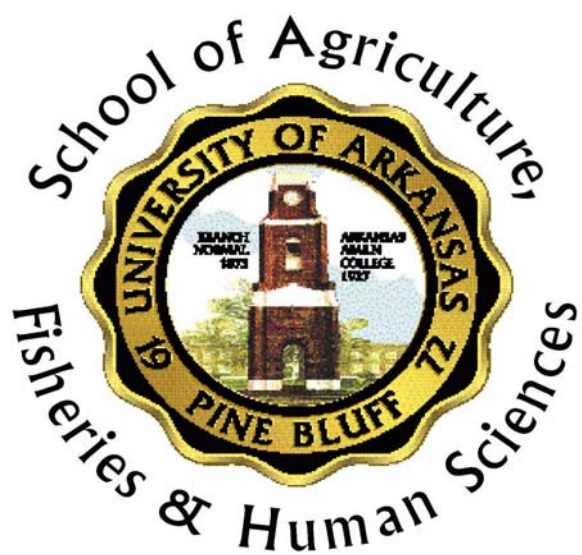


University of Arkansas at Pine Bluff
School of Fisheries, Agriculture and Human Sciences
Department of Human Sciences



Didactic Program in Dietetics (DPD) STUDENT HANDBOOK 2011-2012

Information in this document is subject to change and is supplemental to the information found in the University Catalog, Student Handbook 'The Roar', or provided by faculty advisors in the Didactic Program in Dietetics.

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Dear new student,

Welcome to the challenging and rewarding world of dietetics! On behalf of the faculty and staff, it is my distinct pleasure to welcome you to the Didactic Program in Dietetics (DPD) in the Department of Human Sciences. We are delighted that you have chosen University of Arkansas at Pine Bluff, the Flagship of Delta, to pursue your educational goals. It is our sincere wish that you find personal and career satisfaction and growth as a dietetics student at UAPB. It is equally important that you have chosen to study in a dietetics program that has been granted candidate status by the Commission on Accreditation for Dietetics Education.

The DPD provides academic preparation for graduates to pursue supervised practice programs, to enter graduate schools and complete professional requirements to become a Registered Dietitian, or to gain employment in a related field. We are prepared to provide you with the educational foundation necessary to support your personal objectives and your lifelong journey of professional development. Our graduates have exciting careers in the many diverse areas of dietetics, from providing patient care in hospitals to managing complex food services and owning consulting businesses.

The purpose of this handbook is to guide your academic and professional development decisions. The information presented here outlines the regulations and policies above and beyond those presented in the UAPB Catalog. This handbook will not only provide answers to your questions about the major and the profession, but also delineate program requirements and your responsibilities as a student in the Program. It should assist you in planning your course schedule and in preparing for graduation and post-graduation. However, it is not intended to replace advisement by the DPD faculty or information in the UAPB Catalog.

The faculty and staff of the program are here to help you attain your goals as you begin your career in dietetics. The time you spend with us is sure to provide you with many opportunities. We invite you to use them to firmly establish your career in dietetics and prepare you for the challenges that await you. Learn, explore, and achieve! It's our goal to support you every step of the way. The faculty look forward to working with you.

Please read the material presented, sign the signature sheet on the last page of the handbook and return it to me. You may contact me via email or by telephone for any questions, further clarification and/or information. I encourage you to share the information in this handbook with your family and friends who are also interested in your success.

I look forward to meeting with you.

Jyotsna Sharman, PhD, MBA, RD, LD
Director
Didactic Program in Dietetics

SECTION I DIDACTIC PROGRAM IN DIETETICS (DPD)

Dietetics and Dietitians

Dietetics is a challenging profession that applies the science of food and nutrition to the health and well-being of individuals and groups. Health, nutrition and fitness are a way of life that people aspire to achieve. Eating right for a healthier lifestyle and learning about good nutrition are top priorities for people and they are eager to learn even more. These changes mean increased opportunities for graduates in the field of dietetics. Dietitians are the health professionals who translate the science and art of nutrition and food in the service of people.

A Registered Dietitian is a food and nutrition expert who has met the minimum academic and professional requirements to qualify for the credential "RD." The majority of RDs work in the treatment and prevention of disease (administering medical nutrition therapy, often part of medical teams), in hospitals, HMOs, private practice or other health-care facilities. In addition, a large number of RDs work in community and public health settings and academia and research. A growing number of RDs work in the food and nutrition industry, in business, journalism, sports nutrition, and corporate wellness programs.

The DPD is the first of the three required components in the education and training of dietetics professionals.

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment of dietitians is expected to grow about as fast as all occupations through 2016 due to increasing emphasis on disease prevention through sound dietary habits. A growing and aging population will require the services of dietitians in school systems, community health agencies, hospitals, extended care facilities, and home health care agencies.

Dietetic Education and Training

The Commission on Accreditation for Dietetics Education (CADE) is the accrediting agency for educational programs to become a Registered Dietitian (RD). Accreditation is necessary because dietetics is a unique profession of such complexity and benefit to the health of the population that it requires a defined educational process based on national standards. CADE is responsible for setting the national standards for what dietetics students are taught, and for evaluating, recognizing, and publishing a list of education programs that meet these standards.

The Commission on Dietetic Registration (CDR) is the credentialing agency for the American Dietetic Association (ADA). The purpose of the Commission is to serve the public by establishing and enforcing standards for certification and by issuing credentials to individuals who meet these standards. The CDR has sole and independent authority in all matters pertaining to certification including but, not limited to standard setting, establishment of fees, finances and administration.

For a student who wishes to become an RD, there are three steps required by CADE:

1. A baccalaureate degree and course work that meets the knowledge requirement specified by CADE. This is typically achieved by attending a DPD such as ours.
2. A supervised practice experience, also called Dietetic Internship (DI), which meets the performance requirements established by the CADE. This second step may be combined with the first by attending a Coordinated Program.
3. A passing score on the National Registration Examination provided by the CDR.

For students who are not eligible for, or are not accepted into a DI, the Program's foundation courses in food, nutrition, foodservice management, and the life sciences provides the background appropriate for several careers. Many graduates develop successful careers in foodservice management within institutions and restaurants; food and pharmaceutical sales; consumer relations; education; and Extension.

Making regular visits with a DPD advisor to plan the Program of coursework, develop goals, and evaluate progress enhances the success of students. The faculty is committed to helping students succeed in their academic endeavors. Students should not hesitate to seek faculty guidance for dietetics profession and career roles.

Program Administration and Faculty

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Mission of the University of Arkansas at Pine Bluff

Historical Mission

One of the most important aspects of the historical mission of Agricultural, Mechanical and Normal College was established by the Legislative Act of 1873 that created the College. The Act stipulated that the institution was being established for the convenience and well-being of the “poorer classes.”

The second statutory provision relating to the mission of the College was the Land Grant Act of 1890, which made the Morrill Act of 1862 applicable in every respect to Agricultural, Mechanical and Normal College.

The Act of 1862 charged the College, without its excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts. These subjects are to be taught in such manner as the State prescribes in order to provide the liberal and practical education of the laboring classes of people in the several pursuits and occupations of life.

Evolving Mission

While the University of Arkansas at Pine Bluff will continue to maintain a special sensitiveness to the needs, aspirations, problems and opportunities of its historic constituents, it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele - a clientele differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institutions, and scientific technical development. This will be accompanied by new instructional designs and professorial staffs capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such a mission does not merely support the advancements of science and technology, it uses science and technology to help solve economic, physical, social, political, racial and cultural problems.

The institution's ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic and cultural pluralism in a manner that will enhance the quality of lives and patterns of living and weld the nation into one people, a mission which seems essential to the future security and health of the nation.

Mission of the School of Agriculture, Fisheries and Human Sciences

The School of Agriculture, Fisheries and Human Sciences is an integral part of the University of Arkansas at Pine Bluff. It fulfills its 1890 land-grant mission through education, research, Extension and public service. We continuously challenge ourselves to improve the quality of life for people of Arkansas, the nation, and the global society, with an emphasis on rural development. The attainment of skills necessary to live and work effectively and successfully is the goal. The Office of International programs, within the School, is integral to the attainment of global effectiveness and success.

Mission of the Department of Human Sciences

The Department of Human Sciences serves as the primary provider of educational, research and outreach programs that prepare individuals, families and communities to live an optimal and sustainable quality of life. It prepares graduates for competitive careers in Southeast Arkansas and the global market place, and for graduate and professional schools.

Mission of the Didactic Program in Dietetics

The mission of the Didactic Program in Dietetics is to provide comprehensive academic and experiential opportunities for students to develop and master the dietetic competencies and skills with objectives and outcome measures aligned with the academic preparation for the dietetics profession. The Program strives to meet the growing needs of the profession by assisting students in preparing for successful completion of a CADE accredited internship, graduate studies, or employment in dietetics, nutrition, and foodservice management so as to serve the communities in the Delta region of southeast Arkansas and beyond.

Overview of DPD

The Program offers a Bachelor's degree in Nutrition and Dietetics and is committed to preparing students for dynamic careers in healthcare, education and research fields. Consistent with the mission of the university and the department, the Program is dedicated to advancing the profession by providing students with scientific and applied nutrition and dietetics knowledge in a multidisciplinary, diverse and multicultural environment. The goal of the Program is to train dietetic professionals who will promote nutrition as a critical part of disease treatment and prevention and integrate nutritional services into clinical, home, and community-based health and social networks.

Accreditation Status

UAPB's Dietetics Education Program has been reviewed by CADE of the ADA for Candidacy for Accreditation and is awaiting its decision. Contact information for CADE is 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040, ext 5400, or cade@eatright.org, <http://www.eatright.org/CADE>.

Program Goals and Outcome Measures

The primary goal of the DPD is to provide academic preparation for students to pursue supervised practice programs or enter graduate schools and complete professional requirements to become eligible for becoming a Registered Dietitian, or to gain employment in a related field. The DPD is designed to develop analytical, critical thinking, and problem solving skills in students to help them prepare for the professional practice in dietetics. The Program emphasizes professional involvement, the importance of ethics, the standards of dietetics education, and strives to provide a balance between the defined areas of dietetics practice: clinical, foodservice, and community.

The specific goals of the Program and the outcome measures are located in **Appendix A**.

Admission Process

All students wishing to major in DPD must apply for formal admission to the Program. Students are admitted to the professional component of the Program at the beginning of the junior year. If students already have a bachelor's degree in another discipline and wish to complete the DPD, they should apply

for assessment of prior learning. The Program encourages application from all qualified persons regardless of sex, age, or cultural, racial or ethnic group or handicap.

Application materials are available online and through the Administrative Office of the Department of Human Sciences. A copy of the application is located in **Appendix B**. Applications are accepted in the summer for admittance to the fall classes. The deadline for applications is June 30. Admission criteria are:

- A score of $\geq 70\%$ on the Admission Assessment Exam (**Appendix C**).
- Minimum Cumulative Grade Point Average (GPA) of 2.75 (including all transfer and UAPB credit).
- Successful completion of all the prerequisite freshman and sophomore courses with a grade of C or better.
- Completion of UAPB general education requirements.

Mail completed application and supporting documents (official transcripts, SAT or ACT scores, results of Admission Assessment Exam, copy of ADA Student Member card) to the mailing address of the Program. The DPD Director and DPD Admission Committee will review all applications in July. Eligible applicants will be invited for an interview with the DPD Admission Committee. When notified, please schedule an appointment for your 15-minute interview by calling the Administrative Assistant of Department of Human Sciences (870-575-8806). Interviews will be scheduled during the third week of July to identify and select students to be admitted. Factors that are reviewed for each applicant include overall GPA in academic coursework, grades related to DPD, core course GPA (English, academic math, laboratory science, foreign language, speech), SAT or ACT score (including writing section), personal statement and experiences.

The Director will notify selected students prior to end of July. Admission into the DPD will typically occur in the fall semester of the student's junior year. Membership in ADA is required with enrollment in the Program.

Estimated Costs and Program Expenses

It is the responsibility of the students to check the website of the University http://www.uapb.edu/index.php?option=com_content&view=article&id=56&Itemid=59 for up to date anticipated average expenses. Students assume all listed obligations. Additional expenses incurred in the DPD include, but are not limited to, the following items:

- Student membership in the American Dietetic Association — \$50 per year, includes membership in the local Arkansas Dietetic Association (ArDA)
- UAPB Nutrition and Dietetics Club — \$5 per semester
- White laboratory coat — \$20–\$40
- Books and other school supplies — \$400–\$600
- Annual TB skin test — \$5–\$10
- Personal health insurance — \$50–\$100 per month, if not currently insured
- Transportation between campus and practice sites, and meals/parking at some facilities — \$50 per semester
- Attendance at professional meetings — \$600
- Computer Matching Fee for D&D Digital Systems for students applying for DIs — \$50

Scholarships

The ADA Foundation makes available a variety of scholarships and loans. ADA Scholarship applications and information are available each October and November. Information can be obtained from the ADA at their website <http://www.eatright.org/students/careers/aid.aspx>.

ArDA offers two scholarships for which the application is accepted in Spring. Applicants must be a student member of the ArDA as of January of the respective year.

- Internship Scholarship (\$500) – Awarded to a resident of Arkansas who has been accepted into a DI program (in or out of Arkansas).
- Undergraduate Scholarship (\$500) – Awarded to a deserving junior or senior to use for undergraduate degree or to complete requirements for entry into Internship Programs. The applicant must be an Arkansas resident, enrolled at an Arkansas University with Dietetics as a declared major.

UAPB offers a number of scholarships and educational awards to deserving students. Detailed information is located in the University Catalog on the website http://www.uapb.edu/index.php?option=com_content&view=article&id=227:publications&catid=173:publications&Itemid=188.

Academic Advising

Upon admission to the Program, students will be assigned a DPD faculty advisor who will assist the student to:

- evaluate lower division course work to determine prerequisites needed for the selected major
- develop a program of study
- plan a schedule of sequence, and
- evaluate upper division coursework for any student who has already completed a Bachelor's degree.

Planning and scheduling the classes is ultimately the responsibility of students. It is expected that the students will keep their advisor apprised of changes and/or difficulties with obtaining courses as planned. Courses are sequenced and many have prerequisites, so it is imperative that ongoing advising takes place. It is critical that the students complete the course prerequisites in an orderly fashion to insure that foundation knowledge and skills are developed enabling the student to succeed in subsequent courses. Students are responsible for meeting with their faculty advisor regularly and before registering for classes.

Students should see their advisor to

- discuss any problems which might affect your academic performance
- select courses for the upcoming semester
- discuss academic progress
- discuss dropping a class
- discuss career considerations
- find out more about a particular major and/or option
- file the graduation application
- seek guidance on applying for a DI
- financial aid and/or scholarships

In the spring of the senior year, DPD students will submit applications to the DI of their choice. The application process is clearly specified by the American Dietetic Association and the various internship

programs; advisors are readily available to lend guidance. The actual assignment of applicants to internship slots, however, is done through a computer matching system (D&D Digital Inc., Ames, IA), and is not under the control of the Department of Human Sciences or the DPD.

Assessment of Prior Learning

Prior learning through coursework from other institutions will be considered. All students, including transfer students, are required to meet both University and DPD requirements to graduate. The full DPD course requirements will not be waived. Prior learning not acquired from an accredited institution or from a non-CADE accredited program will not be considered for credit.

A student may petition the Program Director to accept prior learning by submitting documentation of the previous learning including, but not limited to, transcripts, the textbook, syllabus and course objectives for relevant course work, and any term papers, assignments, or other written material generated as part of the course. This documentation will be reviewed by the Program Director and will be discussed with the student. A determination will be made as to whether the student has demonstrated acquired knowledge to be given credit for prior coursework. In general, upper level coursework must have been completed within the past five years. Medical nutrition therapy courses must have been completed within the past two years. For courses outside the DPD, decisions are made by the corresponding department through the University petition process.

The DPD program at UAPB does not typically accept prior work or volunteer experience in lieu of coursework. Occasionally equivalency for course content can be granted for life experience (this does not necessarily replace credit hours needed toward a degree or certificate). Verification will be necessary. This may be accomplished by having the student document his/her experiences (specifically addressing the knowledge and skills covered in the course in question), requesting examples of the student's work, documentation from a supervisor, and/or testing. When evaluating life experience, recency and breadth of exposure will be considered. While the student may have extensive exposure in one area of practice, they may benefit from updating and broadening their knowledge and skills by taking current courses.

International Students

International students whose undergraduate work was taken at a school outside of the United States must have their previous coursework evaluated by an evaluation agency suggested by the Commission on Dietetic Registration of the American Dietetic Association. A detailed course-by course evaluation of previous coursework is required before the DPD Director can review the student's records and credentials to determine what coursework is necessary to earn a Verification Statement or a Bachelor of Science degree in Nutrition and Dietetics from UAPB. International students are encouraged to check the website <http://www.eatright.org/CADE/content.aspx?id=7979> for more information.

Curriculum

The DPD curriculum is designed to meet the Foundation Knowledge and Requirements established by CADE (**Appendix D**). Students are prepared to competitively seek, receive, and successfully complete an accredited DI program. Since the DPD curriculum is science-based, it is especially important that students do well in chemistry, biochemistry, anatomy & physiology, and microbiology to succeed and be competitive for a DI. The sequence of courses is intended to build basic knowledge and skills through the lower-division courses and provide increasingly complex knowledge and synthesis through the upper-division courses. Because certain courses have prerequisites, it is essential that all courses be taken in the recommended sequence. Students are encouraged to seek early and continual guidance in the freshman

and sophomore years from the DPD faculty to ensure that they take the courses required for progression in the Program and admission to the DPD.

At the conclusion of the Program, the students will have abilities in:

- Scientific and Evidence Base of Practice: integration of scientific information and research into practice.
- Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.
- Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.
- Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

The suggested curriculum for a Bachelor of Science in DPD is located in **Appendix E**, and the course descriptions in **Appendix F**.

Professional Portfolio Development

Dietetics majors are required to keep all case studies, research papers, and other class projects as part of ongoing professional portfolio development that will culminate in the presentation of a completed portfolio at the end of the final semester.

- Purchase a 3-ring binder and notebook dividers. You may wish to purchase plastic sleeves so that you do not have to punch holes in your materials.
- Write an essay describing your career goals and personal mission statement. This should not exceed two pages, typed and double-spaced.
- Begin collecting/saving examples of your professional/academic work to display in your portfolio. Type and include a short explanation of any item that is not self explanatory.
- Assemble your portfolio in a binder with the following components:
 - Cover page
 - Table of contents
 - Personal Mission Statement/Career Goals essay – Who are you? Why are you here? What do you want to accomplish during your undergraduate education? What are your ultimate goals?
 - Resume – You may visit the Department of Career Services in the university campus to seek help for writing the resume.
 - Degree plan – You may get a copy from your advisor.
 - Work Samples for different courses of the curriculum. Refer to **Appendix G** for detailed information.
 - Awards and Honors
 - Conferences, workshops, special classes attended
 - Experiences, especially related to dietetics
 - Professional memberships
- This project will be a work in progress and will be submitted at the end of the final semester
- You should bring your portfolio to each advising appointment with your advisor for comments and critique.

Faculty and Staff

Faculty and staff are employed for the express purpose of providing education and professional development required by the Program. The primary objective of the faculty is to guide the students in the

pursuit of advanced knowledge. Each faculty member is interested in students as individuals and looks forward to assisting students in their professional growth.

Office hours may vary among faculty. Students should make appointments with faculty through the individual faculty member. A student who repeatedly has difficulty contacting a faculty member may notify the Program Director.

Services of the departmental staff are to be used by faculty only. Students are not to make personal requests of the staff, such as copying, typing, transmitting personal incoming calls (except in emergencies), etc. Staff will not communicate personal phone calls.

Library and Audiovisual Services

The university's John B Watson library is a full service, technologically and electronically supported library and information center. This resource houses a collection of books, reference books, government publications, periodicals, documents, and learning resources. The Library also offers access to multiple article and research databases through its web page http://www.uapb.edu/index.php?option=com_content&view=article&id=194&Itemid=121. Students are also encouraged to take advantage of the multitude of services the library provides, including an orientation to the library facilities and services.

Students may also sign out reference books, journals and audio-visual resources from the offices of DPD faculty; ask the Program Director or your advisor for details.

Department Facilities

The Department of Human Sciences houses offices for each of the faculty members and staff. In addition, a food sciences laboratory and nutritional labs are located in the building.

The telephones in the Department Office and foods lab are business phones and not for student use, except in case of emergency. Faculty phones are not to be used by students without direct authorization from the respective faculty member.

The Department maintains several pieces of audio-visual equipment, which can be utilized by the students when needed for class presentations. All such equipment should be checked out from the Departmental staff.

Formal Assessment of Student Learning

To ensure all students are progressing in knowledge and experience, learning objectives for each required nutrition course are assessed during the course. The objectives and assessment method(s) are listed on course syllabi. Assessment is normally in the form of exams, case studies, presentations, individual and team projects, etc. but may take other forms as well. Syllabi indicate the basis by which grades are derived. For students who score a grade C or lower in the mid-term evaluation, conferences are initiated by the instructor to encourage students to seek tutoring and remediation, so that the students may make desired progress to continue to be retained in the Program. Students are awarded grades at the end of didactic courses as an indication of their performance in the course, and they are generally the culmination of assessment done throughout the semester.

Tutoring

Acceptance into a post-baccalaureate DI is very competitive. The higher the GPA in DPD-related courses, the better chance a student will have of acceptance into a program. Students must also realize that they cannot graduate with a D in any course in the dietetics curriculum. For these reasons and for the sake of having a rewarding college experience, students are encouraged to take advantage of the services offered by Academic Support Services that provide tutoring in many disciplines. Students are also encouraged to check the university's website http://www.uapb.edu/index.php?option=com_content&view=article&id=272:academic-support-services&catid=230:academic-support-services for more details. Beginning tutoring early is important for students to grasp concepts early in a course, or it may be difficult to catch up. If tutoring isn't available for a course that a student wants help with, he/she may ask at the Tutoring Center about whether they would consider adding the course. Students are also encouraged to ask the course professor about an upper level student who might be able to help. Students should seek out their instructors, professors and advisor for early guidance to improve their chances of success in the course and the Program.

Program Requirements

To remain in the Program, students must maintain a cumulative GPA of 2.75 or better, with no less than a C in all Nutrition and Dietetics courses, participate in experiential learning, adhere to DPD policies and procedures of the Program, and conduct in a professional manner.

According to University regulations, a student who earns a D or an F in a course must repeat that course. If a student repeats a course, the University uses the highest grade earned in the course when computing the student's average. A student may repeat for credit to improve his grade point average any course in which the final grade is D or less.

Professional Expectations

- Ability – Students should have the ability to plan and organize time and other resources to accomplish goals. Students are expected to be prepared for class by having completed assigned readings before class. Projects are expected to be submitted when they are due. Students are expected to be prepared to participate in class discussions.
- Adaptability – Students should be capable of adjusting to different work settings and situations, thinking through crisis situations, and thinking and making adjustments while continuing to perform the assigned task.
- Adherences to Rules – Students are expected to use good etiquette when using electronic devices in a classroom setting. Students must turn off all electronic devices before the class begins. No phone calls or texting will be allowed during the periods of instruction. If the students need to use the cell phones during class, students are expected to leave quietly causing as little disruption to the class as possible.
- Application of Knowledge – Students should be able to apply knowledge gained from previous and current coursework and show evidence of increasing proficiency and technical competence while advancing through the Program.
- Dependability – Students should be dependable team members. Punctuality and reliability are critical in this profession. Students should not require constant supervision in labs and should be able to complete assignments on time and in a manner that shows forethought and planning.
- Ethics – Students should demonstrate ethical conduct at all times by respecting confidences, assuming personal responsibility and accountability, conducting him/herself with honesty,

integrity and fairness, avoiding bias and discrimination in the evaluation and consideration of others.

- **Positive Attitude** – Students should be courteous, cheerful and cooperative. Accepting supervision and respecting authority are signs of maturity that should be exhibited. A positive attitude toward other people, work and life are critical to professional success and personal happiness.
- **Preparation** – Students should review course background materials as needed, remain current with assigned readings, bring all proper clothing and materials to lab sessions, etc.
- **Professional Appearance** – Students should present a well-groomed personal appearance. Students must dress professionally, especially during planned experiential trips, meeting with guest speakers and attending professional meetings. Professional attire is recommended to present a positive first impression to professionals who may become future employers and/or internship Directors. General requirements will include: slacks or skirts, no jeans; closed toed shoes, no flip-flops, crocs, or clogs; no bare shoulders, backs, or midriffs; minimal jewelry.
- **Professional Behavior** – Students must represent their chosen profession well. Dietetics students should remember that they represent their university, department, program, and profession whether in non-dietetics courses, visiting a facility either as an individual obtaining volunteer hours or observing dietitians, at professional meetings, or at work. Professional conduct is a demonstration of maturity that is valued by teachers and future employers.
- **Respect** – Students are to be respectful of individuals. Students can contribute to an atmosphere of mutual respect in the classroom by not holding side conversations, especially when the professor or another classmate is speaking. A student must raise his/her hand and ask the professor to repeat anything that he/she did not hear or understand rather than asking a neighbor to repeat what was said. Students are also required to behave respectfully to guest speakers, pay attention, stop talking while guests or hosts are speaking, and absolutely no gum chewing. Students are expected to adhere to all food safety and health department standards when visiting facilities outside the campus.
- **Responsibility** – Students must be respectful of the property of others. Equipment should be treated as if it cannot be replaced. Abusive treatment and failure to maintain all equipment in the condition it is in when first used (or to improve the condition if possible) is not acceptable and may be reflected in a student's lab grade. Classrooms and or labs are to be left in the condition in which they were found. Remember that the current students are not the only students using the laboratory space and equipment nor is the current class the only one scheduled to use the space.
- **Teamwork** – Students are required to work well on teams even though it may be challenging. In an effort to help students hone skills needed to work successfully on teams, team projects are frequently assigned in courses. Students can demonstrate respect for classmates by listening to the opinions and ideas of team members, and by completing assigned tasks according to the schedule the team establishes.

Experiential Learning

In the final three semesters of the Program, students get an opportunity to shadow foodservice personnel as well as RDs in a variety of clinical, foodservice and community settings. Students are required to complete a total of 60 hours at multiple educational and healthcare facilities in Pine Bluff and its vicinity.

HIPAA – Students should be aware that some facilities that allow students to complete field experience hours require completion of HIPAA (Health Insurance Portability and Accountability Act) training. Proof of such training will be required in these facilities. HIPAA information is available at <http://www.hhs.gov/ocr/hipaa/>.

TB Tests – Students should be aware that some facilities will require that they show proof of testing for Tuberculosis.

Background Checks – Students in facilities with youth may be asked to complete a criminal background check. Background checks can be obtained through the police department. Facilities requiring such checks may also have avenues for completion of this requirement.

Attendance - Students will go to the area of assignment at the scheduled time. It is the student's responsibility to request and schedule adjustments previous to scheduling. If unable to appear at scheduled time, call the instructor and the preceptor or the area of assignment. Rescheduling of assignments should be made with the instructor and the external-facility staff.

Uniforms – Students are expected to dress in accordance with the standards of the facility in which they are shadowing. In facilities without a standard of dress code, a white lab coat, closed-toe shoes, and a hair restraint for use in food preparation or serving areas are considered appropriate. Lab coats should be clean, neat and ironed at all times. All lab coats are to have at least three-quarter length sleeves (no short sleeves).

Personal Appearance – Personal appearance is of significant importance. The following criteria apply to each student:

- Regular street clothes, whether worn with or without lab coats, should always be neat, clean, and pressed.
- Hair must be clean and worn in a manner that prevents it from falling forward during food preparation and/or performance of client care.
- Fingernails are to be short and clean.
- Jewelry should be in good taste and conservative (i.e. plain wedding band, watch and earrings). Necklaces are to be worn inside the uniform in food preparation or serving areas.
- Beards must be neat and trimmed. Beard restraints must be used if required by the facility.
- Heavy scents should be avoided, especially in the patient care areas. Strong odors, even of a pleasant nature, are often offensive to those who are ill.
- Daily personal hygiene is essential.

Amid all of these guidelines and apparent restrictions, students should try to remember that appearance is a major way in which to instill confidence in patients and earn respect from peers, facility staff, and other health professionals with whom they come in contact. If unable to command respect, a student may receive little assistance/cooperation when it is most needed.

Illness or Injury at the Facility - If a student experiences an injury, illness, or other adverse event while in rotation at a facility, neither the university nor the facility is responsible or liable to provide compensation or medical treatment for the student. The student is responsible for seeking medical care and any costs incurred.

Student Representation

Students in the DPD have an opportunity and responsibility to provide feedback and advice regarding the Program to the faculty and Director. Two students will be selected at the beginning of each academic year to serve as the Junior and Senior Student Representatives to the Program. The student representatives will attend the DPD Committee Meeting once a semester to provide input regarding the Program, curriculum, preceptors, and facilities. They will also act as ambassadors to represent the DPD at public and community events, and as liaisons between the DPD faculty and students.

Program Evaluation

Evaluation is a time-consuming process yet one that is critical to student development and program quality. All DPD students are expected to participate fully in the evaluation process as part of their personal and professional responsibility. Note that all evaluations are confidential and will not influence the grades of the students.

Students engage in a variety of evaluation activities designed to continually strengthen the DPD. Four weeks after enrolling in a course, students complete an evaluation to express their concerns related to course content and instruction. After the mid-term exam, students who receive a C or lower grade will complete an evaluation to identify their barriers and to develop an action plan for improving their performance. At the end of the course, students are asked to evaluate the course and the instructor's classroom performance.

Towards the end of the last semester, students will schedule an exit interview with the Program Director. At the time of scheduling, the students will collect the surveys for evaluation of the Program as well as the student learning outcomes. Students will complete the surveys and bring with them to the exit interview.

Students have the right to provide input to a given instructor, advisor, program Director, the department head, or the dean of the school. The faculty eagerly solicit students' constructive suggestions and recommendations for improvement and development of the curriculum as well as the Program.

Directory Information

The Program desires to maintain a current address and telephone number for each student. Thus, if a student changes residence, etc., this information should be communicated to the Program Director. The Program will not provide birth dates, social security numbers, addresses, or phone numbers to other students without the consent of the respective individual.

UAPB Academic Requirements

It is the student's responsibility to read and be familiar with UAPB academic requirements and regulations outlined in the UAPB Catalog available electronically on the university's website at http://www.uapb.edu/index.php?option=com_content&view=article&id=55:academic-majors-a-minors&catid=9:future-students&Itemid=58.

Program Completion Requirements

To meet the requirements of program completion, students must

- Participate in experiential learning
- Earn a grade of C or better in all the courses in the curriculum and the Senior Undergraduate Comprehensive Exam administered at the end of the spring semester of the senior year.
- Achieve a cumulative GPA of 2.75 or better

Graduates of the DPD meet the foundation knowledge and requirements for entry-level dietitian education programs as set out by the CADE of ADA. Completion of all the graduation requirements will entitle students to receive the DPD Verification Statement that will make them eligible to apply for a DI nationwide. Admission to DI programs is competitive. Each program strives to select candidates who have the potential to be successful in the DI experience and pass the Registration Examination for

Dietitians. Successful completion of the examination is necessary in order to receive credentialing as a RD.

Verification Statement and Intent to Complete Form

Verification of completion of dietetics programs is the method used by CDR of ADA to ensure that students have qualified for beginning a DI or taking the Registration Examination for Dietetic Technician, Registered (DTR). At various times in preparing for professional membership or registration, an individual will be asked to supply verification of both academic and supervised practice qualifications. Having a Verification Statement is not a guarantee of acceptance into a DI. The Verification Statement qualifies graduates to pursue further training in CADE-accredited DIs, after which they will be eligible to take the CDR registration examination to become a RD. Verification Statements will not be issued unless all the Program completion requirements have been met. Check for more information at <http://www.eatright.org/CADE/content.aspx?id=66>.

Following completion of all DPD requirements and the process of experiential learning, 6 originals of a Verification Statement with original signature of the Program Director in colored ink will be issued to students within four weeks of graduation. If students apply to a DI before completing all DPD requirements, they will need to submit an 'Intent to Complete' form. This form is used in lieu of the Verification Statement until the student graduates. Students may contact the DPD Director to obtain this form.

Students with a prior degree from another institution who request a Verification Statement are evaluated on a case-by-case basis. The requesting students must provide official transcripts and course syllabi to the Program Director for review. Once the evaluation is completed, the Program Director will provide the requesting students with written guidelines that must be met in order for the Verification Statement to be issued. Guidelines may include additional coursework, individualized study, and repetition of major courses based upon recency of completion.

Re-Issue of Verification Statements

Students should contact the DPD Director if they need additional copies of the Verification Statement. These will be re-issued with the actual date of program completion.

Letters of Recommendation

It is to be expected that students will need letters of recommendation from faculty and/or advisors to accompany applications for scholarships, internships and/or employment. To assist in obtaining these in a timely manner and to insure that all pertinent information is included in the letters, the following information must accompany the request.

- name, title, and address to whom the letter is to be addressed
- name of the scholarship, award, position to which you are applying
- current résumé or listing of work and volunteer experience and the attributes of the student that make him/her qualified.

Portfolios will help students make a list of accomplishments. From the first day at DPD, students should be thinking and documenting in their portfolio academic and volunteer work that their faculty advisor, professor, employer, supervisor will be able to write in a letter of recommendation. Letters of recommendation can be more meaningful if the student has in fact met course and program expectations.

Grievance Process

A grievance process exists for the objective review of students' concerns. Students are encouraged to voice concerns about problems encountered with the Program within two days of the incident precipitating the grievance. Resolution of grievances about academic problems or complaints about faculty, such as violations of university requirements, incompetence and misconduct, begin first with speaking with the faculty member. If the issue is not resolved satisfactorily, students are advised to contact their faculty advisor. If the issue is still in need of resolution, students should contact the Program Director. The Director will work with the student and other personnel to resolve the issue.

Some grievances may come under the jurisdiction of the School and/or University. Grievance policies for the University shall be followed as outlined in the University Regulations. Grievance procedures may vary according to the subject of grievance (grades, harassment, etc). Grievances involving discrimination or harassment (racial, sexual orientation, gender, etc.) should be referred to the Dean of Student Life. Students are encouraged to check the UAPB Student Handbook 'The Roar' for details.

Filing and Handling of Complaints

Any complaint about the DPD Program may be submitted, in writing, to Dr. Valerie Colyard (Chair and Professor, Department of Human Sciences). Dr. Colyard will review the complaint and follow Department and University policy in handling any arbitration, including moderating a meeting between the student and the DPD Director.

Procedure for Complaints to CADE against Programs

CADE has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner or member of the public, may submit a complaint against any accredited or approved program to CADE. However, CADE will not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It will act only upon a signed allegation that the Program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints will not be considered. A copy of the policy and procedure for submission of complaints may be obtained by contacting the Education and Accreditation Team at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400, cade@eatright.org, <http://www.eatright.org/CADE>.

The procedure adopted by CADE for investigating the complaint can be found in **Appendix H**.

Section II UNIVERSITY POLICIES AND PROCEDURES

The DPD complies with established university policies regarding equal opportunity, protection of student civil rights and privacy, access to student support services, and the process for student grievances. These and other policies are described in the UAPB Catalog at the website http://www.uapb.edu/index.php?option=com_content&view=article&id=55:academic-majors-a-minors&catid=9:future-students&Itemid=58. It is the student's responsibility to read and be familiar with UAPB academic requirements and regulations outlined in the UAPB Catalog.

Academic Calendar

The Office of the Registrar provides a detailed University Calendar listing dates such as beginning and ending dates of each quarter, key registration dates, deadline dates, payment dates, exam dates, holidays, etc. Check UAPB Catalog or the website http://www.uapb.edu/index.php?option=com_content&view=article&id=373:academic-calendar&catid=36:technology-services for details.

Admission Requirements

Students may be admitted to the University in one of four ways: as a freshman, transfer student, special student, or as an early admission student. All applicants must submit a formal application for admission and other appropriate academic credentials, which include transcript and ACT or SAT scores. All requirements must be met before the University grants permanent admission status. Check UAPB Catalog or the website http://www.uapb.edu/index.php?option=com_content&view=article&id=52&Itemid=55 for details.

Affirmative Action

The University of Arkansas at Pine Bluff is an equal opportunity/affirmative action institution. Full participation is encouraged for members of under-represented groups (including people of color; different races; religious and national origins; persons with disabilities; Vietnam Veterans; and women). An Affirmative Action Officer has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified handicapped individuals, as required by section 504 of the Rehabilitation Act of 1973.

Class Attendance

The University requires regular class attendance of all students. While attendance and tardiness are primarily a student teacher relationship, the University has a concern in the proper fulfillment of such obligations by the student:

- At the beginning of each class period, the instructor will take the roll and note attendance or non-attendance in the roll book. Each course syllabus will carry a stipulation regarding tardiness and absences.
- When a student accumulates as many unexcused absences as the number of credit hours represented by the course, the teacher will notify the student and document the notification.
- An absence is excused when a student is absent from class due to participation in programs, activities, etc. that are sponsored by the University and verified by the sponsor, or when a student is confronted with an extenuating circumstance, such as death in the immediate family, a judicial case, or serious illness, etc. These absences will be excused only when the student presents official documentation of the situation to the teacher. All other absences are unexcused.

- When a student misses classes in excess of the number outlined in item 2 above, whether due to negligence or some other reason, the instructor will warn the student that additional absences may result in failure to pass the course.

Student Academic Grievance Procedure

Disputed Grades

A student's grade should represent the instructor's good faith judgment of the student's performance in the course based on the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she has received, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content and final outcome of the discussion) must be provided in order to proceed to the next step.

- The student should discuss the disputed grade with the instructor of the course. This should normally take place during the instructor's posted office hours.
- If the dispute is not resolved in step one, the student should request a meeting with the chairperson of the department offering the course. The instructor of the course will also attend this meeting.
- If the dispute is not resolved in step two, the student should request a meeting with the dean of the school offering the course. The instructor of the course and the instructor's chairperson will also be present.
- If the dispute is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The instructor of the course, the instructor's chairperson, and the dean of the school offering the course will also be present. The decision of the Vice Chancellor for Academic Affairs is final and no further appeal is possible.

Other Academic Grievances

A student may have a grievance against an instructor which goes beyond a dispute over the grades received in a course. Such grievances might involve allegations that the instructor is harassing students, practicing extortion, not meeting his/her classes or is generally incompetent. For such non-grade oriented grievances, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content and final outcome of the discussion) must be provided in order to proceed to the next step.

- The student should make the grievance known to his/her Instructor.
- If the grievance is not resolved in step one, the student should request a meeting with the chairperson of the department offering the course. The instructor will not be present at this meeting, but a follow up meeting will be scheduled with the instructor and the chairperson.
- If the grievance is not resolved in step two, the student should request a meeting with the dean of the school offering the course. The instructor of the course and the instructor's chairperson will also be present at this meeting.
- If the grievance is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The dean of the school offering the course will also be present at this meeting. The Vice Chancellor for Academic Affairs will schedule a follow up meeting with the instructor, the instructor's chairperson, and the dean of the school offering the course.
- If the grievance is not resolved in step four, the student should request a meeting with the Chancellor. The Vice Chancellor for Academic Affairs will also attend this meeting. The Chancellor will schedule a follow up meeting with the instructor, the instructor's chairperson, the

instructor's dean and the Vice Chancellor for Academic Affairs. The Chancellor also has the option of empowering a panel of professors to review the allegations made by the student, render a judgment, and recommend an action for the Chancellor to implement. The decision of the Chancellor will be final.

Fees and Financial Aid

Student fees and charges are established by the Board of Trustees of the University of Arkansas System. The University reserves the right to change tuition, room and board, and fees without prior notification. Check UAPB Catalog or the website http://www.uapb.edu/index.php?option=com_content&view=article&id=56&Itemid=59 for estimated costs, and the UAPB Student Handbook 'The Roar' for details on refund and complete withdrawal policy.

Financial aid consists of scholarships, grants, loans, and employment opportunities that are available to help student pay the cost of attending the university. Most financial aid resources are based on the student's documented financial need and are intended to supplement, not replace, the financial resources of the family. The primary purpose of financial aid at the University of Arkansas at Pine Bluff is to provide assistance to students who, without aid, would be unable to attend college.

Most federal programs require the student to complete the Free Application for Federal Student Aid (FAFSA). The FAFSA gathers information that is used to determine the financial strength of the student's family and need for assistance. Check UAPB Catalog for the application procedure for financial aid, available grants, loans and scholarships. Detailed information about federal grants and loans administered by the United States Department of Education is also available via the Internet at www.studentaid.ed.gov.

For information on financial services offered by UAPB, check the university's website at http://www.uapb.edu/index.php?option=com_content&view=article&id=59&Itemid=62.

Student Support Services

- ***The Honors College***

It serves those academically prepared and talented students who are receptive to accepting the challenges of a program designed to elicit their highest performance. Courses, seminars, and forums are used to stimulate creativity, intellectual curiosity, and critical evaluation of ideas and behavior.

- ***The Viralene J. Coleman Writing Center***

It offers writing assistance, including tutorials and seminars, to students across the campus who need help in development of their writing skills. The writing center is prepared to help students in developing professional writing skills which conform to the requirements of major research reporting styles (e.g., American Psychological Association, World Aquaculture Society, American Fisheries Society, and others).

- ***The Ronald McNairs Scholars Program***

It is designed to encourage low-income students and minority undergraduates to consider careers in college teaching, as well as, to prepare for doctoral study. Students who participate in this program are provided with research opportunities and faculty mentors.

- ***The Office of Student Involvement and Leadership***

It offers rigorous intellectual engagement through its Lecture Series, Leadership Institute, Leadership Training and Development, Seminars, Workshop Series, Book Reviews, Public Forums and Lyceum Series. These events have added rigor to an atmosphere of scholarly performance and accomplishments. The Programs encourage students to engage in intellectual interactions and critical thinking. Diverse and multicultural programs are organized on campus promote student engagement, with nontraditional and minority cultures, especially Latin American, African, and Asian.

- ***The Living and Learning Center in the Harrold Complex Residence Hall***

It creates a structured living environment that contribute to academic success and increase student retention, especially for freshman students. Nightly curfew and daily quiet hours, tutorials, new computers, audiovisual equipment, and exercise equipment are available.

- ***Office of Disability Services and Veterans Affairs***

It provides staff and policies in full accord with the Americans with Disabilities Act (ADA). The entire campus has undergone a seven year (2000-2007) ADA implementation and renovation plan. Sidewalks, computer labs, classrooms, second floor access, curb cuts, crosswalks, widened doors, door levers, and accessible bathrooms are available to all students. The institution provides notetakers, test proctors, adaptive equipment and assistive technology. UAPB cultivates educational access to all veterans who attend the Institution. These services extend the behavioral health and counseling services to students who may experience Post Traumatic Stress or additional support to students who may has a family member who has been called to active duty.

Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. The chair of the department offering this course is also available to assist with accommodations. Students with disabilities are also encouraged to contact Mr. Ray Watley, Office of Veteran Affairs and Disability Services located in Caldwell Hall, Suite 205, telephone (870) 575-8293.

- ***The Student Health Center***

It is vital to the campus community. The staff includes four registered nurses, and a nurse practitioner. The Health Service fee, which is included in the student's tuition, and other fees cover service at the University Health Center and Jefferson Health Care Plus; other medical facilities are less than 15 minutes from campus and are on public bus routes. Students may purchase optional health insurance if they are not already covered.

- ***The Office of International Programs***

It assists international students to adjust academically and socially to university life. It sponsors study abroad programs and works to enhance skills associated with success in this era of globalization. The Office of Cooperative Education and Career Services It plays an important role in enhancing the career opportunities for UAPB students and alumni. This resource will be available to doctoral students and their spouses. In addition to providing an employment clearinghouse, this office assists students with career exploration, resume development, interview preparation and conducts career fairs, seminars and workshops to help develop employment skills.

- ***The Student Counseling, Assessment, and Development (SCAD) Center***

It provides a myriad of services to undergraduate and graduate student, faculty, and staff population. The include counseling, psychosocial support, standardized testing, and enrichment (development) activities to foster persistence and lifelong learning.

- ***The UAPB Child Development Center***

It is housed in the Department of Human Sciences. It provides daycare services (infants through age 5) for faculty and students on campus. It follows the curricula and policies of the Arkansas Better Chance Program.

- ***Watson Memorial Library, Learning and Instructional Resources Center***

It is housed in a renovated facility conveniently accessible to the resident halls. It has a seating capacity for approximately 550 patrons and a shelving capacity of approximately 109,000 volumes. The library holdings total 351,229 volume equivalency, subscribes to 735 Serials, and holds 43,658 federal and state documents. It maintains a membership in AMIGOS Bibliographic Council. Through the AMIGOS Bibliographic Council, the library system obtains access to OCLC (the nation-wide computer based cooperative cataloging system and over 500 bibliographic databases.

Students are encouraged to refer to the UAPB Catalog or UAPB websites http://www.uapb.edu/index.php?option=com_content&view=article&id=98&Itemid=90 and http://www.uapb.edu/index.php?option=com_content&view=article&id=66&Itemid=4 for more information on resources available to students.

Extracurricular Activities

Information on the following is available in the UAPB Catalog:

- Intramural Programs
- Who's Who Among Students in American Universities and Colleges
- Student Organizations and Activities
- Governing Bodies for Student Organizations

In addition, information on the following can be located in the UAPB Student Handbook 'The Roar'.

- Social Events Sponsored by UAPB Student Organizations on Campus
- Membership Intake Procedures for Fraternities, Sororities and Societies

Academic Dishonesty

The University reserves the right to withdraw any student who fails or refuses to abide by the rules and regulations governing student life. Academic dishonesty includes, but is not limited to, misconduct during testing periods and inadequate acknowledgement of source materials of term papers and other materials that show evidence of plagiarism. When an instructor has evidence that a student has been dishonest in any academic work, he/she will take one of the following penalty actions and inform the Vice Chancellor for Academic Affairs in writing.

- Give the student a failing grade on the academic work related to dishonesty.
- Suspend that student from the class.
- Additional sanctions may be outlined in the course syllabus.

A student accused of dishonesty in a class, and who received either of the penalties listed above, may appeal the decision by following the steps outlined in the Academic Grievance Procedure.

Student Assessment

All degree seeking students at UAPB are required to take the following standardized and criterion-referenced tests:

- The Comprehensive Test of Basic Skills (CTBS/4, Form A) – a diagnostic test to be taken the first semester of the student’s freshman year.
- The CTBS/4, Form B – required of all students taking Reading 1212 and/or 2213, English 1301, General Math 1310 and/or Intermediate Algebra 1320 (to be taken upon completion of all developmental courses).
- The Arkansas Assessment of General Education (AAGE/CAAP) – also referred to as the Rising Junior Examination.
- The University College Exit Examination – required of all students with more than 60 college level-credits who did not take the AAGE.
- The English Proficiency Examination – required of all students except those who have passed the English portion of the PPST or certain other specialization tests required by a specific program or discipline.
- Comprehensive Examination covering Nutrition and Dietetics courses - taken in the semester the student expects to graduate.

Academic Honors

Honors provide lasting evidence of the high standard that the individual has achieved. Honors are represented by trophies, certificates, written mention in the Program of the honors assembly and in many other ways that give tangible, non-monetary recognition to the recipients.

Students receiving baccalaureate degrees with high scholastic averages receive the following citations:

Summa Cum Laude	3.75-4.00
Magna Cum Laude	3.50-3.74
Cum Laude	3.25-3.49

The University uses the student’s total academic life, including transfer credits if applicable, in computing the grade point average for honors.

Access to Personal Files / Family Educational Rights and Privacy Act

Student records and access to them are regulated by the Family Education Rights and Privacy Act of 1974. According to the act, education records are “records, files, documents, and other materials which contain information directly related to a student and are maintained by any unit of the University”. After supplying proof of identification, the student may review any material within his or her file under the supervision of a college academic advisor. In very busy times, the student may be asked to wait 24 hours before an appropriate time may be found for such a review. It is never the intent to withhold any information from the student.

The student does not have access to review any material received by the Program that has been labeled as confidential from the source received, such as references to which the student has waived his or her access. Student files are confidential and are available only to the student and the Program faculty. More detailed information is available in the University’s Student handbook ‘The Roar’.

Disciplinary Action, Suspension, and Termination Procedures

A student is subject to disciplinary action if:

- The student engages in conduct that is deliberately unbecoming to the department, a practice setting, or the profession, or is unethical in nature; and/or
- The student engages in dishonest work as identified by
- cheating (using unauthorized materials, information, or study aids in any academic exercise or on national board examinations)
 - plagiarizing (stealing or passing off ideas or work of another without crediting the source)
 - falsification of records
 - unauthorized possession of examinations
 - intimidation and any and all other actions that may improperly affect the evaluation of academic performance or achievement
 - assisting others in any of the above acts
 - attempts to engage in such acts
 - breaching confidentiality in any of the facilities
 - removing books from the Program Library without checking them out
 - being dishonest about following program policies,
 - and any other acts which involve unethical or dishonest behavior.

A variety of sanctions may be imposed upon a student engaging in inappropriate acts/behaviors, including warning, censure, probation, suspension, expulsion, and/or restitution.

- Students who fail to meet expectations and standards, due to misconduct or deficiencies in fulfilling required learning are subject to termination from the Program. Students whose cumulative grade point average drops below the 2.75 minimum will be placed on academic warning or probation and will be advised to meet with their college academic advisor prior to enrolling in courses for the next quarter. These students are also expected to meet with their faculty advisor. Recommendations for tutoring and other assistance can be made during meetings with either the college academic advisor or faculty advisor. It is extremely important that students with cumulative grade point averages below 2.75 seek assistance immediately to ensure that they are eligible to graduate as planned.

Refer to Student Handbook ‘The Roar’ for more detailed information on the Student Code of Conduct.

Insurance Requirements

Students are required to maintain their own health insurance. Low-cost health insurance applications are available in the Student Health Services Center located in the Hughe Browne Infirmary. The Center is staffed by two Medical Doctors and two Registered Nurses and is open from 8:00 a.m. – 5:00 p.m. Monday through Friday. Refer to Student Handbook ‘The Roar’ for more detailed information on provision of health services.

Injury on Campus

All in-house episodic services are covered by the student’s health service fee. It is the student’s responsibility for payment and transportation if the physician writes a prescription or refers a student to an

outside agency for specialized services as X-ray, laboratory, psychiatric care, dental, or major eye problems.

Safety/Liability in Travel and Injury/Illness while in a Facility for Experiential Learning

It is a requirement that the student has a safe and reliable mode of transportation to ensure arrival at any class or practice setting at the designated time in a healthy condition. It is the student's responsibility to provide transportation and assume the costs of travel. Liability for safety in travel to and from assigned rotation sites will rest on the individual student. UAPB is neither responsible nor liable for injuries incurred by students traveling to or from campus. Student Safety Guidelines are located in **Appendix I**.

SECTION III

PROFESSIONAL DEVELOPMENT

The DPD faculty believe in providing opportunities which develop and enhance the professional growth of the student. Thus, as a matter of policy, students are highly encouraged to participate in professional meetings, conventions, projects, etc. The faculty encourages students to also attend other nutrition-related meetings and seminars, which are offered at times other than those that require the student to be in class or clinical experience. A bulletin board is devoted to posting announcements of both local and non-local meetings of interest. Approval to attend conferences, seminars, etc., which conflict with routine academic schedules is to be arranged through the Program Director after securing initial approval from the appropriate authority at the host site.

American Dietetic Association (ADA)

The ADA is the largest professional organization of food and nutrition professionals. It was founded in 1917, and is a powerful advocate on behalf of the dietetics profession, serving the public through the promotion of optimal nutrition, health, and well being. More than 70,000 members in the United States and abroad help shape food choices and improve the nutrition status of the public. ADA members represent a diverse mix of professional interests, experiences, and involvement. They work in settings ranging from health care facilities and universities to businesses and government or community agencies to private practice.

Benefits of membership include:

- The Journal of the American Dietetic Association (JADA)
- ADA's Members-only website, which includes access to the Evidence Analysis Library
- Student Center with information about career planning, student news, and a listserv
- Continuing education programs and materials
- Professional publications
- Member discounts on publications and merchandise
- Annual meeting discounts
- Membership opportunities in dietetics practice groups (DPG)
- Membership in state dietetic association
- Job announcements
- Scholarship opportunities

The most important advantages to ADA student members are the eligibility for ADA-sponsored scholarships, the Journal, networking, and the chance to improve your marketability. Students get all of this for a very small annual fee – the membership fee is \$50.00 for 2011-2012. The membership year is June 1 – May 31 and dues are not prorated if a student elects to become a member after June 1. The DPD faculty strongly encourages students to join as a freshman or sophomore, but it is required as a junior and senior. Remember that active membership in professional organizations affords students the opportunity to network with professionals and collaborate with future colleagues. Through these experiences students gain an appreciation for the many possibilities in the dynamic field of dietetics.

To be a student member of the ADA, you must complete a membership application and submit the dues payment. Information and applications are available on the ADA website at <http://www.eatright.org/students/join/>. Scholarships to defray program costs are available for qualified students through the ADA.

Arkansas Dietetic Association (ArDA)

ArDA is the professional organization representing 580 RDs, DTRs and Student Members in the state of Arkansas. Becoming a member of the ADA automatically makes students a member of an affiliate association like the ArDA.

Student membership fosters networking with dietetics professionals in local geographic area that often leads to paid employment or volunteer experience throughout the college years. Students also form bonds with the classmates who will be their professional peers in just a few years. Participation as a volunteer or employee also lets students learn more about dietetics practice and see if they would or would not like to work in similar positions in the future. Check www.arkansaseatright.org for details regarding the association.

UAPB Nutrition and Dietetics Club

The UAPB Nutrition and Dietetics Club is an activity club open to all students enrolled in the DPD. It is run by students under the direction of a faculty advisor.

Purpose: To provide a framework for meaningful student involvement in nutritional activities and dietetics to the student body and community.

Objectives:

- To provide nutrition information and promote sound nutrition practices among the community and peers.
- To provide opportunities for members to participate in volunteer activities and to become familiar with the ADA.

Benefits of UAPB Nutrition and Dietetics Club membership include:

- Opportunity to volunteer for dietetics-related activities that demonstrates leadership. Volunteering could make the difference when applying to internship programs since it demonstrates commitment to the field.
- Opportunity to develop skills and knowledge outside of the classroom through various activities including a tutor program, nutritional analysis, etc.
- Opportunity to hold offices in the organization, which helps to practice and strengthen leadership skills.
- Other advantages beyond the usual include fellowship with classmates and faculty and an item to include on a resume. Student involvement gives the faculty an opportunity to evaluate students for recommendations and Internship Directors consider student involvement when accepting students for internships; some scholarships also consider involvement. Fund raisers help those students that are involved in the club to make trips to professional meetings. Students should see their advisor to find the contact person for the club.

The club meets monthly during the academic year for social and informational purposes. Activities include fundraisers, social events, and participation in community events such as walks and runs for charity and food drives. Activities are announced in classes and posted on Bulletin Boards located by faculty offices. Membership fee is \$5.00 per semester and each student needs to attend at least 80% of the meetings and participate in club activities to be identified as active.

Elected offices include: President, Vice-President, Secretary, Assistant Secretary, Treasurer, Historian, Parliamentarian, and Public Relations.

UAPB Human Sciences Club

UAPB Human Sciences Club is the umbrella for all other programs in the Department of Human Sciences. Students are strongly encouraged to join this club. Detailed information on joining as well as activities of this club may be obtained from Dr. Janette Wheat, Assistant Professor, Department of Human Sciences, ext: 8808.

SECTION IV THE PROFESSION OF DIETETICS

Terminology in Dietetics

- **Accredited Program** – A program recognized by the American Dietetic Association as having completed a rigorous self-study and passed an onsite review by a designated team of reviewers.
- **American Dietetic Association** – The professional society for dietitians and the accrediting agency for dietetic programs which registers its members and assures that evaluation standards developed by the profession are met.
- **Commission on Accreditation for Dietetics Education (CADE)** – The American Dietetic Association's accrediting agency for educational programs preparing students for careers as Registered Dietitians (RD) or Dietetic Technicians Registered (DTR).
- **Coordinated Program in Dietetics (CPD)** – A program accredited by the Commission on Accreditation for Dietetics Education to provide both the didactic (course) requirements as well as the supervised practice requirements as part of a bachelor's- or graduate-level degree program. Graduates are eligible to take the registration examination for registered dietitians.
- **Didactic Program in Dietetics (DPD)** – Programs accredited or approved to provide bachelor's- or graduate level course work to provide the knowledge and skills specified by the Commission on Accreditation for Dietetics Education.
- **Dietetic Internship (DI)** – A supervised practice experience that meets the requirements for Registered Dietitian eligibility. Dietetic internships require a minimum of a bachelor's degree and verification that Didactic Program in Dietetics (DPD) requirements have been met.
- **Dietetics** – A profession concerned with the science and art of human nutritional care, an essential component of the health sciences. It includes the extending and imparting of knowledge concerning foods that provide nutrients sufficient for health and during disease throughout the lifecycle and the management of group feeding for these purposes.
- **Dietetic Technician (DTR)** – A technically skilled person who has successfully completed an associate degree program that meets the standards established by the American Dietetic Association. A DTR must complete 450 hours of approved professional experience in addition to the associate degree.
- **Licensed Dietitian (LD)** – A person who has been recognized by the dietetic licensure board in the state in which he/she lives as meeting the requirements of the title, Licensed Dietitian. In most cases, the individual is also a Registered Dietitian, but licensure requirements vary among states. Currently, 42 states have dietetic licensure regulations.
- **Nutrition** – The science of food, the nutrients, and other substances and their action, interaction, and balance in relation to health and disease, and the processes by which the organism ingests, digests, absorbs, transports, utilizes, and excretes food substances. In addition, nutrition must be concerned with social, economic, cultural, and psychological implications of food and eating.
- **Nutritionist** – A person who specialized in the study of nutrition, but who is not necessarily a registered dietitian. Dietetic licensure laws in some states may restrict use of this term.

- **Registered Dietitian (RD)** – A person who has met the standards and qualifications established by the Commission on Dietetic Registration, who is registered, and who can use the professional designation “Registered Dietitian” or the initials “RD”
- **Supervised Practice Experience** – An accredited program that requires a minimum of 1200 hours of pre-professional training in a variety of professional settings under the guidance of Registered Dietitians or other qualified preceptors. Specific competencies outlined by the Commission on Accreditation for Dietetics Education must be met in order to receive the verification needed to be eligible to take the national registration examination. A coordinated program in dietetics includes the supervised practice experience as part of the degree requirements. A dietetic internship is a post bachelor’s degree supervised practice experience.

Code of Ethics from ADA

The American Dietetic Association and its Commission on Dietetic Registration have adopted a voluntary, enforceable code of ethics. This code, entitled the Code of Ethics for the Profession of Dietetics, challenges all members, registered dietitians, and dietetic technicians, registered, to uphold ethical principles. The enforcement process for the Code of Ethics establishes a fair system to deal with complaints about members and credentialed practitioners from peers or the public.

Following is the Code of Ethics for the Profession of Dietetics as published in the August 2009 Journal of The American Dietetic Association.

Preamble

The American Dietetic Association (ADA) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals.

Application

The Code of Ethics applies to the following practitioners:

- In its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- Except for sections dealing solely with the credential, to all members of ADA who are not RDs or DTRs; and
- Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of ADA.

All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in ADA and/or accepting and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners agree to abide by the Code.

Principles

Fundamental Principles

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by ADA and its credentialing agency, CDR. Responsibilities to the Public
3. The dietetics practitioner considers the health, safety, and welfare of the public at all times. The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.
 - a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
 - b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
 - c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
 - a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
 - b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
 - c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
6. The dietetics practitioner does not engage in false or misleading practices or communications.
 - a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
 - b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
 - c. The dietetics practitioner provides accurate and truthful information in communicating with the public.
7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
 - a. The dietetics practitioner withdraws from practice when he/she has engaged in abuse of a substance such that it could affect his or her practice.
 - b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
 - c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

(a) Responsibilities to Clients

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.

9. The dietetics practitioner treats clients and patients with respect and consideration.
 - a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
 - b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in "Responsibilities to the Public" (Principles #3-7).

(b) Responsibilities to the Profession

12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.
13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.
15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
 - a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
 - b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.
16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.
17. The dietetics practitioner accurately presents professional qualifications and credentials.
 - a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials ("RD" or "Registered Dietitian"; "DTR" or "Dietetic Technician, Registered"; "CS" or "Certified Specialist"; and "FADA" or "Fellow of the American Dietetic Association") only when the credential is current and authorized by CDR.
 - b. The dietetics practitioner does not aid any other person in violating any CDR requirements, or in representing himself or herself as CDR-credentialed when he or she is not.
18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment. Clarification of Principle:
 - a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner's professional judgment is dependent on all factors relating to the transaction, including the amount or value of the consideration, the likelihood that the practitioner's judgment will or is intended to be affected, the position held by the practitioner, and whether the consideration is offered or generally available to persons other than the practitioner.
 - b. It shall not be a violation of this principle for a dietetics practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate

sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.

- c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges of information, free samples of products, or similar items, as long as such items are not offered in exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioner's professional judgment.
- d. The test for appearance of impropriety is whether the conduct would create in reasonable minds a perception that the dietetics practitioner's ability to carry out professional responsibilities with integrity, impartiality, and competence is impaired.

(c) Responsibilities to Colleagues and Other Professionals

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.

- a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
- b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

Salaries and Job Outlook

According to ADA's 2009 Dietetics Compensation and Benefits survey, half of all RDs in the U.S. who have been working in the field for five years or less, earn \$51,100 to \$62,200 per year. As with any profession, salaries and fees vary by region of the country, employment settings, scope of responsibility and supply of RDs. Salaries increase with years of experience and RDs, in management and business, earn incomes of \$85,000 to \$88,000.

According to the U.S. Bureau of Labor Statistics, employment of dietitians is expected to grow as fast as the average for all occupations through the year 2014 because of the increased emphasis on disease prevention, a growing and aging population and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay. Faster growth, however, is anticipated in nursing homes, residential care facilities and physician clinics.

Web Resources

American Academy of Nutritional Sciences	www.nutrition.org
American Diabetes Association	www.diabetes.org
American Dietetic Association	www.eatright.org
American Heart Association	www.americanheart.org
American Public Health Association	www.apha.org
Arkansas Dietetic Association	www.arkansaseatright.org
Center for Food Safety and Applied Nutrition	www.fda.gov/food/default.htm
Dietetics Online	www.dietetics.com
5 a Day for Better Health Program	www.5aday.gov
Food and Nutrition Information Center	www.nal.usda.gov/fnic
Graduate Record Examination	www.gre.org
International Food Information Council	www.ific.org
MEDLINE	www.nlm.nih.gov

Career Opportunities for Registered Dietitians

Employment Area	Potential Employers	Tips to Prepare
Clinical <ul style="list-style-type: none"> Clinical Nutrition 	<ul style="list-style-type: none"> Hospitals Health centers and clinics Home health providers Health maintenance organizations (HMOs) Nursing homes and Residential care centers Exercise and fitness centers 	<ol style="list-style-type: none"> Volunteer in hospitals or nursing homes to gain experience working with patients/elderly. Need RD credential. Several years experience and possibly graduate degree required for specialty such as pediatrics, gerontology, sports, critical care, etc.
Community and Public Health Nutrition <ul style="list-style-type: none"> Education Program Planning Administration Counseling, Consultation 	<ul style="list-style-type: none"> Public and home health agencies Social service agencies Community centers Federal, state and local government Daycare centers Health and recreation clubs Health maintenance organizations (HMOs) 	<ol style="list-style-type: none"> Gain extensive clinical experience first. Master's degree generally required. Background in public health a benefit. Learn government application procedures. Develop presentation and public speaking skills.
Food Service Management <ul style="list-style-type: none"> Menu Planning, Budgeting Purchasing Food Preparation Personnel Management 	<ul style="list-style-type: none"> Hospitals Schools, colleges, universities Cafeterias Prisons Camps Restaurants and Hotels 	<ol style="list-style-type: none"> Obtain work experience in any large-scale food service operation such as campus cafeterias. Take business courses and develop computer skills. Seek supervisory roles to gain experience.
Federal Government <ul style="list-style-type: none"> Clinical Dietetics Nutrition Education & Teaching Administration Research 	<ul style="list-style-type: none"> Army, Navy, Air Force NASA (National Aeronautics and Space Administration) US Public Health Service (Indian Health Service – Food and Drug Administration – National Center for Disease Control – Bureau of Health Care and Delivery – National Institutes of Health) US Department of Agriculture (WIC - Supplemental Food Program for Women, Infants and Children) Veterans Administration 	<ol style="list-style-type: none"> Learn federal government application procedures. Earn Master's degree for advancement in research or administration. Pursue internships in government agencies.

	Hospitals • Peace Corps and VISTA	
Consulting • Diet Counseling • Education and Programming • Sports Nutrition • Writing	• Private practice • Physicians' offices • Weight loss clinics • Nursing home • Health clubs and spas • Restaurants • Catering services • Food manufacturers • Health-related magazines • Newspapers	a. Gain experience and expertise in a specialty. b. Sense a need in community and fill it. c. Entrepreneurial spirit required! d. May work in several areas. e. Develop excellent written and verbal communication skills. f. Work with athletes or have experience as an athlete. g. Double major in counseling or exercise science. h. Become certified with ACSM.
Industry • Research, Product Development • Sensory Evaluation • Quality Assurance • Marketing • Sales • Customer Service • Consumer Food Science • Corporate Wellness	• Food manufacturers • Pharmaceutical companies • Health-related businesses • Weight loss programs • Restaurant and hotel chains • Public relations firms with food industry accounts	a. Background in business administration, marketing or advertising helpful. b. Develop written and verbal communication skills. c. Gain computer expertise. d. Gain experience in working with the business sector and/or athletes.
Teaching • Teaching	• Colleges and universities • Community and technical schools • Nursing, medical and dental schools • Teaching hospitals • Medical centers • Government agencies	a. Master's degree required for instructor positions. b. Doctorate and research experience necessary for tenure track professorships.
Research • Research	• Food and pharmaceutical companies • Major universities	a. Earn graduate degree for advancement in research positions. b. Learn government application procedures.

Appendix A

DPD Goals and Outcomes Measures

Goal 1: Prepare students to successfully complete the Program, enter a CADE accredited dietetic internship and work as entry-level dietitians.

Outcome Measures for Goal 1 over a 5 year period:

- 1.1. 95% of those admitted to the DPD program in the junior year will complete the Program within 3 years, or 150% of the time planned.
- 1.2. 80% of undergraduates will indicate a high degree of satisfaction with the Program.
- 1.3. 60% of DPD graduates will apply to supervised practice programs within one year after completing the DPD.
- 1.4. 80% of those who apply to supervised practice programs will be accepted within one year after completing the DPD.
- 1.5. 80% of graduates participating in dietetic internships will agree that the Program prepared them well for the internship.
- 1.6. 80% of Dietetic Internship Directors will rate the performance of the graduates as satisfactory.
- 1.7. 80% of the Program graduates will pass the Registration Examination for Dietitians on the first attempt.

Goal 2: Prepare graduates to pursue graduate school or employment in the field of nutrition and dietetics.

Outcome Measures for Goal 2 over a 5 year period:

- 2.1. 80% of those who did not apply to supervised practice programs will have entered graduate programs or have been employed in a food or nutrition related position within one year of graduation.
- 2.2. 80% of employers and/or graduate advisors will rate the graduates as well prepared for graduate school and/or employment.

Goal 3: Prepare graduates to serve the Arkansas Delta and the surrounding area in food and nutrition related careers.

Outcome Measures for Goal 3 over a 5 year period:

- 3.1. 70% of those seeking positions in dietetics will be employed in dietetics or a related field in Arkansas Delta and the surrounding area within one year of supervised practice completion.

Appendix B

University of Arkansas at Pine Bluff
Didactic Program in Dietetics (DPD)
Application Form

Dear student,

We appreciate your interest in the Didactic Program in Dietetics. Admission is contingent upon your meeting the following criteria and providing the requested information.

1. Factors that will be reviewed for each applicant include overall grades in academic coursework, grades related to DPD, core grade point average (English, academic math, laboratory science, foreign language, speech), SAT or ACT score (including writing section), personal statement and experiences.
2. The application deadline is June 30 for admittance to the fall classes in the junior year.
3. Student membership in ADA is required with enrollment. Information and applications are available on the ADA website at <http://www.eatright.org/students/join/>.

Admission Criteria:

- A score of more than 70% on the Admission Assessment Exam. You will find information on taking this exam at the end of this application packet.
- Minimum Grade Point Average (GPA) of 2.75 (including all transfer and UAPB credit).
- Successful completion of all the prerequisite freshman and sophomore courses with a grade of C or better. Please provide a copy of your transcripts.
- Completion of UAPB general education requirements.

Mail completed application and supporting documents (transcripts, SAT or ACT scores, results of Admission Assessment Exam, and copy of ADA Student Member card) to:

Department of Human Sciences
1200 North University Drive
Mail Slot 4971
Pine Bluff, AR 71601

The DPD Director and DPD Admission Committee will review applications in July. Eligible applicants will be invited for an interview with the DPD Admission Committee. When notified, please schedule your 15-minute interview by calling the administrative assistant in the Department of Human Sciences at 870-575-8806. Interviews will be scheduled during the third week of July.

If you already have a baccalaureate degree in another discipline and are interested in completing the DPD, you may provide a copy of your college transcripts and apply for assessment of prior learning. The University of Arkansas at Pine Bluff does not discriminate on the basis of personal status, individual characteristics, or group affiliation, including but not limited to classes protected under federal and state law. The program encourages application from all qualified persons regardless of sex, age, or cultural, racial or ethnic group or disability.

Please complete the following information:

Name: _____

Address: _____

City/Town: _____ State: _____ ZIP/Postal Code: _____

Email Address: _____ Phone Number: _____

Year Entered UAPB _____ Anticipated Graduation Date _____

Current GPA _____ Total Hours Completed BEFORE this Semester _____

ACT Score _____ ACT Writing Score _____

Enter your grade for these Nutrition and Dietetics courses. If you substituted another course or transferred any of these courses to UAPB, please explain in the space provided.

HUSC 1412 Food Principles and Management _____

HUSC 2321 Elementary Nutrition _____

HUSC 2433 Quantity Food Production _____

Enter your grades for these Math and Science courses. If you substituted another course or transferred any of these courses to UAPB, please explain in the space provided.

MATH 1330 College Algebra _____

CHEM 1430 General Chemistry I _____

CHEM 1440 General Chemistry II _____

CHEM 2411 Organic Chemistry _____

BIOL 1450 Biological Science _____

BIOL 2451 Human Anatomy & Physiology I _____

BIOL 2452 Human Anatomy & Physiology II _____

[illegible]

Special Awards, Honors or Certifications received in the last 5 years. You may include scholarships that are based on leadership or academic performance:

Relevant leadership positions and responsibilities, appointed or elected offices held, professional organizations of which you are a member, involvement in extracurricular activities, and relevant service opportunities:

Provide information related to CURRENT work or volunteer experience:

Job 1: Name of Employer/Organization _____

Job Title _____

Start and End Dates (Month/Year) _____

Paid or Volunteer _____

Key Responsibilities _____

Provide information related to PREVIOUS work or volunteer experience:

Job 2: Name of Employer/Organization _____

Job Title _____

Start and End Dates (Month/Year) _____

Paid or Volunteer _____

Key Responsibilities _____

I certify that the information that I have provided is true and accurate to the best of my knowledge. I acknowledge that any misrepresentation or false statements made herein will be grounds for dismissal from the program.

Signature _____ Date _____

Appendix C

The Admission Assessment (A²) Exam

Students may take the exam in the department or at Prometric Testing Centers across the country:

- a) In the department - Students should call the Department of Human Sciences at 870-575-8806 and schedule an appointment with a proctor. Students are required to pay for the exam online through the ShopElsevier.com website and must make sure that they include the section on Critical Thinking. The cost is \$36 per student.
- b) At Prometric Testing Centers across the country - The cost for taking the exam outside the Department of Human Sciences is \$90 with the needed Critical Thinking section. This includes the cost of proctoring. Students must call the company at 800-950-2728 since the process is different from the onsite testing at UAPB.

Steps for purchasing Exam Access on ShopElsevier.com

- a. Visit <https://shopelsevier.com> and click 'Purchase Exam Access'.
- b. Enter your School Name, your Semester and the Delivery ID for the exam you wish to purchase access for. Click the arrow button to submit your choices.
- c. Select the check box next to the item you want to purchase and click 'Add to Cart'.
- d. Confirm your item information and click 'Proceed to Checkout' to continue your order. After you check out, you will be ready to take the exam you've purchased. If you have selected an incorrect institution or exam, click the 'Remove' link in the quantity column.
- e. There are no refunds so please be sure of your purchase.
- f. You will receive a receipt by email. Print out the receipt and take it to the test administration site during your exam session.

To start taking an Evolve Reach exam, go to <https://www.hesiinet.com>

- a. Under the heading 'Students,' click 'Take My Exam'.
- b. Enter your Evolve information in the username and password boxes and click 'Log In'.
- c. Enter the access code provided to you by the exam proctor and click 'Start Exam'.
- d. After the Contributors screen, click 'Continue'.
- e. Read the Process Overview and Disclosure Information. Select 'I Agree' and then click 'Start'.
- f. Select the exam by clicking 'Take Exam'.
- g. Read the on-screen instructions and click 'Continue'.

Exam Content

The Admission Assessment Exam for prospective DPD students tests the following basic verbal, quantitative and science skills:

1. Mathematics

Students have 50 minutes to complete this 50-item exam. It focuses on math skills needed for healthcare fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, and useful, general math facts such as the skill needed to calculate nutrient needs.

The student entering the DPD will need to demonstrate ability in - whole numbers, fractions, decimals, proportions, percents, metrics (length, area, and volume), signed numbers, algebra properties, equations, polynomials and graphing points.

2. Reading Comprehension

Students have 60 minutes to complete this 47-item exam. It consists of reading scenarios that are health related and measure reading comprehension. For example, it includes identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences, etc. Students entering the DPD will need to read at the 12th grade level and be able to identify main ideas and supporting information.

In addition, students must be able to distinguish fact from opinion, fiction from nonfiction; identify bias, point of view and authors' intent, identify relevant background information, and analyze and evaluate the credibility of evidence and source, logic of reasoning, and how the type of communication shapes or limits information.

They must also be prepared to read and apply technical information from varied English language documents or electronic media by demonstrating ability to: build or assemble from a plan, operate, maintain or repair from a technical manual, analyze a situation based on technical information, create a design based on technical reading, interpret specialized vocabulary, identify and select relevant information for completing the application, interpret information found in charts, graphs, tables, and other visual and graphic representations of data and apply step-by-step procedures.

3. Vocabulary and General Knowledge

Students are have 50 minutes to complete this 50-item exam which contains basic vocabulary that is often used in healthcare fields.

4. Writing

Students entering the DPD must have a solid foundation in syntax, idea development and organization. Students will demonstrate the ability to write using grammar, language mechanics, and other conventions of standard written English for a variety of academic purposes and situations by writing original compositions that describe, narrate or explain observation of human events or situations.

Students must also be able to analyze patterns and relationship of ideas, topics or themes; construct support for a position argument, plan or idea and evaluate an idea, topic or theme based on expressed criteria. They should also be prepared to create or produce writing to communicate with different audiences for a variety of purposes as well as plan, revise, edit and publish clear and effective writing.

5. Grammar

Students have 50 minutes to complete this 50-item exam which contains basic grammar. It includes parts of speech, important terms and their uses in grammar, and commonly occurring grammatical errors.

6. Science

Students entering the DPD must have high s biology and high school chemistry. High school chemistry is essential for success in Anatomy and Physiology and is recommended for microbiology.

(a) Chemistry

Students are allowed 25 minutes to complete this 25-item exam which contains test items that cover matter, chemical equations and reactions, the periodic table, atomic structure, nuclear chemistry, and chemical bonding. Concepts the student must understand include: atoms, molecules, ions, isotopes and compounds; chemical symbols for basic elements found in the human body; what an acid or base is, how pH is measured, and what a chemical equation represents.

Content also includes the difference between organic and inorganic molecules; basic biochemical found in the body; difference between ionic and covalent bonds and hydrogen bonds; and atomic theory. Relationships between the structure and properties of matter including organic and inorganic bond, periodicity and solutions chemistry; chemical reactions; interactions of energy and matter; metric system; major scientific advances; process of scientific inquiry; how to conduct an experiment, test a hypothesis, and use scientific evidence to defend or refute an idea are concepts that are also covered.

(b) Anatomy and Physiology

Students have 25 minutes to complete this 25-item exam. It provides coverage of general terminology and anatomical structures and systems.

(c) Biology

Students are allowed 25 minutes to complete this 25-item exam. It covers biology basics, water, biological molecules, metabolism, cells, cellular respiration, and photosynthesis. Content includes cells, tissues, organs and systems; structures of a cell and cell membrane, transport mechanisms, function of DNA and RNA in the cell and how proteins are synthesized and physiological terms such as excretion, absorption, elimination and secretion.

Other content covered includes general functions of each body system; terms used in genetics such as dominance, recessiveness, genes and how to use a Punnet square to solve basic monohybrid crosses, cell theory, biological change over time, interdependence of organisms, material cycles and energy flow in living systems, behavior of organisms, scientific advances through the investigation and analysis of cells, organisms and ecosystems are other important concepts. Content also include process of scientific inquiry; how to conduct an experiment and test a hypothesis and use scientific evidence to defend or refute an idea.

7. Learning Style and Personality Profile

The Learning Style section is a 14-item assessment of preferred learning style to be completed in 15 minutes.

The Personality Profile is a 15-item assessment of personality related to preferred learning style to be completed in 15 minutes.

Students receive a printout with study tips based on their learning style and personality profile.

Appendix D

Foundation Knowledge Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix E

Suggested DPD Curriculum

CURRICULUM FOR BACHELOR OF SCIENCE IN HUMAN SCIENCES									
NUTRITION AND DIETETICS									
(NON-TEACHING)									
FALL SEMESTER					SPRING SEMESTER				
FRESHMAN YEAR									
English Composition I	ENGL	1311	3		English Composition II	ENGL	1321	3	
Principles of Biology	BIOL	1455	4		College Algebra	MATH	1330	3	
General Chemistry I	CHEM	1430	4		General Chemistry II	CHEM	1440	4	
Orientation Human Sci.	HUSC	1102	1		Principles of Econ. I	ECON	2310	3	
Personal & Social Devt.	BAS	1210	2		Personal Health & Safety	HLPE	1310	3	
Humanities Elective	HUMN		3		Career & Life Planning	BAS	1120	1	
			17		Physical Education	HLPE	1110/1121	1	
									18
SOPHOMORE YEAR									
Human Anat. & Physio. I	BIOL	2451	4		Human Anat. & Physio. II	BIOL	2452	4	
Literature Elect.	ENGL		3		Organic Chemistry	CHEM	2411	4	
Food Prin. & Mgmt	HUSC	1412	4		Elementary Nutrition	HUSC	2321	3	
General Psychology	PSYC	2300	3		Quant. Food Production	HUSC	2433	4	
American Government	PSCI	2312	3		Oral Communication	MCOM	2390	3	
Physical Education	HLPE	1110/1121	1						18
			18						
JUNIOR YEAR									
Biochemistry	CHEM	3412	4		Food Serv. Sys. Mgmt	HUSC	3311	3	
Microbiology	BIOL	3470	4		Advanced Nutrition	HUSC	3331	3	
Nutrition thru the Life Cycle	HUSC	3326	3		Biostatistics	AGRI	3351	OR	
Principles of Accounting I	ACCT	2311	3		Intro to Statistics	MATH	2370	3	
Microcomputer Appl.	MIS	1312	3		Family Development	HUSC	2300	3	
			17		Humanities Elective	HUMN		3	
									15
SENIOR YEAR									
Elementary Spanish	MDFL	2311	3		Senior Seminar	HUSC	4202	2	
Human Sciences Res.	HUSC	4399	3		Methods Teaching H Sc	HUSC	4301	3	
Community Nutrition	HUSC	4330	3		Exptl. Food Science	HUSC	3420	4	
Med Nutrition Therapy I	HUSC	4431	4		Med Nutrition Therapy II	HUSC	4441	4	
			13						13

Total credits: 129

Appendix F

Course Descriptions

ACCT 2311: Principles of Accounting I (3 credits)

A comprehensive introduction to basic financial accounting. Recording, summarizing and reporting principles of income measurement, asset valuation, accounting systems and controls.

AGRI 3351 Biostatistics (3 credits)

Covers statistical theory through practical examples rather than mathematical proofs. The materials covered include computations, applications, and interpretations of statistical procedures commonly used in the biological sciences.

Lecture: 3 hours per week.

Prerequisites: College Algebra Math 1330.

BAS 1120 Career and Life Planning (1 credit)

Career and Life Planning is a course designed to provide experiences to help individuals develop skills and strategies in making sound career related decisions based upon personal interests, skills, abilities, and values. Emphasis will be placed on self-assessment, the investigation of career materials and resources, decision-making relative to academic majors, career selection, career planning, and the use of technology in career planning and career exploration.

BAS 1210 Personal and Social Development (2 credits)

Personal and Social Development is a course designed to provide experiences to enhance the development of behaviors that are characteristic of successful college students. The course will encourage students to explore the context of the UAPB undergraduate experience through the perspective of their own learning community participation. Experiences center on developing social and academic skills: (1) cognitive behaviors such as critical thinking, test-taking, use of the library; (2) affective behaviors such as concepts of good mental and emotional health, attitudes, values, and interest patterns; (3) psychomotor skills such as note-taking, listening, and time management; and (4) use of technology, campus resources, and support services to achieve personal success. It will also help students develop an understanding and appreciation for UAPB's role in higher education through an exploration of the University's heritage (history, mission, philosophy, and goals).

BIOL 1455 Principles of Biology (4 credits)

Basic biological principles and concepts ranging from the molecular to the organismal level.

Lecture: 3 hours per week. Laboratory: 3 hours per week.

APPLICABLE FOR SCIENCE MAJORS.

Offered: Fall and spring semesters.

BIOL 1455 IS A PREREQUISITE FOR ALL HIGHER NUMBERED COURSES IN BIOLOGY.

BIOL 2451 Human Anatomy & Physiology I (4 credits)

Structure and function of human systems including the cell, tissues, the integument, skeletal, muscular, nervous, and the general and special senses.

Lecture: 3 hours per week. Laboratory: 2 hours per week.

Prerequisite BIOL 1450 or BIOL 1455.

Offered: Fall semester.

Required of Nursing majors and recommended for Physical Education majors.

NOT A REQUIREMENT FOR BIOLOGY MAJORS.

BIOL 2452 Human Anatomy & Physiology II (4 credits)

Structure and function of human systems including circulatory, lymphatic, fluid and electrolyte, urinary, respiratory, digestive, endocrine and reproductive.

Lecture: 3 hours per week. Laboratory: 2 hours per week.

Prerequisite: BIOL 1450 or BIOL 1455.

BIOL 2451 is not a prerequisite.

Offered: Spring semester

NOT A REQUIREMENT FOR BIOLOGY MAJORS.

BIOL 3470 General Microbiology (4 credits)

Anatomy and physiology of microorganisms and the role they play in daily life.

Lecture: 3 hours per week. Laboratory: 3 hours per week.

Prerequisite: BIOL 1455.

Offered: Each semester.

CHEM 1430 General Chemistry (4 credits)

Introduction to the basic laws and theories of chemistry. Covers basic concepts of atomic structure and chemical bonding, with an in-depth introduction to nomenclature of inorganic compounds, stoichiometric calculations, redox reactions, gas laws, and thermochemistry.

Lecture: 3 hours per week. Laboratory: 3 hours per week.

Co-requisite: MATH 1330 or departmental consent.

CHEM 1440 General Chemistry (4 credits)

A continuation of GENERAL CHEMISTRY 1430. In-depth introduction to atomic structure, molecular structure, chemical bonding, involving solution properties, chemical kinetics, chemical equilibrium, acid-base theory and introduction to thermodynamics.

Lecture: 3 hours per week. Laboratory: 3 hours per week.

Prerequisite: CHEM 1430.

CHEM 2411 Organic Chemistry (4 credits)

A short course emphasizing life science aspects through selected studies of both aliphatic and aromatic compounds. Introduces biochemistry. This course satisfies the organic chemistry requirement for a number of health sciences areas.

Lecture: 2 hours per week. Laboratory: 3 hours per week.

Prerequisite: CHEM 1410.

CHEM 3412 Biochemistry (4 credits)

An introduction to the biochemical principles of cellular constituents and chemical processes in living systems. Carbohydrates, lipids, proteins, and nucleic acids are covered in-depth. Enzymology and metabolic principles are introduced.

Lecture: 3 hours per week. Laboratory: 3 hours per week.

Prerequisite: ORGANIC CHEMISTRY 3420.

ECON 2310 Principles of Economics I (3 credits)

Introduces the basic economic problems of a society, how the different solutions to these problems lead to different political philosophies. Discussions focused on the economic activities of the society as a whole, especially effects of monetary and fiscal policies on employment, income and price levels.

Prerequisite: ENGL 1311.

ENGL 1311 English Composition (3 credits)

Instruction in fundamentals of communication, selected readings, paragraph and essay development, and written reports. Students must complete all course work and pass a common examination. A minimum grade of “C” is required for passing.

Prerequisite: a score of 19 or above on the ACT Test or a grade of “C” or better in English 1310.

ENGL 1321 English Composition II (3 credits)

Instruction in argumentation and the research process. A minimum grade of “C” is required for passing.

Prerequisite: successful completion of ENGL 1311 with a grade of “C” or better.

HLPE 1310 Personal Health and Safety (3 credits)

Study of wellness, including fundamental biological facts and aspects of human behavior as they affect individual health, conduct, and mental hygiene; agents of disease and modern scientific methods of controlling disease.

HUMN 2340 Effective Thinking Logic (3 credits) (*Preferred Humanities Course*)

Acquaints the student with the principles and techniques of correct vs. incorrect reasoning in both deductive logic and inductive logic, in their relation to the basic functions of language and to the modern scientific method.

Prerequisite: ENGL 1321.

HUSC 1102 - Orientation to Human Sciences [Core Course] (1 credit)

Assists students in achieving an understanding of and appreciation for Human Sciences as a profession through a study of its objectives, history and the organizations within it; and a look at the future implications for each area within Human Sciences.

Lecture: 1 hour per week.

HUSC 1412 - Food Principles and Management (4 credits)

This course deals with the principles of food preparation, planning and serving family meals which require inputs of money, time, personal effort, and mechanical energy. It also emphasizes the development of managerial abilities utilizing the process of decision making.

Lecture/Laboratory: 5 hours per week.

Restricted to majors in certain areas.

HUSC 2300 - Family Development [Core Course] (3 credits)

The dynamics of family interaction at each stage of the life cycle; emphasizes the developmental tasks, socioeconomic and cultural influences and other family differences.

Lecture: 3 hours per week.

HUSC 2321 - Elementary Nutrition (3 credits)

Understanding the significance and application of the Recommended Dietary Allowances, nutrient sources, food consumption, human digestion, absorption and metabolism with special emphasis on biochemical pathways in health and disease.

Lecture: 3 hours per week.

Prerequisite: CHEM 1410 or CHEM 1430.

HUSC 2433 - Quantity Food Production Management (4 credits)

Principles of selecting, purchasing, operating and maintaining institutional equipment; fundamentals of design and layout of food service systems. Application of principles, tools and controls of quantity cookery management.

Lecture: 2 hours per week. Lab: 15 clock hours per week for 5 to 6 weeks

Prerequisite: Food Principles and Management HUSC 1412.

HUSC 3311 - Food Service Systems Management (3 credits)

Application of the principles and techniques of management to food service systems with various organizational structures and functions; emphasis on management of personnel, finance and technical controls.

Lecture: 3 hours per week.

Prerequisite: HUSC 2433.

HUSC 3326 - Nutrition through the Life Cycle (3 credits)

A life cycle approach to the science of normal nutrition that incorporates study of the physiological, psychological and cultural aspects of eating behaviors, specific nutritional requirements and health promotion as they relate to the different stages of life from prenatal to old age.

Lecture: 3 hours per week.

Prerequisite: HUSC 1311 or 2321.

HUSC 3331 - Advanced Nutrition (3 credits)

A study of the chemistry and functions of nutrients and the interrelationship in the physiological and metabolic processes of the human organism; includes nutrient requirements, allowances and measurements.

Lecture: 3 hours per week.

Prerequisites: HUSC 2321, 3325; CHEM 1410 or 1430 and 1440; or currently, BIOL. 2452.

HUSC 3420 - Experimental Food Science (4 credits)

A study of the composition, chemistry, physical and qualitative properties of basic food materials and food systems; a treatment of the physicochemical basis of food preparation; analysis of current research studies on food materials and processes; application of the scientific approach to the study of food principles.

Lecture: 2 hours per week. Laboratory: 4 hours per week.

Prerequisites: HUSC 1412, and 2321; CHEM 1410 or 1430 and 1440; and MATH 2370.

HUSC 4202 - Senior Seminar [Core Course] (2 credits)

The Senior Seminar is a capstone course required of all Agriculture, Fisheries and Human Sciences majors. The Course explores the application of principles in the work place and student transition to careers and/or graduate school. Includes relevant readings, class discussions and an interdisciplinary group research project and professional presentation. Submission of the SAFHS Student Portfolio is a requirement of the course.

Lecture: 2 hours per week.

Prerequisite: Senior students with 90 credits or approval from the department chair.

HUSC 4301 – Methods of Teaching Human Sciences [Core Course] (3 credits)

Selection and organization of instructional techniques, materials and media for use in teaching human sciences. Special attention given to problem solving, approaches to teaching human sciences, lesson and unit planning. Observation of teaching at the secondary level is required.

Lecture: 3 hours per week.

HUSC 4330 - Community Nutrition (3 credits)

Designed to aid dietitians, nutritionists and other allied health professionals in serving the community with respect to nutrition. The course covers goals, management, operation and impacts of community programs in the United States and other countries. Attention will also be given to the techniques involved in the assessment of community nutrition.

Lecture: 2 hours per week. Laboratory/Field Experience: 2 hours per week.

Prerequisite: HUSC 2321; HUSC 3325.

HUSC 4431 - Medical Nutrition Therapy I (4 credits)

Study of nutrition care process, food and drug interactions, nutritional counseling, enteral and parenteral nutrition support, and weight management. Pathophysiology and application of principles of nutrition care process for preventive and therapeutic measures in nutritional management of acute and chronic disorders.

Lecture: 3 hours per week. Laboratory: 2 hours per week

Prerequisites: HUSC 2321, 3331, 3326; BIOL 2452.

HUSC 4441 - Medical Nutrition Therapy II (4 credits)

Pathophysiology and application of principles of nutrition care process for preventive and therapeutic measures in nutritional management of acute and chronic disorders. A continuum of HUSC 4431 Medical Nutrition Therapy I.

Lecture: 3 hours per week. Laboratory: 2 hours per week.

Prerequisite: HUSC 4431.

HUSC 4399 - Human Sciences Research [Core Course] (3 credits)

This course is designed to allow students an opportunity to develop problem-solving, analytical skills and develop competencies in scientific investigation, interpretation and publication of data results. Emphasis is placed on identifying specific research problems, literature review, experimental design, data collection, database management, statistical analysis, and techniques of effective scientific writing.

Lecture: 3 hours per week.

MATH 1330 College Algebra (3 credits)

The number system and fundamental operations, linear and quadratic equations, functions and graphs, complex numbers, inequalities, logarithms and matrices.

Prerequisite: MATH 1320 or placement by score on ACT of 19 or higher

MATH 2370 Introduction to Statistics (3 credits)

The classification of data, different kinds of averages and their uses, frequency distributions, meaning of dispersion and its measurement, regression or trend lines, the meaning of co-relations. This course will not be counted toward a major in mathematics.

Prerequisite: MATH 1330.

MCOM 2390 ORAL COMMUNICATION (3 credits)

Develops the ability to speak easily and fluently before groups. Emphasizes various arts of speech, including public speaking, oral interpretation, and group discussion. Special emphasis placed on pronunciation, articulation, and vocabulary development.

MDFL 2311 Elementary Spanish I (3 credits)

An introductory course in Spanish which emphasizes language skills through basic reading, writing and speaking. For students with no previous study of Spanish.

MIS 1312 Micro Computer Applications (3 credits)

An introduction to the use of microcomputers. Surveys the use of the DOS and WINDOWS operating systems, and several application programs; including a spreadsheet program, a word processing program and a database program. Lecture, "hands-on" exercises, and corporate profiles used to make the student aware of realistic applications of such programs.

PSCI 2312 American Government (3 credits)

Study of the national government, including relationships among federal, state and local governments

PSYC 2300 General Psychology (3 credits) Gives a broad overview of psychology, covering such topics as the development of the organism, biological basis of behavior, learning, memory, history of psychology, social basis of behavior, and individual differences.

Appendix G

Work Samples for Professional Portfolio

Following are the work samples to be included in the Portfolio for different courses of the curriculum. Refer to the Student Handbook of the School of Agriculture, Fisheries and Human Sciences (SAFHS) for details on the School's goals.

HUSC 1102 Orientation to Human Sciences [Core Course] – Personal Résumé

Each student will write his philosophy of education and vision and goals in pursuit of a degree at UAPB. Students will follow an established format provided by the instructor to complete a personal résumé. The student's philosophy statement, a copy of the résumé, cover letter, letter of application and letter of acceptance or rejection of a job may be submitted to the Portfolio. [SAFHS Goal 4]

HUSC 1412 Food Principles and Management – Menu Plan

Students will work in groups to plan various special occasion meals. One of the plans from each group will be selected for preparation. Students will prepare a food budget, a menu, a shopping list, design an invitation and prepare a work schedule. Students will shop for the food, prepare and serve the meal and clean-up the work area. A copy of the plan may be submitted to the Portfolio. [SAFHS Goals 1, 3, 4, 9]

HUSC 2300 Family Development [Core Course] – Definition of Family

Each student will write two five-paragraph essays in which the student will discuss their definition of the family. The first essay will be written during the first week of class and the second essay during the last week of class. The second essay may be submitted to the Portfolio and must include a discussion of the family as a system. [SAFHS Goals 1, 4, 7, 10]

HUSC 2321 Elementary Nutrition – Personal Dietary Assessment

Students will record a 24-hour personal dietary intake and analyze its nutritional components using the USDA/MyPyramid Tracker web-page program. The final nutritional analysis printouts from the web page may be submitted to the Portfolio. [SAFHS Goals 2, 6, 10]

HUSC 2433 Quantity Food Production Management – Six Week Cafeteria Menu

Students will plan a six-week menu and manage the preparation and production of the menus in the Human Sciences Cafeteria. Students may include a summary of the six-week operation in the Portfolio. [SAFHS Goals 1, 4, 6, 9, 10]

HUSC 3311 Food Service Systems Management – Job Description/Performance Standards

Students will write job descriptions, performance standards and wage structures for the various jobs necessary to operate a food service. Students will select one complete job and performance standards description for the Portfolio. [SAFHS Goals 1, 3, 4, 7, 9, 10]

HUSC 3326 Nutrition through the Life Cycle – Day Care Menus

The student will develop two, one-week menus for a Day Care Center using guidelines from relevant daycare agencies. Both menu plans will be submitted to the Portfolio. [SAFHS Goals 4, 6, 7]

HUSC 3331 Advanced Nutrition – Metabolic Pathway

The student will describe and discuss the absorption of nutrients by the body and explain the metabolic pathway for energy production. Comprehension of digestion, absorption and metabolism of nutrients will enable students to understand the biochemical pathways of metabolism. A copy of the report may be submitted to the Portfolio. [SAFHS Goal 10]

HUSC 3420 Experimental Food Science – New Food Product

Students will develop new food products and compare them with existing products in the market. Ingredients in a current product may be substituted to prepare foods with better appearance, texture, nutritional and sensory characteristics. New foods will be analyzed for physical and sensory characteristics of texture, color, tenderness, gelatin, volume, fat absorption and sensory difference. Results of the analysis will be presented in a written paper and an oral presentation. A copy of the paper may be submitted to the student's Portfolio [SAFHS Goals 2, 5, 6, 10]

HUSC 4202 Senior Seminar [Core Course] – Capstone Project

Students will work as a team on a research project which will result in a paper and an oral presentation. Emphasis will be placed on working as an interdisciplinary group to complete the assignment. The paper may be included in the student's Portfolio. [SAFHS Goal 4]

HUSC 4330 Community Nutrition – Community Nutrition Project

Students will design a community nutrition program including a program logo, a health message, nutritional messages and marketing strategies. This project will give students the opportunity to develop goals and objectives of a community nutrition project and to describe how and in what form the nutritional and health messages will be delivered to the target population. Oral and written reports will be required. A copy of the written report may be submitted in the student's Portfolio. [SAFHS Goals 4, 5, 8, 10]

HUSC 4431 Medical Nutrition Therapy I – Nutritional Assessment /Diet Therapy

Case study assignments will enable students to gain an understanding of the principles, practice and importance of nutritional assessment and diet therapy during disease states. Responses to case study questions may be submitted to the Portfolio. [SAFHS Goals 2, 10]

HUSC 4441 Medical Nutrition Therapy II – Nutritional Assessment/Review of Clinical Data

Case study assignments will enable students to gain an understanding of the principles, practice and importance of nutritional assessment of dietary intake, anthropometric assessment, biochemical assessment and review of clinical data. In addition, case studies provide students with an understanding of physiological and metabolic changes in altered homeostasis or disease. Evaluation of the case studies and calculations of dietary requirements may be submitted to the Portfolio. [SAFHS Goals 2, 10]

HUSC 4399 Human Sciences Research [Core Course] – Research Report

Students will complete an individual research project on a topic approved by the instructor. Each student will complete a literature review, collect and analyze data, write a report and present the findings to the class. [SAFHS Goals 2, 5, 6, 8]

Appendix H

Procedure for Complaints to CADE against Programs

The following procedures will be used in the investigation of a complaint against an accredited or approved program.

1. ADA Accreditation staff will forward all written complaints to the CADE Chair within three weeks of receipt of the complaint.
2. If the CADE Chair determines that the complaint does not relate to the accreditation standards or policies, the complainant will be notified in writing within two weeks of the Chair's review that no further action will be taken.
3. If the CADE Chair determines that the complaint may relate to the accreditation standards or policies, the complaint will be acknowledged in writing within two weeks of the Chair's review and the complainant will be provided a copy of the process for handling the complaint.
4. At the same time as the complainant is notified, the complaint will be forwarded to the Program by certified mail. The administrative officers of the institution or organization sponsoring the Program, currently on file with CADE, will receive copies of the correspondence by first class mail. At the request of the complainant, the name of the complainant will be "blocked out" within the body of the written complaint that is sent to the Program.
5. The CADE Chair will request the Program to conduct a preliminary investigation and submit a report addressing the relevant accreditation standards or policies postmarked no more than 30 calendar days from receipt of the notification, as documented by return receipt of certified mail.
6. The CADE Chair may also request further information or materials relating to the complaint from the complainant, the institution, or other sources.
7. The CADE Chair will appoint a review committee to consider the complaint, along with all relevant information. The review committee will recommend appropriate action to CADE at its next scheduled meeting.
8. In determining the appropriate action, CADE will consider the complaint, materials relating to the complaint, the review committee's recommendation, if any, and additional evidence provided by the Program, if any.
9. CADE or the CADE chair may determine that legal counsel is needed to address the complaint. The ADA Accreditation staff will work with CADE and legal counsel to identify a plan to address the complaint.
10. If the complaint is determined to be unsubstantiated or not related to the accreditation standards or policies, no action will be taken.
11. If the complaint is substantiated and indicates that the Program may not be in compliance with the accreditation standards or policies, appropriate action will be taken, which may include, but is not limited to, scheduling an on-site visit of the Program. If the complaint is substantiated and CADE determines that the Program is not in compliance with the accreditation standards or policies, CADE may place the Program on probation or withdraw accreditation or approval.
12. The Program Director and administration of the sponsoring institution will be notified of CADE's decision and action in writing within two weeks of the decision. The complainant will be notified of the final decision and action when the reconsideration and appeals process expires.
13. The Program will have the right to request CADE to reconsider a decision to place the Program on probation or to withdraw accreditation or approval.

Appendix I

Student Safety Guidelines

Suggestions for Your Safety Off-Campus

1. Walking to and from your car...
 - Have entry/ignition keys in hand before starting for your car so you're not trying to find them while you walk to the car or standing at the car door.
 - Stay alert when crossing the parking lot and watch for suspicious persons.
 - If you have a cell phone, have it within easy reach
 - Even if your car was locked when you left it, check the interior prior to entry for uninvited guests.
 - If a stranger approaches you, continue walking to your car, politely decline requests for money or information. Don't stop walking toward your car.
 - If asked for help, offer to call the police or suggest they return to the business. **DO NOT** offer assistance yourself or allow a stranger to use your cell phone.
 - If a situation seems suspicious, look for someone to help you or dial 9-1-1.
2. While driving...
 - Follow established roadways. Use familiar streets, not back roads or "shortcuts".
 - Make sure all doors are locked while driving.
 - Put purses and/or other valuables out of sight, if possible, or cover item(s) with a towel.
 - Stay alert at stop signs and traffic lights. If a stranger approaches your car at a traffic light, drive away.
 - Don't leave your car's engine running while you're out of or away from the car.
 - If your car breaks down or you have a flat, call for assistance from within your (locked) car and remain inside until help arrives.
 - Don't travel to remote areas by yourself.
 - Be sure you have plenty of gas before you start a trip.
 - Plan your route. Get driving directions from the Internet if necessary.
3. If you should become involved in an accident...
 - At night, drive (if possible) to a lighted area.
 - If the occupants of the other car make you uncomfortable, call the police from within your (locked) car and remain inside until the police arrive.
 - Jot down the description and license number of the other car while you wait for the police.

* * *

Student Signature Page

(Please complete and submit to the Program Director within one week of enrollment in the DPD.)

I am in possession of the information pertaining to the DPD. My signature below indicates my intent to participate in the Program. I acknowledge that I have read and comprehend the information and program requirements presented in the UAPB DPD Student Handbook.

I understand that as a Nutrition and Dietetics major, it is my obligation to be aware of and comply with the policies and procedures set forth in this handbook throughout the remainder of my undergraduate studies in dietetics.

I also accept the consequences that could result in my dismissal at any time from the Didactic Program in Dietetics.

DPD Student Signature _____

Date _____

DPD Director Signature _____

Date _____