improve outcomes for any objective(s) not meeting the program-specified or ACEND-required targets.
- Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

In your narrative for this Required Element:

Analyze degree of achievement of program goals and objectives, including trends observed in the data [Not applicable to programs applying for candidacy]

Discuss factors impacting achievement of program goals and objectives [Not applicable to programs applying for candidacy]

If the program has separate tracks/pathways outcome data must be gathered for each separately, and when provided for review, the data and actions must be included in a separate analysis for each track/pathway.

If the program is a consortium, describe the role of each institution in the program evaluation process.

Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment.

### Program Response:

#### Text input answer:

Due to the new 2017 ACEND Standards being released at the tail end of our accreditation cycle, most of the data for this Required Element will be reported on the old template (2012, Standard 7, see Appendix 8), using our prior mission, goals, & objectives. We have, however, set up the new required template (2017, Standard 4, See Appendix 7/RE 4.1/4.2) with our updated goals/objectives and will be recording our outcomes starting with the class of 2017.18. Preliminary 17.18 data will be included in this self-study, when possible. Class of 16.17 fell "in-between" adopting the new standards, therefore their data was kept on the 2012 Standards. Furthermore, 2012's Standard 7 will be discussed primarily to address RE 4.2. A table summary of achievement of goals/objectives can be found in 2012, Standard 7 (see Appendix 8).

#### Summary of Program Achievement:

**Objective 1:** 90% of graduates will complete all rotations and coursework within 150% of the time planned for completion or 21 months.

Objective 1 was MET at 100% (4-year avg.). Our program has had 100% completion rates. Class of 2016.17 was a unique class, however, where we began with 9 interns, but only 7 completed the program. One intern quit the program after the first quarter of supervised practice, and the second intern was not able to meet the expectations on for SLO for her final clinical rotation. More detail will be provided on this second student in Standard 6. See RE 4.3 below for more details on how this was identified as an area for improvement in our Policies/Procedures in our Continuous Program Improvement Plan.

**Objective 2:** 90% of graduates who seek employment will be employed in dietetics-related fields within 3 months of graduation rates.

Objective 2 was MET at 97% (4-year avg.). Our students easily find jobs after completing our program! This objective was not met in our 2014 PAR, however, it was likely only due to poor survey response rates. Since then we have improved our alumni survey process by simplifying the survey and administering it via Facebook, email and text. Our response rates are now at 86% (5-year avg.) DI Director expects this positive trend to continue, as technology becomes more user friendly.

**Objective 3:** 80% of the first-time test takers (over the past five years) will pass the registration exam.

Objective 3 was MET at 88% (5-year avg.). Since our program only graduates 9 interns each year, having one student who does not pass the exam will instantly bring down our average by 11%. As identified in our 2014 PAR, students who speak English as a second language (ESL) struggle the most with passing the exam on the first attempt and this continues to be a trend. Our program often has many ESL interns, who flourish in supervised practice but struggle with taking standardized tests. Informal feedback from two 2016 graduates who have repeatedly taken the exam report ESL and test anxiety as their main hurdle in passing the exam.

**Objective 4:** 90% of graduates will rate themselves as competent when surveyed one year after graduation

Objective 4 was MET at 95% (3-year avg.). There was missing data for accurately measuring this objective. Survey data from 13.14, following appointment of a new DI Director, was lost. Data sets after 13.14, however, have been collected annually with a trend towards improved response rates (14.15 response rate 44%, 15.16 response rate 85%, 16.17 response rate 100%).

**Objective 5:** 90% of employers will rate graduates as competent

Objective 5 was MET at 100% (3-year avg.). Similar to Objective 4, data from 13.14 was missing. The sample that receives the survey that is used to measure this objective comes from the Alumni Survey, where graduates provide their current employer's contact information. The sample size is small for this data set, since not all graduates provide their employer's contact information. The DI Director however, feels that it's important for the survey's to remain anonymous, therefore, it's not required that graduates provide their employer's contact information. Of the employers that are surveyed, the response rate is at 50%.



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## Objective 6: 25% of graduates will pursue an advanced degree in nutrition or related field

Objective 6 was MET at 39.75% (4-year avg.). This objective is measured by the Alumni survey AND enrollment data from the CWU Graduate Nutrition Program. In the 2014 PAR report, this objective was not met, however, this was likely due to one graduating class that had no students pursuing advanced education. A trend has been noted in students seeking "advanced certifications." In the future, we will also include "advanced certifications" in this objective, since many students who do not enroll in graduate school, end up pursuing advanced education through professional certifications (i.e. advanced CDR Credentials, Certified Diabetes Educator, etc).

## Objective 7: 90% of graduates will report pursuing certification or participating in continuing education activities

Objective 7 was MET at 100% (3-year avg.). This objective is measured by the Alumni survey. Similar to Objective 4/5, data from 13.14 was missing. With continuing education becoming so readily available online, the DI Director expects this trend to continue. Response rates varied on this question, therefore, the survey was recently edited to solicit better response.

## Objective 8: 90% of dietetic internship preceptors will report that they are satisfied with the support they receive

Objective 8 was MET at 100%. 30-35 Preceptors are surveyed annually (60-65% response rate) on their satisfaction with the support they receive from the CWU-DI. A hedonic scale ranging from 1) Very Satisfied, 2) Satisfied, 3) Somewhat Satisfied, 4) Somewhat Unsatisfied, 5) Very Unsatisfied, was provided. 100% of those surveyed rated their satisfaction at a 3 or better, with a majority (85-90%) at a 4 or better rating. Data is missing from both 13.14 and 14.15, as it was unable to be retrieved from the past DI Director. Once this lapse in data collection was identified by the new DI Director, data sets collected moving forward have been strong, with good response rates. This objective will be eliminated in the 2017 Standards since it does not directly measure achievement of our mission statement. This survey will continue to be sent annually, however, as preceptor satisfaction will continue to be a top priority.

### Preliminary 2017 Standard DATA:

The new Goals/Objectives have been embedded to the ACEND 2017 Program Evaluation Plan template (see Appendix 7/RE 4.1/4.2). Since the language of many of our objectives changed slightly, retrospective data may not be applicable to include in the newly required 3-year rolling average data. Therefore, we have minimal preliminary data to report on our 2017 Standard 4, RE 4.2. The class of 2017-2018 will be the first full data set completed with the new standards, therefore the first 3-year average will be 2018-2020, except for any objectives whose language did not change from 2012-2017.

ACEND Required Objective 3.3.b.1 ("At least 80% of CWU interns compete the program requirements within 21 months") remains the same compared to the 2012 Standards. This objective was MET, with a three-year average (2016-2018) of 100%. All other ACEND Required Objectives will not have 3-year averages to report until data completion is complete from 2018-2020.

Data for Program Specific Objectives 1-3 is available for graduating classes one year after program completion. Therefore, data from the first class on the 2017 Standards (Class of 2017-2018) will not be available until Summer 2019. Program Specific Objective data will continue to be reported on an annual basis.

In conclusion, the CWU-DI collects data annually to evaluate program achievement for Standard 4. Detailed information on data collection process and links to sample surveys can be found in RE 4.1. At an institutional level, all CWU academic programs are required to identify program and course learning outcomes – and to assess at least a subset of program outcomes annually. Any changes to programs (e.g., curriculum restructuring, new courses, changes to policies/procedures) are typically included in annual reports. Academic departments also conduct program reviews that include a visit from external evaluators every seven years unless they are specially accredited. Programs seeking or holding specialized accreditation substitute their self-study reports for program reviews.

## Required Element 4.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

In your narrative for this Required Element:

Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan. [Programs applying for candidacy may discuss how the improvement plan will link to the Program Evaluation Plan]

### Program Response:

#### Text input answer:

The RE 4.3 Continuous Improvement Plan outlines all of the strengths/areas for improvement that have been identified and can be viewed in Appendix 9/RE 4.3.

#### Policies/Procedures:

##### Strengths:

The 2014 PAR identified a need in our Policies/Procedures for the addition of a policy for "recency of education" and student illness. Both policies have been added & successfully implemented since Fall 2014.

**Areas of Improvement:** Remediation Policy: Outside of the class of 16.17, our program has had 0% dropout rates since the last PAR, as discussed in Program Evaluation Plan (RE 4.1). Class of 2016.17 was a unique class, however, where we began with 9 interns, but only 7 completed the program. One intern dropped out of the program, with no intent to ever finish and the other intern (will refer to as "Intern X") could not achieve the required competency level (in clinical nutrition) for program completion. Since this is the first time this student has been addressed in this self study, I will provide the full explanation of the situation here and refer back to in different parts of this document. Intern X was a foreign student; whose second language was English, making culture and language the most likely barrier to this student's success. Intern X was just meeting minimum expectations throughout her community and foodservice management rotations, but when she got to her final clinical rotation, she was not able to appropriately assess complex patients, with comorbidities, nor was she able to provide appropriate education to patients or families. Intern X was evaluated by RDs in 2 separate facilities during her standard 11-week clinical rotation (first 4 weeks at low acuity hospital, last 7 at higher acuity hospital) and both concluded that she was not meeting expectations related to resource management, the Nutrition Care Process and communication. Per the CWU DI Remediation Policy & Procedure, Intern X was given a 4-week extension to attempt to meet the expectations in a new facility (evaluated by a new preceptor). These new preceptors provided equivalent feedback, agreeing that Intern X was not able to accomplish the required learning objectives. Since the policies/procedures were not clearly defined on what to do after this, Intern X was given the opportunity to independently find a third site that would be willing to host her for a final attempt. There were unfortunately, no sites that were willing to host this student with her clinical track record, and the intern was unable to ever find a site willing to host her before the 150% completion deadline. The DI Director concluded that while Intern X was able to handle low acuity patients (DTR

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level), she was not able to meet the same expectations that have been set for all other students. The DI Director was not willing to lower the standards for this student and Intern X did not complete the program. This intern's file, with all preceptor evaluations and communication will be available for review during the site visit. After dealing with this situation, our policies/procedures (See Appendix 2; RE 10.2.k.iv, m) were updated to provide a more concise remediation plan for this issue, if it arises in the future: "One, single extension (additional time) to meet requirements will be provided if an intern does not pass a rotation. The duration of the extension is to be determined by the DI Director and preceptors. Extensions will be allowed only for extenuating circumstances and when good progress has been made during all other rotations. Interns will only be allowed an extension on one rotation during the internship." The improvement made to our policies/procedures, following this situation, will make this process very clear for future students, if necessary. One extension was found to be most appropriate since an intern in our program will have already been evaluated by at least 2 RDs (but typically 3 to 5), during their standard clinical rotation. In addition, during the self-study process, it was identified that the students were required by ACEND to formally track their supervised practice hours and this was not taking place. An hour log was implemented in Fall 2017 and was revised in Spring 2018 for easier data collection. So far, this has been shown to be a successful strategy to track supervised practice hours and students are achieving the hour expectations.

**Link to Program Evaluation Plan:** Policies & Procedures are maintained to support successful program completion (2012 Standard 7, Obj 1).

### Curriculum:

**Strengths:** A substantive program change in 2017 removed the Human Resource Management course from the curriculum. The competency (CRDN 4.1) met by this course was identified as a competency that was better met during supervised practice. 100% of Interns continue to meet required competency CRDN 4.1 following removal of this course. Informal feedback from graduates revealed that the removal of this course improved both intern satisfaction and course load. One of the five required courses, Special Topics in Nutrition [NUTR598/96], has had a variety of subject focuses in the past 5 years, complementing new faculty expertise, hot topics in nutrition and areas that are not emphasized in supervised practice. The NUTR 598 class topics offered in the past 5 years have included, advanced mineral metabolism, international/global nutrition and natural supplements/integrative medicine. The competencies achieved by this course continue to be met, regardless of the focus of the course, since the competencies assigned are more general in nature, and not specific to one single topic (CRDN 1.2., 1.4, 1.6, 2.3).

**Area of Improvement:** Preceptor feedback, intern evaluations and the 2014 PAR identified intern's medication knowledge & medical terminology as an area of improvement. In Summer 2015, a medical terminology assignment was added to the NUTR 541 course and, in Fall 2018, a Medication Review Assignment will be added to MNT rotation.

**Link to Program Evaluation Plan:** see below Teaching Methods section

### Teaching Methods

**Strengths:** Past classes had complained of poor connections with their classmates and expressed a preference for live group seminars. The new DI Director also identified intern's ability to use online learning/ meeting platforms as a need for future RDs, therefore a combination of face-to-face/virtual seminar was adopted. Survey data shows this has been a favorable change for students. Annual Improvements will continue to be made based on survey feedback from program graduates. In addition, starting in 2018, our surveys have been updated and improved to elicit more specific feedback on the seminar format.

**Area of Improvement:** Based on informal feedback from students & preceptors, the DI Director has concern that all homework assigned to interns may not be necessary/helpful for student success. The DI Director will be collecting data in the future to examine homework's effectiveness through preceptor feedback and improved graduate/exit surveys. The DI Director has made a few changes to address this already, including reducing care plan assignment load in the MNT rotation and minimizing article reviews to 10 articles maximum.

**Link to Program Evaluation Plan:** Teaching methods and curriculum are updated and evaluated to support successful completion of rotations, entry level competency and RD Exam preparation (2012 Standard 7, Obj 1,3,4,5). CWU-DI RD Exam pass rates (Obj.3) have exceeded the expectation set out in the Program Evaluation Plan (See RE 4.1), the improvements/areas of strengths identified in our curriculum should continue to support this trend in the future. The Program Evaluation Plan also shows that our graduates (Obj. 4) (and their employers; Obj. 5) consider themselves competent entry level practitioners.

### Program Length

**Strength:** Since we require 2 summers of courses in addition to over 1200 hours of supervised practice, our program length is longer than many other DI program. Regardless, our program completion rates exceed the expectations outlined in the Program Evaluation Plan. The DI Director did notice significant "burnout" towards the end of supervised practice rotations, and since the planned supervised practice hours exceeded the 1200-hour requirement, 40 hours were eliminated and a Spring Break was granted to interns (2017 Substantive Change Approved). Survey questions were added to the exit survey for 2017.18 to gather feedback on this new change and is not yet available at the completion of the self study.

Since the above issue has already been addressed, there are no other areas for improvement noted related to program length.

**Link to Program Evaluation Plan:** Program Completion rates meet or exceed Objectives set in the Program Evaluation Plan suggesting our program length continues to be appropriate.

### Faculty

**Strength:** Informal feedback from preceptors and past DI Director identified a need for more on-site oversight during MNT at the Wenatchee site. In 2016, a DI Clinical Coordinator was hired in Wenatchee to assist with oversight, evaluation and teaching of interns, specifically in their clinical rotation. Informal feedback from students and preceptors have found this to be beneficial. DI Director will collect informal feedback and monitor other sites to see if this position should be expanded into other locations. To date, other sites (Yakima/Tri Cities) have not shown a need for this extra support.

Faculty continuity could have been considered an area for improvement early on in 2014-2015 and now (2016-present) is considered a strength. Following significant turnover from 2014-2015, faculty have been stable and have been supported by the institution with tenure track positions and faculty development resources. The DI Director plans to attend ACEND workshops when standards change. Currently, there is a strong, young faculty present in CWU Nutrition forecasting stability and is now considered a strength of our program.

**Link to Program Evaluation Plan:** The strong and consistent faculty here at CWU may explain the program's trend in increasing enrollments in advanced education (ie. graduate degree). Relationships developed during student's time at CWU with their professors may increase their likelihood of pursuing an advanced degree or participating in continuing education/certificates. 2012 Standard 7, Obj. 6, 7 have been successfully achieved since the last PAR, as displayed in the Program Evaluation Plan.

### Preceptors

**Strength:** Our survey data supports that CWU DI preceptors are a major strength in our program. Students are happy with preceptors and preceptors are happy with the CWU-DI. The CWU-DI has long standing, positive relationships with most sites/preceptors. In addition, many graduates stay in the area and happily continue to serve as preceptors! Because our program is small and local, the DI Director is able to provide individual training to each "lead" preceptor and preceptors express satisfaction with the resources that are provided. In 2016, a Preceptor HUB webpage was created providing preceptors with orientation materials/training, "benefits to being a preceptor" and CPE Opportunities (<http://www.cwu.edu/health-science/preceptor-hub>). No areas for improvement have been identified for this area.

**Link to Program Evaluation Plan:** The 2012 Standard 7 Obj. 8 achievement is likely related to CWU DI's historically strong relationships with preceptors.

### Resources

**Area of Improvement:** While the CWU DI uses the Nutrition Program lab spaces (kitchens/labs) very minimally, updated spaces would be beneficial and utilized for the community event and other outreach. CWU Health Sciences Department plans to break ground on a new building in 2019, which will have a quantity foods kitchen and updated teaching/lab spaces. With more robust spaces available, the CWU-DI will likely use these spaces more. The Planning & Design phase of the new building is complete; the

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Washington State Capital Budget will determine construction timeline.

**Other:**

**Strength:** A great majority of CWU DI graduates achieve entry level competence and are readily employed following program completion. (See 2012 Standard 12, Obj. 2, 4, 5). In the 2014 PAR Report, the past DI Director identified survey response rates and connections with program graduates as an area for improvement. The new DI Director has used simplified electronic surveys, text messaging, email and social media (Facebook) to successfully survey and connect with program graduates. This strategy has remediated this area for improvement and turned it into a program strength!

**Area of Improvement:** Through the self-study process, gaps in the surveys used to gather Program Evaluation Data were identified and mediated as they were found. Surveys from Class of 2017.18 moving forward should provide complete, accurate, and measurable data for continuous program improvement and program evaluation

**Link to Program Evaluation Plan:** As identified in the Program Evaluation Plan (2012 Standard 7), some data sets were missing/incomplete (Obj. 4, 5, 7). As discrepancies were discovered, they have been mediated to ensure that future data sets are complete and accurate.

## 2017 Accreditation Standard 5 Curriculum and Learning Activities (DI)

The Core Knowledge and Competencies must be the basis on which the program curriculum and learning activities are built and at least one concentration must be identified, all within the context of the mission and goals of the program

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 5.1 (DI)

The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist. The program's curriculum must prepare interns with the core competencies listed in the **2017 Accreditation Standards for Nutrition and Dietetics Internship Programs**. The curriculum must include at least one program-defined concentration that builds on the core competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities.

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In your narrative for this Required Element:

State the concentration and its corresponding program specific competencies (minimum of two) and learning activities.

Describe why the concentration was chosen.

Describe how the concentration competencies build on ACEND's core competencies and develop additional depth.

## Program Response:

### Text input answer:

#### Program Concentration: Community Nutrition

The CWU DI has 3 additional program specific competencies & learning activities to further emphasize our community concentration. These 3 activities do not take place in a specific rotation, instead they are completed outside of planned supervised practice. These 3 learning activities and the competencies they meet are listed in "Concentration Competency Curriculum Map" (RE 5.1/5.2/Appendix 10). In addition, a brief summary is provided below:

**Capstone Community Project** – For this learning activity, interns spend several months planning a community outreach event at the local Farmers Market. As a group, they create a nutrition outreach theme, nutrition education materials, food samples and activities for participants (CRDN 3.7, 3.9, 4.8). The group of interns work together as a large group and in sub-committees to apply leadership skills and demonstrate negotiation (CRDN 2.7, 2.8). In addition, they are paired up with an "incoming" intern to act as a mentor in preparing the new interns to execute this event the following year (CRDN 2.15)

#### Competencies Met:

CRDN 2.7 Apply leadership skills to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.15 Practice and/or role play mentoring and precepting others.

CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources

CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

**3 Community Outreach Events** – This learning activity challenges interns to get involved and participate in local, community events (CRDN 3.9). Interns are required to participate in 3 dietetics related activities, such as health fairs, community events, and cooking classes. At least one of these activities must involve the intern delivering nutrition education to the community (CRDN 3.4, 3.5, 3.7).

#### Competencies Met:

CRDN 2.9 - Participation in professional and community organizations

CRDN 3.4 - Design, implement and evaluation presentations to a target audience

CRDN 3.5 - Develop nutrition education materials that are age/culturally/literacy appropriate

CRDN 3.7 - Develop and deliver products, programs and services that promote health & wellness.

**Participation in Interdisciplinary Practice** – This learning activity requires students to participate in interdisciplinary events or work on interprofessional teams. In addition to working on interprofessional teams during their rotations, the CWU DI participates in a group called Yakima Valley Interprofessional Practice and Education Collaborative (YVIEPEC) (CRDN 2.3, 2.4, 2.9). YVIEPEC was established at Pacific Northwest University in the Fall of 2014 to promote the highest quality health care in the region through a culture of inclusive and collaborative interprofessional education, practice, and scholarship (<http://www.pnwu.edu/inside-pnwu/yvipecc/>). It brings together medical, physician assistant, nursing, pharmacy, paramedicine, and dietetics students to teach and promote leadership in interprofessional education starting at the student level (CRDN 2.7). Annually, the interns participate in a Fall Kick Off Event and a Spring Research Forum. In addition, past students have taken leadership positions on the YVIEPEC Student Engagement Committee:

#### Competencies Met:

CRDN 2.3 Demonstrate active participation, teamwork and contribution in group settings.

CRDN 2.4 Function as a member of interprofessional teams

CRDN 2.7 Apply leadership skills to achieve desired outcomes.

CRDN 2.9 Participation in professional and community organizations

Given that Central Washington is generally a rural area, the culture & geography around the CWU-DI naturally shape the program into a "community-based" internship. Local community schools provide a bulk of the food service management experience and community clinics provide WIC experience and outpatient nutrition supervised practice hours to interns. Even the hospital sites used for supervised practice sites are smaller, community based hospitals. Since Central Washington is comprised of many smaller towns & cities, a community nutrition concentration was best fitting for our program and the rotation sites available.

While many of the concentration competencies listed in RE 5.1 are also met during planned supervised practice, the 3 additional learning activities specific to our concentration expand on these competencies in a community and/or outreach type of setting. Since interns are required to participate in community events, interdisciplinary events and community outreach, extra depth is achieved outside of the experiences gained during planned supervised practice. Our program is lucky to be involved in YVIEPEC to actively participate with so many other health profession training programs. This unique opportunity allows students to gain appreciation and additional knowledge on the power of interdisciplinary care, specifically in a rural setting. In addition to participating in 3 community events, interns also plan their own community outreach event. By actively planning and executing an event on their own, they are able to dynamically gain the skills necessary to be leaders in promoting health and wellness in their own community.

## Required Element 5.2 (DI)

A curriculum map must be developed that:

- a. Identifies supervised practice experiences, which occur in various settings or practice areas that interns will complete to meet the core competencies and program-defined concentration competencies.
- b. Sequentially and logically organizes the progression of didactic courses and supervised practice experiences from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.
- c. Culminates in experiences to demonstrate entry-level competence.

In your narrative for this Required Element:

Describe the program's curriculum including all pathways and tracks.

Discuss and provide examples of how the program didactic and/or supervised practice courses or rotations are organized, sequenced and integrated.

Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.

Discuss and provide examples of how the curriculum facilitates intern achievement of the learning objectives and expected depth and breadth of knowledge and/or competency.

Describe any differences based on track, pathway, international experiences, etc.

Describe the culminating experiences and explain how they enable interns to demonstrate entry-level competence.

### Program Response:

#### Text input answer:

The DI Program is a 14-month (5 quarter) program that begins each summer quarter. The intern will complete 18 credits of course work during two summer sessions, 12 credits during Summer #1 and 6 credits during Summer #2. During the fall, winter, and spring quarter, the student will complete 54 credits (18 credits/quarter) of planned supervised practice. A sample supervised practice rotation schedule and the Curriculum Map (RE 5.1/5.2) can be found in Appendix 11. There is only one track/pathway for completion of the CWU DI. The CWU DI curriculum is as follows:

#### \*Summer: One

NUTR 541: Applications in Dietetics (5)

\*NUTR 543: Advanced Nutritional Biochemistry (3)

\*NUTR 545: Advanced Studies in Developmental Nutrition (4)

#### Fall:

NUTR 492a: Dietetic Practicum (18)

#### Winter:

NUTR 492b: Dietetic Practicum (18)

#### Spring:

NUTR 492c: Dietetic Practicum (18)

#### \*Summer: Two

\*NUTR 598: Special Topics (3)

\*NUTR 547: Nutrition Update (3)

(\* ) Summer courses alternate each summer. For example, NUTR 543 & 545 will be offered on odd years (2017) and NUTR 598 & 547 will be offered on even years (2018). Order of (\*) summer courses vary depending on an intern's specific start date.

The NUTR 541 (Applications in Dietetics) course is required during the first summer and provides an extensive review before beginning the internship, specifically covering motivational interviewing, breastfeeding, medical terminology and MNT case studies. The other summer courses are designed to extend and augment the undergraduate DPD education that each intern has completed to more advanced applications in dietetics. Summer courses provide a beneficial review prior to beginning supervised practice (Summer #1) and further review for taking the RD Exam (Summer #2).

Following summer courses, interns will begin planned supervised practice in the Fall. For each rotation, a series of homework assignments are given to build on the intern's previous knowledge and to prepare them for meeting the competencies assigned to each rotation. In addition, specific projects (ie. create education materials, evaluations of client interactions) are assigned to assist in meeting learning objectives and rotation competencies. These items (homework, projects, etc) are designed to prepare students to not only meet learning objectives, but to gain confidence in demonstrating entry level competence.

Due to the availability of supervised practice sites and our typical 1:1 Preceptor to Student ratio, each intern progresses differently through their rotations. One intern may start in Food Service Management, while another may start in Clinical or Community. Instead of the whole year building towards one final cumulative experience, each individual rotation is designed to progress from introductory to more advanced learning activities (ie. staff relief). Upon completion of each rotation, interns are expected to demonstrate entry level

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RD competence. Typically, rotations begin with an intern observing the work of the RD, then slowly taking on RD responsibilities with RD oversight, and finishing by demonstrating independent entry level competence. For example, during the Community/WIC rotation, a progression from introductory to entry-level competence is as follows:

1. The intern begins by observing RD appointments, then
2. The intern begins teaching "parts" of the appointment with RD present, then
3. The intern teaches the whole appointment with RD supervision
4. The intern teaches the whole appointment with minimal RD supervision, RD co-signs chart note

The culminating experience varies for each rotation, but typically there is an expectation that the intern will provide "staff relief," to display their ability as an entry level practitioner. At the completion of each rotation, preceptors evaluate students on their ability to meet the assigned competencies and their entry level RD competence.

In addition to the culminating experiences during supervised practice, the Community Outreach Event planned by interns (see RE 5.1, #1) also acts as a cumulative experience where students work together, for months, to finally execute their event and to mentor an incoming student. This event takes place after all interns have completed their planned supervised practice and showcases many of the skills they have achieved throughout the program.

In addition, approximately 2 hours/week on average are spent in "seminar", where case studies, literature review, webinars, guest speakers and various other topics are expanded on that may not be addressed during supervised practice. As a whole, the curriculum outlined above (summer courses, seminar, assignments, supervised practice, community outreach) is designed to help interns meet learning objectives by increasing their knowledge base and expanding their hands-on experience to gain the confidence to reach entry level RD competence.

## Required Element 5.3 (DI)

The program's curriculum must provide learning activities to attain the breadth and depth of the core competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated CRDN.

- a. Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare interns to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

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In your narrative for this Required Element:

Briefly summarize information presented in the Summary of Learning Activities template.

Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.

## Program Response:

### Text input answer:

RE 5.3 lists courses/rotations in which each population/culture is focused on during the internship and provides specific examples of learning activities (See Appendix 12/RE 5.3). In addition, in the narrative below, a summary is provided of the variety of educational approaches that are used to meet learner needs and objectives.

The NUTR 541 summer course, which is required prior to beginning rotations, is designed to provide a wide variety of learning activities to meet learner needs. The first half of the course is focused on Community Nutrition & Education. It provides an in-depth workshop on Motivational Interviewing (lecture, video examples, audio examples), mock counseling interactions and group discussions. Interns summarize and present information to the class from Ellyn Satter's Child of Mine book to review and increase knowledge on feeding infants, children, and adolescents. In addition, interns are assigned a breastfeeding & WIC case study to complete in groups. These case studies allow the class to learn & discuss many of the common issues with breastfeeding and types of clients who will be seen at WIC. The second half of the NUTR 541 course focuses on development of clinical skills and medical terminology related to the NCP, through review of evidence based guidelines and in-depth case study presentations. Interns are assigned a clinical case study that they present to the class and lead a thorough discussion, as a group. Lastly, the interns finish the quarter with an education curriculum assignment, where they are challenged to prepare a lesson plan to provide nutrition education to a target audience. They not only present this to their peers in class, but they also present this to the target audience as well during the academic year. Recent target audiences have included provider referrals of patients with chronic disease, adults with disabilities and WIC employees.

In addition, interns also complete 2 other courses prior to beginning their rotations, which help build on previous knowledge, increase group interactions and use of evidence based materials.

Once interns begin supervised practice, the sequence of learning activities that interns complete for each rotation is as follows:

1. Interns complete rotation preparation/enrichment homework to increase knowledge base for rotation. Examples of this may be conducting a thorough review of common disease states, reviewing scientific articles, or completing mock case studies on patients.
2. Interns begin the rotation by actively observing RDN
3. Interns begin to take over some of the tasks completed by RDN. For example, the intern begins to assess low risk patients (ie. Measure infants height & weight), or complete parts of a patient education session (complete diet recall)
4. Interns have additional projects & assignments, designed to further develop their understanding of the populations they are working with and their role as an RDN. For example, in the community rotation, interns evaluate educational materials for literacy levels and cultural relevance.
5. Interns begin to increase workload and acuity of patients seen, until they are essentially working at "entry-level" and providing staff relief. For example, in community nutrition & clinical rotations, during the last weeks of their rotation, interns take on a full entry-level RDN workload, with preceptor oversight.
6. As displayed in RE 5.3, interns work with a wide variety of populations with various disease states/conditions throughout the internship.

Finally, interns return to the classroom for their final 2 courses. These courses continue to build on previous knowledge, work in groups and use of evidence based materials. In addition, 3 sample supervised practice syllabi/rotation descriptions are included in Appendix 13 that further display rotation description, learning activities & associated competencies.

## 2017 Accreditation Standard 6 Student Learning Outcomes Assessment and Curriculum Improvement (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must continuously assess achievement of student learning outcomes (SLO). The program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

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## Required Element 6.1 (CP, DI, FDE, IDE)

An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:

- a. Core competency and program-defined concentration competency statements.
- b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core competencies and program-defined concentration competencies.
- c. Didactic courses and/or supervised practice rotation(s) in which assessment will occur.
- d. Individuals responsible for ensuring that assessment occurs.
- e. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once. SLOs that are not met should be assessed annually until resolved.

In your narrative for this Required Element:

Describe the process for annual review of the SLO plan and discuss updates made to the plan, if any. [Programs applying for candidacy must discuss the process the program plans to use for annual review of the SLO Plan.]

### Program Response:

#### Text input answer:

Each summer, following class completion, the DI Director completes an annual review of the SLO from ongoing data that has been collected in the past year. The DI Director reviews data that has been collected from supervised practice evaluations, assignment grading rubrics on Canvas and student/preceptor surveys. ACEND Required Templates are used to organize & collect data. Due to the 2017 ACEND Standards being released during the accreditation cycle, most of the data for this Required Element will be reported on the old template (2012, Standard 13, see Appendix 14). The new template (2017, RE 6.1/6.2, see Appendix 15) is drafted and outcomes will be recorded starting with the class of 2017-18. Class of 16-17 fell "in-between" adopting the 2017 standards, therefore their data was kept on the 2012, Standard 13 template. A history of the annual review is outlined in table format in RE 6.1/6.2 and includes updates and changes that were made as a result of the review.

Key changes/updates are also outlined below:

- Summer 2014 - Instructor of NUTR 498 (Food Service/HR) left CWU, therefore, competencies met by this course were changed back to the historical HRM 381 (Human Resource Management) course.
- Summer 2015 - Instructor of NUTR 598 (Special Topics in Nutrition: International Nutrition) retired allowing the program to shift their focus of this class to include new topics, including Natural Supplements/Integrative Medicine and Advanced Mineral Metabolism. While the focus of the course shifted, competencies met by NUTR 598 are general in nature, and therefore remain the same and continue to be met.
- Summer 2016 - No Changes made. DI Director presented plan to remove HRM 381 from curriculum and meet competencies during supervised practice rotations, instead of in the classroom.
- Summer 2017 - Substantive Change approved in Winter 2017 to remove HRM 381. Changes put into place Summer 2017. SLO Assessment plan was updated to align with 2017 ACEND standards.
- Summer 2018 - First graduating class 2017-18 data will be recorded on new SLO Plan. Assignment rubrics & rotation evaluation rubrics updated for improved data collection.

## Required Element 6.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the program's SLO assessment plan.



In your narrative for this Required Element:

Describe how data on achievement of learning outcomes were collected and analyzed according to the student learning outcomes assessment plan. [Programs applying for candidacy must describe how the process will occur.]

Analyze the extent to which students/interns achieved student learning objectives since the last accreditation review (PAR or self-study). [Not applicable to programs applying for candidacy.]

## Program Response:

### Text input answer:

As required by ACEND, in the 2012 SLO Plan/Standard 13, two competencies per domain were assessed and reported in the submitted SLO assessment plan (See 2012 Standard 13/Appendix 14). Remaining data is available on-site for other competencies, however, the DI Director chose to select a variety of competencies that were evaluated in different ways to report aggregate data on (from 2013-2017) for the self-study. It is noted, following change of directorship in 2014, some missing data was discovered from the class of 2013.14. Once this lapse was noted, it was corrected and a full data set has been accomplished in the subsequent years.

For the new 2017 Standards, the SLO Assessment Plan (See 2017 RE 6.1/6.2/Appendix 15) has been outlined to assess at least one SLO from each domain annually and accomplish assessment of all SLOs within the accreditation cycle. Any SLOs that are not met will be assessed annually until resolved. Please see RE 6.1/6.2 column F to view the future plan for SLO data collection to meet the 2017 ACEND reporting requirements.

Data is collected continually from, 1) preceptor evaluations of intern's performance 2) grading rubrics on assignments. Interns who do not meet minimum performance expectation cannot continue in the internship and require remediation, therefore the expectation is that 100% of interns that complete the program will achieve the minimum expectations outlined in the SLO. Data is reviewed and analyzed each summer during the Annual SLO Review to ensure minimum achievement.

For the SLO Plans, competencies were evaluated using the minimum expectation identified by the CWU-DI (typically achieving a "met" rating by preceptor, or a 3 on a 5-point scale). Again, interns who do not meet minimum performance expectations cannot finish in the internship and require remediation, therefore the expectation is that 100% of interns that complete the program will achieve the minimum expectations outlined in the SLO.

\* NOTE on Class of 2013.14: In the class of 2013.14, there was one student who struggled with meeting performance criteria and required additional time beyond the final evaluation to achieve minimum SLO expectations. The data from the previous director from 2013.14 was incomplete, therefore, when this student DID finally achieve the minimum expectation, it was not documented for data collection. This student DID eventually meet the minimum expectation, and complete the program, however, the final documentation is just missing, therefore it was reported as NA. In addition, there is some data that was missing from the class of 13.14, but once this was identified by the new program director, data sets have been complete. It will be denoted with an (\*) any CRD's that contained incomplete data from this student. Again, this student DID eventually meet the expectation, however we do not have the proper written documentation available to support this.

\*\* NOTE on Class of 2016.17: In the class of 2016.17, there was one student who was never able to meet minimum SLO expectations and therefore did not finish the internship (Full details provided in Standard 4, RE 4.3). The CWU DI policy was followed for remediation and this student was given additional time to help achieve the minimum standard, but was ultimately not able to achieve it, as evaluated by multiple preceptors. Even following remediation, this intern was never able to complete the program. Please see details regarding this student in RE 4.3. It will be denoted with an (\*\*) any CRD's that were not met related to this student.

On the 2012 SLO, the following student achievement was reported (please see Appendix 14 for details):

#### DOMAIN 1:

- o \*OBJECTIVE MET: - CRD 1.1: 100% of interns achieved this learning objective. Data was missing from one student from class of 2013.14.
- o \*\*OBJECTIVE NOT MET: CRD 1.3: 100% of interns achieved this learning objective from 2014-2016. One intern in class of 2016.17 did NOT achieve this learning objective and did not complete the program. In the past 4 years, an average of 96.8% of interns have met this objective.

#### DOMAIN 2:

- o \*OBJECTIVE MET: CRD 2.2: 100% of interns achieved this learning objective from 2013-2017. Some data was missing from class of 2013.14, see note above.
- o \*\*OBJECTIVE NOT MET: CRD 2.4: 100% of interns achieved this learning objective from 2014-2016. One intern in class of 2016.17 did NOT achieve this learning objective and did not complete the program, see note above. In the past 4 years, an average of 96.8% of interns have met this objective.

#### DOMAIN 3:

- o \*/\*\*OBJECTIVE NOT MET: CRD 3.1c: 100% of interns achieved this learning objective from 2014-2016. Some data was missing from class of 2013.14. One intern, in class of 2016.17 did NOT achieve this learning objective and did not complete the program. In the past 4 years, an average of 96.8% of interns have met this objective.
- o \*\*OBJECTIVE NOT MET: CRD 3.4: 100% of interns achieved this learning objective from 2014-2016. All data was missing from 2013.14. One intern in class of 2016.17 did NOT achieve this learning objective and did not complete the program. In the past 4 years, an average of 95.8% of interns have met this objective (value differs due to missing data from 2013.14).

#### DOMAIN 4:

- o \*OBJECTIVE MET: - CRD 4.1: 100% of interns achieved this learning objective. Data was missing from class of 2013.14.
- o \*/\*\*OBJECTIVE NOT MET: CRD 4.2: 100% of interns achieved this learning objective from 2014-2016. One intern in class of 2016.17 did NOT achieve this learning objective and did not complete the program. Data was missing from class of 2013.14. In the past 4 years, an average of 95.8% of interns have met this objective.

Any above areas that were NOT MET, were fully reviewed to determine the reason for lack of success. If possible, the cause would be addressed. All of the SLOs that were UNMET, were due to ONE student, who created a unique variable that was deemed out of our control. This one student, described in RE 4.3 as Intern X, appeared to have significant language and cultural barriers that prevented her from meeting the minimum competency level and was not able to complete the program. In addition, there was some data missing from class of 2013.14, and this issue was resolved as soon as it was discovered.

The situation that was responsible for the outlined objectives not being met, appears to be a single circumstance. Since this issue does not appear to be reoccurring, the CWU DI will continue to use the minimum performance expectation as the objective for our SLO (ie. "100% of interns will score 3 on a 5-pt scale). If this does begin to be a reoccurring issue, the CWU DI will consider setting stretch levels for measuring success of meeting SLO objections (ie. "80% of interns will score 4 on a 5-pt scale) to better display our program's SLO achievement.

In conclusion, of the students who actually completed the program, all of the above objectives were actually met. Having one student who was not able to meet SLO's and complete the program, really shifted our reported results in a negative direction, however, it was important to include this student's data in the SLO results to be fully transparent, since the defined program expectation is that 100% of interns will meet the minimum expectation. Since the SLO are set at the minimum level for performance this student's data skewed our results, however, since she did not finish the program, this is not an accurate representation of our program, as a whole.

In addition, preliminary SLO achievement data starting with class of 2017.18 is available on the new RE 6.1/6.2 Template (See Appendix 15), showing 100% achievement of all outlined CRDN's evaluated to date.

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## Required Element 6.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Formal curriculum review must routinely occur and:

- Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
- Include input from students/interns and other stakeholders as appropriate.
- Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), tracks or supervised practice sites are used to accomplish the same educational objectives.
- Result in actions to maintain or improve student learning.

In your narrative for this Required Element:

Describe the curriculum review process including timeframe and how input from students/interns is incorporated. [Programs applying for candidacy must describe how the curriculum review process will occur.]

State curriculum strengths and limitations and discuss how results of program evaluation and student learning assessment were used to determine strengths and limitations. [Not applicable to programs applying for candidacy.]

Discuss how comparability of educational experiences and consistency of learning outcomes is assessed and maintained. [Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.]

Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning. [Not applicable to programs applying for candidacy.]

### Program Response:

#### Text input answer:

The curriculum review process is an ongoing process with informal and formal components. The DI Director is informally monitoring curriculum on a continuous basis from the following sources: intern, preceptor, and faculty feedback, external stakeholders (advisory group members, other program directors, other nutrition professionals). Minor changes to curriculum are made as necessary (ie. updating a rubric, reference materials).

In addition to informal review, preceptors, graduates, employers and interns are surveyed annually (each summer) and SLO Assessment Plan data is reviewed to provide formal feedback on curriculum components. Each summer, the DI Director also completes an annual update of the curriculum (updating assignments, rubrics, references, rotation syllabi) before each new internship class begins. If the need for a major change is identified from either informal/formal review, the DI Director will first present this information to CWU Nutrition Faculty and Preceptors. If faculty/preceptors are supportive, the DI Director may also seek external input from the CWU Nutrition Advisory Group, if more input is deemed necessary. For the advisory group, no formal meetings have occurred in recent years, instead a Facebook Page has been created for members and input is gathered via online surveys, if a need is identified.

Strengths and Areas for Improvement related to curriculum are thoroughly summarized and can be reviewed in RE 4.3 Continuous Program Improvement Plan and in the 4.3 narrative. The program review process (previously described) has allowed the DI Director to determine strengths and limitations of the program's curriculum. Strengths and limitations are most commonly identified from the following sources of program evaluation: informal verbal feedback from interns/preceptors, formal survey data from interns, intern performance evaluations. In addition, the CWU-DI's accomplishment of set learning goals/objectives is thoroughly reviewed in RE 4.2. The following strengths and limitations summarize the findings in RE 6.1/6.2 and RE 4.2/ 4.3 that were identified through program evaluation and SLO assessment:

- Curriculum Strengths - Summer course offerings, seminar format, program curriculum appears to properly support: 1) program completion 2) RD Exam Pass rates 3) intern employment 4) graduate achievement of entry level competence and 5) graduate pursuit of advanced degree/continuing education, curriculum provide more than one opportunity to meet minimum performance standards
- Curriculum Areas for Improvement – Updating assignments to provide optimal review of content to prepare interns for supervised practice rotations (add content on Medical Terminology & Medications, remove redundant assignments).

Comparability of experiences and consistency of learning outcomes is determined through the assessments described above. Additionally, the DI Director evaluates consistency and comparability between rotation sites through onsite visits for evaluations and other preceptor communications. Ability to meet outcomes is generally available in at least two different rotations to assure that the opportunity is provided within supervised practice. No two interns will have the exact same experiences within the same titled rotation. Rotation experiences vary from site to site, preceptor to preceptor, however the opportunity for learning outcomes to be met is always present. ☺

The two most notable improvements that resulted from the curriculum review process was the removal of the HRM 381 course from the curriculum and the change in the seminar format. Through the review process (formal & informal), HRM 381 was identified by program graduates as a course that was not relevant to dietetics practice and their success as future RDNs. Following this consistent feedback, the DI Director submitted a substantive change to ACEND to remove this course from the curriculum. The competencies met by this course are instead met during supervised practice rotations, instead of in the classroom setting. The review process also identified the format of the weekly seminar as an area for improvement. Interns had various complaints about the old seminar format, however these two themes were reoccurring: 1) some interns were face-to-face (Yakima), while others were in a virtual classroom (Wenatchee/ Tri Cities) 2) interns felt a lack of connection with their fellow interns, since they rarely spent time together as a group. To mediate this, the new seminar format allows ALL interns to meet as a group once a month and 2-3 other monthly seminars are done 100% online. This new format allows interns to work together face-to-face and it also allows them to navigate the world of online meetings, which is becoming more common and is a valuable experience for them to have moving into their career.

## 2017 Accreditation Standard 7 Faculty and Preceptors (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must have a sufficient number of qualified faculty and preceptors/practitioners, if used, to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director and preceptors/practitioners, if used, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 7.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must provide evidence that qualified and appropriately credentialed faculty and preceptors/practitioners, if used, are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.

In your narrative for this Required Element:

Discuss the adequacy of qualified and credentialed faculty and preceptors/practitioners, if used, for achievement of the program objectives and student learning outcomes.

Describe the process used to ensure the faculty and preceptors/practitioners, if used, including those used for international rotations, if appropriate, are qualified for their role in the program including preceptors/practitioners, if used, who might be selected by students/interns.

#### Program Response:

##### Text input answer:

CWU DI program faculty provide a wide variety of expertise and diverse backgrounds to contribute to the courses that they teach. The CWU DI faculty teach the summer courses that are associated with the internship. These courses assist in achieving the program objectives related to pass rates (ie. Content contains RD exam review material) and graduate's commitment to life-long learning (ie. Content motivates students to use evidence based materials, stay current on research and encourages/prepares future graduate studies). The faculty member's area of expertise is paired with the course content that they teach, to provide an optimal learning experience for students.

Faculty Roster is found in Appendix 16 and C.V.'s will be attached in Appendices 4, 17. In addition, highlights of faculty qualifications are summarized below:

- David Gee, PhD (Nutrition Program Director) – Offers a background in food science and metabolism. Dr. Gee has been teaching for 37 years and has taught NUTR 543 (Advanced Nutritional Biochemistry), NUTR 547 (Nutrition Update) and is the director of YVIEPC's Culinary Medicine Program.
- Susan Hawk, PhD, RD (DPD Program Director) – Offers a background in clinical nutrition and basic research. Dr. Hawk teaches NUTR 545 (Advanced Studies in Developmental Nutrition) and NUTR 598 (Special Topics: Natural Supplements and Integrative Medicine)
- Dana Ogan, MS, RD, CD (DI Director) – Offers a background in clinical nutrition and food service management. Professor Ogan has been teaching for 8 years and teaches NUTR 541 (Application in Dietetics) and the Internship Seminar course, in addition to program oversight and intern evaluation.
- Nicole Stendell Hollis, PhD, RD, IBCLC – Offers a background in community nutrition, research and breastfeeding. Dr. Stendell Hollis been teaching for 10 years and has co-taught NUTR 541 (Application in Dietetics).
- Kelly Pritchett, PhD, RD – Offers a background in sports nutrition and exercise physiology. Dr. Pritchett has been teaching for 10 years and teaches NUTR 543 (Advanced Nutritional Biochemistry) and NUTR 547 (Nutrition Update).
- Tafere Belay, PhD – Offers a background in metabolism and international nutrition. Dr. Belay has been teaching for 8 years and teaches NUTR 598 (Special Topics: Advanced Mineral Metabolism)

In addition, the CWU DI has over 70 Preceptors who are well qualified to teach interns during their supervised practice (see Appendix 18/RE 7.1 Preceptor Roster). Most of the preceptors, with the exception of some Food Service Managers, are RDN's. When preceptors are not RDN's, their expertise, training & background reflect the requirements and demands of their position, making them appropriate and qualified preceptors to teach interns entry level RDN competence. In Appendix 19 /RE 7.2, individual preceptor qualifications including, credentials, years of experience, required credentials and professional development are outlined.

In almost all sites, the preceptor to intern ratio is 1:1. Often, within a single rotation, an intern will work with a number of preceptors over the duration of the rotation. Each RD may have a different area of expertise to provide interns with increased knowledge of the diversity in practice. The CWU DI has long standing relationships with our supervised practice sites, creating a trusting environment for interns and preceptors. Interns are not responsible for setting up any of their own supervised practice sites. Our sites are well established and known entities; all preceptors hold the minimum required credential/degree for their current position (also displayed in RE 7.2) as determined by their employer.

The CWU DI does not have international rotations.

## Required Element 7.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The requirements for program faculty and preceptors must include:

- a. Program faculty (faculty within the academic unit), including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
- b. Preceptors/practitioners, if used, must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students/interns.
- c. Program faculty, including the program director, and preceptors/ practitioners, if used, must show evidence of continued competence appropriate to their teaching or precepting responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
- d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.

In your narrative for this Required Element:

Describe the sponsoring organization's criteria for appointment and how the program ensures that faculty meet those criteria. Faculty and preceptors/practitioners, if used, are not required to hold an RDN or NDTR credentials, unless required for their position.

Describe how program ensures preceptors meet state licensure laws and federal requirements.

Describe the process used to ensure continued competence appropriate to the teaching or precepting responsibilities.

Describe the process used by the institution and/or the program for periodic review of preceptors/practitioners, if used, and faculty, including opportunities for student/intern input.

### Program Response:

#### Text input answer:

CWU Nutrition criteria for full time tenure track faculty (FTTT) includes a requirement for a terminal degree in the area of expertise (PhD: food science, nutrition, MS: clinical nutrition, dietetics). CWU requirements for appointment are also outlined in the Collective Bargaining agreement, page 8, item 8.2 <http://www.cwu.edu/hr/sites/cts.cwu.edu/hr/files/2017-9-27CWU-UFCAGreement2017-2020FinalwithSignatures.pdf>

All full time faculty specifically assigned to the CWU DI are FTTT faculty are additionally required to demonstrate excellence in teaching (evaluated by student course evaluations), scholarship (evaluated on research and publications) and service (college, community and professional service work) for reappointment and/or promotion in their position. Faculty are evaluated on meeting minimum expectations for these items every 2 years.

Washington State does not have licensure for RD's, only certification. Some supervised practice site may require their RD's to hold certification, however, it is not required of all sites. Per CWU DI Policies & Procedures, each supervised practice site will have an affiliation agreement with CWU. In the Standard Affiliation Agreement, page 3, item III, A, "Training Site will submit in writing to School the professional and academic credentials for the Preceptors and clinical education Supervisor. Training Site will notify School in writing of any change or proposed change of the Preceptors or clinical education Supervisor." All preceptors meet the state and federal regulations for the area where they are supervising interns. In addition, the DI Director keeps a running list of preceptors and their credentials, which is updated on an ongoing basis. For the self-study, the preceptors also completed an online survey updating the CWU-DI's records of all preceptor's education, employment, continuing education and credentials (see Appendix 19/RE 7.2 Preceptor Qualifications).

Faculty are formally evaluated on a quarterly basis via student course evaluations and bi annually by the University on teaching, scholarship and service to ensure continued competence. In the past year, all CWU DI faculty, except Dr. Belay, were either successfully reappointed and/or promoted to Associate Professor. Dr. Belay was will begin his FTTT position in Fall 2018 and will begin his evaluation cycle for tenure and promotion. The tenure process ensures that the faculty members are meeting expectations for excellence in teaching, scholarship and service.

The following items are utilized to ensure continued competence of preceptors:

- Interns complete a preceptor evaluation of each preceptor they spend more than 5 days with to provide both the preceptor and the DI Director feedback on their performance and ability.
- The DI Director periodically meets with preceptors and interns to provide informal feedback on teaching/precepting abilities.
- The DI Director provides preceptors opportunities for continuing education related to excellence in precepting.

For faculty, students are asked to complete a course evaluation at the end of each quarter to provide feedback on faculty competence. In addition, the DI Director surveys interns after they complete the program, specifically asking for feedback on faculty performance and ability. For preceptors, interns complete an anonymous, online preceptor evaluation of each preceptor they spend more than 5 days with to provide both the preceptor and the DI Director feedback on their performance and ability.

Based on ACEND Accreditation Standards

## Required Element 7.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The orientation and training requirements for program faculty and preceptors must include:

- New program faculty members, instructors, teaching assistants, and preceptors/practitioners, if used, must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive feedback, and training as needed, based on program evaluation and input from students.
- Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive training on the ACEND Standards and required knowledge and competencies.

In your narrative for this Required Element:

Describe the orientation, including the process and timeline, for new program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning to mission, goals, objectives and educational philosophy of the nutrition and dietetics program and student/intern learning outcomes.

Provide a description and timeline for ongoing training of current faculty members, instructors, and teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning.

Discuss how faculty members, instructors, teaching assistants and preceptors/practitioners, if used, receive feedback and how program, preceptor and student/intern evaluations have influenced ongoing training provided to faculty members, instructors, preceptors/ practitioners, if used and teaching assistants [Not applicable to programs applying for candidacy]

Discuss how and when training on ACEND's accreditation standards and required knowledge and competencies has been conducted for all faculty members, instructors, teaching assistants and preceptors/practitioners, if used.

### Program Response:

#### Text input answer:

New faculty & preceptors are oriented to the CWU DI Program by the DI Director. New program faculty will be verbally (or via email) oriented to the program, most specifically addressing competencies that are met by courses they teach, instruction on how to assess the competencies for program evaluation and orientation to the CWU DI mission/goals/objectives.

New program preceptors are contacted directly by the DI Director, typically via email. If a supervised practice site has multiple RDNs acting as preceptors, then a "lead preceptor" is designated and becomes the DI Director's point of contact for communicating with preceptors for that specific supervised practice site. The DI Director has created a preceptor HUB online with orientation materials for new preceptors including, recommended webinars/training, policies/procedures, mission/obj./goals, and opportunities for optional preceptor training <http://www.cwu.edu/health-science/preceptor-hub>. In the supervised practice sites that have lead preceptors, they direct new preceptors to the preceptor HUB and share required supervised practice documents (rotation description/requirements, evaluation forms) specific to their rotations. In sites with single preceptors, the DI Director will directly contact the preceptor providing verbal or written orientation, reference to the preceptor HUB and necessary documents (rotation description/requirements, evaluation forms).

During the self study and review of Standard 7.3, the DI Director identified that no formal preceptor training policy was in place, however, our relationships are so long-standing and our classes are small enough that the director is able to orient each new lead preceptor as they join our program. However, just to ensure that this current practice was meeting the needs of preceptors, the DI Director polled the preceptors via email to collect feedback on whether a formal training was indicated. The email was sent to 30+ preceptors regarding satisfaction with training. Only 1 preceptor felt additional training should be required. This same preceptor retired shortly thereafter in Summer 2018. Following this feedback, the DI Director interpreted the current practice for preceptor training as a program strength in RE 4.3 Continuous Program Improvement Plan. Prior to beginning each new class, the DI Director send preceptors & faculty a program update which includes, rotation descriptions, course syllabi requirements, evaluation/assessment forms, and a general update on the recent changes in the program, including any changes from ACEND.

For faculty, students are asked to complete a course evaluation at the end of each quarter to provide feedback on faculty competence. Individual faculty members use the information provided from student course evaluations to continually assess and improve their courses. In addition, the DI Director surveys interns after they complete the program, specifically asking for feedback on courses and faculty.

For preceptors, interns complete an anonymous, online preceptor evaluation of each preceptor they spend more than 5 days with to provide both the preceptor and the DI Director feedback. The DI Director reviews and compiles data from preceptor evaluations each summer and provides this feedback to the preceptors.

In addition, preceptors are surveyed each year to provide feedback to the DI Director on their satisfaction with the support they have received from the CWU DI. If there are areas that preceptors are not satisfied with, they are asked to provide more feedback. The current data available shows that preceptors are generally satisfied with the support they receive from the CWU DI (15.16 100% reported as either satisfied /somewhat satisfied; 16.17 100% reported as either satisfied /somewhat satisfied). Finally, when the DI Director meets with preceptors, informal feedback is always elicited and considered. The following items have been improved on following feedback from preceptors:

- Preceptors requested that interns contact them earlier. Now all preceptors are contacted 1-month prior to rotation beginning.
- Preceptors requested additional review on medical terminology, medications and PES Statement. All of these items have now been added to the curriculum.

In conclusion, all of the above information is taken into consideration when the DI Director drafts an annual program update that is typically sent to preceptors each fall.

If a faculty member teaches a course that meets specific competencies for the CWU DI, the instructor/faculty member will be educated by the DI Director on what competency the course meets and how it needs to be assessed. Preceptors are responsible for assessing many CRDN's and therefore are provided rotation syllabus and descriptions that outline what competencies they will be assessing and an evaluation form describing how to assess each competency. In addition, during site visits & phone evaluations, following the student evaluation, the DI Director provides an informal update on ACEND Standards and program updates.

The DI Director will attend ACEND training workshops approximately every 5 years, when new Standards are released. The DI Director last attended a Program Director workshop in Fall 2016 in Boston, MA. Following each workshop attendance, the DI Director will provide an update to CWU Nutrition Faculty (via faculty meeting) & Preceptors (via email).

# Central Washington University Self-Study

Based on ACEND Accreditation Standards

## 2017 Accreditation Standard 8 Supervised Practice/Experiential Learning Sites (CP, DI, DT, FDE, IDE)

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

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 8.1 (CP, DI, DT, FDE, IDE)

Supervised practice site requirements:

- a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice facilities.
- b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students/interns.
- d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the program's organization).

In your narrative for this Required Element:

Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice sites including distance sites or sites chosen by students/interns.

If international experiences are provided, describe the selection criteria and evaluation process for those sites.

Discuss any situation where affiliation agreements are not required (such as a site being part of the program's organization or mutual agreement between the program's institution and supervised practice facility on waiving the requirement for a formal affiliation agreement).

## Program Response:

### Text input answer:

The DI Director selects and schedules all supervised practice sites for students. The CWU DI Policies and Procedures (See Appendix 2) outlines the following 3 procedures related to selection and evaluation of supervised practice sites:

#### RE 10.2.e Supervised Practice Rotations

Policy: Supervised practice rotation sites are used to provide experiences for meeting the competencies required to be a qualified entry level dietitian. Placement of interns in supervised practice rotations is for educational purposes. Interns will not be used to replace facility employees and require preceptor supervision throughout the rotation.

#### Procedure:

- i. Interns will be placed in supervised practice sites that have affiliation agreements with Central Washington University.
- ii. Affiliation agreements will designate that students are not employees of the facility and are not to replace employees. (A sample of a standard affiliation agreement can be found in Appendix 20).

#### RE 10.2.u Supervised Practice Facility Selection and Evaluation

Policy: Facilities for supervised practice are selected to provide a breadth of experiences, opportunities for students to achieve required competencies, and qualified preceptors willing to mentor dietetic interns.

#### Procedure:

- i. The dietetic internship director will annually review the list of currently used facilities.
- ii. Interns will complete evaluations of preceptors/rotations and informal data will be gathered to determine if current facilities are meeting needs.
- iii. If areas of concern are identified, the dietetic internship director will meet with the primary preceptor at the facility to discuss the concerns. If no resolution can be reached about the concerns, the program will seek alternative facilities to provide the needed practice experience. (A list of all facilities used for supervise practice can be found in Appendix 18/RE 7.1., column labeled "Supervised Practice Sites")

#### RE 10.2.v. Affiliation Agreements for Supervised Practice Facilities

Policy: Affiliation agreements will be required for all facilities and rotations where students are participating in supervised practice activities that allow students to achieve competency.

#### Procedure:

- i. Facilities that can provide the appropriate breadth of experiences, opportunities for students to achieve required competencies, and qualified preceptors will be identified by the dietetic internship director.
- ii. An initial discussion will be held with potential preceptors to determine the possible interest of the facility in being a supervised practice site for dietetic internship rotations. If common interest is found, the appropriate facility signatory for contracts will be determined.
- iii. Request for initiation of an affiliation agreement will be made by the dietetic internship director to the CWU Office of Business Services and Contracts (OBSC). The OBSC will be provided with the name and contact information of the signatory for the facility/organization and the type of facility (hospital, community clinic, food service site, etc.).
- iv. OBSC will initiate the affiliation agreement and negotiate any changes in terms requested by the facility.
- v. Signed copies of the affiliation agreement will be kept on file in the OBSC office.
- vi. Affiliation agreements typically renew annually unless changes in terms are desired by the affiliating facility or CWU. OBSC monitors the renewal process.
- vii. Interns are not placed in an affiliating facility until the agreement has been signed by CWU and the affiliating facility/organization.

No international experiences are provided through the CWU DI.

Affiliation Agreements are required for all sites that host interns. Occasionally, a student will choose to volunteer outside of required supervised practice, in this instance, an affiliation agreement is not required since the intern is not achieving competencies during this time.

## 2017 Accreditation Standard 9 Information for Prospective Students and the Public (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must provide clear, consistent and accurate information about all program requirements to prospective students/interns and the public at large.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 9.1 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Program policies, procedures, practices, and materials related to student/intern recruitment and admission must comply with state and federal laws and regulations.

In your narrative for this Required Element:

Discuss how program policies, procedures, practices, and materials related to student/intern recruitment and admission comply with state and federal laws and regulations.

Program Response:

**Text input answer:**

CWU and the CWU/DI policies and procedures, practices, admissions and recruitment materials comply with state and federal laws and regulations that ensure nondiscrimination and equal opportunity.

CWU and CWU/DI follows the Washington State Administrative Code for admissions and registration procedures (<http://app.leg.wa.gov/WAC/default.aspx?cite=106-160>) and the Washington Student Achievement Council (<https://www.wsac.wa.gov/college-admissions>).

More information on admission to CWU can be found at: [http://www.cwu.edu/resources-reports/site-search?title=admission&body\\_value\\_op=contains&body\\_value=&sort\\_by=title&sort\\_order=ASC&items\\_per\\_page=50](http://www.cwu.edu/resources-reports/site-search?title=admission&body_value_op=contains&body_value=&sort_by=title&sort_order=ASC&items_per_page=50)

### Required Element 9.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

All sources of information for prospective students/interns and the public must provide current and consistent information and each information source must provide a reference to where complete program information can be found.

In your narrative for this Required Element:

Describe where complete program information can be found.

Program Response:

**Text input answer:**

Complete program information available to prospective interns and the public is housed on our CWU webpages, which can be found by navigating our department's homepage <http://www.cwu.edu/health-science/>. On the left, you'll find the Dietetic Internship tab, which contains 5 subheadings: Overview, Curriculum, Application, Cost and Preceptor HUB. Our program no longer distributes printed recruitment materials.

### Required Element 9.3 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

Information about the program must be readily available to prospective students/interns and the public via a website and must include all the items listed in the **2017 Accreditation Standards for Nutrition and Dietetics Programs (Required Element 9.3a-l)**.



# Central Washington University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe where all the listed information is contained, including active website links where the information can be found [Programs applying for candidacy should provide draft website information]

If the program has different tracks/pathways, information should describe the options available and requirements (such as cost, admission requirements) for each.

If the program has a distance education track, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.

If program offers international rotations, information should describe the option, including costs.

If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program's website must provide active links to this information.

Describe how all the listed information is made readily available to prospective students/interns and the public at large.

Describe the process for updating and maintaining accuracy and consistency of the information listed.

## Program Response:

### Text input answer:

All listed information, with active links, is contained in Appendix 21/RE 9.3.

There is only a single, non-distant track for the CWU DI. There are no international rotations.

Information is available at all times on our program webpages. The most common areas that prospective students search for internship information (eatright.org and the Applicant Guide to Supervised Practice) also have our program's current information (and links to our site) readily available.

Each fall, the DI Director updates the webpages to maintain accurate, current information. See list of annual DI Director Duties in Appendix 5. In addition, attempts have been made to archive and delete any webpages with outdated information. If outdated webpages are discovered, they are archived immediately by the DI Director.

## 2017 Accreditation Standard 10 Policies and Procedures (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The program must have written policies and procedures that protect the rights of students/interns and are consistent with current institutional practice.

Instructions for this section:

Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and file uploads using ACEND required templates.

### Required Element 10.1 (CP, DI, DPD/ISPP, DT, FDE, IDE)

Programs are required to have policies and procedures for program operations including:

- Admission Requirements:** Programs must establish criteria to determine student/intern potential for success in the program.
- Student/Intern Performance Monitoring:** The program's system of monitoring student/intern performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
- Student/Intern Retention:** Students/interns with a minimal chance of success in the program must be counseled into career paths that are appropriate to their ability.
- Supervised Practice Documentation:** The program must establish procedures for tracking individual student's/intern's supervised practice hours in professional work settings, simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.

# Central Washington University Self-Study

Based on ACEND Accreditation Standards

In your narrative for this Required Element:

Describe admission criteria used to determine student/intern potential for success in the program.

Describe the program's system of monitoring student/intern performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student/intern.

Discuss how students/interns with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.

Describe the program's procedures for tracking individual student's/intern's supervised practice hours in professional work settings, simulation, case studies and role playing.

## Program Response:

### Text input answer:

RE 10.1/2 is found in Appendix 22. The CWU DI Policies and Procedures manual (See Appendix 2) outlines the following policy to describe admission criteria:

ACEND Required Element 10.1.a

\*Baccalaureate degree from a US regionally accredited institution

\*Verification of DPD completion or declaration of intent to complete DPD program with DPD completion date within the last five years

\*GPA of 3.0 or higher (4.0 scale) in DPD courses and overall

\*A strong background in sciences and evidence of ability and willingness to work productively are expected for admission to the Dietetic Internship. Experience, whether paid or volunteer, in clinical nutrition, food service management, or community nutrition is highly desirable.

\*Applicant finalists will be evaluated in a short web interview

The CWU DI Policies and Procedures (See Appendix 2) outlines policies for evaluating (10.2.j) & monitoring unsatisfactory student performance (10.2.k). In addition, policy 10.2.l outlines the procedures for termination and discipline. Please refer to Appendix 2 for full descriptions.

To informally monitor performance, interns provide the DI Director with a verbal update during each seminar (which occurs on most Mondays). If any issues are identified, the DI Director will address it directly with the student, and preceptor, if necessary. Furthermore, preceptors are responsible for contacting the DI Director immediately if an intern has unsatisfactory performance, to begin the remediation policy. Lastly, each intern is evaluated by their preceptor at the end of each rotation during a meeting with the preceptor, the DI Director and the intern. For every rotation, the intern is evaluated on their professional and ethical behavior by their preceptor.

Since the CWU DI is a small program with very high completion rates, if an intern is at risk for non-completion, this is handled on a case-by-case basis. There has only been one intern that was not able to finish the program due to inadequate performance. The policies and procedures were followed for remediation and when it was determined that the student would not be successful in becoming an RD, the intern was counseled to seek a career path that aligned with her strengths (ie. Research, academics).

During our program's update to align with the ACEND 2017 Standards, it was identified that ACEND required hour logs and this was not currently being met by our program. Because of this, hour tracking was identified as a program area for improvement in the Continuous Program Improvement Plan. In Fall 2017, a weekly hour log was implemented in Fall 2017 and tracked by the DI Director. Interns total their supervised practice hours and "other" supervised practice hours separately. "Other" Supervised practice hours include: Seminar hours, conference attendance, case studies, and community event participation. Time spent working on "homework" (on or off site) is not to be counted as supervised practice. It was determined that an hour log submission for each rotation was more appropriate and this was implemented in Spring 2018. The DI Director reviews the hour logs following each rotation and compares this to this any absences that have been reported. At the end of the internship, the DI Director reviews the final hour log to verify the grand total of supervised practice hours is >1200. The first year of Hour Logs in 2017-18 appeared to provide an appropriate means to track supervised practice hours for the intern and the DI Director. While preceptors always report absences at the end of each rotation, beginning in Fall 2018, the DI Director will begin asking preceptors to verify hours at the end of each rotation.

## Required Element 10.2 (CP, DI, DPD, DPD/ISPP, DT, FDE, IDE)

The policies and procedures specific to nutrition and dietetics programs listed in the **2017 Accreditation Standards (Required Elements 10.2a-t)** must be provided to students/interns, such as in a program handbook or on a program website. Programs offering tracks/pathways must document policies that differ between each track/pathway.

In your narrative for this Required Element:

Describe how and when written policies and procedures are provided to students/interns enrolled in all tracks/pathways of the program.

Discuss how the quality of services that are provided to students/interns are adequate to address their needs.

Explain the program or institution's process for filing and handling complaints about the program that includes recourse to an administrator other than the program director.

State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution [Not applicable to programs applying for candidacy]

Clarify whether credit for prior learning is given and if so, describe the process.

Explain any additional details about implementation of policies that are not described in the policies.

If program offers international rotation, information should describe policy and procedures specific to this experience.

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## Program Response:

### Text input answer:

Printed Policies and Procedures are provided to interns when they begin the internship and they are reviewed during Fall Orientation. In addition, there is a "CWU DI Handbook" module on the DI Canvas Page that provides online access to Policies and Procedures, ACEND Learning Competencies, Student Responsibilities, Rosters, Schedules, Preceptor Contact Info, Syllabi and an Assignment Checklist.

Interns are provided appropriate information to guide their success in the CWU DI Handbook Canvas Module, which contains detailed information on Policies and Procedures, ACEND Learning Competencies, Student Responsibilities, Rosters, Schedules, Preceptor Contact Info, Syllabi and an Assignment Checklist. The CWU DI Policies & Procedures, provides a clear, consistent reference for students regarding the policies that address all of their needs as interns, including, but not limited to: filing complaints, formal assessment, remediation procedures, disciplinary procedures, graduation requirements, scheduling, absences, and access to support services. For example, as previously discussed, the remediation policy was updated based on your experience with the one intern who did not graduate from the program. This improved policy for remediation, helps to maintain the quality of the program and interns. Other examples of policies & procedures that are designed to promote student success include, are the policies related to student assessment/evaluation (10.2-j-m) and access to support services (10.2.t). Students have access to a variety of CWU Support Services to address their individual needs and promote success, including, but not limited to: the Office of Financial Aid, the Office of Student Rights and Responsibilities, Disability Services, the Office of the Dean of Student Success, Career Services, the Health and Counseling Clinic, the Diversity and Equity Center and individual academic/career advising from the DI Director.

The policy for program Complaints is outlined below from the CWU DI Policy and Procedures:

#### g. Complaint/Grievance Procedures

**Policy:** An intern has the right to appeal an evaluation of performance believed to be unfair. In addition, interns & preceptors may formally file a complaint about the program without recourse or retaliation.

**Procedure:**

- i. Immediately after receiving an appraisal believed to be unfair, the student should discuss the appraisal with the appropriate preceptor and internship director.
- ii. The student should notify the internship director in writing of his/her disagreement with an evaluation within one week after the evaluation has been given.
- iii. The student may proceed in one of two ways:
  - a. The student may request that a rebuttal statement concerning all or portions of the appraisal be attached to the evaluation in question. A copy of this rebuttal will be sent to the preceptor and the internship director. The preceptor has the right to issue an explanation, which will also be attached to the appraisal with a copy given to the student.
  - b. The student may request a conference with the internship director and the preceptor. If the student feels that satisfactory settlement is not reached, he/she may write a rebuttal statement to attach to the evaluation.
- iv. Preceptors & interns may file a formal program complaint with the current CWU - Health Sciences Department Chair
- v. In the event that no agreement is reached, the student have access to the Office of Student Rights and Responsibilities <http://www.cwu.edu/student-rights/> and may initiate a formal appeal through the following the CWU Academic Appeals Process which can be found here: <http://www.cwu.edu/student-success/academic-appeal-process>
- vi. Record of complaints will be kept for 7 years, including resolution of complaints.

#### h.ACEND Complaints:

**Policy:** Student may also file a complaint related to program noncompliance with ACEND after all other options with the program & institution have been exhausted, by visiting: <http://www.eatrightpro.org/resources/acend/public-notice-and-announcements/filing-a-complaint>

No complaints have been filed against the program in the past 7 years.

The CWU DI Policy and Procedure for Credit for Prior Learning is:

#### i.Credit for Prior Learning

**Policy:** Previously completed undergraduate, didactic graduate work will not routinely be considered for credit toward program requirements. A student requesting credit will need to provide sufficient documentation of equivalency of course work and demonstrated competency in the subject. Credit will not be given for previously completed supervised practice from another program, work experience, independent study, or life experience.

**Procedure:**

- i. After acceptance to the dietetic internship, the student may formally request substitution of a previously completed graduate course for a graduate course required in the program.
- ii. The course must be equivalent in level and credit hours of instruction.
- iii. The student must be able to demonstrate equivalency in course content through written documents such as the class syllabus, schedule, and/or work documents from the class. A

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committee of current faculty will review the submitted materials to determine if sufficient equivalency is found.

iv. The student must demonstrate adequate knowledge of the topic by completing a challenge exam for the course with an 80% or better score.

v. Supervised practice from another program, independent study, work experience, or life experience will not be counted towards the scheduled supervised practice hours that are part of the CWU Dietetic Internship. However, significant experience in a specific area of practice will be taken into account when scheduling rotation practice sites. When/where possible, if students demonstrate competency attainment to the preceptor and dietetic internship director, alternate experiences that expand their learning rather than repeat prior experiences will be scheduled.

Policies are implemented and adopted as they change. Current students are notified of changes in policies, if necessary.

The CWU DI does not offer international rotations.

## Additional Information

Instructions for this section:

Please upload one self-study report appendix document (required), following the instructions in Question #1. If you choose to submit a major program change (optional), please upload one change document, following the instructions in Question #2.

Programs must submit all appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards for the Accreditation Standards under which you are seeking accreditation (see [www.eatright.org/acend](http://www.eatright.org/acend)), as well as any additional materials the program wishes to include to support the narrative, in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required appendix evidence and any additional materials for the self-study report in one searchable, bookmarked PDF file.

Program Response:

Programs who wish to submit a major program change with their self-study report must submit all narrative and evidence identified in the Major Program Change Guidelines for the Accreditation Standards under which you are seeking accreditation (see [www.eatright.org/acend](http://www.eatright.org/acend)) in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Upload all required narrative and evidence for the major program change in one searchable, bookmarked PDF file.

Program Response:

Files uploaded for this question:

[CWU DI Appendices FINAL.pdf](#)