Self-Study Report (SSR)

Pepperdine University

Nutritional Science, Natural Science Division, Seaver College

Didactic Programs in Dietetics Using the DP Standards

Comprehensive Self-Study Report (SSR) for Continued Accreditation

for

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

January 26, 2015

Application for Accreditation -- ACEND 2012 Accreditation Standards
Didactic Programs in Dietetics

Report being submitted (check one):

[ ]	Self-Study Report for New Program Application –Standards (1-3)	[ ]	Self-Study Report for New Program Application –Standards (1-23)	[ ]	Interim Report for New Program Accreditation
[X]	Self-Study Report for Continued Accreditation	[ ]	Interim Report for Continued Accreditation	[ ]	Program Assessment Report for Continued Accreditation

Date: January 26, 2015

Program name: Nutritional Science, Natural Science Division

Sponsoring institution: Seaver College, Pepperdine University

City: Malibu **State:** CA

Degree granted — (check all that apply):

[X] Baccalaureate [ ] Master's [X] Certificate Program for Post-graduate Students*

Distance Education — (check all that apply):

[ ] General Education Courses [ ] One or more DP required courses (not general education)

Existing Didactic Program: Enter current enrollment.
New Didactic Program: Enter anticipated maximum number of students.

Didactic Program in Dietetics Using the DP Accreditation Standards					
	3rd Year Baccalaureate Degree DP	4th Year Baccalaureate Degree DP	Year 1 Completing Graduate Degree DP	Year 2 Completing Graduate Degree DP	*Post-graduate students with a BS degree or higher & only completing DP Requirements
Current Enrollment	**18**	**7**			**1**

Program Director:

Susan Edgar Helm, PhD, RDN
Name

Associate Professor III, Nutritional Science
Title

00013231
CDR Registration Number

(310) 506-4325
Telephone Number

310-506-4785
Fax Number

Signature

Natural Science Division, Nutritional Science
Business Address

RAC 111, 24255 Pacific Coast Highway

Malibu, CA 90263-4321

susan.helm@pepperdine.edu
E-mail Address

pepperdinenutritionalscience.com/courses-and-faculty/faculty/

http://seaver.pepperdine.edu/naturalscience/
Web Addresses

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

Administrators:

Rodney L. Honeycutt, PhD	RAC 106A, 24255 Pacific Coast Highway
Name	Business Address
Chairperson, University Professor, Professor of Biology	Natural Science Division, Pepperdine University
Title	
(310) 506-4321 / rodney.honeycutt@pepperdine.edu	Malibu, CA 90263
Telephone / E-mail	
Signature	

Michael E. Feltner, PhD	TAC 318, 24255 Pacific Coast Highway
Name	Business Address
Interim Dean, Professor of Sports Medicine	Natural Science Division, Pepperdine University
Title	
(3100 506-4280 / michael.feltner@pepperdine.edu	Malibu, CA 90263
Telephone / E-mail	
Signature	

Rick R. Marrs, PhD	TAC 4th floor, 24255 Pacific Coast Highway
Name	Business Address
Provost, Professor of Religion	Pepperdine University
Title	
(310) 506-4261 / rick.marrs@pepperdine.edu	Malibu, CA 90263
Telephone / E-mail	
Signature	

Chief Executive Officer:

Andrew K. Benton, JD	TAC 4th floor, 24255 Pacific Coast Highway
Name	Business Address
President	Pepperdine University
Title	
(310) 506-4451 / andrew.benton@pepperdine.edu	Malibu, CA 90263
Telephone / E-mail	
Signature	

Self Study Report on the ACEND 2012 Accreditation Standards
Pepperdine University, Didactic Program in Dietetics, Nutritional Science

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Program Summary Information

Program Name:	Nutritional Science, Natural Science Division, Seaver College
Sponsoring Organization:	Pepperdine University
Sponsor's Accreditor or Recognition Body	Western Association of Schools and Colleges (WASC)

Executive Summary of the Program

The current Nutritional Science major was established in 1974 and is now housed in the Natural Science Division of Seaver College at Pepperdine University. In 1985, an endowed position, the Flora Laney Thornton Distinguished Professor of Nutritional Science was inaugurated with the hire of Dr. June Payne-Palacio, RD and the degree in Nutritional Science transitioned from a Bachelor of Arts in Home Economics to the contemporary Bachelor of Science in Nutritional Science degree. From 1989-1998, a minor degree in Nutritional Science was offered, then discontinued as both, the faculty and the Nutritional Science Advisory committee deemed it graduated students with an inadequate background for the complexity of issues in Dietetics and Nutritional Science to safeguard the public. In August 1993, Dr. Susan Edgar Helm, RDN was hired for her experience in clinical and community dietetics and her research in mineral and protein metabolism and doctoral education in Nutritional Science/Physiological Chemistry/Statistics from University of California, Davis and has served as the Coordinator of the Nutritional Science program and Director of the Didactic Program in Dietetics since 1998 (17 years). After 23 years of dedicated service as Professor of Nutritional Science, as DPD Director (1988-1998), and as Associate Dean of Students (1998-2006), Dr. June Payne Palacio, RD retired in 2008 with Emeritus rank. After a 3-year faculty search, Dr. Loan Pham Kim, RD joined as FT faculty in 2011. Dr. Kim has established our new Senior Capstone, developed NUTR 440-Public Health Nutrition, established a service-learning opportunity to teach nutrition and public health in Kenya for our Nutritional Science students, and involves our students in her public health research integrated with local WIC programs. Sunnie DeLano, MS, RD, became Adjunct faculty in 2000 and helped teach our multiple classes of GE NUTR 210 and our then Community Nutrition course, NUTR 220. In 2006, our Sports Medicine major developed a Bachelor of Arts requiring a Sports Nutrition course and Sunnie helped develop a new elective course, NUTR 340, Sports Nutrition. In 2013, Sunnie DeLano became our FT Director of the Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP). The first year of the ISPP, 2013-2014, 8 interns graduated, and in 2014-15, we have 9 students enrolled in the NSCP-ISPP. Several adjunct faculty have consistently taught our GE NUTR 210-Contemporary Issues in Nutrition; NUTR 201-Introductory Foods; NUTR 420-Quantity Food Production; and NUTR 421-Systems Management. Enrollment patterns have doubled in the past decade from an average of 22 students to the current maximum enrollment of 50 students. The DPD program was awarded a 10-year in accreditation in 1992. The Nutritional Science major is accredited by an external review from ACEND (Accreditation Council for Education in Nutrition and Dietetics) such that students receive a didactic education meeting a list of ACEND Accreditation standards called Knowledge Requirements for the DPD students and Knowledge Requirements and Competencies for the ISPP students. The Nutritional Science curriculum is designed to integrate the Knowledge Requirements set forth by the 2012 ACEND Accreditation Standards and to provide a theoretical foundation in nutritional science necessary for the practice of dietetics. To more evenly distribute the CADE (Council on Accreditation in Dietetics Education…now ACEND) review dates, CADE adjusted review dates in 1999; Pepperdine University's review date of 2002 was changed to 2005. In October 2005, an initial 10-year accreditation was given to the Nutritional Science program under CADE's 2002 Accreditation Standards. The Program Assessment Report (PAR) was submitted in 2010, approved in 2011, using the CADE 2008 Eligibility Requirements and Accreditation Standards (ERAS). Between 2011 and 2015, the 2012 ACEND Accreditation Standards have been integrated into our curriculum and assessment planning. In 2015, our Nutritional Science DPD program will be evaluated using the 2012 ACEND Accreditation Standards with a Self Study Report due on January 26, 2015 and a Site Visit review scheduled for April 12-14, 2015.

The Nutritional Science major is one of 9 majors/7 minors within the Natural Science Division of Seaver College, Pepperdine University. Seaver College is the flagship College of Pepperdine University's five schools. Home to its residential undergraduate program in Malibu, California, the college enrolls approximately 3,000 baccalaureate students, offering 38 majors and 36 minors in traditional liberal arts curriculum based on a Christian worldview. With a student/faculty ratio of 13:1, Seaver emphasizes student-centered teaching by holistically investing in each and every student. Academic divisions provide educational enrichment and career preparation in business administration, communications, fine arts, humanities and teacher education, international studies and languages, natural sciences, religion, and social science. Graduate programs are also available in American Studies, communication, religion, and writing for screen and television, with opportunities for students to work one-on-one with faculty, publish research papers, coauthor journal articles, and attend academic conferences. More than half of Seaver College students study abroad, taking up residence in Pepperdine's six permanent facilities in Europe, South America, and Asia, or in additional programs worldwide. Students also compete in 14 NCAA Division I intercollegiate sports. Throughout the celebrated history of Waves athletics, Pepperdine teams have won nine NCAA Division I Team Championships and more than 40 athletes have participated in the Olympics as a player or coach. The Convocation/Chapel series offers a multitude of activities

aimed at building Christian faith, affirming Christian values, or addressing ethical and moral issues within a Christian worldview. Engaging the spirit of service among Seaver students, the Volunteer Center facilitates 20 ongoing programs and 13 one-time volunteer opportunities to develop and support student leaders and build strong partnerships with the community. Extending far beyond the classroom, Seaver College challenges its students to become global citizens who value lives of service, purpose, and leadership. The Nutritional Science program is committed to the total intellectual development of our students, and preparing our students for the pursuit of meaningful vocations full of purpose, service, and leadership. The Nutritional Science program seeks to foster scientific inquiry that allows students to gain an understanding of the nature of science and its place in society. These include: 1) Scientific inquiry based on an objective protocol, the scientific method, which seeks to address observations of the natural world. Successful pursuit of a scientific career requires curiosity, skepticism, tolerance of ambiguity, openness to new ideas, and the willingness to share knowledge. 2) Science has limits in terms of what can be addressed, and it is important for scientists to understand what science can test and what it cannot. Through the years, scientific discovery has taught us that no knowledge is absolute, but with further evidence is subject to revision. 3) Becoming a scientist requires hands-on experience that transcends formal lectures. This experience is gained through laboratory exercises and student driven research projects. 4) Science and faith are not mutually exclusive worldviews. We strive to provide students with research experiences beyond the classroom. In the summer of 2009, the Rockwell Academic Center was fully renovated resulting in three new research laboratories, one new teaching lab, (Nutritional Science RAC154) and several new classrooms. In the summer of 2008, the Keck Science Center was remodeled creating nine new research laboratories and one teaching laboratory. These new research labs greatly increased our capacity to engage students in undergraduate research in biology, chemistry and sports medicine. In addition to the new physical plant, students are exposed to a broad array of research equipment (e.g., automated sequencer, flow cytometers, gas chromatograph with mass spectrometer, NMR), which provides training usually not received until graduate school. More importantly, laboratory sections in our courses are kept small to ensure that students receive personal instruction from a professor. (**Appendices A and B**)

In the past 5 years, our educational philosophy has shifted as well as the primary methods we use to teach the curriculum. We now use more applied learning, less lecture (about 60%) to enhance the student's educational experiences and increase student engagement. Our program faculty use structured lectures and labs to allow more insertion of creative learning. Our teaching methods vary across different courses; we use the current "flipped classroom" concept; we use student-centered activities within the classroom lecture; we invite the student to engage with real data and analyze the results; we use case studies, simulated models of patients, field trips and a variety of talented guest speakers. We use more technology to positively impact the students' academic performance, and more available online resources and apps that engage the student and create interest around specific concepts. Online communications throughout the day and into the late evening is a normal part of communications with our students. In addition, our Nutritional Science faculty uses more learning-centered instruction with measureable outcomes. The current students typically bring their cellular phones and laptops to the classroom and lab and they are used in a variety of ways: looking up research facts; as calculators; as cameras to capture complex notes on a whiteboard or laboratory procedures or to bring a prepared videos to class, new technology is an asset. It is has become quite apparent that the changing landscape of student learning be also reflected in a changing model of teaching. Our Nutritional Science faculty and associated faculty are adept in their skills and unwavering in their focus on the student learner.

Summary of the Program's Strengths, Challenges and Weaknesses

- **Changes in Administrative Support:** About three years ago, based on a year of poor results for our students matching with Supervised practice programs, we decided to apply for an Individualized Supervised Practice Program (ISPP). During the process of submitting the addition of a Nutritional Science Certificate Program-ISPP to our faculty addressed the Natural Science faculty, to the Seaver Academic Council (comprised of representatives from all Divisions of Seaver College and related staff, we discovered that the Natural Science Chairperson and the administrators of Seaver College, and our faculty fully support our Nutritional Science program. During this spring term we will submit a proposal for a Master's Degree for exploration of a Coordinated Program in Dietetics.

- **Changes in Financial Support**: An endowment of the Nutritional Science program from the Flora Laney Thornton Foundation (FLTF) was established in 2010. The endowment supports the NSCP-ISPP program in its' first years; provides for a Natural Science Division scholarship; created the Summer Undergraduate Research Program in Nutrition (SURN) with allowance for a summer stipend, budget for research supplies, and enrollment in a 4-unit course; brings public speakers to the campus to generate discussion (Spring 2013-Dr. Colin Campbell, The China Study; and Spring 2014-Dr. Michael Pollan, Omnivore's Dilemma/Cooked, has purchased goats and cows for protein sources in Dr. Kim's international public health program in Kenya (summer 2014 was

first year with 6 Nutritional Science students), and finally, the endowment allows for the program to host speakers for the Natural Science Division and provides for academic year research stipends. In addition to the FLTF support, the NSCP-ISPP program budget was designed to support a new FT position to oversee the new program. Our initial hire for Seaver College NSCP-ISPP Director is Sunnie DeLano, MS, RDN. Besides this FT position, the budget allows for a PT position too. Release time was provided to DPD/ISPP Director in Fall 2014 to complete the changes to the Nutritional Science curriculum and to prepare the Self Study for the ACEND Continued Accreditation Site Visit of 2015. The Natural Science Division supported a 2 day ACEND Accreditation Workshop in August 2014.

- **Curricular Changes**: The only curricular changes that occurred in the past 5 years are: 1) the course numbering and title of course change of NUTR 220-Communications in Nutrition, to NUTR 440-Public Health Nutrition. This change was explained in our PAR and was anticipated because of the content change and our new hire, Dr. Kim, a researcher of Public Health and Public Policy issues; and, 2) the Nutritional Science courses are now offered every year due to consistent high enrollment in the major. Both changes are significant. The NUTR 440-Public Health course has been developed by Dr. Kim and has a writing intensive component. The courses being offered every year has allowed our students to complete the major in a timely manner, be involved in our International Programs (IP) and choose minors/double majors. The 2014 curricular changes will be submitted to our Seaver Academic Council on February 4, 2015 (**Appendix C**)

- **Program Changes (e.g. new tracks, degrees, etc.**): It is anticipated that our program will offer 2 new tracks in fall 2016: 1) Public Health; and, 2) Clinical Nutrition. It is hoped that, with a new Master's, our NSCP-ISPP will transition to a Coordinated Program in Nutrition (CP) allowing our undergraduates the opportunity to seamlessly gain the necessary education for the 2024 deadline that all Registered Dietitian Nutritionists (RDNs) have a Master's degree. Currently, if the Master's program is not approved, we will begin conversations for articulation agreements with our ongoing Master's programs at Pepperdine University in Communications, Education, Religion, Psychology, and Business such that we still plan to transition to a CP program in the next 2 years.

- **Changes in Learning Resources**: Dramatic changes due to the IPad and Iphone and upgrades to all our teaching classrooms with user-friendly, modern computer technology (LCD projectors, screens, laptops, remote controls, etc.).

- **Faculty/Preceptor Changes**: **DPD:** The retirement of Dr. June Payne Palacio, RD in 2008 and the hire of FT Nutritional Science faculty, Dr. Loan Pham Kim, RD in 2011.
  ISPP: We have had no changes in preceptors from 2013-2014 (year one) to 2014-2015 (present).

- **Changes to Facilities**: We have not have any major changes to our facilities in the past five years. A new teaching laboratory was added in 2009.

- **Changes in Support Services**: We have not had any major changes in our support services.

Summary of the Self-Study Process

Over the past decade, since the Initial Accreditation in 2005, the Nutritional Science program has had a change in FT faculty, After Dr. Kim's first year and acclimation to Seaver College and our Nutritional Science program, our Self Study process was initiated for this application for Continued Accreditation. Together, Dr. Kim and I, mapped out curricular changes that we discussed with our Chairperson, presented and responded to feedback from our Natural Science Division, and then prepared a proposal for our Seaver Academic Council. During this process, we utilized specific comments from both our non majors and majors taking courses within our program; we often used the content that was appropriate within the course evaluations about the teaching learning environment and student discussions within group sessions, our future employers (visits, emails, telephone surveys), current practitioners (this past years' preceptors in our NSCP-ISPP program we took out to dinner twice and discussed the program), our alumni (visits, emails, telephone survey, facebook) and feedback from our Advisory committee. Seaver College began an assessment cycle 5 years ago based on our program undergoing the 5-year PAR. The Natural Science Division was assessed in the first cycle of 5-year assessments and since 2009, we are asked to submit a 1-year assessment. The data from the 1-year assessments follows the 2008 ERAS assessment plan and has allowed us to understand the changes and needs for our Nutritional Program. During this past summer, Dr. Kim and I thoroughly discussed all the assessment data and developed the new curricular changes that will be presented to our Seaver Academic Council on February 4, 2015. The Nutritional Science faculty meet every week, the Natural Science faculty meet every month, and the graduate programs meet twice a term (NSCP-ISPP program). The Seaver College Director of the NSCP-ISPP and I meet twice a week and communicate multiple times a day and 4-5 days a week. As Coordinator of the Nutritional Science program within the Natural Science Division, I meet once a month with our Chairperson and other Coordinators from the majors to discuss scheduling, issuses

facing the Division, scholarships, and other topics related to our students. Seaver College is an intimate environment allowing easy flow of information among its students, staff, and faculty.

Table 1. Constituencies Involved in the Ongoing Assessment and Program Review Process for our DPD and NSCP-ISPP Programs.
1. **Administratio**n: President, Provost, Dean of Seaver College, Pepperdine University: review Accreditation documents; support
2. **Chairperson, Natural Science Division**: yearly evaluations of faculty, program; reviews and supports the Accreditation; complies data for Senior Exit and Graduate surveys and has been helpful in providing data needed to complete this Self Study
3. **Nutritional Science Faculty**: regular meetings, discuss curriculum, individual courses, 4-year academic plan, ACEND and WASC assessments, student and course evaluations; laboratory development; textbooks; guest speakers; attendance at professional meetings; students of concern; funding for summer research.
4, **Food, Diet, Nutrition related clubs**: Student Dietetic Association; Culinary Culture Club; Baking Club
5. **Current Students:** welcome dinner in fall; 2 focus-group dinners per year in private faculty homes or using our AC224 kitchen facility; have divided dinners to younger cohort (FR/SO0 and older cohort (JR/SR); course evaluations; individual interviews.
6. **Graduates (Alumni):** yearly email/telephone survey (Appendix E); cohort Facebook groups; LAD, CDA, and FNCE gatherings; individual emails, letters, cards and updates (small number of graduates allow this informal data gathering)
7. **Nutritional Counseling Center**: New RDN from our NSCP-ISPP program; previously had an involved RDN interacting with our curriculum and Nutrition Peer counseling; interact on Seaver College Food Committee.
8. **Athletics**: We do not employ a RDN at the moment, the previous 10 years we've had a FT RDN for the Division I Sports Teams conducting Nutritional Assessments; arranging Performance Food tables; going to most games and discussing Sports Nutrition with both coaches and athletes; our current Athletic Director has decided to use an Athletic Trainer in place of the RDN.
9. **Student Affairs**: Food committee; GreenTeam; Sustainability minor; College gardens; speakers for different events.
10. **Foodservice (Sodexho);** Director allows teaching of NUTR 420/421 and our ISPP rotations within the Sodexho Dining.
11. **Central Maintenance**: upkeep of lab space; "grease trap" cleaning in AC224; cleaning of offices and labs
12. **Career Center**: in-class instruction of intervieiwing and job seeing skills
13. **Library resources**; virtual lessons in library use; archive locastions; help with literature searches; modern and useful.
14. **Natural Science Division Staff**: curriculum; budget; travel; lecture and lab supplies.
15. **Natural Science Division Coordinators**: meet monthly; allows discussion across all majors in the Division
16. **Registrar's Office staff**: maintains our current course offerings; preliminary advising; maintain "nondegree" route
17. **Fine Arts Students**: maintain problem-solving approach for simulated case studies in NUTR 450-MNT.
18. **Dean's Office Staff**: helps with the NSCP-ISPP program
19. **Office of Research**: supports grant writing and submission
20. **Preceptors**: work with our current NSCP-ISPP interns mentoring and evaluating
21. **Nutritional Science Advisory Committee**: all our stakeholders (employers; students (past, present, alumn); outside members
22. **Area schools**: Malibu High School/Juan Cabrillo/Webster/OLM – support teaching of science, in particular, nutritional science
23. **DPD Directors from Southern California** – ongoing support and sharing of knowledge and resources
24. **DI and ISPP Directors from Southern California** – ongoing support and sharing of knowledge and resources
25. **Employer**s: Dole Nutrition Institutes, Kaiser, Malibu Yogurt, Vintage Grocer, Sodexho, area hospitals (Motion Picture), CN

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

Mission:

The major of Nutritional Science exists to prepare students to integrate and apply scientific principles of food, nutrition, biochemistry, genetics, molecular biology, physiology, management, and behavioral and social sciences to achieve and maintain the health of the public.

Program Goal 1:

The Nutritional Science DPD program will provide the student with the knowledge requirements of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs; passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

Program Objectives for Goal 1:

1.1 Over a 5-year period, the pass rate for graduates taking the exam for the first time will be at least 80%. (2008 ERAS CADE required outcome)

1.2 Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion. (2008 ERAS CADE-required outcome)

1.3 Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program will be completed. (2008 ERAS CADE-required outcome)

1.4 100% of graduates will be examined and passed by a mock registration exam.

1.5 By middle of senior year in program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.

1.6 DPD will comply with the Standards in Education as outlined by CADE (Commission on Accreditation for Dietetics Education), now ACEND (Accreditation Council for Education in Nutrition and Dietetics) of the ADA (American Dietetic Association), now AND (Academy of Nutrition and Dietetics).

1.7 90% of the DPD students will be accepted into an ACEND accredited dietetic internship.

1.8 100% of DPD students will create and maintain a student and academic portfolio.

1.9 70% of DPD graduates will rate their preparation for the dietetic internship experiences as satisfactory.

1.10 80% of employers of DPD graduates will rate the student's preparation as satisfactory.

Program Goal 2:

The Nutritional Science DPD program will prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to dietetics and nutrition as an applied science.

Program Objectives for Goal 2:

2.1 100% of students can analyze results and draw reasonable conclusions from them.

2.2 100% of students can locate appropriate sources by searching both electronic and print databases.

2.3 100% of students can distinguish between science and pseudoscience.

2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.

2.5 100% of DPD courses will integrate nutrition research principles, evidence-based medicine and evidence-based practice into the course content and evaluations.

2.6. 100% of DPD students will demonstrate competence in the use of appropriate productivity tools (Word Processing, spreadsheets, graphic programs, PowerPoint, Excel, web-based discussion groups, and statistical analysis programs).

Program Goal 3:

The Nutritional Science DPD program will prepare students to assume roles in leadership, management, and policy development.

Program Objectives for Goal 3:

3.1 80% of DPD graduates will be members of the Academy of Nutrition and Dietetics.

3.2 80% of DPD graduates will continue membership in the AND during the dietetic internship.

3.3 60% of DPD graduates will enter the profession will continue membership through the next five years.

3.4 100% of DPD graduates will participate in self-evaluations of teamwork and leadership.

3.5 50% of DPD students will identify a mentor in a professional organization, such as CDA (California Dietetic Association), now CAND (California Academy of Nutrition and Dietetics), or the Los Angeles Dietetic Association (LAD).

3.6 70% of DPD students will attend the annual CDA meeting.

3.7 70% of DPD students will attend Public Policy Day and/or complete the Washington D.C. internship on Nutrition policy with the National Institutes of Health.

3.8 90% of DPD students will participate in student organizations, including SDA (the Student Dietetic Association) at Seaver College.

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

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

1 **Table 2. CDR: First-Time Pass Rate and One-Year Pass Rate[a]**

	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate
Previous Five Years 2005 – 2009	10	10	10	100%	100%
2010	4	4	4	100%	100%
2011	4	4	4	100%	100%
2012	2	2	2	100%	100%
2013	2	2	2	100%	100%
2014	8	8	8	100%	100%
Current Five Years 2009-2014	20	20	20	**100%**	**100%**

[a]Sources: ACEND Report-Program's Summary of Candidate Testing, DPD; and current statistics from DPD program.

2. Describe the trend(s) in your program's benchmarks over the last five years by placing an "X" in the appropriate boxes.

Table 3: Assessment of Annual Benchmarks of First Time Pass Rate and One year Pass Rate

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

3. Identify factors from the areas listed below that influence your program's pass rate, briefly summarizing the methods used to evaluate the effectiveness of those areas and the individuals carrying out the evaluation (administrators, faculty, preceptors, students, graduates , employers, practitioners, other program directors, faculty/staff from other disciplines, etc.).

Program Curriculum: In addition to following the ACEND 2012 Knowledge Requirements matrix and submitting an annual WASC assessment, both following the missions of Pepperdine University, Seaver College, and the Natural Science Division. We also use a structured curriculum-learning progression (oral, written) in **Table 4.**

Table 4. Learning Progression of Program Curriculum

Course Title of Course	**Learning Activity**	**Written**	**Public Speaking (oral)**
NUTR 101 – Seminar in Dietetics	Personal Interview of a RDN	2 pages	5-10 minutes
NUTR 210- Contemporary Issues in Nutrition	Food Policy Debate	2 pages	5-10 minutes
NUTR 310 – Principles of Nutrition	Mechanism of Action: Enzyme	20 pages	20 minutes
NUTR 420 - Quantity Food Production	Journal of Observations of FS	20 pages	70 minutes (5m in class)
NUTR 440 – Public Health Nutrition	Public Health Action Plan	30+ pages	30 minutes
MATH 317 – Research Methods	Senior Capstone Proposal	10 pages	10-15 minutes

NUTR 450 – Medical Nutrition Therapy	Senior Capstone Research	40+ pages	30+ minutes

Teaching & Learning Methods: The faculty of both Nutritional Science and the Natural Science Division continually assess, update, and use the most appropriate teaching and learning methods to reach our students at their current stage of learning. Most often, we use problem based learning (effectiveness evaluated by results of employment post graduation and admission rates to internships and professional/graduate programs); lab/clinical course by simulation (effectiveness evaluated by oral presentations and calculation problem sets); computer assisted learning (used for learning about new technology and library resources as well as the EAL, Cochrane database, genetic databases, Excel, SPSS); Internet within the lab and classroom; public policy related to our profession, diet, nutrition, and health use s form of debate/structured controversy (effectiveness evaluated by a rubric and observations; lecture (effectiveness evaluated by examinations, class activities, and pretest-posttest in NUTR 101 and NUTR 300); seminar/small group discussion (effectiveness evaluated by maintenance of a journal); case study approach used in NUTR 450 to study ethics, diet, hydration, length of life (focus groups); independent research (effectiveness evaluated by observations and final outcome of results); and finally, the culmination of the Nutritional Science DPD program is the annual, year long process of the Senior Capstone research/mentoring (evaluated by the standards set by the Natural Science Division rubric).

Faculty and Preceptors: Informal student conversations and anonymous student feedback from teaching and course evaluations, and more formal student feedback from preceptors in weekly meetings allows a continual process of evaluation, feedback, and response to maintain high standards for our students.

Academic Counseling: The effectiveness of our academic counseling is most observed in the retention of our Nutritional Science major after their second year of college and the ambitious choices for Supervised Practice Pathways, professional programs, and graduate schools. The Nutritional Science faculty advise at the start of each school term; during the course of a term; and whenever it is deemed necessary to intervene and have a discussion to help the student stay on academic course. The Natural Science Chairperson and the Office Manager provide feedback about our Academic Counseling as they have direct feedback from students regarding course enrollment and scheduling.

Student Support Services: OneStop Services brings together a host of administrative services under one roof so that you can get back to the business of being a student!…a strong philosophy that is highly effective. Onestop helps with: 1) academic information: Registering for Classes; class schedules; intent to graduate forms; requesting of an official transcript; requesting verification of enrollment, making appointments with an academic advisor; 2) financial information (student loans); 3) discount tickets to events on and off campus; and ,4) student services (mailbox, housing, counseling services). Student Health Services provides psychological counseling and academic support. The effectiveness of the student support services can be measured by a students' ability to solve his/her academic dilemmas and progress towards graduation. The ease of communication with our Student Support Services is a strong indicator of their success.

Educational Resources: The students have tremendous Library resources with excellent library faculty to assist them, and virtual library tours that help them learn about new and old databases, We have several modernized computer classrooms sprinkled throughout the Seaver campus with several in our central library. The Pepperdine bookstore responds to our textbook needs and is always helpful. Finally, a strong asset of Seaver College are its' humble, every helpful, highly educated faculty. The effectiveness of the educational resources is most profoundly measured in the success of the student post graduation.

Program Assessment Process: We have used both the internal assessment required of WASC, and the external assessment of ACEND (current Self-Study). Annual assessment data is submitted, May 2014 for our internal assessment and can be found in the archives of our Office of Institutional Effectiveness (OIE), (www.oie@pepperdine.edu). The Office of Institutional

Effectiveness supports the University's mission, values, and core commitments by providing institutional research and leadership in the areas of accreditation and assessment.

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

   DPD : The faculty are not involved in the application process; however, high GPAs, strong Math SAT, essays, letters of recommendation and interviews are used in the process of admission. Informally, the DPD Director emails and has telephone conversations with potential applicants to help with their decision process. Typically, a 4-year academic list of courses is provided and discussed.

   NSCP-ISPP: The application process for this program housed in our graduate division uses the online graduate application. The ISPP Director screens the initial applications so that the applicant has met the criteria for admission (not matched with the D&D matching; GPA of 3.0; DPD graduate with Verification statement; essay about faith and learning) and then proceeds to interview the top selections with a committee comprised of current preceptors of the NSCP-ISPP.

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

   DPD :

   The grading roster has a column to indicate if a student is "at risk". There are many reasons a faculty might check the "at risk" box for a student (missing class too often; behavioral issues; sports injury; alarming comments/behavior; poor academic performance; knowledge from another student; change in behavior; loneliness or depression in the student; unable to communicate with the student). Once the box of "at risk" is checked, a series of events rapidly occurs to ensure that an immediate response occurs for the benefit of the student. For instance, I had a student recently that mentioned she wasn't eating because she ran out of "points" on her meal card. Once she was placed in the "at risk" category (this time by a phone call and email), she was helped through this situation of hunger. Faculty networking either in-person or by email to help a student is deliberate, immediate, and resolved for the student. The "at risk" team will monitor the academic progress of the student. If a sports injury, then the advisor for that student will monitor their "academic performance". Often, private discussions and followup with the student is all that is needed to keep the student on track.

   NSCP-ISPP

   Preceptor evaluations and phone calls alert the ISPP Director if a student intern is having a problem within the ISPP program. A meeting is scheduled with the ISPP Director, and if needed, with the DPD/ISPP Director for disciplinary action. A written record is maintained of the conversations and actions for any interaction with a student or preceptor having a problem. Extra assignments, meetings with the preceptor and/or ISPP Director are often required to get an intern back on track.

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

   DPD

   If a student is not succeeding in the required courses of the DPD curriculum, they are advised to seek help from the instructor, tutors, and other students that have previously completed the course. If the student remains unsuccessful, a frank discussion of the student's options, to repeat a course might be an option, or exploration of another major might be another solution. Due to the low student:faculty ratio, this is an ongoing discussion between our students and faculty at the beginning of a new year.

   NSCP-ISPP

   If a student is not meeting the ISPP rotation expectations they have the option to repeat, or try a rotation with a different preceptor.

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

   DPD

   With a longtime 100% pass rate, it would seem that we should be "status quo" with our current curriculum. However, the management of the DPD program has been to stay current with current successful teaching learning methods, contemporary

issues in diet and nutrition, and to challenge our students with skills they need in the modern work environment. As such, the plans to maintain the 100% pass rate include some curriculum changes that offer both depth (2 new tracks: Public Health Nutrition, and Clinical Nutrition) and breadth, more choices among the rich courses offered in Seaver College.

NSCP-ISPP

Summary of RD Exam Results for 2013-2014 Interns

In June 2014, the Pepperdine ISPP Program graduated 8 interns. Five interns passed on their first attempt, 2 interns did not pass on their first attempt and 1 has not taken the exam due to the birth of a baby. A follow up discussion with the 2 interns that did not pass was done to gather feedback as to their thoughts as to why they thought they did not pass. Both interns felt they were prepared in the internship through their rotations and the classes. Interns were given a personal copy of the RD exam study guide. Both interns expressed that they used the study guide, reviewed their notes from classes and rotations however both expressed test anxiety and rushing through the exam. Both felt that test anxiety was their down fall. In our first year of the ISPP program our goal was to accept 8 interns. We accepted a couple students that were not the strongest applicants to allow them the opportunity for an internship and for our program to meet our goal of 8 interns. Both students who did not pass were weaker applicants. They each completed rotations, including clinical, at sites with other interns who passed the exam on their first attempt. A survey completed 6 months post graduation revealed that all interns felt prepared to become RDs and enter the workforce at the completion of the program.

Strategy for 2014-2015

After reviewing all the possible reasons for the 2 interns not passing on the first attempt some modifications were made this year to help students overcome test anxiety and feel better prepared. All students will be given practice exams in the format that resembles the actual exam. Last year they were given practice exams, however they were paper exams that didn't evoke the same anxiety as the actual exam on a computer. All students are given their practice materials earlier in the 2nd semester to allow more time to utilize the materials. Weekly study sessions in the last ½ of the program were planned and more class time was given to address how to prepare for the exam with practice questions and testing of the material. A final exam will be given at the end of the program in order to pass the internship program. While we can't create the same environment to evoke the anxiety felt on the actual day of the exam we feel spending more time practicing exam taking skills will help diffuse some of the anxiety.

DIDACTIC PROGRAM IN DIETETICS (DPD), undergraduates

Required Program Timeframes (Standards 1, 6 and 12) – DPD program

Program Pathway Name:	**Pepperdine Nutritional Science DPD**		
Calculate the maximum program completion time in weeks or years	112 weeks Normal Program Length	x 1.5 =	168 weeks Max. Program Completion

NUTRITIONAL SCIENCE CERTIFICATE PROGRAM-INDIVIDUALIZED SUPERVISED PRACTICE PATHWAY (NSCP-ISPP), post graduates

Required Program Timeframes (Standards 1, 6 and 12) – ISPP program, Appendix

Program Pathway Name:	**Pepperdine Nutritional Science NSCP-ISPP**		
Calculate the maximum program completion time in weeks or years	40 weeks Normal Program Length	x 1.5 =	60 weeks Max. Program Completion

Directions: Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible. Then, select the row labeled Total Supervised Practice Hours, and press the F9 key to automatically calculate the totals for the table.

	Hours in U.S. Rotations		**Hours in Foreign Rotations**	
Rotations Area	**Minimum**	**(Maximum)**	**Minimum**	**(Maximum)**
Clinical LTC	64	64	0	0
Clinical Acute	384	384	0	0
Clinical Outpatient	64	64	0	0
Foodservice Patient Meals	96	96	0	0
Foodservice Retail	128	128	0	0
Foodservice School Nutrition	96	96	0	0
Community WIC	160	160	0	0
Community Project Angel Food	96	96	0	0
Child/Adolescent Nutrition	64	64	0	0
Self Select	16	96	80	80
Total Supervised Practice Hours (F9)	1248	1248	80	80

Sum of Minimum U.S. & Foreign Hours	1248 Min. U.S. + Min. Foreign Hrs

NoteL The 80 hours/2 weeks in foreign rotations as part of the "Self Select" rotation is a choice the interns have to stay in the U.S., or travel to Fiji and participate in the medical/dental clinic at the Natuvu Mission, sponsored by a Pepperdine Board of Regents, Marta Tooma. Dr. Tooma is interested in eradicating the recent obesity epidemic among the Fijians to prevent longt erm Diabetes care. Dr. Tooma has graciously allowed our interns to come and offer their skills under the supervision of Dr. Cooker Perksins, Sports Medicine faculty, Natural Science Division.

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

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

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

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

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

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

Accreditation Standards for U.S. Programs	Meets 1	Meets 2	Partially Meets	Does Not Meet	Not Applicable
Eligibility for ACEND Accreditation					
1. Program Characteristics and Finances	X				
2. Title IV Compliance for Free-Standing Programs					X
3. Consortia					X
Program Planning and Outcomes Assessment					
4. Program Mission	x				
5. Program Goals	x				
6. Program Objectives		X			
7. Program Assessment	X				
8. On-going Program Improvement	x				
Curriculum & Student Learning Objectives					
9. Program Concentrations	X				
10. Curricular Mapping	X				
11. Learning Activities	X				
12. Curriculum Length	X				
13. Learning Assessment	X				
14. On-going Curricular Improvement	X				
Program Staff and Resources					
15. Responsibilities of the Program Director	X				
16. Faculty and Preceptors	X				
17. Continuing Professional Development	X				
18. Program Resources	X				
19. Supervised-Practice Facilities	X				
Students					
20. Student Progression and Professionalism	X				
21. Student Complaints	X				
22. Information to Prospective Students and the Public	X				
23. Policies and Procedures	X				

KEY **Meets** 1. No compliance problems are present.
2. Compliance problems exist, but all are being resolved successfully.
Partially Meets Viable plans (awaiting results or to be enacted) have been developed to address compliance issues.
Does Not Meet Plans to address compliance problems are not viable or have not been developed.

Program Eligibility for ACEND Accreditation

Standard 1: Program Characteristics & Finances
All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

Pepperdine University, Seaver College, Natural Science Division, Nutritional Science DPD program, Nutritional Science Certificate Program-Individualized Supervised Pathway

The Mission of Pepperdine University
Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose,, service, and leadership.

A successful businessman, Mr. Pepperdine founded George Pepperdine College to implement his vision of a college based upon high academic standards and Christian values for men and women from all walks of life. He donated his funds to purchase thirty-four acres in Los Angeles. With 167 students, the College was dedicated on September 21, 1937. Mr. Pepperdine was an active leader in the Churches of Christ, with which the University has maintained a vital relationship since its inception. From 1937-1970, Pepperdine was primarily a small, undergraduate liberal arts college. In 1971, with the addition of professional schools, the College became **Pepperdine University**. Through generous support of Mrs. Frank R. Seaver, the current 830-acre Malibu campus was dedicated in 1972. Seaver College (the undergraduate campus) is located on the Malibu campus. Today, Pepperdine University is a highly selective, mid-size, comprehensive university offering bachelor's, master's, and doctoral degrees in a wide range of disciplines. Pepperdine University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, February 22, 2013. (**Appendix D**). The University is particularly proud of its role in the greater Los Angeles area, one of the most vibrant and exciting regions of the world, providing students with enriched learning and service opportunities. Pepperdine owns and operates facilities in England, Italy, China, Argentina, and Germany for study-abroad programs. The Nutritional Science program has unique opportunities for public health outreach at the Natuvu Mission in Fiji, a state of the art medical and dental facility nested in the rainforest at the edge of Buca Bay, operated by a Board of Regent, Dr. Marta Tooma and her husband; and the "Made in The Streets" mission outside of Nairobi, Kenya, a unique setting for Dr. Loan Kim, RD and Dr. Donna Nofziger of Biology to bring students for science and public health intervention and learning. Pepperdine University offers regular programs in many other countries for both graduate and undergraduate students and has developed strategic alliances with world-class universities throughout Europe, Asisa, Australia, and South America to facilitate student and faculty exchanges.

The Nutritional Science DPD program and the Nutritional Science Certificate Program-Individualized Supervise Practice Pathway are housed within **Seaver College**. Seaver College is a highly selective undergraduate college of approximately 3,000 students, offers a rigorous core curriculum with majors in a variety of disciplines, including business, communications, fine arts, the humanities, **natural sciences**, social sciences, religion, and international studies & languages (**Appendix A**). The **Mission of Seaver College** states the following:

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

Seaver College is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success.

To accomplish this task, Seaver faculty members, administrators, and staff members serve as role models, both as professionals and as human beings who are committed to excellence and motivated by personal faith in God. Students benefit from many small classes, a nurturing campus environment, opportunities for diverse social interaction, and individual attention from these teacher-mentors. Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture – the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view much broader than that of the West and more complex and egalitarian

than in former times. Nor does it isolate itself from the nature of life and the economic realities of our own age. Therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. Nevertheless, the college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm.

Seaver College places the students' total development at the heart of its educational strategy. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student – intellectual, physical, emotional, social, and spiritual – and to lay the foundations of lifetime learning. It recognizes that learning takes place constantly, in every facet of the student's life, and therefore seeks to integrate and direct this complex of experiences toward its developmental goals.

Since there is a significant correlation between the degree of individual student involvement in the life of the college and success in effecting student development, concerted effort is made to maximize the involvement of each student in the larger life of the college. Seaver is a Christian college. As such, it affirms in undergraduate and graduate programs that there are sources of truth deeper than those of secular culture: Moses, purveyor of divine laws; Amos, crying out for social justice and unfeigned piety; Paul, overwhelmed with both the reality of sin and the joy of forgiveness; and ultimately, Jesus of Nazareth, in whom God is uniquely revealed, and by whose death and resurrection all humankind can receive reconciliation with God. The study of religion and the opportunity for corporate worship are integral elements in the Seaver experience. A commitment to Christian beliefs regarding the origin, nature, and destiny of humanity permeates the curriculum. The college's ties to the Churches of Christ call it to a serious commitment to Biblical Christianity. Thus, in its mission, Seaver College seeks to remain true to the most profound insights of the religious movement which constitutes its heritage.

Seaver College is one of the five schools of Pepperdine University. The others are the Graduate School of Education and Pyschology, the Graziado School of Business and Management, the School of Law, and the School of Public Policy. Although each school functions independently under a "Dean", the five schools are tied together by the leadership of the provost and joint participation of the University Academic Council. The provost is the chief academic officer, has the overall responsibility for the academic activities of the University, and is the principal link between the central administration and the academic areas (**Appendix E**). While providing a values-centered education within their disciplines, each of the four professional schools emphasizes the University's mission of service to others through societal leadership. Beyond the traditional graduate programs in these fields, the University offers a broad range of programs for adults engaged in lifelong learning. The organizational structure of Seaver College is traditional in that a single Dean, with the support of an associate dean and assistant deans are charged with providing academic leadership. The leadership is exercised in cooperation with chairpersons of the eight divisions and two centers. It is nontraditional leadership organization in that the dean of student affairs, admission, and enrollment management, international programs, and alumin development also report to the Dean of Seaver College. Central to the operation of Seaver College is the Seaver College Cabinet (SCC), made up of the various deans, division and center chairpersons, associate and assistant deans, president of the Seaver Faculty Association, and the chief budget officer of the College. Chaired by the dean of Seaver College, the cabinet meets monthly and reviews, assesses, and decides issues of importance to the College.

The **Natural Science Division** is one of eight Divisions of Seaver College. The other Divisions are Business Administration; Communication; Fine Arts; Humanities/Teacher Education; International Studies and Languages; Religion; and Social Science. lectures and laboratories are taught by full-time faculty. Generally, small class sizes of 12-24 students in lecture courses and 8-12 students in laboratory courses allow students to participate and learn with each professor and teaching/lab assistant. All professors are readily accessible to students outside of the classroom with office hours, emails, and open door policies. Research experiences are designed around and for the student. Students within the laboratory course and conducting individual research have full access to a variety of modern scientific instruments. Undergraduate research exposes the student to the cutting edge of science and enables professors to make contributions to the wider body of scientific knowledge. Internships provide students with valuable experiences that can be used to identify career objectives and goals of employment. Student pursuing degrees in the Natural Science Division gain both knowledge and skills that prepare them for graduate study, for admission to professional schools, or for entry-level employment. In the liberal arts community of Seaver College, students majoring in the sciences are challenged to think critically, to work analytically, and to act compassionately toward others. Through a combination of rigorous coursework, hands-on experience, and programs that encourage personal growth, Seaver students are prepared to become leaders in the scientific and professional community. Every Seaver College student is required to take a GE science course with an accompanying lab experience. All programs in the Natural Science Division seek to foster scientific inquiry that allows students to gain an understanding of the nature of science and its place in society. Several themes are held in common across all disciplines within our division. These include: 1) Scientific inquiry is based on an objective protocol, the scientific method, which seeks to address observations of the natural world. Successful pursuit of a scientific

career requires curiosity, skepticism, tolerance of ambiguity, openness to new ideas, and the willingness to share knowledge. 2) Science has limits in terms of what can be addressed, and it is important for scientists to understand what science can test and what it cannot. Through the years, scientific discovery has taught us that no knowledge is absolute, but with further evidence is subject to revision. 3) Becoming a scientist requires hands-on experience that transcends formal lectures. This experience is gained through laboratory exercises and student driven research projects. 4) Science and faith are not mutually exclusive worldviews. We encourage our students to be able to articulate the distinctive roles that faith and science play in answering important questions about the world and how it works. (**Appendix A**)

The Nutritional Science program is a traditional residential program housed in the Natural Science Division of Seaver College. The **Director of the Nutritional Science DPD program is Dr. Susan Helm, RDN (Appendix F, Appendix G**). Dr. Helm has been employed with Pepperdine University for 22 years and has practiced as a RDN for 28 years, beginning as a consulting RD with a family practice MD in rural Sacramento, CA. For each of our undergraduates, the curriculum maintains academic standards of excellence and high quality instructions in both the classroom and the laboratory. Our past five years of enrollment and graduation data have shown a trend of higher enrollment and graduation numbers.(**Table 5**), which follows the national trend in commiserate programs.

Table 5: Enrollment and Graduation Numbers, 2009-2014

Academic Year	Enrollment	Number of Graduates
2005-2009	**avg. 35**	**avg. 5**
2009-2010	**38**	**6**
2010-2011	**45**	**8**
2011-2102	**58**	**12**
2012-2013	**59**	**5**
2013-2014	**55**	**12**
2014-2015	**48 (current)**	**7 (projected)**

The predominant areas of professional interest, graduate school, and employment have been in the areas of Clinical Nutrition and Public Health based upon course evaluation comments and individual student interviews. The four-year academic course schedule and Seaver College Handbook Nutritional course descriptions (**Appendix H)** is presented at New Student Orientation and mapped out during NUTR 101-Seminar in Dietetics during a 30 minute advising session, and is invariably revisited many times prior to graduation. A Nutritional Science major must complete the following courses to complete the Bachelor of Science in Nutritional Science and meet the Academy of Nutrition's ACEND 2012 Knowledge requirements (**Table 6**), (the corresponding syllabi can be found in **Appendix I**):

Table 6. Required Courses for Bachelor of Science, Nutritional Science & ACEND DPD requirements

(Total Units: 72)

Lower-Division Courses		Upper Division Courses	
Course	**units**	**Courses**	**units**
NUTR 101 Seminar in Dietetics	1	NUTR 300 Advanced Seminar in Dietetics	1
NUTR 201 Introductory Foods (GE)	4	NUTR 310 Principles of Nutrition	4
NUTR 210 Contemporary Issues in Nutrition (GE)	4	NUTR 420 Quantity Food Production	4
BIOL 211 Cell Biology	4	NUTR 421 Systems Management	4
BIOL 270 Physiology	4	NUTR 440 Public Health Nutrition	4
CHEM 120 General Chemistry I	4	NUTR 450 Medical Nutrition Therapy	4
CHEM 121 General Chemistry II	4	BIOL 420 Microbiology	4
COMM 180 Public Speaking and Rhetoric (GE)	3	CHEM 301 Elementary Organic Chemistry	4
ECON 200 Economic Principles	4	CHEM 320 Physiological Chemistry	4
MATH 103 College Algebra	3	MATH 316 Statistical Research Methods	3
PYSC 200 Introduction to Psychology	4	MATH 317 Research Methods Laboratory	1
Total Lower Division Units:	**37**	**Total Upper Division Units:**	**37**

The **Bachelor of Science degree** is offered in Nutritional Science is completed by fulfilling the course requirements as described and listed in **Table 6.** Currently we have 2 FT faculty and 6 PT Adjunct instructors to teach the Nutritional Science courses. Nutritional Science is an excellent investment as ii is documented that improved nutrition empowers people and thus, empowers communities. On January 26, 2015, the Nutritional Science DPD program submitted to the Seaver Academic Council a revised curriculum (**Appendix J**) that will offer two tracks emphasizing the depth of our faculty: Track 1 – Clinical Nutrition, and Track 2 – Public Health Nutrition. If approved, the revised curriculum will lead to our application of a Coordinated Program within the next 1-2 years.

The Nutritional Science program is supported adequately by finances within the Natural Science Division (**Table 7**).

Table 7. Actual Budget of our Nutritional Science Program in Academic Year 2014-2015

2014-2015 Nutritional Science Program Budget	
Faculty Salaries and Benefits	$281,400.
Adjunct Salaries	$40,000.
Administrative Salaries	$12,000.
Travel for Professional Meetings	$6,000.
Software and Equipment	$5,000.
Books and Program Supplies	$500.
Food Supplies for Labs/Classes	$6,000.
Printing	$2,500.
Postage	$150.
Office Supplies	$1,000.
Telephone for 4 rooms	$1,920.
ACEND fees	$1795.
SUBTOTAL:	**$358,275.**
Grants Support	$10,000.
Endowment support, Flora Laney Thornton	$75,000.
TOTAL:	**$443,275.**
Natural Science Division Budget	$7,387,910.
Percentage, Nutritional Science Budget	**6%**

The overall **operational budget for the Nutritional Science program** is approximately, $445,000., roughly, 6% of the Natural Science Division budget. Budgetary needs for the program are determined annually by the Chair of the Natural Science Division and our Dean, taking into consideration the anticipated revenue for the fiscal year. The actual budget, presented in **Table 7** is determined by the overall Natural Science Division allocation to individual major programs. The Nutritional Science program represents 2% ($321,400) of the Division's budget for teaching salaries and benefits covering the Program Director, program faculty, and teaching assistants. Other expenses for the DPD are integrated into the Division's overall budget and are not broken out separately. These expenses include telephone, travel, office, software, equipment, printing, supplies, administrative staff, and accreditation fees totaling $36,875. In addition, the program receives grant monies averaging $10,000./year and a Flora Laney Thonton (FLT) Endowment of $75,000./year. The FLT Endowment is used to supplement the NSCP-ISPP, fund 2 summer undergraduate researchers in Nutrition (SURN), fund Nutritional Science scholarships (N-=2) awarded each spring, and fund prominent speakers of diet/nutrition/public policy note. The program specific and shared expense total $443,275.. Faculty members are also actively engaged in research and successfully compete for extramural funding which is helping to ensure the financial stability of the department and the program.

The Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP) was approved by ACEND, Spring 2013 with an initial class of 8 students beginning August 2013, and, all 8 students graduating in May 2014. The choice of concentration for the NSCP-ISPP is **service and leadership**. The second class of students increased by one student (N=9 students) and is currently working through the NSCP-ISPP rotation schedules. It is anticipated that the class of 2015 will have 10-16 students, depending upon the quality of the applications submitted for the program. The rotation schedule for the NSCP-ISPP is for a total of 1248 hours **(Appendix K).** The ACEND Director of the NSCP-ISPP is the current DPD Director, Dr. Susan Helm, RDN; although Seaver College has approved and hired the on-campus Director, Sunnie DeLano, MS, RDN (**Appendix L)** to lead this new program. It is anticipated that we will hire a part-time employee beginning next year as our current Director has decided to return for her doctorate in Public Health. We are currently exploring the concept of a Coordinated Program with the Master's degree, and once we have thoroughly examined the best route we will apply for a CP program within the next 1-2 years. The budget for the NSCP-ISPP program was developed by Dr. Helm, our current interim Dean, Dr. Michael Feltner, and our Chief Financial officer, Jody Semerau (**Table 8)** and is shown below.

Table 8. Actual Budget of Nutritional Science Certificate Program-Individualized Supervised Practice Pathway	
2014-2015 Nutritional Science Certificate Program-Individualized Supervised Practice Pathway	
Salaries and Benefits	$129,736.
Professional Services	$4,000.
Student Travel and Staff development	$35,814.
Equipment, Printing	$10,000.
Books and Program Supplies	$15,000 .
SUBTOTAL	**$185, 136.**
Endowment Support-Flora Laney Thornton	$10,000.
Student Financial Aid	$109,998.
TOTAL	**$314,280.**
Revenues	
Student Tuition (9)	$314, 280.

Checklist to evaluate how well your program meets the overall standard and guidelines for *Program Characteristics & Finances*:

Meets

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

Partially Meets

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

Does Not Meet

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

Program Eligibility for ACEND Accreditation

Standard 2: Title IV Compliance for Free-Standing Programs

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

Guideline 2.1

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

Guideline 2.2

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

Pepperdine University Nutritional Science DPD is in good standing with WASC.Program Eligibility for ACEND Accreditation

Standard 3: Consortia

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

Pepperdine Nutritional Science DPD is not part of a consortia.

Program Planning and Outcomes Assessment

Standard 4: Program Mission

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

Mission of Nutritional Science DPD program:

The major of Nutritional Science exists to prepare students to integrate and apply scientific principles of food, nutrition, biochemistry, genetics, molecular biology, physiology, management, and behavioral and social sciences to achieve and maintain the health of the public.

Mission of Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP):

The mission of the NSCP-ISPP program is to provide a strong supervised practice experience to educate and prepare our students to be highly competent and culturally sensitive dietetic professionals in compliance with external accreditation by the Council of Accreditation for Nutrition and Dietetics (CAND), of the Academy of Nutrition and Dietetics (AND). The curriculum is designed to meet the student-learning outcomes and competencies for entry-level Dietetics. The learning environment is structured to promote an appreciation for life-long learning, purposeful self-reflection, effective problem solving, and teamwork.

The Mission of Pepperdine University

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose,, service, and leadership.

The Mission of Seaver College

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

Seaver College is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success.

To accomplish this task, Seaver faculty members, administrators, and staff members serve as role models, both as professionals and as human beings who are committed to excellence and motivated by personal faith in God. Students benefit from many small classes, a nurturing campus environment, opportunities for diverse social interaction, and individual attention from these teacher-mentors. Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture – the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view much broader than that of the West and more complex and egalitarian than in former times. Nor does it isolate itself from the nature of life and the economic realities of our own age. Therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. Nevertheless, the college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm.

Seaver College places the students' total development at the heart of its educational strategy. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student – intellectual, physical, emotional, social, and spiritual – and to lay the foundations of lifetime learning. It recognizes that learning takes place constantly, in every facet of the student's life, and therefore seeks to integrate and direct this complex of experiences toward its developmental goals.

Since there is a significant correlation between the degree of individual student involvement in the life of the college and success in effecting student development, concerted effort is made to maximize the involvement of each student in the larger life of the college. Seaver is a Christian college. As such, it affirms in undergraduate and graduate programs that there are sources of truth deeper than those of secular culture: Moses, purveyor of divine laws; Amos, crying out for social justice and unfeigned piety; Paul, overwhelmed with both the reality of sin and the joy of forgiveness; and ultimately, Jesus of Nazareth, in whom God is uniquely revealed, and by whose death and resurrection all humankind can receive reconciliation with God. The study of religion and the opportunity for corporate worship are integral elements in the Seaver experience. A commitment to Christian beliefs regarding the origin, nature, and destiny of humanity permeates the curriculum. The college's ties to the Churches of Christ call it to a serious commitment to Biblical Christianity. Thus, in its mission, Seaver College seeks to remain true to the most profound insights of the religious movement which constitutes its heritage.

Analysis of Nutritional Science DPD program and NSCP-ISPP Mission statements in context of the Seaver College and Pepperdine University Mission statement

The strength of the University and College mission statements are reflected in the focus upon excellence in academics in relationship with strong Christian values. The Seaver College mission statement focuses upon the deep Christian heritage of the institution and profoundly draws a boundary to focus upon the student as the student learner. Similarly, the mission statements of both the DPD and the NSCP-ISPP are focused on the student, albeit from an academic studies context and how the knowledge and competencies gained in both programs will help safeguard the health of the public. The NSCP-ISPP is more detailed in its explanation of what qualities are sought and encouraged in our students.

Meets

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

Partially Meets

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

Does Not Meet

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

Program Planning and Outcomes Assessment

Standard 5: Program Goals
The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors (if present) and graduates.

Program Goal 1:

The Nutritional Science DPD program will provide the student with the knowledge requirements of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs; passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

Program Goal 2:

The Nutritional Science DPD program will prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to dietetics and nutrition as an applied science.

Program Goal 3:

The Nutritional Science DPD program will prepare students to assume roles in leadership, management, and policy development.

The program goals were set with discussion at our 5-year PAR. The choice of a third goal was included to underscore the ambitions of our undergraduate Nutritional Science majors. For the past decade, our graduates from the Nutritional Science DPD program have increasingly chosen to continue their graduate and professional educations and have sought leadership roles in professional associations and employment. (**Appendix M**) Prior to the PAR, Leadership was emphasized by Dr. June Payne Palacio, RD Emeritus and following her retirement, we chose to more formally place leadership education and training laced throughout the curriculum. For instance, in the Freshman year the students are asked to interview local organic farmers and prepare Presi's; in the Sophomore year, the students are asked to develop individual recipes from their heritage and compete in NUTR 201 with a faculty/staff evaluation; and by Junior year, the students are mapping out their research for the Senior Capstone projects they will design, collect data, and present as leaders of an individual research project. The NSCP-ISPP track is Service and this is Service through leadership too. By 2016, the Nutritional Science program will introduce 2 new tracks: Public Health and Clinical Nutrition, both an extension of program goal number one. The goals for the Nutritional Science DPD program and NSCP-ISPP reflect the mission statements by expanding the academic and Christian approach to the application of the mission through the program goals, providing knowledge requirements, preparing students to integrate research to use in nutrition and dietetics, and finally, to prepare leaders in clinical nutrition, foodservice management, public health and policy development.

Meets

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

Partially Meets

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

Does Not Meet

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

Program Planning and Outcomes Assessment

Standard 6: Program Objectives

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

Program Objectives for Goal 1:

1.1 Over a 5-year period, the pass rate for graduates taking the exam for the first time will be at least 80%. (2008 ERAS CADE and 2012 ACEND required outcome)

1.2 Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion. (2008 ERAS CADE-required outcome)

1.3 Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program will be completed. (2008 ERAS CADE-required outcome)

1.4 100% of graduates will be examined and passed by a mock registration exam.

1.5 By middle of senior year in program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.

1.6 DPD will comply with the Standards in Education as outlined by CADE (Commission on Accreditation for Dietetics Education), now ACEND (Accreditation Council for Education in Nutrition and Dietetics) of the ADA (American Dietetic Association), now AND (Academy of Nutrition and Dietetics).

1.7 90% of the DPD students will be accepted into an ACEND accredited dietetic internship.

1.8 100% of DPD students will create and maintain a student and academic portfolio.

1.9 70% of DPD graduates will rate their preparation for the dietetic internship experiences as satisfactory.

1.10 80% of employers of DPD graduates will rate the student's preparation as satisfactory.

Program Objectives for Goal 2:

2.1 100% of students can analyze results and draw reasonable conclusions from them.

2.2 100% of students can locate appropriate sources by searching both electronic and print databases.

2.3 100% of students can distinguish between science and pseudoscience.

2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.

2.5 100% of DPD courses will integrate nutrition research principles, evidence-based medicine and evidence-based practice into the course content and evaluations.

2.6. 100% of DPD students will demonstrate competence in the use of appropriate productivity tools (Word Processing, spreadsheets, graphic programs, PowerPoint, Excel, web-based discussion groups, and statistical analysis programs).

Program Objectives for Goal 3:

3.1 80% of DPD graduates will be members of the Academy of Nutrition and Dietetics.

3.2 80% of DPD graduates will continue membership in the AND during the dietetic internship.

3.3 60% of DPD graduates will enter the profession will continue membership through the next five years.

3.4 100% of DPD graduates will participate in self-evaluations of teamwork and leadership.

3.5 50% of DPD students will identify a mentor in a professional organization, such as CDA (California Dietetic Association), now CAND (California Academy of Nutrition and Dietetics), or the Los Angeles Dietetic Association (LAD).

3.6 70% of DPD students will attend the annual CDA meeting.

3.7 70% of DPD students will attend Public Policy Day and/or complete the Washington D.C. internship on Nutrition policy with the National Institutes of Health.

3.8 90% of DPD students will participate in student organizations, including SDA (the Student Dietetic Association) at Seaver College.

Analysis of 2009-2014 Objectives and Target Measures

Guideline 6.1

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

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

Our measureable target pass rate for first-time test takers on the Registration Examination is at least 80%. The National Benchmark for Monitoring Dietetic Education Programs for First-Time Pass Rate (FTPR) is that, "80% or above meets ACEND requirements". The DPD program First-Time Pass Rate for the past 5 years (2009-2014) is 100% (**Table 9**). Since 1993 (22 years) we have had a 100% FTPR. The NSCP-ISSP program currently has a First-Time Pass Rate (although the year is not over, this number may change by June 2015) of 71%, since we've had 5 out of 7 interns pass the RD exam, and one still pending

Table 9. CDR: First-Time Pass Rate and One-Year Pass Rate[a]

	(A) # of Students Taking the Exam for the First Time	Students Passing the CDR Exam		Pass Rate Percentages	
		(B) # of Students Passing on Their First Try	(C) # of Students Passing within One Year of Their First Try	(B/A) First-Time Pass Rate	(C/A) One-Year Pass Rate
Previous Five Years 2005 – 2009	10	10	10	100%	100%
2010	4	4	4	100%	100%
2011	4	4	4	100%	100%
2012	2	2	2	100%	100%
2013	2	2	2	100%	100%
2014	8	8	8	100%	100%
Current Five Years 2009-2014	20	20	20	**100%**	**100%**

[a]Sources: ACEND Report-Program's Summary of Candidate Testing, DPD; and current statistics from DPD program.

Guideline 6.2

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

We do not currently have an objective that specifically states the percent of program students expected to complete our DPD/NSCP-ISPP programs within 150% of the program length. We will include a new objective that states the following,

1.11 "Over a five-year period, we expect 100% of our students to complete our program within 150% of the program length."

For now, I can provide data that demonstrates that we have met guideline 6.2 of Standard 6, as shown in **Tables 10 and 11**.

Table 10. Completion Rate of Nutritional Science Program (2009-2014)

Year of Program Completion	% Completion (%C) within 150% of program length			
	1st year and 2nd year students		3rd /4th year, transfer students	
	[Graduates /NUTR 101]x100 = %C		[Graduates /NUTR 300] x100 = %C	
2009-2010	[6/14]x100 =	42.8%	[6/9]x100 =	66.6%
2010-2011	[8/18]x100 =	44.4%	[8/8]x100 =	100%
2011-2012	[12/21]x100 =	57.1%	[7/12]x100 =	58.3%
2012-2013	[5/19]x100 =	26.3%	[8/5]x100 =	160%
2013-2014	[12/13]x 100 =	92.3%	[10/12]x100=	83.3%%
	Average % =	52.6%	Average % =	93.6%

For 1st and 2nd year, the % completion was calculated based on enrollment in NUTR 101 and divided from graduate number. For the 3rd year, 4th year and transfer students, the percent completion was based on enrollment in NUTR 300 and divided into the graduate number. From the past few years discussion at DEP and this expected completion requirement, our Chair and faculty have discussed a method to achieve less attrition from the Freshman year (about 50%). At first, we thought we would follow the "pre-nutrition" route and have a set of requirements for the first two years that funnel the higher achieving, academically strong students; however, it is our thought that we would lose some valuable, and potential leaders in nutrition and dietetics with this method as there is a natural learning curve in college that tends to spike in the Junior year. Instead, we will use our enrollment patterns in the Junior and Senior NUTR 300 Seminar as a determinant of our serious major that would complete the degree requirements and graduate within 150% of the program length. This number is more interestingly, the percentages fluctuated depending upon students returning from International Programs, transfer students in the Sophomore and Junior years of the DPD program.

Table 11. Completion Rate of NSCP-ISPP Program – Year One (2013-2014)			
2013-2014	8 interns	8 graduated	%completion = 100
2014-2015	9 interns		

Guideline 6.3

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

1.3 Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program will be completed. (2008 ERAS CADE-required outcome)

1.7 90% of the DPD students will be accepted into an ACEND accredited dietetic internship.

The past 5- years of completion rate of our DPD graduates that apply and are accepted into a Supervised Practice Program are illustrated in **Table 11**. It is evident from the data in **Table 12** that over a 5-year period more than 60% of our DPD graduates have applied (75.5%), been accepted (93.5%), and completed (93.5%) the Supervised Practice Programs.

Table 12. Acceptance and Completion Rate of DPD Graduates that apply and are accepted into a Supervised Practice Program (SSP)

year, graduated	number of graduates	# applied to SPP (%)		# accepted into SPP	%completion
2009-2010	6	4	(66.7%)	4	100%
2010-2011	4	4	(100%)	4	100%
2011-2012	12	10	(83.3%)	8	80%
2012-2013	5	3	(60%)	3	100%
2013-2014	12	8	(66.6%)	7	87.7%

Guideline 6.4

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

1.2 Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion. (2008 ERAS CADE-required outcome)

The program objective that states that, over a 5-year period, 70% or more of graduates who sought employment will be employed within 3 months o f program completion has been met by data in **Appendix M**. In **Table 13** below, I summarized the data from our 2009-2014 graduates. It is evident from the data in **Table 13** that employment was achieved by more than 70% of our graduates seeking employment within 3 months of graduation.

Table 13. Percent of Graduates that sought Employment that gained Employment within 3 months of Program Completion.

year, graduated	number of graduates	# seeking	# employed	%employed	employer satisfaction*
2009-2010	6	1	1	100%	confirmed
2010-2011	4	2	2	100%	confirmed
2011-2012	12	3	2	67%	confirmed
2012-2013	5	0	0	--------	
2013-2014	12	4	4	100%	confirmed

*used a telephone survey to query employers about satisfaction of recent graduate from our DPD program

1.10 Over a 5-year period 80% of employers of DPD graduates will rate the student's preparation as satisfactory.

As depicted in Table 12, the 10 graduates seeking employment within a 3 month period achieved employment and by telephone interview, the employers stated they were satisfied with the work of the recent graduates.

Guideline 6.5

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

1.4 100% of graduates will have been examined and passed by a mock AND registration exam.

In April, an AND Mock Registration examination is administered to all students enrolled in NUTR 300, Advanced Seminar in Dietetics. The Mock AND exam is a 100 point multiple choice exam used to prepare students for the type of questions for the actual AND exam they will take after completing the Supervised Practice program after graduation. In addition, the Mock AND exam allows the program to monitor progress with the didactic component of the curriculum and compare it to the ACEND exam results as shown in **Table 9** that demonstrate the transition of our graduates from student learners to practitioners with an eventual 100% Pass Rate on the ACEND National exam.

Table 14 –Pass Rate for AND Mock Exam in NUTR 300-Advanced Seminar in Dietetics

test date	N	Mean±SD	Passed Mock Exam*
2010	9	79±8.2	yes
2011	8	73±6.7	yes (2 did not pass)
2012	12	72±9.1	no (3 did not pass)
2013	5	82±6.1	yes
2014	12	80±5.4	yes
TOTAL:	46		**41/46=89.1%**

*pass rate for mock exam, >78%

It came as an unexpected set of results that in 2011 and 2012 we had 5 students not able to pass the ADA Mock Exam. Our expectation is that 100% of our graduates will pass this mock registration exam and the average pass rate for 2010-2014 is 89.1%, as shown in **Table 14**, expected, but does not achieve our 100% pass rate on the mock exam objective. In the past 5 years, a new faculty join Nutritional Science, this transition may be reflected in these scores although it is quite difficult to assess. As our National Results for the AND Registration Examination reflect a 100% pass rate the past 5 years, this type of result on our Mock AND exam is unexpected. Collective data from classroom objectives was analyzed and is portrayed, positively, in **Table 15**.

Table 15 – Results of Program Objective Data Over Past Five Years for Objectives 1.5, 1.6, and 1.8

Program Objective	2009-2014 Results
1.5 By middle of senior year in program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.	100%
1.6 DPD will comply with the Standards in Education as outlined by CADE (Commission on Accreditation for Dietetics Education), now ACEND (Accreditation Council for Education in Nutrition and Dietetics) of the ADA (American Dietetic Association), now AND (Academy of Nutrition and Dietetics).	100%
1.8 100% of DPD students will create and maintain a student and academic portfolio.	100%

1.9 70% of DPD graduates will rate their preparation for the dietetic internship experiences as satisfactory.

Table 16. Percent of Graduates that rated preparation for Supervised Practice Program (SPP) Experience as Satisfactory

year, graduated	number of graduates	# SPP students	graduate satisfaction with SPP*
2009-2010	6	4	100%
2010-2011	4	4	100%
2011-2012	12	8	100%
2012-2013	5	3	100%
2013-2014	12	7	100%

*used the alumni survey to query students that have graduated about their satisfaction with the Supervised Practice Program, the question asked for a simple yes or no answer, and all graduates replied "yes".

Table 17: Objectives for Program Goal 2

PROGRAM GOAL	100% met (yes/no)
2.1 100% of students can analyze results and draw reasonable conclusions from them.	**YES**
2.2 100% of students can locate appropriate sources by searching both electronic and print databases.	**YES**
2.3 100% of students can distinguish between science and pseudoscience.	**YES**
2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.	**YES**
2.5 100% of DPD courses will integrate nutrition research principles, evidence-based medicine and evidence-based practice into the course content and evaluations.	**YES**
2.6. 100% of DPD students will demonstrate competence in the use of appropriate productivity tools (Word Processing, spreadsheets, graphic programs, PowerPoint, Excel, web-based discussion groups, and statistical analysis programs, like SPSS used in MATH317).	**YES**

DATA and DISCUSSION of some sample assessment activities that have helped meet the objectives for Program Goal 2 (Table 17):

SAMPLE #1:

NUTR 210 – Contemporary Issues in Nutrition (GE courses, includes majors in Nutritional Science)

Direct: Food Experiments: pre-lab assignment, quiz, data analysis, in-lab questions, and presentation reports are collected and grade

Indirect: observations from laboratory teaching assistants and lab instructors

Authentic: data analysis, summary, and presentation of findings from individual food experiments about gluten, starch, and meat

Data:

As a GE Lab course, there is an intentional effort to clearly prepare students and clarify scientific concepts prior to the applied laboratory procedure. Using Sakai, students receive a pre-lab assignment of definitions, concepts, calculations, and internet sources to create a strong background before arriving at the lab. Once at the lab, a short quiz is given to determine if the pre-lab assignment was completed and the students are prepared. During the lab, each student brings a written lab procedure, set of questions, and set of calculations, all to be turned in at the end of lab. During the lab both the lab instructor and lab teaching assistant are observing if the students require further explanations or aid with the equipment/procedure as well as their level of observation and participation within the lab. Below, is the introduction to this lab provided to our NUTR 210 GE students:

Fall 2012 NUTR 210 Food Experiment % Scores Spring 2013 NUTR 210 Food Experiment % Scores

Course N %s scores	Course N % scores
NUTR 210.01 27 80.5	NUTR 210.01 31 83.4
NUTR 210.02 25 85.2	NUTR 210.02 14 81.9
NUTR 210.03 32 84.5	NUTR 210.03 17 86.2

Total NUTR 210 students completing Food Experiments: 146; average %grade = 83.6%

Discussion:

This is the first year that the faculty of Nutritional Science have used the concept of a "data driven" NUTR 210 GE Science curriculum. Last year, we reported a below average scoring on our lab practical examination and concluded that we thought that by including the students more in the process of data collection and discussion that the lab practical results will improve. So, prior to the academic 2012-2013 year, the Nutritional Science faculty designed a set of 10 new labs with the concept of "data collection; data analysis; data interpretation; and data presentation" themed throughout each lab. We chose to highlight the Food Experiment lab to assess because the students "rose to the challenge" of completing individual lab experiments about specific food properties focused upon starch, gluten, and meat. Using Food Science technology and analysis. Each group of 2-3 students completed a series of experiments about their gluten, or starch, or meat, collected data, read a chapter from a Food Science textbook and other resources to answer questions and interpret the data, then gathered with their group to create a Presi for presentation to other lab participants and instructor. In addition, a lab report and summary were completed. The table provides the averaged score for each course (n=5) and the overall average of 83.6% (B grade). The results were not a surprise as we observed an abundance of enthusiasm and active participation in this particular lab. Each student helping one another to learn the new Food Science concepts and the instructors reinforced the idea that all individuals can be "scientists".

SAMPLE #2:

NUTR 310 – Principles of Nutrition

Direct: Mechanism of Action of an Enzyme Paper

Students are asked to choose an enzyme used in human metabolism and research its' mechanism of action. In addition, students are asked to originally illustrate with a clear step by step set of directions the mechanism of action for this enzyme.

Indirect: Mechanism of Action of an Enzyme Presentation, Questions during the presentation

During the presentation students are asked questions by the instructor and other students about the specifics of the mechanism of action or their illustration.

Authentic: Mechanism of Action of an Enzyme Presentation

Students are asked to used the illustration they've created to discuss the mechanism of action of their chosen enzyme.

Data:

GE Natural Science rubric is used to assess both scientific thinking and thinking skills associated with level of learning.

Fall 2011 results:

number of students knowledge knowledge knowledge knowledge higher order thinking skills

N creation deepening acquisition acquisition 1(low) 2 3 4(high)

7 2 2 2 1 1 3 2 2

Discussion:

The results span the rubric in terms of achievement of skill-scientific thinking and achievement of higher order thinking skills; however, the results are not illuminating as the N is too low and it is the first time this type of data has been collected. Since it is the first time this type of data has been collected, then there is nothing to compare these students and their progress against. Over the next few years as more Nutritional Science students complete NUTR 310 and this particular assignment, the data will have more significance.

Fall 2012 results:

number of students knowledge knowledge knowledge knowledge higher order thinking skills

N creation deepening acquisition acquisition 1(low) 2 3 4(high)

15 2 **3** 2 **2 1 6 3 5**

New Discussion for Fall 2012 results:

The results improved this year in terms of "knowledge deepening" and "knowledge acquisition" and >50% of the students achieved 3 or 4 for "higher order thinking skills". I think this particular class, due to its larger size also had at least a third of the students in the category of "high achieving" that improved the outcome of this particular assessment. Over several years, it will be interesting to observe the patterns with this assignment.

SAMPLE #3

NUTR 210 Public Policy Debate Paper and Presentation

Direct: Fall 2012 and Spring 2013, assessed Public Policy knowledge using debate format and pro/con paper

Indirect; I didn't think of this until after both debates; but next year I'll use a video to "observe" the students. The interest in the debate is high and the enthusiasm palpable as students decide which side of the debate they will choose to address. As the debate ensues, students often choose to switch sides if the other students provide compelling arguments and evidence.

Authentic: The evidence collected for this Public Policy debate is a pro/con paper on several California legislative issues (ongoing and enforced). The results table is below.

Fall 2012 and Spring 2013 results:

number of students knowledge knowledge knowledge knowledge higher order thinking skills

N creation deepening acquisition acquisition 1(low) 2 3 4(high)

146 2 **3** 2 **3** **11 45 74 16**

Discussion:

Since this is the first year we have used this particular debate format and collection of pro/con papers the data set is limited. I do think the distribution of understanding "higher order thinking skils" is most likely representative of this particular cohort of students. As we use this assessment the next year, will be helpful to follow the trend of this data.

Student Learning Outcomes: At the completion of this lab (as part of Nutrition 210), you should be able to:

1. Identify useful and important nutrition issues in the media and community.
2. Examine domestic nutrition issues (obesity) in our community.
3. Debate nutrition policies and examine the connection between public health research and policy.

In **Table 18**, the results are summarized by indicating with an "X" if the program objective was met in each year during the past 5 years. The membership in AND as an undergraduate occurs if and only if the student applies for scholarships or plans to attend the CDA or FNCE meeting. It is not a requirement to be an AND student in our undergraduate program. We occasionally have our students attend CDA if it is not during the dead week of finals or during the final exam week. This year, we may have attendance at CDA since the meeting, is unusually early in April. Three years ago we transitioned from NUTR 220-Communications in Dietetics taught by Sunnie DeLano, MS, RDN to the more robust, NUTR 440-Public Health Nutrition taught by Dr. Loan Kim, RDN and this course, beginning Spring 2016 will require students to attend Public Policy Day in Sacramento. For the past three years, the students have been required to attend a meeting of the LA Food Policy Council.

Table 18. Program Objectives for Program Goal # 3, the results*

PROGRAM OBJECTIVE	2010	2011	2012	2013	2014
3.1 80% of DPD graduates will be members of the Academy of Nutrition and Dietetics.					
3.2 80% of DPD graduates will continue membership in the AND during the dietetic internship.	X	X	X	X	X
3.3 60% of DPD graduates will enter the profession will continue membership through the next five years.	X	X	X	X	X
3.4 100% of DPD graduates will participate in self-evaluations of teamwork and leadership. (NUTR 440)	X	X	X	X	X
3.5 50% of DPD students will identify a mentor in a professional organization, such as CDA (California Dietetic Association), now CAND (California Academy of Nutrition and Dietetics), or the Los Angeles Dietetic Association (LAD). (NUTR 101; MATH 317)	X	X	X	X	X
3.6 70% of DPD students will attend the annual CDA meeting.	Unfortunately this meeting occurs during final exam period				
3.7 70% of DPD students will attend Public Policy Day and/or complete the Washington D.C. internship on Nutrition policy with the National Institutes of Health.	Has not been initiated; will begin in Spring 2016				
3.8 90% of DPD students will participate in student organizations, including SDA (the Student Dietetic Association) at Seaver College.	X	X	X	X	X

*data collected from classroom expectation (3.4, NUTR 440-Public Health Nutrition); and individual interviews with students.

Meets

☐ 1. No compliance problems are present.

[x] 2. Compliance problems exist, but all are being resolved successfully. (**1.11 will be added as program objective**)

Partially Meets

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

Does Not Meet

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

Program Planning and Outcomes Assessment

Standard 7: Program Assessment
The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

Program Goals Assessment Planning Summary Matrices. (Appendix N) - 2009-2014

Program Goals Assessment Planning Summary Matrices. (Appendix 0)- 2015-2019

The Program Assessment Planning and outcomes assessment are summarized for the past 5 years (2009-2014) in **Appendix N**. The explanations in column G of the table explain if the program objective and target measure were achieved or not and an explanation is provided. The data used for explanation is compiled and explained in Standard 6. Several of the target measures were not met, including the poor response from telephone interviews of employers; the lack of membership in AND; the minimal attendance at our California Dietetic Association (CDA) meeting; and finally, lack of participation in Public Policy Day, held in February in Sacramento, CA. For the next five years, several changes will occur to remedy the unmet program objectives. First, since relatively few students had employment within the first 3 years of graduation (n=10), I think connecting with the employer through email may provide a better response rate than leaving messages and not getting return calls. Secondly, instead of being narrow with participation in the CDA meeting only, the students will be provided with a calendar of the district meetings in Southern California, in particular, the Los Angeles area meeting and a written record of their attendance and participation will be maintained. Thirdly, the program is going to require that the students apply for CANDF and ANDF Scholarships in both NUTR 101 and NUTR 300 which require AND membership. The Flora Laney Thornton Foundation endowment will cover 50% of the cost of the student membership to encourage greater membership in the AND. And, finally, the same Flora Laney Thornton Endowment of the Nutritional Science program will underwrite the costs of taking all Juniors and Seniors in NUTR 300 to Public Policy Day in Sacramento as part of the curriculum requirement. Overall, the assessment was positive and the students are graduating in a timely manner, getting accepted into Supervised Practice Programs, graduate and professional schools, and finding employment within three years after graduation (**Appendix M**). The Assessment plan was created by faculty in the Nutritional Science program, can share minutes on-site.

The Program Assessment Planning and outcomes assessment is summarized and projected for the next 5 years (2015-2019) in Appendix O. An additional program objective (1.11), listed as 1.2 **Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion.** was added. This program objective is a required by ACEND 2012 standards and was assessed in this report and will continue to be assessed in the next 5 years. The other changes included eliminating program objective 2.2-100% of students can locate appropriate sources by searching both electronic and print databases -, program objective 2.3-100% of students can distinguish between science and pseudoscience, and program objective 3.4-DPD graduates will participate in self-evaluations of teamwork and leadership. All of the program objectives chosen for elimination in the new Program Assessment Planning and Outcomes Assessment matrix for the next 5 years are embedded as objectives in core courses, NUTR 210-Contemporary Issues in Nutrition; NUTR 310-Principles of Nutrition; and NUTR 440-Public Health Nutrition and are regularly evaluated by the instructors of these courses. Moreover, the students entering our program are more sophisticated than a score ago, many are self aware of their nutrition requirements and have grown up in homes interested in health. Self-evaluations of teamwork and leadership are assessed by a rubric in the NUTR 440-Public Health course and can still be used to collect data about our students but are not a major objective for the program. Finally, the current student now air drops files, use apps for many calculations and learning of knowledge and for the most part are more technologically savvy than their instructors. Even so, we will still instruct on how to use library sources, databases like the Cochrane database and EAL, and statistical analysis software with Excel and SPSS. The students in the past 5 years have succeeded academically and with their advance degree and employment choices; in the next 5-years our DPD program and NSCP-ISPP program will be more valuable to our students and help them orient themselves for the future of Dietetics by graduating from CP program.

Meets

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

Partially Meets

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

Does Not Meet

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

Program Planning and Outcomes Assessment

Standard 8: On-going Program Improvement

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

We are currently submitting an application to revise our curriculum and strategically add depth to our undergraduate program by adding to optional tracks in Clinical Nutrition and Public Health. The catalog content change can be found in Appendix C and will be presented before our Seaver Academic Council on February 4, 2015, with an anticipated start date of fall 2016. During fall 2016 the DPD and NSCP-ISPP program will submit a program change to ACEND for accreditation as a CP program which would most likely add two more faculty positions to our Nutritional Science program. Graduate faculty for the CP program.

Dr. Kim, and her background in Public Health education and application, has established domestic Public Health collaborations and a Kenya Mission/Science education summer experience with MITS (Made In The Streets, Kenya). Dr. Kim's programs provide our undergraduates significant life-changing opportunities which has led to our proposed "Public Health" elective and much of the reasoning behind course sequence changes, new courses and additional course content. Our current proposed changes are part of our ongoing assessment and changes inherent in maintaining our high standard of education and within our field of study and profession, Program Assessment Report (PAR) in 2010 and Seaver College Assessment report submitted May 2014. The Nutritional Science program is reviewed externally every 5 years by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is reviewed externally by WASC and USDE. In spring 2015, the Nutritional Science DPD program has its' 10-year Program Assessment with ACEND, with the Self Study Report due by January 26, 2015, with a site visit scheduled April 12-14, 2015. The 2015 self-study will be reviewed under the 2012 Eligibility Requirements and Accreditation Standards (ERAS); another reason for our proposed changes in content to our curriculum

The curriculum maintains academic standards of excellence for each student as evidenced by our 100% pass rate on the national credentialing examination for Registered Dietitian (RD), recorded and reported by the Commission on Dietetic Registraton (CDR) quarterly; a 90% placement rate into Supervised Practice programs (Dietetic Internships-the professional program required prior to the RD examination); 100% placement into graduate and professional programs related to Nutritional Science (Dietetics; Public Health: Wellness; Nutrition; Food Science; Medicine; Pharmacy; Nursing; Dentistry); and positive feedback from our employers 5-years post-graduation. Our graduates become leaders in the fields of Dietetics and Nutritional Science. For instance, some of our alumni are: 1) President of the LA Dietetic Association; 2) Corporate Director in Morrison Healthcare; and 3) Director of Nutrition and Wellness Communications for Dole at their Nutrition and Longevity Center. Ofttern we hear that our graduates achieve "best intern in their Dietetic Internship" (examples: Michele Kezel, Massachusetts General Hospital; Keiy Murofushi, CSUN; Elyse Sartor; Emory University; and Briann Tsyuki, ISPP at Pepperdine. Each student receives high quality instructions in both the classroom and the laboratory. Finally, with the recent accreditation of our Individualized Supervised Practice Program (ISPP), we will emphasize a "Clinical Nutrition" elective as a natural bridge to our ISPP and graduate programs and the potential to explore a Master's of Clinical Nutrition within Seaver College.

Due to the potential addition of two new tracks, Clincial Nuttion and Public Health, new policies and procedures for advising students will require some development. The main short term goal for our program is to revise the current curriculum (Appendix C). The longterm goal is to transition into a CP program with additional faculty and course offerings at the graduate level. There will be more public policy laced throughout the curriculum. We have already in the short term added public policy issues in the lower and upper division courses, a debate in NUTR 210 and a visit to the LA Food Policy council in the upper division NUTR 440; however the annual trip for NUTR 300 students and any other students funded through our endowment will be our longterm vision. We are currently experimenting with the flipped classroom technique. Seaver College will remain a classroom based, hands on teaching institution so few changes are cxpected..

Meets

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

Partially Meets

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

Does Not Meet

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

Standard 9: Program Concentrations

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

NSCP-ISPP PROGRAM CONCENTRATION – SERVICE AND LEADERSHIP

The Christian Mission of Pepperdine University serves as a foundation to our approach of serving others in the field of dietetics, a helping profession. In fulfilling Pepperdine's mission, our program will strive to pursue a passion for a life of service and leadership. Both within the hours spent in the classroom and the hours spent in supervised practice, strengthening the student's passion for service and leadership will be at the forefront. In addition to the required supervised hours obtained at the rotations, interns are required to serve the community in two additional capacities and complete a service project for a non-profit. Interns attend Public Policy Day in Sacramento to demonstrate their leadership and speaking skills in nutrition policy and play an active role as leaders of the SOSMentor program as the nutrition instructors in the classroom.

The following competencies are compatible with the chosen NSCP-ISPP Program concentration of Service and Leadership:

CRD 2.2
Demonstrate professional writing skills in preparing professional communications.
CRD 2.4
Use effective education and counseling skills to facilitate behavior change.
CRD 2.8
Apply leadership principles to achieve desired outcomes.
CRD 2.9
Participate in professional and community organizations.
CRD 3.3
Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRD 4.3
Participate in public policy activities, including both legislative and regulatory initiatives.
CRD 4.8
Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

Meets

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

Partially Meets

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

Does Not Meet

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

Curriculum and Student Learning Objectives

Standard 10: Curricular Mapping

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

For both DPD and NSCP-ISPP-have 2 different curriculum maps. (Appendix P and Appendix Q)

Syllabi for DPD courses and NSCP-ISPP courses (Appendix I)

Table 6. Required Courses for Bachelor of Science, Nutritional Science & ACEND DPD requirements			
(Total Units: 72)			
Lower-Division Courses		**Upper Division Courses**	
Course	**units**	**Courses**	**units**
NUTR 101 Seminar in Dietetics	1	NUTR 300 Advanced Seminar in Dietetics	1
NUTR 201 Introductory Foods (GE)	4	NUTR 310 Principles of Nutrition	4
NUTR 210 Contemporary Issues in Nutrition (GE)	4	NUTR 420 Quantity Food Production	4
BIOL 211 Cell Biology	4	NUTR 421 Systems Management	4
BIOL 270 Physiology	4	NUTR 440 Public Health Nutrition	4
CHEM 120 General Chemistry I	4	NUTR 450 Medical Nutrition Therapy	4
CHEM 121 General Chemistry II	4	BIOL 420 Microbiology	4
COMM 180 Public Speaking and Rhetoric (GE)	3	CHEM 301 Elementary Organic Chemistry	4
ECON 200 Economic Principles	4	CHEM 320 Physiological Chemistry	4
MATH 103 College Algebra	3	MATH 316 Statistical Research Methods	3
PYSC 200 Introduction to Psychology	4	MATH 317 Research Methods Laboratory	1
Total Lower Division Units:	**37**	**Total Upper Division Units:**	**37**

The DPD curriculum, using the curriculum map, meets the ACEND2012 Knowledge requirements.

Supervised Practice Rotations

SEPT/OCT	OCT/NOV	NOV	DEC/JAN	JAN/FEB	
Food Service - Institutional Production and Management	Food Service- School Production and Management	Child/Adolesc Nutr Education	Community WIC	Community Public Health	
224 hours University Food Services Hospital Food Services Catering Food Services LTC Facility Senior Nutr Program Budget Project	96 hours School - central kitchen School - satellite sites Budget Project	64 hours SOS Mentor Food Bank LA	160 hours WIC	96 hours Food Bank LA Project Angel Food Wellness Programs Senior Nutrition	

FEB	FEB/MARCH/APRIL	MAY	MAY	June	
Clinical MNT 1	Clinical MNT 2	Staff Relief	Outpatient	Self Select	
64 hours LTC Hospital	320 hours Acute care Hospital	64 hours Acute care Hospital	64 hours Renal clinic Hospital Private practice	96 hours	

ROTATION HOURS

Clinical Hours LTC - 64
Clinical Hours Acute - 384
Clinical Outpatient - 64
Foodservice Patient Meals - 96
Foodservice Retail - 128
Foodservice School Nutrition - 96
Community WIC - 160
Community Project Angel Food - 96
Child/Adoles Nutr Education - 64
Self Select - 96

TOTAL = 1248 hours

The NSCP-ISPP curriculum, using the curriculum map, meets the ACEND2012 Knowledge requirements.

Meets

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

Partially Meets

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

Does Not Meet

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

Standard 11: Learning Activities
The program's curriculum must provide learning activities to attain all the Core Knowledge (Appendix A) defined to enter practice as a registered dietitian.

EXAMPLES, EXPLANATIONS, and DISCUSSION of TEACHING USING A VARIETY OF LEARNING ACTIVITIES (Appendix I)

NUTR 101 – Seminar in Dietetics

a. Interview of the Registered Dietitian.
   - The students search for and meet a Registered Dietitian in order to conduct an interview about the trajectory of their career; then they write a career profile to present to their peers. Interestingly, the entire class listens to the "good" and "bad" of a career in the Profession of Dietetics, or Nutritional Science.

b. Service Learning – preparing homemade pies for the Homeless Thanksgiving.
   - On the Monday prior to Thanksgiving, approximately 50-60 pies are lovingly prepared by our undergraduates; many of which have never made a pie crust prior to this activity. The pies are part of Malibu's Homeless Thanksgiving Day.

c. Match the Nutrient with the Deficiency game.
   - The first day of class each student is provided either a picture of a food/nutrient or an illustration of a nutrient deficiency. The students are then asked to "match" the food item (or nutrient) to the illustration of the nutrient deficiency. Once "matched" they are asked to get to know one another and then introduce each other to the class. This has been a fabulous "icebreaker"!

d. Introduction of E-portfolio (academic portfolio → professional portfolio).
   - The paper portfolio is now replaced by a new E-portfolio. Each student begins in this class the outline and a few additions to their academic portfolio on a USB drive. By NUTR 300, the students are asked to transition to the professional portfolio format. The profession of Dietetics requires a Professional Development Portfolio (PDP) every five years to maintain one's registration.

NUTR 210 – Contemporary Issues in Nutrition

a. Introduction of the Human Gastrointestinal System to GE Science nonmajors.
   - As students arrive at the classroom door, each student is provided an index card with a name of part of the human GIT anatomy. There are 2 sets of the anatomy handed out and labeled with two different colors. Once class begins, the students are asked to sort by color and are given about 10 minutes to arrange themselves accurately from the beginning to end of the human GIT. Once arranged, and this sometimes takes a bit of re-arrangement, the students are asked to explain what the particular part of anatomy they have actually does to help absorb nutrients.

b. Amino acids, codons and protein synthesis.
   - A group of 2-3 students are each provided a bowl with assorted colors of M&M's. In addition, the group is provided a template to build a protein using codons made up of individual amino acids (M&M's). The idea is to have one of the M&M's "missing" from each bowl, eventually the students figure this out and learn that a protein is unable to be made, even when ample calories are available (their efforts), because of the limiting amino acid. Then, we discuss the complex diet of the vegan and the necessity of matching up foods with ample amino acids to cover the limiting amino acids found in plant proteins.

c. Vitamin C case studies.
   - When students arrive to class, each group of 2-3 are provided a unique case concerning Vitamin C to ponder, solve, or perhaps just discuss. After about 20-30 minutes, each group is asked to present their findings with a collaborative collaborative discussion. Students are amazed to learn that an orange is God's amazing vehicle for Vitamin C (no oxygen; no light; just the right quantity). Students learn the differences among frozen, fresh, commercial, and freshly squeezed (by hand/by juicer). Some myths about Vitamin C are discussed.

d. Bomb calorimetry and extraction of fat laboratories.

- Both labs for Bomb Calorimetry and Extraction of Fat are possibly the first and last labs that GE nonmajor students have to be benchtop scientists. In the Bomb calorimetry lab, students are provided the opportunity to "measure" calories in a Hershey's chocolate bar, a homogenous sample accurately measured each lab. The eyes of a student that "connect" the concept of a calorie with the kcals they use for health reasons from a Nutrition Facts label is priceless. Similarly, the "awe" moment during the "extraction" phase of the analysis of fat from an almond versus a macadamia nut are among my favorite moments in NUTR 210. It is always my hope that this moment reaches beyond the student to their friends, families, and dramatically, their offspring, such that they will share the truth and beauty of science!

NUTR 300 – Advanced Seminar in Dietetics

a. Writing letter of application to Dietetic internships, graduate school, or employment.
   - A discussion about the framework of a "letter of application" (writing about oneself) is completed prior to an assignment to write a 6 paragraph letter introducing themselves, sharing character traits that would make them strong candidates for the program applying to or excellent employees for the job they seek. The students are asked to share personal experiences that illustrate the character traits. Both an introductory and summary paragraph are written. Though most of the students have written numerous papers, few have written about themselves, honestly and with an openness for others to know them better. This assignment last several weeks, with several edits and students are quite proud about their letter and themselves by the end of this process. I am too.

b. Discussing "The Interview" for graduate school, Dietetic Internship, employment.
   - A mock interview is conducted for each student. Prior to this interview, we discuss the modern interview process. I think the professional polishing of openly discussing what happens before, during, and after an interview help each student become more successful as they seek future graduate work or employment in Dietetics and Nutritional Science.

NUTR 310 – Principles of Nutrition

a. Choose an enzyme and vitamin/mineral and write a mechanism of action project.
   - Each student chooses a vitamin or mineral to study. The student then finds a major enzyme that requires the coenzyme or cofactor of that vitamin or mineral. The student is asked to research the history of the enzyme and its' mechanism of action using the vitamin or mineral. An illustration, a 20 page paper, and a 10-minute explanation of the mechanism of action is required to complete the project. Students are asked to reflect upon what they learned, what they would do differently, and what they will use from the project. Most often, students reflect they wished they would have known how much time it takes to dig "deeply" in the scientific literature-a wonderful lesson! (despite my telling them this lesson at the beginning of the project each year-actions are so much wiser than words.

b. Class outline and notes from leading vitamin and mineral textbooks.
   - Over the past decade I have been steadily writing and re-writing my lesson notes for this class. The course content introduces the 13 essential vitamins and 22 essential minerals, in addition to currently researched phytochemicals and zoonutrients. The advanced metabolism aspect of this course requires vigilance of reading the current literature since Nutritional Science now uses a Systems Biology approach to assess its' research findings. The course outline and set of Notes I use for this class are printed for each student and provided at the beginning of the term. Each section of notes includes a set of study questions and example questions for each exam. Four years ago I was asked to co-author a textbook in Nutrition that would use a "Functional Approach" in its' writing of the content. I was asked to write a 'test chapter' and chose the "Bone Nutrients" for this chapter. My course notes for NUTR 310 reflect this "Functional Approach".

NUTR 450 – Medical Nutrition Therapy (Clinical Therapeutic Nutrition)

a. Simulation of Medical Nutrition Therapy using talent from Fine Arts program.
   - Recently I was perusing the YouTube videos of Therapeutic Nutrition and

was humored by the use of a simulated mannequin that could crudely answer questions based upon the format of the Nutrition Counseling session. I was searching to expand the concept and practices used in our undergraduate class in Medical Nutrition Therapy that requires some advanced practice with interviewing a clinical patient/client about their dietary intake habits and lifestyle. Thankfully, for about a decade, I have posted a notice in our Fine Arts Division asking for interested theater majors to be "actors/actresses" in our Medical Nutrition Therapy lab, playing individuals with common, chronic diseases such as Chronic Obstructive Pulmonary Disease; Obesity; Chronic Alcoholism and Liver Failure, Kidney Disease, etc.. The talent is exceptional and the simulated case studies requires the Nutritional Science student to ask questions of the mock "client" and then write a Nutrition Care note. Students find this helpful. Dietetic Internship Directors have commented that this is a perfect bridge to the actual in-person, "live" patient/client they interview the first week of their Dietetic Internship. We usually conduct 4-6 simulated Nutrition Interviews and by the end of the sessions, our Nutritional Science students become articulate, more direct, and much more confident asking the right questions to obtain pertinent information that will help the patient/client improve their Nutritional status.

b. Learning how to write an initial and followup Nutrition Care note.

- When a Registered Dietitian interviews a client, he/she is required to write a formal "Nutrition Care Note". The Nutrition Care Note is based upon information from interviewing the client, assessment by the Registered Dietitian, and use of the Evidenced Based treatment. The student is taught how to write the initial Nutrition Care note and to follow the Nutrition Care Process while completing such a note. In addition, a follow up note is required and our students learn how to complete this more common type of Nutrition Care note. The Nutrition Care notes are the "language" among health professionals caring for the client and are subject to review by the law. Students are taught to be accurate, thoughtful, evidence-based, and confident in their approach to writing the Nutrition Care notes.

Meets

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

Partially Meets

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

Does Not Meet

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

Curriculum Length

Standard 12: Curriculum Length
Length of the program must be based on the institution's requirements and ability to implement the curriculum.

Curriculum Length: (page 11 of current Pepperdine University SSR)

For the DPD program, the curriculum length is four academic years, eight 14 week terms, 128 total course units with a C- better in majors courses to complete the Bachelor's of Science in Nutritional Science and the Verification statement for the DPD program. The curriculum length is set by the Board of Regents and is comparable to our peer institutions and most all colleges and universities.

For the NSCP-ISPP program, the curriculum length is 40 weeks, two 14 week terms, and two 4 week terms, 32 total course units with a C or better in all courses to complete the Nutritional Science Certificate Program-Individualized Supervised Practice Pathway. The course content for the NSCP-ISPP provides the knowledge basis for the interns alongside the practical rotations in the clinical, community and foodservice rotations. The length of the program is 1248 hours and is above the 1200 hours required of a Dietetic Internship. The clinical rotations are not started for a couple months in order for the interns to attend workshops on clinical calculations, motivational interviewing, and specialty areas of clinical dietetics. The program start date of August 1st was determined by allowing greater access to the "nonmatched" students from the DICAS matching program, allowing greater time for applicants to search ISPP programs and find the best fit, to allow the applicant review committee to score and invite applicants for interviews and make final decisions about acceptances. The length of the program is set by the University and by the common length to meet the 1200 hour requirement of most Supervised Practice programs.

Meets

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

Partially Meets

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

Does Not Meet

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

Curriculum and Student Learning Objectives

Standard 13: Learning Assessment (Appendix R. Learning Activity Matrix—use KRD curriculum matrix and activity, DPD only)
The program must develop a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain Core Knowledge for the registered dietitian specified in Appendix A.

APPENDIX P. Learning Assessment Summary Matrix (Standard 13)
On-going Assessment of Core Knowledge & Competencies for the RD Assessment Period from 2009 to 2014
APPENDIX Q. Learning Assessment Summary Matrix (Standard 13)
On-going Assessment of Core Knowledge & Competencies for the RD Assessment Period from 2015 to 2019

The process to assess the learning in our curriculum is primarily discussed among the Natural Science Division faculty and more particularly, among the Nutritional Science faculty with input form attended meetings, webinars, and workshops. The assessment of the data for each KRD is set for the faculty in charge of that course, the students participating in the learning, and any other individual impacting the student learning of the KRD material. The assessment plan is a result of collective wisdom among the Nutritional Science faculty with input form our OIE and fellow faculty in the division and our student comments face to face or through the electronic course evaluations. During our early summer brainstorming about the previous academic year, the Nutritional Science faculty develop a list of concepts to assess in addition to the KRD's to assess. As you refer **to Appendix P**, you'll note that many of our assessments are based on grading or the collection of an assignment or part of a discussion with the students. After noting the KRD and the course and the activity, the faculty member is asked to collect the data and analyze and then give to the DPD Program Director to compile for the annual Seaver College assessment report, or, in this instance, for the Self Study Report.

KRD 1.1 The data collected from using a rubric developed by our Natural Science Division faculty to assess acquisition of scientific process skills. For 3 years we used this rubric to assess our Senior Capstone papers and presentations. It is a lengthy process for the student, developing a hypothesis, developing their methods, collecting and analyzing their data and writing their conclusions. In this case, hard work pays off for the student as all 39 students assessed over the past 3 years acquired a relatively high level of creation skills and deepening acquisition skills which meet the KRD standard of learning about the Scientific Method and utilizing evidence-based data sources.

KRD 2.1 The students in Dr. Kim's Public Health course spend a month listening to different guest speakers talk about their community organization and the many projects they would like to have accomplished. During this time the student assesses the organization and joins with another 1-2 students to choose one of the community organizations. Once the team of the students and organization unites they decide what project to complete the next 2 months. Students are expected to spend more than 40 hours extra on this project. This course has been taught twice and all students have completed the projects.

KRD 2.2 Familiarizing the students with the techniques of effective counseling methods we have chosen to use actors as our clients and teams of 1-3 students practice their nutrition counseling as they apply the Nutrition Care Process. Over the past 5 years, 39 students (100%) have completed this counseling sessions.

KRD 3.2 In one of the GE NUTR 210 laboratories, a 2 hour lab is set up as a mock debate for current food legislation or food polices. Students are asked to prepare a brief PRO/CON paper over several topics and then the day of the lab the PRO and CON sides are chosen for each topic (so all students are prepared for all topics). The debate is spirited, lots of interest in policy, 100% participation.

KRD 3.3 At the beginning of the NUTR 440-Public Health course, each student is asked to research, write a summary, and present a behavior change theory and technique to the class. Both the discussion and papers scored by a rubric demonstrated that 100% of the students (N=14) were able to use self reflection and peer review to understand the different behavior change theories and beliefs.

KRD 4.2 During each rotation within Sodexho foodservice, each student maintains an observational and insightgul jorurnal of their day to day experiences in their 4 hours labs. Of 15 journal entries examined and graded, the students had an average score of 90%, higher than the expected grade average of 75% as they wrote about their observations of quality management of food and nutrition services. Students have commented that at first many observations are descriptive, then as they learn about foodservice systems and management they tend to get more curious and find more interesting observations through a more critical lens.

KRD 4.4 In NUTR 450-Medical Nutrition Therapy, over 5 years, 39 students answered 2 questions on the final exam about our current healthcare system, averaging 86% for both questions, higher than the expected 75% average. The students enjoyed learning about our modern healthcare systems.

Meets

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

Partially Meets

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

Does Not Meet

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

Curriculum and Student Learning Objectives

Standard 14: On-going Curricular Improvement

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

The curriculum is reviewed each summer after course evaluations and rubric data and course assessment data is compiled. The Nutritional Science faculty meet 3-4 times to discuss the current issues or successes of the program and then make plans to improve the curriculum. Minutes are kept of these meetings and can be read on site. Once the faculty have determined the curriculum changes, they are discussed with other faculty involved and the Chairperson. In August, a month before the start of the academic term, educational workshops among the Nutritional Science faculty are held to develop the new activity for the teaching classroom or laboratory. This is an ongoing, yearly process. In the NSCP-ISPP program we've had one year and discussed the shortcomings of the first year, namely more access to testing and made the appropriate changes in the syllabi. The results of the student learning outcome and program outcomes assessment is discussed with our Chairperson and other associated faculty with the major (Biology, Chemistry, Math, and Sports Medicine), as well as our Nutritional Science faculty. The data is discussed and determined if it should be acted upon by any curricular change. The Office of Institutional Effectiveness asks for an annual assessment of the data to be submitted and a program review every 5 years. The program review is conducted similarly as the Self Study with all stakeholders (**Table 1**) participating in the process. New knowledge and technology from meetings, literature, or workshops is discussed and shared among the Nutritional Science faculty and is inserted into the curriculum to maintain currency of updated knowledge and technology for the students. The overall curriculum strength is our basis in chemistry and biology and physiological chemistry; all courses are taught from a functional approach that allows our Nutritional Science students to succeed in their upper division Nutrition courses. Another strength of the curriculum is that the teaching activities are diverse and appeal to a broad range of students, allowing all students in the major to acquire above average knowledge and application of Nutritional Science. An area for improvement has been to allow more discussion in our seminar courses, NUTR 101 and NUTR 300 and this has provoked a grading type change from letter grades to credit/no credit, allowing more discussion about topics related to dietetics and nutrition. The educational experiences in our classroom are quantified on course evaluations, tallied, and compared across similar courses in the Nutritional Science major, Natural Science Division, and in some instances, across Seaver College. The Chairperson will discuss if you are above or below the average teaching evaluations scores in the categories and questions asked of students. It is motivating to our Nutritional Science faculty to know their "score" and continue to strive for further improvement in teaching and student learning.

Meets

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

Partially Meets

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

Does Not Meet

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

Program Staff and Resources

Standard 15: Responsibilities of the Program Director

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

The DPD and NSCP-ISPP Director is Dr. Susan Edgar Helm, RDN. Dr. Helm is Director of both programs through ACEND and ultimately is responsible for all expectations outlined in **Table 19** and **Table 20** below. In addition, Dr. Helm has FT, tenure rank, as Associate Professor of Nutritional Science. Dr. Helm is full time and has release time, if necessary to successfully complete all program management responsibilities. Seaver College has two 14-week terms with required teaching of 24 units of courses and no summer teaching. Dr. Helm's teaching load is presented in Table X, and allows time for management of the DPD and NSCP-ISPP program.

Table 19. Dr. Susan Edgar Helm's teaching load (FT, 24 units) for 2 terms

FALL TERM	units	SPRING TERM	units
NUTR 101 – Seminar in Dietetics	1	NUTR 300 – Advanced Seminar in Dietetics	1
NUTR 310 – Principles of Nutrition	4	NUTR 450 – Medical Nutrition Therapy (MNT)	5.5
CHEM 320 – Physiological Chemistry	7.5	NUTR 660 - Advanced MNT	5.5
TOTAL:	**12.5**	TOTAL:	**12**

In the months of May and June, Dr. Helm, Dr. Kim, and Sunnie DeLano, MS, RDN review assessment data and submit an annual report to our Seaver Assessment team, and determine what, if any, changes will be made for the following academic year. In August, Dr. Helm and Dr. Kim organize their advisee lists and discuss the academic progress of the Nutritional Science students in order to create plans to support them. During the academic year, the Nutritional Science faculty meet regularly, weekly, to continue to discuss, assess, and make decision about our students and the assessment of the students and program. In addition, if any changes require discussion with our Chairperson, then we meet with him. And, if the proposed changes require our faculty in the Division input or our faculty in Seaver College input, then we address either entity at the regularly scheduled monthly meetings. Overall, Dr. Helm is responsible for both the DPD and NSCP-ISPP program as described in **Table 21**; however, Seaver College generously agreed to hire a FT position to be our NSCP-ISPP on site Director, Sunnie DeLano, MS, RDN and her job description is delineated in **Table 22**. During our first year of the NSCP-ISPP we had a part time Site Coordinator, with the following responsibilities:

Table 20. SITE COORDINATOR of NSCP-ISPP Program (staff)

1. Maintenance of contacts with each facility/site and preceptor where the students will be obtaining experience hours.
2. Obtain the signed contracts from each facility and preceptor and act as courier among NSCP-ISPP staff and faculty.
3. Member of search committee for qualified NSCP-ISPP students.
4. Track assessment of PLOs/SLOs and student assessments of each rotation.
5. Helps to ensure the success of the NSCP-ISPP Program by performing all other duties as assigned.

In our second year of the program, currently, we have not needed the Site Coordinator as Sunnie DeLano has had ample time to complete her responsibilities and those of the Site Coordinator. However, next year, our third year, we will again hire a Site Coordinator, part-time, because Sunnie DeLano, MS, RD has plans to begin a doctoral program in Public Health at Loma Linda University. IF need be, this position can expand to a FT status.

Dr. Helm's time allocated to the NSCP-ISPP program has been allocated by offering a spring term release time from her Seaver teaching load of 4 units, which allows the teaching of the NSCP-ISPP course, NUTR 660.

During the course of a year, Dr. Helm, Dr. Kim and Sunnie DeLano, MS, RDN manage phone calls and mostly emails asking about either the DPD or NSCP-ISPP program. If a potential student inquires about our program, then we specifically answer their individual questions, direct them to our website, and provide them with a 4-year academic plan to begin the process of them learning about the content of our program and if they have course substitutions or equivalency to begin a process of identifying at which point they would join our Nutritional Science program. Our advising is alphabetically divided, Dr. Helm advises students' with last names beginning A-M and Dr. Kim advises students with last name beginning N-Z. Any DPD questions, students are asked to discuss with Dr

Helm and any NSCP-ISPP questions, students are asked to speak with Sunnie DeLano, MS, RD.

Student records, Declaration of Intents, Verification statements, and any correspondence of a confidential nature are maintained and kept in a locked filing cabinet in Dr. Helm's office. Individual class records are maintained by the instructor of the course. Course evaluations are electronic and shared after the end of each term. Annually, the Chairperson discusses the course evaluations with each faculty individually and comparatively to the Division statistics and Major's statistics. This meeting with the Chairperson typically takes place in May or June of each year.

If a student has a complaint they are asked to speak directly to the faculty in charge of the course; to the NSCP-ISPP Director if it involves a preceptor, or other intern, or in a course in the program; to the DPD Director if it involves issues within the DPD program. If the meeting with the faculty in charge of the course or Director is insufficient, the student can write the complaint and present to the Chairperson of the Division. The Chairperson, the faculty/Director, and the student will arrange a meeting to resolve the complaint. If the complaint from the student is not successfully resolved at the level of the Division, the student can bring a formal complaint to the Associate Dean of Student Affairs and discuss confidentially with them. If not successful, the next individual would be the Provost or President. It is the aim of the institution to resolve matters of complaint to the acceptance of the grievant. If the complaint is specifically about the DPD or NSCP-ISPP program and it is not resolved by the Director(s), or the Division, or the College, then the student can submit a complaint to ACEND and this submission process would be discussed and is available in both Student Handbooks for the DPD and the NSCP-ISPP.

Table 21. Job Descriptions of DPD Director, NSCP-ISPP Director (ACEND and Seaver College)
DIRECTOR of DPD PROGRAM (faculty) – Susan Edgar Helm, PhD, RDN
1. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
2. Student advisement, evaluation, and academic counseling.
3. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes
4. Maintenance of the program's student records, including student advising plans and verification statements; verification statements must be kept indefinitely.
5. Maintenance of complaints about the program received from students or others, including disposition of the complaint.
6. On-going review of program's curriculum to meet the accreditation standards,
7. Communication and coordination with program faculty, preceptors (if present) and others involved with the program.
8. Facilitation of processes for continuous assessment of program and student learning outcomes.
DIRECTOR of NSCP- ISPP PROGRAM (staff) – Sunnie DeLano, MS, RDN
1. Administers the Individualized Supervised Practice Pathway (ISPP) program by coordinating decisions with the other ISPP faculty regarding the admission of applicants, the oversight of rotation facilities and the progress of interns in the program including record maintenance of attendance and hours completed.
2. Coordinate with other ISPP faculty public relations and recruitment efforts.
3. Organize and lead a weekly meeting with the interns, to further discuss their experiences within the internship and connect with other students. Provide monthly speakers for the meetings and coordinate public policy events.
4. Remain competent and current through maintaining RD credentials, self-directed professional reading, developing professional contacts with colleagues, attending professional development courses, and attending training and/or courses required by the supervisor.
5. Assessment of each intern at the end of each internship experience.
6. Member of search committee for qualified NSCP-ISPP students.
7. Helps to ensure the success of the ISPP Program by performing all other duties as assigned.
8. Maintenance of contacts with each facility/site and preceptor where the students will be obtaining experience hours.
9. Obtain the signed contracts from each facility and preceptor and act as courier among PGIN-ISPP staff and faculty.
10. Member of search committee for qualified PGIN-ISPP students.

11. Track assessment of PLOs/SLOs and student assessments of each rotation.
DIRECTOR of NSCP-ISPP ACADEMICS and ASSESSMENT (faculty) – Susan Edgar Helm, PhD, RD
1. Development and approval of PGIN-ISSP. (SAC and UFC, and Natural Science Division)
2. Coordinate the assessment schedule for the NSCP-ISSP with preceptors, staff, and faculty.
3. Oversight of budget.
4. Teach the Didactic component.
5. Member of search committee for qualified PGIN-ISPP students.
6. Discipline process liaison with Seaver College.
7. Helps to ensure the success of the NSCP-ISPP Program by performing all other duties as assigned.

TABLE 22. Full Time Faculty Responsibilities

3.1. ACADEMIC ADVISEMENT

(Included since 1978; modified 1988; updated 2006, 2012)

Seaver College considers academic advising to be a collaborative effort between faculty and staff. As it is important for students to be advised effectively in their general education requirements as well as in their major, each student has at least three advisors during the course of her/his Pepperdine experience. The following outline briefly describes the program of advisement.

1. Incoming first-year students will be advised by their first-year seminar professor and/or academic advisor in One Stop for the first semester of enrollment. After completion of the first semester, students who have declared a major will be assigned an additional faculty advisor within their discipline (major). Those students who have not declared a major after the completion of the first semester will continue to be advised by the first-year seminar professor and
academic advisor in OneStop.

2. When students change majors, OneStop will work with the division offices to assign a new faculty advisor.

3. Credit summaries (Degree Audit Reports) are maintained electronically in PeopleSoft and are accessible to all faculty members via Wavenet.

4. The faculty advisor may monitor the continued career of each advisee, utilizing semester grade reports and noting the student's progress toward graduation on the Degree Audit Report through WaveNet.

5. When a student submits an application for graduation, OneStop will assume responsibility for approving the application, taking into account (1) general education requirements, (2) total units requirements, and (3) grade point average.

6. During academic advisement, or at other times, a faculty member may conclude that a particular student needs additional counseling concerning personal problems. Faculty members are encouraged to develop mentoring relationships with students in which they provide support and advice. At times, professional counseling also is needed. If a student's personal problems seem severe, impact health or safety, and/or do not seem to be improving in time, faculty are encouraged to refer students to the Counseling Center.

3.2. CHAPEL ATTENDANCE

(Included since 1978; language modified in 1988 and 1998; modified 2010)

Regular attendance at the weekly chapel held on Wednesday at 10 a.m. is a professional responsibility at Seaver College. The faculty demonstrates support for the special mission of Seaver College by attending these programs which affirm Christian faith and values. Faculty members are especially encouraged to participate in the weekly assembly at the Firestone Fieldhouse, where the majority of students choose to attend. In addition, regular chapel programs provide faculty members the opportunity to worship with students and colleagues. Other opportunities include Club Convos and other special activities which may be faculty led.

3.3. CLASS ROSTERS

(Included since 1978; modified 2012)

Faculty members have access to their class rosters through WaveNet. Following the add/drop period, a second class roster will be

sent to faculty via electronic mail from the Registrar. Instructions accompanying this roster must be followed promptly and explicitly. Discrepancies between the second roster and the students actually in attendance must be reconciled immediately so that the final grade roster will be accurate. Photo rosters are also provided through WaveNet.

3.4. CODE OF ETHICS POLICY

(Adopted Jan 2, 2007; modified 2010, 2012)

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community, faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices.

Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37-40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community.

The University Code of Ethics Policy, along with instructions on how to report a violation of the Code of Ethics, is found at http://community.pepperdine.edu/hr/policies/ethics.htm.

3.5. COMMITTEE ASSIGNMENTS

(Included since 1978; updated language in 1988, 1991, 1998, and 2006)

1. Pepperdine University encourages participation by faculty on a number of SFA, Seaver administration, and University standing and ad hoc committees. Participation in committee work is an important part of a faculty member's responsibilities in the broadly cooperative endeavor of a residential, liberal-learning college and is a vital part of each faculty member's contribution to the University and Seaver College.

2. Representatives to the SFA Executive Committee, the Rank, Tenure and Promotion Committee, and the University Grievance Committee are elected by vote of the entire Seaver faculty. Committee assignments for remaining standing SFA committees are made by divisional elections or by SFA Executive Committee appointment. A list describing SFA faculty committees is found in section 2.6 of this handbook.

3. A separate list of faculty committee assignments for any given academic year will be provided by the Dean's Office and is available on the SFA website at http://community.pepperdine.edu/seaver/sfa/. The following procedures are in place to ensure effective committee activity:

a. A regular Wednesday morning meeting schedule is published at the beginning of each academic year specifying the dates reserved for SFA faculty meetings, SFA Executive Committee meetings, and SFA faculty committee meetings.

b. The SFA Executive Committee assigns one of its members to act as a liaison for each SFA Faculty Committee. The appropriate committee liaisons report Executive Committee concerns to the relevant faculty committees, report to the Executive Committee on issues arising in faculty committees, and make committee progress reports to the Executive Committee.

c. SFA faculty committees present proposed solutions and reports to the Executive Committee, to appropriate administration officials, and/or to the Seaver faculty.

3.6. COURSE SYLLABI

(Included since 1988; language edited in 1998; modified 2010; 2012)

A syllabus is simply an outline of the academic content of a course, but it also serves to communicate course organization and process. Syllabi are distinctive, following the personality of the professor and the course itself; thus, there are no strict formulae for creating a syllabus. However, it is required that faculty develop syllabi that communicate effectively to students key areas of course organization and content. The following is intended to aid the process of syllabus development in order to facilitate effective communication with Seaver College students. *The following was prepared using syllabus guidelines approved by UAC on April 20, 2012.*

Faculty must include the following content on the course syllabus.

Instructor Information:

- Professor name and professional title
- Professor contact information

- Office hours and office location. You must hold office hours at regular times at least three days per week. (http://seaver.pepperdine.edu/dean/faculty/handbook/responsibilities/#A17).
- Course Information:
- Course title and catalog number
- Course Description/Purpose
- Meeting time and meeting place
- Any required course materials (textbooks, lab manuals, etc.)
- The Student Learning Outcomes (SLOs): Each SLO must be linked to the appropriate Program Learning Outcomes (PLOs).
- Support of the University and College Mission: A brief statement on the relationship between the course and the Mission of Seaver College (http://seaver.pepperdine.edu/about/our-story/seaver-mission/) and Pepperdine University. (http://www.pepperdine.edu/about/our-story/mission-vision).
- Course Calendar and Topical Content
- Grading:
- The methodology used for assessing student learning and the assignment of a course grade should be clearly defined.
- Late and attendance policies also should be clearly defined.
- Final Examinations:
- The date and time of the final examination. You may access this information at http://seaver.pepperdine.edu/academics/schedule/.
- All courses must have a final examination or concluding experience. All final exams (or concluding experiences) must occur during the scheduled exam period. Please review the policy on final examinations (http://seaver.pepperdine.edu/dean/faculty/handbook/responsibilities/#A11).
- All students enrolled in the course must take the final examination at the scheduled time. Exceptions are only granted if a student has two exams scheduled at the same time or three examinations scheduled on the same day.
- Course Evaluations:
- Online course evaluations are conducted for all Seaver courses.
- The course evaluation period opens at 5 p.m. on the WP/WF deadline day (Friday preceding the last week of classes) and closes before final exams begin (3 a.m. on the Monday of final exam week).
- Please encourage all students to complete the course evaluation.
- Students with Disabilities:
- A statement concerning the Disability Services Office. See http://www.pepperdine.edu/disabilityservices/faculty/syllabi.htm for an exemplar statement.
- Academic Integrity:
- A statement regarding Academic Integrity. The required material is posted at http://seaver.pepperdine.edu/academics/integrity/policies/code.htm.
- The process to be enacted upon violation of course standards also should be referenced (catalog or appropriate school web page).

Faculty may wish to include the following on the course syllabus. This content is optional.

1. Intellectual Property: A statement regarding intellectual property of the course content.

You may use one of the follow statements on intellectual property or compose your own statement.

A. Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

B. Copyright 20XX [Name of Professor] as to this syllabus and all lectures. Students shall not sell notes (or receive remuneration for taking notes) during this course to or by any person or commercial entity without the express written permission of the professor teaching this course.

C. My lectures are protected by state common law and federal copyright law. They are my own original expression and I record them at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes (including any presentations, handouts, guides, outlines made available to you in this class) to anyone else or to make any commercial use of them without express prior written permission from me.

2. Student Behavior: You may wish to include comments related to respectful classroom discourse or standards of behavior.
3. Dates: Indicating the following dates on the syllabus may benefit students.

- Classes, begin and end
- Final exams, begin and end
- Last day to submit Change of Final Exam form
- Holiday periods - Thanksgiving & Christmas
- Holidays - Labor Day & Martin Luther King Day
- Faculty Conference and Spring Break
- "W" and "WP/WF" days
- Graduation

3.7. COURSEWORK ACCOMMODATIONS FOR ATHLETES AND DEBATORS

(Included since 2002; updated 2006)

1. When students are required to be absent from class for NCAA intercollegiate athletic competitions, debate team trips, or other co-curriculum activities sponsored by the College, the University has an obligation to help the student negotiate these conflicting responsibilities. In such cases, professors will make reasonable efforts to accommodate those absences. These accommodations may include, but are not limited to:

a. assigning alternate work to be done that captures the spirit of the assignment,

b. apportioning the weight of missed assignments among the remaining assignments, when one or more of a series of graded assignments are missed because of travel requirements,

c. creating make-up tests or assignments when feasible.

2. It must be acknowledged that for some classes, the class time or lab time learning experience is irreplaceable and some course requirements cannot be compensated. If a significant number of class hours are to be missed because of required competition in NCAA intercollegiate athletic competitions, debate team trips, or certain co-curricular activities, students will be encouraged to take the course during a semester when such conflicts do not exist.

3.8. DISABILITY SERVICES

(Included since 2012)

It is the policy of Pepperdine University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University. Faculty are expected to make reasonable accommodations to accommodate students with disabilities. The Disability Services Office (DSO) is provide to support faculty as it helps to maintain an environment that guarantees students with disabilities full access to all University educational programs, activities, and facilities. All services through the DSO are kept strictly confidential.
The Disability Services Office's web site is http://www.pepperdine.edu/disabilityservices/.
The complte University policy for accommodating students and applicants with disabilities is found at http://www.pepperdine.edu/disabilityservices/university-policy/.
Information specific to faculty may be found on the DSO web site at http://www.pepperdine.edu/disabilityservices/faculty/.

3.9. FACULTY ORGANIZATION

(Included since 1988; updated in 2006; modified in 2012)

1. All full-time faculty members are voting members in the Seaver Faculty Association (SFA). Faculty-wide meetings are called by the SFA president a minimum of one time per semester to present committee reports and discuss concerns of the faculty.

2. The SFA through its Executive Committee presents the faculty's position to the appropriate administration officials on proposed policies and concerns regarding academic matters such as teaching, research, and scholarship, as well as matters relating to faculty welfare.

3.10. FINAL EXAMINATIONS

(Included since 1978; modified 1989 and 2002)

1. A final examination or concluding evaluative activity must be held for each regular course at the time and place published in the finals schedule. EXCEPTIONS MUST BE APPROVED IN WRITING BY THE ASSOCIATE DEAN. Failure to comply is a serious dereliction of duty as a member of the Seaver faculty, subject to disciplinary action.

2. All students are required to be present during the final exam period. Exceptions may be granted only in case of emergencies or very special circumstances. Faculty members are not required to give a student permission to take a final at any time other than the time scheduled. However, in exceptional cases, such as when a student has

three exams scheduled on the same day, students may obtain a form from the divisional office or the Seaver Dean's Office to petition to change the time or day of their exam. Students must obtain the faculty member's approval prior to submitting their petition to the Dean's Office.

3. Final reports of student grades are due in the Registrar's Office the first Monday following the last day of finals. For spring term graduation, grades of graduating seniors must be turned in on Friday at noon of finals week. Grades must be turned in online via WaveNet.

4. The grade of "I" may be given only (1) when the student is passing the course at the time an illness or emergency arises; (2) when the student does not have excessive unexcused absences; and (3) when the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades. Faculty-initiated grade changes (other than mere computation errors) must be submitted to the Credits Committee in writing, with justification for the change and the division chairperson's signature.

5. Faculty members who consistently award an unusually large percentage of high or low grades, when compared to colleagues will probably wish to reevaluate their grading standards. A statistical analysis of grades given by instructor, course, and division, is maintained and made available in the Dean's Office.

3.11. GRADE DISPUTE POLICY
(Included since 2000; modified 2012)
Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, Seaver College recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements that arise over assigned grades are handled promptly, fairly, and professionally. The grade dispute policy is found in the Student Handbook and on the University web site at http://seaver.pepperdine.edu/studentaffairs/content/handbook/8-6-ppgrade.pdf.

3.12. GRADUATION
(Included since 1978; modified 2012)
All faculty members are expected to attend graduation exercises. This is a professional responsibility. The marshal of the faculty is responsible for all academic processions and will provide detailed instructions at least three weeks before each event to enable faculty members to rent or purchase academic regalia. Those interested in renting or purchasing caps and gowns may make arrangements through the Dean's Office (see "Academic Regalia" in Services and Facilities Available to the Faculty section of this handbook at http://seaver.pepperdine.edu/about/administration/dean/faculty/handbook/servicesandfacilities/#ACADEMIC_REGALIA).

3.13. INDEPENDENT STUDY
(Included since 1988; modified 2010)
Instructors directing students' independent study must prepare a written contract specifying the requirements, deadlines, and basis for grading. Copies of this contract should be signed by instructor, student, and the Associate Dean. Copies should be in the possession of both parties and should be on file both at the divisional office and the Dean's Office.

3.14. MEETING CLASSES
(Included since 1978; modified 1988)
Faculty members are expected to meet all classes promptly at the time scheduled. Necessary absences must be reported to the relevant chairperson in advance whenever possible. Absences of more than two class days, for purposes not directly connected to college duties, must be approved in advance by the division chairperson. Failure to meet scheduled classes and chronic tardiness are serious lapses of professional behavior.

3.15. MIDTERM PROGRESS REPORT
(Included since 1988)
Students doing unsatisfactory work should be advised of their academic status no later than the eighth week of classes for the fall and spring semesters.

3.16. OFFICE HOURS
(Included since 1978; modified 1998 and 2006)

Availability for student consultation is one of the most significant aspects of the work of a liberal-learning, residential college. Faculty members are expected to make themselves available to students at regular times at least three days each week. Office hours should not only be included in the class syllabus and posted prominently at the faculty member's office, but also filed with the division office.

3.17. ONLINE EVALUATIONS

(Included since 2010)

Faculty should talk with students on the first day of their classes about completing the online evaluation of the course at the end of the semester and should indicate on the syllabus that the online evaluation is a required part of the course. Course evaluations will be available in the 10 day period before final exams. When the online evaluation period begins, students are notified by an e-mail from the Dean's Office with directions for logging in at https://courseeval.pepperdine.edu/. Students are able to print a confirmation page upon completing their evaluation for each course; printing this page does not compromise the anonymity of the students in making their responses. Faculty are advised to collect these sheets since this is the only way to verify whether a specific student has completed an evaluation. Having a high percentage of student responses is important because student evaluations play a significant role in the rank, tenure and promotion process. Throughout the evaluation period a faculty member can login and see the number and percentage of students who have completed the evaluations for each course. After all grades have been submitted, faculty may login at https://courseeval.pepperdine.edu/ and see both numerical ratings and student comments for each course.

Division Chairpersons will have access to the evaluation results and in cases in which a teacher is being considered for promotion or tenure, the teaching evaluations from the previous academic year will be shared with the Rank, Tenure, and Promotion Committee; the dean; appropriate administrators; and the Board of Regents. All faculty members are expected to participate in the teacher evaluation program.

3.18. OUTSIDE EMPLOYMENT

(Included since 1978; modified 1988; language edited 2006)

1. A full-time contract at Seaver College requires most of the faculty member's working time for teaching, scholarly research and writing, counseling, committee work, and administrative duties. Salary increments and promotions are dependent on the fulfilling of these responsibilities.

2. Limited outside employment, counseling, professional private practice, etc., are sometimes possible, especially during the summer months. However, academic responsibilities to Seaver College must receive priority in time management. Furthermore, all outside employment must be reported to and approved by the relevant division chairperson and the dean of the College. This includes teaching assignments undertaken in other schools within the University.

3.19. PHOTOCOPY GUIDELINES FOR CLASSROOM AND RESEARCH USE *(Included since 2012)*

Current copyright law grants a copyright owner certain rights regarding that owner's work. The copying, by photocopying or other means, and use of copyrighted materials can only be done subject to those rights. The University has adopted these copying guidelines for faculty and staff in an effort to achieve greater certainty of procedure, reduction of the risk of infringement of copyright, or allegations thereof, and the maintenance of a desirable flexibility to accommodate specific copying needs.

The importance of these guidelines is underscored by three common misconceptions. One misconception is that the duplication of copyrighted materials without permission for non-profit educational purposes is always permissible as a "Fair Use". This is not true. There are some very well defined limits to such uses. The second misconception is that a copyright owner is not likely to undertake efforts to protect a copyright. This is also untrue, and the penalties for copyright infringement can be very severe. The third misconception is that the absence of a copyright notice (©) signifies the absence of a claim ofcopyright. This is also not necessarily true and it should be assumed that a work may be protected, despite the absence of notice.

Copyright law applies to all forms of copying, whether it is done, for example: (i) at a commercial copy center, (ii) at the University's copy facilities, (iii) at a self-service copy machine, or (iv) by computer (i.e. by posting copyrighted material on the University's computer network or the Internet, or by emailing materials via a class distribution list). If you use the services of a commercial establishment, you may be asked to provide documentation of permission from the publisher.

The University encourages faculty members to exercise good judgment in the use of copyrighted materials, and to carefully and efficiently balance the following guidelines with the best interests of the students when making use of copyrighted materials.

The complete photocopy guidelines are found on the Provost's web site at http://www.pepperdine.edu/about/administration/provost/content/policies/CopyingGuidelines2003.pdf.

3.20. REGISTRATION *(Included since 1988; modified 1989; updated 2006; 2008; 2012)*

1. OneStop and representatives from each academic division work together to register all incoming first-year students prior to the students' arrival and faculty members from each division will register all incoming transfer students (by major/division) during New

Student Orientation. During pre-registration periods in the fall and the spring, students may register themselves on WaveNet or in person at OneStop. No faculty member may register a student for classes without the student's express written permission.
2. All faculty members who register students must adhere to the established policies and procedures related to information security and confidentiality. It is every faculty member's responsibility to perform his or her job utilizing the security procedures of the University and of the Information Technology Department.
3. Faculty members wishing to have access to the primary administrative systems must request it through the Dean's Office, and must sign the security agreement which details the rights and responsibilities of all users of the system. In addition, faculty members should be aware of the following policies:
a. Information obtained from the systems may be used only for advising students. It may not be used for research or for other projects or reports.
b. Information obtained through the systems may not be given out to unauthorized individuals within the University (who do not have a legitimate education interest, as defined by FERPA), and under no circumstances may such information be released to individuals outside the University.
c. No printed copies of information obtained through the systems may be given to any party, either within or outside the University.
d. For additional information and a copy of the Security Agreement, contact the Dean's Office.

3.21. SALE OF REQUIRED COURSE MATERIALS TO STUDENTS

(Included since 2002 upon vote of SFA.)

1. Pepperdine University encourages its faculty members to develop instructional materials as a part of their professional responsibility for scholarship and teaching. The University also considers the selection of required course materials to be primarily the right and responsibility of the faculty. However, when faculty members require students enrolled in their classes to purchase materials they themselves have developed, issues arise regarding both academic responsibility and real or perceived conflicts of interest. Therefore, except as provided below, it is the policy of Seaver College that no faculty members shall receive compensation from the sale of instructional materials that they require students to purchase. The term "instructional materials" includes, but is not limited to, syllabi, outlines, custom-published coursepacks, workbooks, books, CDs, audio or videotapes, or material accessible on the Internet. Furthermore, all sales of such materials should be handled by either the University or the divisional offices and never by the faculty member directly.

2. An exception is recognized for the receipt of ordinary royalties earned from the sale of traditionally published textbooks or their equivalent, i.e. works of scholarship in any medium that are available outside as well as within the University and that have been subjected to some form of independent review generally recognized within the scholarly community. In order to avoid even the slightest appearance of conflict of interest, faculty members are encouraged to consider returning to the students, or contributing to the University, any such royalties earned by sales to students enrolled in their classes.

3.22. TEACHING LOAD

(Included since 1978; updated 1998 and 2008; updated 2010; updated 2012)

Barring unforeseen financial difficulties, pre-tenured assistant professors at Seaver College have a full-time, two-semester teaching load of twenty units (three courses one semester and two courses the other semester) for the six pre-tenure years. The teaching load for all tenured faculty members is twenty-four units or three courses each semester. Visiting faculty members will have a teaching load of thirty-two units or four courses each semester. Some members of the faculty receive reduced teaching loads to conduct research activities or perform special administrative tasks. Reduced teaching loads (3/2 or a one course reduction) are available by application for tenured faculty members. Criteria for awarding and the application procedure for a course release are found in Chapter IV of the handbook, Faculty Development in the section titled Course Release for Tenured Faculty.
1. Faculty members teaching large classes with unrestricted enrollment may receive extra teaching credit. The exact amount is determined by the dean and division chairperson based on the relevant factors but generally faculty teaching more than 150 students in one class without grading assistance or more than 200 students with grading assistance will receive double teaching load for the course.
2. Faculty members teaching laboratory courses receive teaching credit as follows:
a. A three-hour lab = 2.5 teaching units;
b. A two-hour lab = 1.75 teaching units;
c. Exceptions to the above may occasionally occur and will be determined by the division chairperson and approved by the dean.
3. Physical education activity courses of one unit = 1½ teaching units.
4. Direction of a student teacher = ½ teaching unit.
5. Private music lessons with three units of instruction = 1 teaching unit.
6. Art studio classes are treated as laboratory classes (see above).
7. Other special cases are as follows:

a. Directing thesis = 1 unit;
b. Reading thesis = 1/3 unit;
c. Directed Studies = 1/8 unit (per student credit hour);
d. Internships = 1/8 unit (per student credit hour);
The success of the first phase of the "3/2 teaching program" requires the following administrative parameters:
i) Released time for administration must be strategically curtailed. All released time for administrative purposes must be approved by the Dean of Seaver College.
ii) Divisional chairs and academic deans will teach at least two courses per academic year, excepting the Dean of the college, who will teach one.
iii) Faculty members receiving released time during any one year under the 3/2 program cannot expect additional released time for administrative duties unless authorized by the dean, although a stipend might be appropriate in case the need arises.
iv) Under no circumstances will a tenured faculty person, excepting deans and chairs, teach less than four courses per year.
v) Visiting faculty will have a teaching load of four courses per term.

3.23. TESTING AND GRADING
(Included since 1978; modified 2002; 2012)
Grades must be assigned accurately and fairly. Careful records of student progress should be kept on file. All records pertaining to students' work should be retained for one semester following conclusion of a class. Students deserve a clear understanding of their status and progress. This requires a systematic evaluation program on the part of the instructor. Evaluation should begin early in the semester and continue at reasonable intervals. Students may appeal grades to the relevant divisional chairperson, but only with a charge of incompetence or malicious intent. (Please refer to the Grade Dispute Policy at http://seaver.pepperdine.edu/dean/faculty/handbook/responsibilities/#A12).

3.24. UNIVERSITY-WIDE FACULTY CONFERENCE *(Included since 1988)*

Pepperdine University encourages wide participation of the faculty in decisions related to all of its academic processes. In order to facilitate this wide involvement, the University faculty participates in a faculty conference, scheduled once a year and arranged by the provost. All full-time faculty members are expected to attend this University-wide conference as a part of their professional and personal responsibility to the University. The faculty is informed of the date and place of the faculty conference in writing. Classes held on the day of the conference are cancelled.

3.25. WORKLOAD ALLOCATION
(Included since 2006; updated 2008)

1. The typical faculty contract at Seaver College is for nine months. Tenure-Track Faculty, however, will be paid in twelve monthly installments. During the course of the contract, each tenured or tenure-track member of the faculty is responsible for allocating her/his time toward three basic activities: teaching, research, and service. In the allocation of their time, faculty members should remember that the Seaver College Rank, Tenure, and Promotion Committee in its periodic reviews assigns a value of 50% to teaching and 25% each to research and service. Visiting faculty members are not expected to devote time to research or service and thus will generally be assigned more teaching duties.

2. With nine-month contracts, faculty members have summers free to pursue personal and funded research as well as other activities.

Meets

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

Partially Meets

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

Does Not Meet

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

Program Staff and Resources

Standard 16: Faculty and Preceptors

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

The faculty of the Nutritional Science Bachelor of Science degree program, the DPD program, and the NSCP-ISPP program are described in **Table 23** and the curriculum vitae can be found in **Appendices F and L**.

Table 23 – Nutritional Science DPD and NSCP-ISPP Faculty (CVs, Appendix X)

Name of Faculty	Title and Responsibility	Courses Taught
Susan Edgar Helm, PhD, RDN	DPD and NSCP-ISPP Director Coordinator, Nutritional Science	NUTR 101 – Seminar in Dietetics NUTR 210L- Majors Nutrition Lab NUTR 300 – Advanced Seminar in Dietetics NUTR 310 – Principles of Nutrition CHEM 320 – Physiological Chemistry NUTR 450 – Medical Nutrition Therapy NUTR 660 – Advanced MNT
Loan Pham Kim, PhD, RDN	Assistant Professor, Nutritional Science	NUTR 210 –GE Nutrition NUTR 440 – Public Health Nutrition MATH 317 – Research Methods
Sunnie DeLano, MS, RDN	Seaver College, NSCP-ISPP Director	NUTR 610 -613 – Dietetics Supervised Practice Experience NUTR 640 – Nutrition Assessment and Counseling Skills
Patricia Moore, PhD	Adjunct Faculty (10 years)	NUTR 201 – Introductory Foods NUTR 210 – GE Nutrition
Sarah Dhillon, MBA	Adjunct Faculty (3 years)	NUTR 420 – Quantity Food Production NUTR 421 - Systems Management
Alex Jose, RD	Director of Nutrition, Ventura County Medical Center	NUTR 201 – Introductory Foods

As shown in **Table 23**, we have 3 qualified faculty teaching our Foods and Foodservice Management courses. Dr. Tricia Moore obtained her PhD from UCLA in Biochemistry and was the original tenured faculty member that taught in the former Home Economic program (1978-1985) and was the individual that secured the million dollars to build the AC224 Kitchen and Teaching facility. In 2004, Dr. Moore returned to the Nutritional Science program to teach both GE NUTR 210 and NUTR 201-the Introductory Foods course. Dr. Moore has an extensive background in food preparation from culinary courses, workshops, visitations of other programs and her own avid interest in the linkage of food, culinary practices, and food science. She has been a unique and valuable fit for teaching NUTR 201, Introductory Foods. With the advent of teaching a second course of NUTR 201 in the summer, we have asked Alex Jose, RD, the current Director of Nutrition at Ventura Medical Center. He has experience as a Chef and as Director of the Foodservice operations at a large county hospital. The Quantity Food Production and Foodservice Systems management courses are taught by a concurrent employee of Sodexho, our on campus dining and food provider. Sarah Dhillon, MBA has been teaching our NUTR 420 and NUTR 421 for the past 3 years and also is uniquely qualified due to her business background and extensive experience within the Sodexho foodservice management ranks. Dr. Kim teaches the GE NUTR 210, NUTR 440-Public Health Nutrition, and MATH 317-Research Methods courses. As you peruse her CV, you'll note her background and credentials in Public Health and her current publishing record. In addition, due to her receiving a PhD form UCLA in Public Health and her maintenance of her research contacts with the area WIC and public health facilities, Dr. Kim has also uniquely provided an enriched experience for out students in Public Health. Dr. Susan Helm, RDN has been teaching the DPD oriented courses (NUTR 101 and NUTR 300) for 22 years in addition to the metabolism themed courses NUTR 310 (micronutrient metabolism) and CHEM 320 (macronutrient metabolism), and the NUTR 450/NUTR 660 Medical Nutrition Therapy courses. Dr. Helm has spent a considerable amount of time shadowing current RDNs in California and New York learning how best to incorporate the Nutrition Care Process for the client and to better teach her students in MNT. Dr. Helm regularly attends FNCE, CDA, DEP, and IRB meetings; and workshops and webinars.

The preceptors are selected by Sunnie DeLano, MS, RDN and her committee of current preceptors. In 2014-2015, as shown in **Table 24**, we have a total of 39 preceptors committed to mentoring our NSCP-ISPP students. We have 18 preceptors in the area of Clinical; 12 preceptors in the area of Community; and 11 preceptors in the area of Foodservice. The process of hiring and training a new preceptor varies depending upon when the affiliation agreement is secured and due to the nature of our relatively new program. In general, the process of hiring a preceptor, or rather agreeing to utilize the volunteer time of a preceptor takes about 1-6 months depending the facility and the process the preceptor must complete to become a volunteer preceptor for our NSCP-ISPP program. Our NSCP-ISPP Director typically spends 1-2 days of orientation, on campus and on site training a new preceptor. Twice a year, dinners are arranged as gratitude for the volunteerism of the preceptors. At the NSCP-ISPP graduation, each student invites a preceptor to come to the ceremony for the "pinning" and then, 1-2 preceptors win "Preceptor of the Year" as recognition of the extra hours and devotion they've had toward the students in our program. At the end of each rotation, the student and Director evaluates the preceptor and this feedback is provided in both written form and oral discussion (either on-site or by telephone). The ongoing training of the preceptors is completed by Sunnie DeLano, MS, RDN with new training provided if a new preceptor begins. Since this is the second year, officially, the training is completed in August or December, although the training has been throughout the year as new preceptors are identified by searching our local avenues for food and nutrition delivery. Sunnie DeLano, MS, RD has been exemplary is finding sufficient clinical sites and a variety of preceptors to maintain the standards of excellence and our Christian mission fit that can be difficult to match. **Table 24** summarizes our current list of NSCP-ISPP program preceptors, the areas of emphasis and the rotation sites.

Table 24 – NSCP-ISPP Program Preceptors, Areas of Emphasis, and Rotations, N=41, 2014=2015

Clinical Preceptors and Sites	
West Hills Hospital	1. Jennifer Ripley, RD – Director of Nutrition
	2. Maritza Navarro, MS, RD - lead clinical
	3. Lari Bright, MS, RD – lead in Burn Unit
Los Robles Hospital	4. Tori Cohen, MPH, RD – Director of Nutrition
	5. Yelena Nisnevich, RD - Long term care dietitian
St John's Hospital	6. **J**ane Cook, RD – Director of Nutrition
USC+LAC Hospital	7. Kimberly Kilpatrick, MS, RD – Director of Nutrition
	8 Denice Wehausen, MPH, RD, lead clinical
Community Memorial Hospital	9. Karin Kiefer, RD - Director of Nutrition
	10. Heidi Fernandez, MS, RD – lead clinical
Ventura County Medical Center	11.Alex Jose, RD – Director of Nutrition
Ojai Valley Community Hospital	12. Kim Lisi, RD - Director of Nutrition
Health Care Services Group – Long Term Care	13. Gina Stella, RD – Director of Nutrition
Private Practice Outpatient	14. Susan Dopart, MS, RD, CDE-Private Practice Outpatient
Davita Renal Centers	15.Wendy Raymond, MS, RD, CSR
	16. Nazila Nikravesh, RD
	17. April Diedrich, RD
	18. Kathryn Collins, RD, CSR
Community Preceptors and Sites	
Ventura County WIC	1. Katie Rowe, MS, RD- Director
	2. Laura Flores, RD – WIC nutritionist
Northeast Valley Health Corporation WIC	3. Erin Manlulu - Intern Coordinator
Public Health Foundation WIC	4. District Director – Beth Cordova, RD
Amgen Wellness Program	5. Dana Saly, MPH, RD
	6. Elena Davis, MS, RD
	7. Serena Snyder, MS, RD
Project Angel Food	8. Eve Valladares-Hou, MS, RD
Senior Concerns	9. Lisa Weaver, MS, RD
Pepperdine Athletic Center – Sports Nutrition	10. Anne Stone, MS, RD

Pepperdine Wellness & Student Health Center	11. Caitlin Schoensiegel, RD
SOS Mentor Program	12. Dana Griffis, MPH, RD

Food Service Administration Preceptors and Sites

West Hills Hospital	1. Jennifer Ripley, RD – Director of Nutrition
Los Robles Hospital	2.Tori Cohen, RD – Director of Nutrition
St John's Hospital	3.Jane Cook, RD – Director of Nutrition
USC+LAC Hospital	4. Kimberly Kilpatrick, MS, RD– Director of Nutrition
Ventura County Medical Center	5. Alex Jose, RD – Director of Nutrition
Sodexo FoodService Group – Pepperdine University Campus	
	6. Randy Penwell – Director of Nutrition and Hospitality Services
Las Virgenes School District	7. Waleska Cannon, MBA, RD, Director of Child Nutrition
Conejo Valley Unified School District	8. Sandra Curwood, MS, RD, Director of Child Nutrition
Santa Monica Unified School District	9. Orlando Griego, Director of Child Nutrition
Culver City School District	10. Julie Garcia, Director of Child Nutrition
Covina School District	11. Michael Burns, Director of Child Nutrition

Meets

[X] 1. No compliance problems are present.

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

Partially Meets

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

Does Not Meet

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

Standard 17: Continuing Professional Development
Program faculty, including the program director and preceptors (if present), must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

The curriculum vitae (**Appendices F and L**) illustrate the credentials, education, ongoing university, college, division, and community service, research proposals, grants funded, published research, and continued education of our faculty in the Nutritional Science program, DPD program, and NSCP-ISPP program. Annually, the DPD and NSCP-ISPP program Directors attend FNCE, CDA, DEP Area I, and our individual practice group meetings either on-site or through webinars. In addition, we attend Public Policy Day in Sacramento, learning about CDA's policy activities and bringing current students and interns to meet the legislators, discussing current legislative agenda items important to CDA and the Nutrition and Dietetics profession. The faculty regularly attend on campus workshops about technology, usually provided by our tech liason at our monthly Natural Science Division meetings, our annual technology symposium, and individual workshops provided at the University level.

In the past 5 years to improve teaching effectiveness, I more carefully discern what the students are trying to express in their evaluations (sorting through comments of "too difficult, thus I am upset" to "too difficult because I am unable to understand the teaching" has been most helpful. I think I listen more, reflect more, and assess student learning more. The transitions I've experienced in teaching over the past 5 years are far greater than the transitions during my first 15 years at Pepperdine. I now embrace more in-class activities and do less lecturing. For many, not all of my classes, I tend to have a 60/40 split of lecturing/applied learning. I think I'm comfortable with this approach and most of my students are more engaged by this approach; although, from student comments, the 100% lecture style still remains a "comfortable zone" for many students. In my opinion, even though it is a "comfortable zone", I do not think it will helpful in their future graduate studies or employment to be passive bystanders. I think my current teaching evaluations in GE NUTR 210 reflect my expectations for students to challenge themselves, learn for themselves and this is actually a positive reflection of their "discomfort" in learning the language and applications of Nutritional Science. For the past 5 years I have tried several approaches to teaching, mostly thematic in that I'm trying to hold the students accountable for their learning too. For instance, I may start an in-class activity, but then ask them to go and research some results for the next class. Recently, the students were asked to be scientists and "observe" a tomato in class. The students were each asked to draw what they saw. Then, we discussed what they couldn't observe and finally they were asked to search the nutritional value among the organic, GMO, and heirloom tomatoes. Several students emailed and said they had "googled" this information and it just wasn't that straightforward and could I help them. I just smiled. I knew they were searching, I knew they were interested and what a golden lesson for them to learn how to discern misinformation on the internet and about Nutritional Science. My teaching effectiveness has increased because I've become more patient with the process of student learning and have more empathy for their struggles to learn new material. I now use technology (iPads, youtube videos (GIT), BMI calculators, assorted Apps), embrace computers/iPhone in classroom and consistently use Sakai courses). I can remember about 10 years ago attending workshop on using "Blackboard". I set up one of my courses, I think used it the first week, but because more than half my students had no idea how to use it, I stopped. For several years, Courses has been a direct communication about current research, pre-labs, labs, extra readings, assignments, grading, and announcements. I routinely discuss teaching strategies with others (at conferences and within Natural Science Division). One of my favorite topics is discussing how and what others are teaching. I also like to challenge our students with new ways of learning in the classroom.

Examples from past 5-years:

- **iPad study** - learned a considerable amount of the capabilities of using technology in the classoroom during this 15-week comparison between 2 GE NUTR 210 classes, one using the iPads exclusively and one not using the iPads. Presented at Information and Technology Learning Faculty Conference in 2013.
- **Summer class – Analysis of a Meal**
  Students brought a food or meal to the lab. We blenderized their meal, took 5 samples, dried them, and weighed out 1 gram samples. Over the course of a month, we analyzed total kcals,
  Percent carbohydrate, fat, and protein, grams of iron, and grams of vitamin C. The students maintained a lab notebook, writing down their methods, their results, their conclusions, and their reflections of the experiences. At the end of the month, each student created a Nutrition Facts Label for their food or meal.
- **Developed a Senior Capstone (collaboration with other faculty-internal and external)**

Each student is asked to find a topic they are most interested in spending months researching and presenting for 30 minutes to their peers and mentoring faculty. The projects range from development of a new food item, to starting a nonprofit agency to feed the hungry, to more formal research investigating current Nutrition problems in our society. Over past 5 years I have been invited and have participated in 3 roundtable discussion at the Food Nutrition and Exhibition Conference (FNCE) of The Academy of Nutrition and Dietetics meetings with publishers on how to use technology and how to incorporate technology into the classroom. From one of these workshops, I was asked and have tested the use "MyHealthLab" in NUTR 210, an interactive, exclusively electronic resource of analyzing one's diet, exercise, and overall health.

The professional achievements of our faculty in the past 5 years include CDA Excellence in Education Award, Dr. Susan Edgar Helm, RDN; fellowship in Public Health, Dr. Loan Kim. Dr. Loan Kim's publications can be assessed in **Appendix F**. Dr. Helm's past 5-years of writing and publishing are summarized below:

Publications

1. **Helm, S. E.** Nutritional Sciences, From Fundamentals to Food, Study Guide 2e. Wadsworth, Cengage, 2010/2012.
2. Bueche, J., Haessig, C.J., **Helm, S.E.,** Esposito, P.C., and J. Myhamid. Nutritional Sciences, From Fundamentals to Food, Instructor's Manual 3e. Wadsworth, Cengage Learning, 2007/2009/2011/2013.
3. **DVD – Wood-Claeyssens**: "Diabetes Education", "*La Guia mas sana de Comida Rapida/Ventura Diet and Nutrition Education (VDANE)"*, February 17, 2010

-used to educate Hispanic American population of Ventura County about Type 2 Diabetes and introduce several options for healthy food preparations.

4. **Website**, February 2012
(http://students.pepperdine.edu/rmherron/diabetes/diabetes/default.htm)
5. **Culinary Education Workshops**, letters of introduction, marketing, recipes, thank-yous.
6. **Pepperdine Voice**, February 2008,
"*Food for Thought, Seaver College Research Team Takes a New Approach to Diabetes Education*"

GRANTS ($140,750. Total) (*undergraduates)

Nutrition Education of Latino using Telenovella and Culinary Approach, Ventura County.

1. **2008-2010** ($75,000.) – Wood-Claeyssen Foundation, DVD/bilingual Latina Diabetes Education
"*DVD-Diabetes Education, La Guia sana de Comida Rapida/Ventura Diet and Nutrition Education (VDANE)"*
Co-Contributors
Bradley Griffin, Fine Arts: developed the script for the Telenovella
Cooker Perkins, Sports Medicine: participated in early roundtable discussions
Michael Murrie, Telecommunications: directed the film crew and created the media
*undergraduates: Nicole Sazbo, Aaron Gallington, MacKenzie Rasmussen, Kylie Turner
2. **Summer 2008** – ($25,000.) Seaver Dean, CDIUR Grant (Principal Investigator),
Development of bilingual DVD, Nutrition and Diabetes.
Co-Contributors
Bradley Griffin, Fine Arts: developed the script for the Telenovella
Cooker Perkins, Sports Medicine: participated in early roundtable discussions
Michael Murrie, Telecommunications: directed the film crew and created the media
*undergraduates: Nicole Sazbo, Aaron Gallington, MacKenzie Rasmussen, Kylie Turner
3. **2010** – ($30,000.) – McKesson Foundation (with Michael Murrie)
Developing Video and Web Materials Using Nutritional Science for Diabetes Prevention among Hispanics in Ventura County, California
(California State University, San Bernardino, Dr. Dorothy Chen-Maynard, and
*undergraduates: Rebecca Heron, Vanessa Brogna, Ashley Ethridge, Melissa Halim, Armando Yee)
4. **2011-2012** – ($10,000) – Novo Nordisk (written with Michael Murrie)
*undergraduates: Lindsey Chu, Sita Sahawney, and Jamie Bruno, Armando Yee)
5. **Summer 2012** – ($750.) Randall Faculty Mini-Grants
Post Graduate Internship, Nutritional Science-Individualized Supervised Student Pathway
(approved by SAC & UAC, December 2012 as, "Nutritional Science Certificate Program"
*undergraduate-Rebecca Bierman/ supported by Sunnie DeLano, MS, RD, new Director!

6. **Current Research-Summer 2013-present**
Investigator: **Susan Edgar Helm, PhD, RDN**, Associate Professor, Nutritional Science, NASC Division

Undergraduate Researchers:
1. **Gloria Oh**, Sophomore, Nutritional Science
2. **Sen Lin**, Sophomore, Biology

Translational Medicine/Nutritional Science: Understanding Influence of Dietary Folic Acid as a Biomarker of Down Syndrome with Measurement of Key Enzymes in the Folic Acid Pathway Using a Cognitive Mouse Model, Ts65Dn

Folate is critical for one-carbon metabolism impacting DNA synthesis, repair, and methylation processes, as well as polyamine synthesis. This micronutrient has been implicated in mediation of Down Syndrome symptoms. Both younger (<17 years old) and older (>35 years old) mothers are more prone to the experience of a Down Syndrome infant. Erythrocyte folate of mother and infant have shown low levels of folate, implicating a dietary effect upon Down Syndrome. Inconsistencies within the literature showing dietary folate restriction to have preventive effects, whereas excess folate intake to have adverse outcomes demand further exploration. Involvement of dietary folic acid restriction upon, methylenetetrahydrofolate (MTHFR) in the Down Syndrome individual and mother is a key enzyme for folate metabolism that will be measured. The effect of dietary folic acid upon four other regulatory enzymes of protein methylation and transulfuration will be measured. The Ts65Dn mouse model, has been successfully used to demonstrate a reversal of the cognitive behaviors of Down Syndrome with application of an adrenergic beta blocker. It is our plan to use the Ts65Dn mouse to study a dietary folic acid intervention and its' effect upon the most likely enzyme of folate metabolism, to have a preventive effect on Down Syndrome, MTHFR.

Lectures/Seminars/Workshop presentations

a. Natural Science Division Seminar, March 17, 2010
"*Latinos, Diabetes and Nutrition Care, and a Novella"*
b. Technology and Learning Faculty conference, September 14, 2011
"*Transitioning from Lecturer to Facilitator*", 45 minute session
c. Introduce new developments in California licensure of Registered Dietitians, March 7, 2011
Public Policy Education Day 2011, Sacramento, CA (theme: Health Care Reform)
d. California Dietetic Association Meeting, Pasadena, CA, April 28, 2011
"Is your Heart's Desire, Research in Dietetics or Nutrition? Let's Discuss"
*"Discover the Roses of Research, a nod to Pasadena"*Nutrition and Wellness Night, Webster Elementary School
- designed evening and brought a variety of speakers and activities
*19 undergraduates from Nutritional Science came and helped throughout the evening

Evaluation of the work listed above.

a. **Diabetes Research - Citizen Science, Nutrition Education**: this area of interest stems from my heartfelt desire "to help people". The connection of culinary nutrition education with low income Latino individuals with Diabetes is a lifelong contribution to society. I consider this area of interest to be helpful to society, to combat the deadly Diabetes and Obesity too.
b. **iPad Study** – bridge to technology in the classroom. A middle aged professor taking on technology and incorporating it into the classroom is daunting, thrilling, and opens up doors to new engagement with our students. The iPad study, for me, was a gateway to new teaching strategies.
c. **study guides** – I find that working with the publishers and editors and roundtable discussions with others teaching GE NUTR and Medical Nutrition Therapy has enriched my classroom
teaching and broaden my abilities to connect new Nutrition concepts.
d. use of MediaLab software with iPads and surveys during Nutrition Education and Culinary workshops – this amazing software allowed the use of mobile laptops to ask our study participants to seamlessly complete our surveys and have the data tallied at the same time. Our Latino clients felt honored using the new technology and responded positively to our efforts.

Staying Current in Nutrition and Dietetics

a. Attended a hands-on, integrative meeting-a valuable 4 days of learning.
September 10-14, 2010, Harvard University School of Public Health
The Culinary Institute of America at Greystone, Napa Valley, California: An Annual Gathering of Physicians, Registered Dietitians, Nurses, and Other Healthcare Professionals; Hospital, Insurance, and Other Healthcare Executives; and Healthcare Foodservice Directors and Executive Chefs
b. Continuing education, Commission on Dietetics Registration, and Accreditation of Dietetics and Nutrition Programs, Professional Development Portfolio (completion of 50 hours)
a. Reviewer for Journal of Academy of Nutrition and Dietetics, Application of Dietetics Education.

d. Invited and hosted guest speakers for our Nutritional Science courses and our Student Dietetic Association.
    a. Ahmed Salehi, PhD, Alzheimer/Down Syndrome researcher, June 2013
    b. Colin Campbell, PhD, The China Study, March 2014
    c. Michael Pollan, PhD, author, Social Scientist, February 2015

e. Immersed myself in Molecular Nutrition during my sabbatical, University of California, Davis.
    i. Nutrigenomics (weekly seminar with Graduate Group of Nutrition)
    ii. GGG 293 Genetics and Epigenetics

g. Journals, reading (in addition to current magazine, newspaper, and web content).
    i. Journal of Nutrition
    ii. American Journal of Clinical Nutrition
    iii. Nutritional Biochemistry
    iv. Journal of the Academy of Nutrition and Dietetics
    v. American Society of Parenteral and Enteral Nutrition
    vi. Journal of Nutrition Education
    vii. Nutrition Today
    viii. Nutrition Newsletter

h. Significant Book reading.
    i. *Catching Fire. How Cooking Made Us Human*. 2009, Basic Books., Richard Wrangham.
    ii. *Nutritional and Therapeutic Interventions for Diabetes and Metabolic Syndrome*, 2012 Elsevier Inc., Debasis Bagchi and Nair Sreejayan**.**
    iii. Michael Pollan (mostly for interaction with undergraduates, a favorite author for them) (Food Rules; In Defense of Food; The Omnivore's Dilemma; The Botany of Desire)
    iv. *Present Knowledge in Nutrition*, 10th edition, 2012. Wiley-Blackwell, ISLI, John W. Erdman, Ian A. MacDonald, and Steven H. Zeisel.
    v. *None of These Diseases: The Bible's Health Secrets for the 21st Century*, 2011 S.I.M.D., McMillen.

i. Writing contributions to statewide California Dietetic Association newsletter.
    a. Nutrition Literacy column (quarterly newsletter-will discuss current nutrition terminology)
    b. Developed of Guidelines for Nontraditional Students Returning to Seek a Dietetic Education. Available at Dietitian.org
    c. Discussion participant for CDA Registered Dietitian Licensure (ongoing).

Meets

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

Partially Meets

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

Does Not Meet

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

Program Staff and Resources

Standard 18: Program Resources

The program must have the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, must be sufficient to produce the desired outcomes.

In the Natural Science Division we have two FT staff positions that coordinate their responsibilities such as budgeting, curriculum development, student support, supplies, travel to meetings, and announcements on our public LCD screens. The office staff includes an Office Manager of the Natural Science Division that acts as a liason between the faculty member and the Chairperson. The staff are helpful and efficient. In addition to the Natural Science Division staff, the offices of the Dean, Provost, and President have their own office staff and these individuals help with matters and issues of importance related to their level at the University. The professional development of the staff is achieved through weekly, Monday, meetings with the Chairperson, on campus training to integrate new administrative information throughout the offices of the President, Provost, Dean, and Division. The faculty of the Nutritional Science major have direct access to any of the office staff and are received with a positive support system. The office staff have the option of educational leave to improve their education, they must complete an application and this is reviewed by the Dean's office. A replacement/substitute for this office staff will help carry out the responsibilities until the educational leave is over.

The Payson library, Seaver College library, supports student learning and study by connecting with collections and services for the student to excel. The environment is safe, attractive, and comfortable and supports group interactions as well as quiet study and reflection. No matter what kind of learner, the Library welcomes all students. The Payson Library is located at the heart of the Seaver College campus. It currently provides access to a vast array of resources, including 140 databases; over 7,000 print and electronic journal subscriptions; 213,845 electronic books; access through WorldCat Local to more than 200 million titles in libraries around the world; an extensive circulating DVD collection; and a recorded sound and moving image collection composed of many old and new formats. Students have access to over 13,000 print and electronic full-text journals that cover virtually every subject under the sun. The Payson library houses 100 networked computers on the main and second floors of the Library which are available to help you explore this information universe. To acquaint yourself with our collections and services, check out our Web site or access these resources in WaveNet. The Payson library has expert reference librarians that are available around the clock to answer every question and to provide advice on navigating the information universe. The Library is open until 3 a.m. Sunday through Thursday. During finals, we're open around the clock. The Payson library supports wireless Internet access, so students can bring their laptop into the Library and connect to the University networks without supplemental cabling. Network connections in student dormitories also enable student access to the Library's electronic holdings from the dorm room.

The classrooms in Seaver College and Natural Science division have state of the art technology, with laptops, LCD monitors, and other video and audio alternatives for videos and presentation. All faculty are provided a computer in their office and for lab research and these are on an updating schedule for software, continually and for hardware, every three years. The Natural Science Dvision using centralized printers, laser black print, and ink color print. The maintenance of the copiers, printers, and computers are accomplished with outside contracts specific to the machine and internally with our technology liason and his assistant assigned to the Natural Science Division.

Each faculty is provided an individual office space, although currently, our Seaver College NSCP-ISPP Director's office is within the teaching lab space of RAC154. Plans are in effect to build a wall and create a separate office for the NSCP-ISPP Director. Dedicated classrooms to Nutritional Science are AC224 and RAC154 and other classrooms are available depending upon class size and type of instruction. Dr. Helm's laboratory is RAC154 and was built five years ago with the renovation of Keck Science Center and Rockwell Academic Center. Natural Science Division has its' own conference room for video-conferencing, skype interviews, teleconferences, and webinars. Currently, the NSCP-ISPP students meet in the conference room for roundtable discussions of current research in Clinical Dietetics. Our physical facilities meet the demands of our staff, faculty, students, and interns.

Our Natural Science/Nutritional Science support services are adequate and include our office staff (n=2), laboratory staff (n=2), technology staff (n=2), ample work-study students (as many as faculty need), and both lab and teaching assistants. The Chairperson and staff of the Natural Science Division are currently surveying and discussing the potential for more staff or a redistribution of staff responsibilities to continue to support our students and faculty.

Meets

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Partially Meets

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Does Not Meet

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

Program Staff and Resources

Standard 19: Supervised-Practice Facilities

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

Rotation sites for all areas of practice; community, foodservice and clinical are selected based on several factors. First, a preceptor is identified who is a registered dietitian or nutrition professional. This person should have a desire to be a preceptor to an intern and be committed to the time frame of the rotation. We then discuss with the potential preceptor the time commitment, the learning objectives for the rotation and the requirements for both the intern and the facility. Preceptors are provided with a copy of the syllabus of activities that we expected the intern to complete at the rotation to be sure it is a good fit. Additionally, we look for facilities that are within 60 miles of the University or within 60 miles of the intern's home. A meeting occurs over the phone or when possible in person to discuss the next steps in the process of securing the facilities. In most cases a meeting occurs with the Director of nutrition and the RDs involved at their facility.

Prior to final selection of a facility we discuss with the preceptor their schedule, their ability to take on an intern and questions or concerns related to the activities in the syllabus. A proposed schedule is submitted so the preceptor can review it with their administration and/or additional RDs that will be working with the intern. If a facility is not able to provide a well-rounded experience (measured by meeting the majority of the CRDs for the rotation) the facility is not used. In addition each intern completes a facility evaluation after every rotation that provides us with feedback from the intern. Interns complete a portfolio of all the assignments completed at each rotation and track all the CRDs that were met. This is available for the preceptor to review and is turned into the Director at the end of each rotation. This provides us with direct feedback as to whether the interns felt they were able to meet CRDs, the time and RD interaction/teaching given to the interns and any additional feedback that may help in deciding to continue the relationship. Lastly, site visits are done at clinical sites, by the Director during the last week of staff relief for each intern.

All affiliation agreements have a 1-2 year agreement and are kept on file to review for re-submission as the year expires. Two months prior to expiration the administrator of the contract from the facility is contacted via email to request an extension on the agreement. A new contract is submitted with signatures or an addendum is added to the existing agreement. The agreements are held on file by the Director of the program. When the schedule for the next cohort is created all contracts are reviewed again to be sure the agreement covers the time frame for when the intern will be at that facility.

Once a preceptor has been initially contacted we follow up with the administrator of the facility to begin an affiliation agreement. We submit an affiliation agreement to the facility and request changes and edits be made and returned to Pepperdine. The agreement is reviewed by Pepperdine and changes are submitted or the agreement is signed. The risk management department at Pepperdine is contacted to provide a Certificate of Insurance for the facility as Pepperdine provides an insurance coverage for the ISPP program. This is completed at the very beginning of the process and typically occurs 3-6 months prior to the placement of the intern to allow adequate time. Once the agreement is in place the Director works with the interns to be be placed at each facility to complete paperwork and clearance requirements prior to the beginning of their rotation. All paperwork and clearance items (copies of vaccinations, background check, medical records, drug tests) are kept on record by the Director for each intern.

Meets

[X] 1. No compliance problems are present.

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

Partially Meets

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Does Not Meet

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Students

Standard 20: Student Progression & Professionalization

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

Our prospective students have access to the Pepperdine University, Seaver College, Natural Science Division, Nutritional Science, NSCP-ISPP websites to gather information about requirements at our institution to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam. When the student enrolls as a Freshman or new transfer in NUTR 101, Seminar in Dietetics, or as a Junior/Senior or new transfer in NUTR 300, Advanced Seminar in Dietetics, they are exposed to specific discussions about the process of becoming a Registered Dietitian Nutritionist. In NUTR 101 the students have a Service Learning project in which they develop a food/food safey/cleanliness backpack for 100 homeless invididuals identified by a local Church organization that also sponsers the annual Malibu homeless Thanksgiving meals. In the advanced courses, students simulate being the RDN with live-actor clients and practice their professional skills; whereas, in NUTR 440, the students interact directly with leaders of surrounding Public Health programs, and develop a Public Health plan that would be helpful to these facilities. Students have a variety of ways to learn professional behaviors from opportunities connected with their classroom learning, but also through guest speakers, field trips, and invited lecturers through our Dean's series and Natural Science Division seminar lectures. The courses invite relevant guest speakers and our SDA invites guest speakers to further allow discussion about the process and successful ways to become a RDN. Within the past 2 years, our Seaver College has initiated a "Student At Risk" monitoring program that is integrated with our student rosters for each course. The faculty can check the "at risk" icon on the student roster at any time during the term and this gets translated to a Risk Management team directed by Student Affairs and the Student Counseling Center and Student Health Center. This immediate response from a highly qualified team allows the confidential format to help and support a student that is "at risk" for a variety of reasons. More directly, a faculty can email, document, or call Student Affairs, Student Counseling Center, or the Student Health Center and inquire that they contact a student and help them for a variety of "at risk" reasons (emotional, psychological, social, environmental, classroom, living, etc.). For instance, recently, I had a student mention her food card had just "runout" during a lab discussion about their "Hunger Challenge Project". I sent an email to Student Affairs. Within 24 hours I had the student sending me a thank-you as she had received a temporary food card, and a discussion of how to apply for student employment or receive student aid to help alleviate the crisis of hunger. The swiftness and compassion given to this student were simply astonishing. Within the academic realm, students receive equal support with available tutors and ancillary help from learning centers for writing and speech and the library resources.

If a student is not academically succeeding, an individual meeting with the Director of the DPD will ensue. The Director will discern if the student can overcome the academic hurdles and continue on the DPD path, or if the hurdles are insurmountable and require a gentle discussion about a new academic major that would allow them to succeed in a different career or possibly to align with helping the RDNS. For instance, if a student is repeatedly failing the General Chemistry I course (CHEM 120), this is often the signal that a discussion about an alternative academic path should be considered. Or, more profoundly, if a student is dissatisfied with his choice of major/DPD route, then the discussion would provide resources for the student to search elsewhere. Often, after a student returns from an International Program, their academic and professional goals are more solidified and this discussion is the starting point of having them be an enthusiastic Nutritional Science/DPD major, or helping them move toward a different major and career path. In NUTR 101, a paper called, "Why Nutrition?" is the beginning of the discussion of why the student chooses to remain or move to another major. An open, searching environment is maintained so that a student follows their ideas, goals, and dreams.

We have an efficient Judicial Affairs system for students. The Code of Student Conduct is a statement of behavioral expectations that applies to all Pepperdine students. The Code of Student Conduct extends to alleged misconduct that takes place on University-owned or controlled property, or on property close to the University; alleged misconduct that takes place at any University-sponsored event; and alleged misconduct that has a significant impact on the educational mission and well-being of the University community that takes place at any location off campus. This includes causing a disturbance to neighbors or hosting parties where underage or binge drinking occurs. The Student Disciplinary Committee hears cases involving Pepperdine students who have allegedly violated the Code of Student Conduct. The SDC is composed of faculty, staff and student representatives, and typically hears more serious and/or repeat alleged violations. The Associate Dean of Students, Sharon Beard, conducts administrative hearings for many first-time and/or minor alleged violations. Educational and remedial sanctions may be designed to address specific behavioral and learning needs. Examples of educational and remedial sanctions include: alcohol education programs, mentor relationships, research and writing assignments, and monetary restitution. In addition, status sanctions from a warning through suspension or expulsion from the University are assigned to promote student education and campus safety. Standard sanctions are consistent University responses to specific violations of the Code of Student Conduct. While sanctions are not assigned until a student's case is heard, these sanctions are the minimum penalty a student can expect to receive. We hope that prior notice of these standard sanctions will encourage students to avoid behaviors that lead to serious judicial consequences. Standard sanctions apply only to those offenses described in the Table of Standard Sanctions. Other types of incidents are handled on a case-

by-case basis. Standard sanctions do not apply when: a student engages in multiple behavioral violations in a single incident; a student is on a judicial sanction equal to or greater than the standard sanction at the time of the offense; and when an incident presents unusually serious circumstances, ongoing risks to persons or property, or other complex concerns. In these situations, the appropriate sanctions are determined on a case-by-case basis in light of the circumstances. Generally, these situations result in sanctions that exceed the standard sanction. Standard sanctions are rarely reduced. However, the presence of substantial mitigating or other appropriate circumstances may result in the reduction of a standard sanction at the discretion of the Associate Dean of Students, the SDC, or the Dean of Students. Some students believe that by lying or providing false evidence to the SDC or Associate Dean of Students they will not be held accountable for the charges brought against them. Students should be advised that all testimony and evidence presented at hearings are subject to scrutiny and verification. Students who are dishonest or present false information will face further disciplinary action and more severe sanctions. Parents or guardians will be notified of a student's alleged or actual violation(s) of the Code of Student Conduct in emergency situations, such as when a student is hospitalized or arrested (unless notice is prohibited by law); and if the student is dependent on his or her parents or guardian (i.e., under the age of 21), then in all serious cases (e.g., any case that involves possession or use of illegal drugs or controlled substances, DUI, any case that may result in loss of housing privileges or suspension or expulsion from the University), and in all repeat alcohol violations.

In the DPD program, indirect student input is accessed from individual course evaluations; and more direct input from students is yielded from our Welcome dinner each fall and individual dinners at faculty homes throughout the term. In addition, students are individually asked for their input to help with the DPD program. In the NSCP-ISPP program, students are provided a white lab coat with their name embroidered and the logo for the program and a group picture is obtained. The more formal ceremony, is the graduation "pinning" ceremony in which the most valuable preceptors are invited specifically by each student and asked to "pin" the student with the crest of the Academy of Nutrition and Dietetic pin. Students participant in the CDA Public policy day and have access to over 20 guest speakers during the internship, attend both FNCE and CDA meetings, and participate in LAD, Los Angeles Area Dietetic Association.

Meets

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

Partially Meets

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

Does Not Meet

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

Standard 21: Student Complaints
The program or sponsoring institution must produce and make available to students a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

Student Grievances, policies

Seaver College Student Handbook, 2014-2015, pages 19-20
GRADE DISPUTE POLICY
Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, Seaver College recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements that arise over assigned grades are handled promptly, fairly, and professionally.
This policy outlines the procedure that a student must follow in the event that he/she wishes to dispute the grade he/she has received in a course at Seaver College.
This process must be initiated by the student before the midpoint of the next non-summer semester, which immediately follows the course in question.
Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. In case the matter is not satisfactorily resolved by this means, the following appeals procedure shall apply:

1. The student shall submit a written appeal to the division chair with a copy to the instructor, identifying the course, semester, grade received, and the reason for the appeal.
2. The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be put together within two weeks of the date of the written appeal.
3. In case the student cannot produce all such documents, the grade dispute ends here with no grade change. Concurrently, the instructor will assemble all relevant class materials that he/she retained for this student (e.g. final exams, midterms) within two weeks of the date of the written appeal. A copy of these documents along with the syllabus, grade book, and the instructor's written response to the student appeal is to be forwarded by the instructor to the division chair.
4. In case the instructor cannot produce all relevant documents pertinent to the student's work in the course, the grade dispute will be taken up by the instructor's division chair in consultation with the Associate Dean.
5. The chair will appoint an ad hoc committee of two faculty members within the division who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials based on the following criteria:
6. Have all assignments and examinations been administered in accordance with the guidelines set forth in the class syllabus?
7. Has all student work been graded fairly, consistently, and accurately?

Based on the ad hoc committee's findings, it shall be the division chair's decision, in consultation with the associate dean, as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

NON-ACADEMIC STUDENT GRIEVANCE POLICY
Pepperdine University reaffirms the principle that its students, faculty, and staff have a right to be free from discrimination including the denial of reasonable accommodations to persons with documented disabilities and sexual harassment.
Complaints about sexual harassment, including sexual assault, discrimination, and denial of reasonable accommodations to persons with documented disabilities will be responded to promptly. The right to confidentiality of all members of the University community will be respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing a grievance. Formal procedures will not be initiated without a written signed complaint. An individual found to be guilty of harassment or discrimination is subject to disciplinary action for violations of this policy, consistent with existing procedures.
To initiate a formal grievance, a student must submit a complaint to the Dean of Students Office. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or action will take place. The complaint must specify the University policy, procedure or norm violated, and specifically set forth all relevant factual details.

HARASSMENT/SEXUAL HARASSMENT POLICY

For the purposes of University policy, the term harassment is defined as any verbal, written, or physical conduct that a person knows or has reasonable grounds to know would disrespect, intimidate, demean, or degrade an individual's or group's human or civil rights and that may result in his or her mental, emotional or physical discomfort, ridicule or harm.

Examples of harassment that are subject to sanctions under the harassment policy include, but are not limited to, the following: physical or verbal attacks upon a person which prevents the person from conducting customary or usual college-related affairs; conduct or expressive behavior that puts a person in fear of his/her safety and/or causes a person to suffer actual physical or mental injury or harm; intentionally or inadvertently creating an intimidating, hostile or demeaning living or educational environment; physical aggression directed by one individual toward another, related to the individual's dating relationship or association with a person or persons different from oneself.

Further, sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually intimidating, hostile or offensive working, living, or educational environment. This definition will be interpreted and applied in a manner consistent with the accepted standards of mature behavior, academic freedom, and the mission of the University.

To initiate a formal grievance, follow the policy regarding non-academic student grievances.

From DPD Student Handbook, 2014-2015, page 9

Student Grievances

If any problem or complaint arises, the student should consult with the DPD Director, Dr. Helm, RDN first. If the issue is not resolved, the Chairperson of the Natural Science Division, Dr. Rodney Honeycutt should be consulted. If still not resolved, the grievance may be brought to a committee consisting of the DPD Director, the Chairperson and the Dean of Seaver College. Grievances involving didactic courses should first be discussed with the course instructor. Then, if not resolved, the student, course instructor and DPD Director will meet to discuss and resolve the issue. Grievances involving the DPD Director should first be discussed with the DPD Director directly, then if not resolved, with the Chairperson of the Natural Science Division. If a solution satisfactory to all parties is not reached to resolve the issue, the grievant may file a written grievance with the Associate Dean of Seaver College. The document should describe the nature and circumstances of the grievance, previous efforts to resolve the problem and the nature of redress the grievant is seeking (see pages 75-76 of the policies in the Student Handbook, seaver.pepperdine.edu/student affairs/content/handbook/handbook_2014).

From NSCP-ISPP Handbook, 2014-2150, pages 17-18

The student has the right to file a grievance if he/she feels he/she has not been treated fairly. It is important that all students feel that they have been fairly treated and given every opportunity to discuss his/her problems in the program.

Procedure

If a student wishes to file a complaint or grievance against a Site Director, Preceptor, staff member, or the content or process of an experience, the following steps should be taken:

1. The student must first speak with the Preceptor to discuss the reasons for the complaint or grievance. The Preceptor must review the matter with the student and discuss the next step to be taken.
2. If the grievance is not resolved in step 1, the student may appeal to the Site Director. The Site Director may confer with the Preceptor to discuss and resolve the problem.
3. If these discussions are not adequate to resolve the matter then the student should meet with the Program Director. This should be done in a timely manner.
4. The Program Director will then discuss the situation with the student, the Site Director and Preceptor.
5. If a resolution cannot be made, the student will either be asked to change site and preceptor locations if the grievance against the preceptor or site is not conducive to learning OR they will be asked to leave the program if the student is at fault and cannot work within the guidelines of the program. A grievance form will be completed documenting the resolution, if any, and kept in the student's file.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or interns. A copy of the accreditation standards and/or ACEND's

policy and procedure for submission of complaints may be obtained by contacting the Education and Accreditation staff at the Academy of Nutrition and Dietetics (formerly the American Dietetic Association) at 120 S. Riverside Plaza, Suite 2000, Chicago, Illinois 60606 or by calling 1-800-877-1600, extension 4872. Written complaints should be mailed to the Chair, Accreditation Council for Education in Nutrition and Dietetics at the above address.

The DPD has had no complaints/grievances in the past 5 years. The NSCP-ISPP program has had 3 complaints/grievances and a file has been maintained for on site review by the ACEND Site Review team.

Meets

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

Partially Meets

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

Does Not Meet

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

Students

Standard 22: Information to Prospective Students & the Public
The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large. All information about the program specified below must be readily available to prospective students and the public.

The University has recently updated the webpages and both the public and prospective students have access to all programs and the information they need to successfully begin an application process to attend Pepperdine University and once accepted, to successfully navigate student life on campus and in one of our International programs.

To access the following information, please refer to Pepperdine University website (www.pepperdine.edu, and click on Seaver College, and click on Natural Science Division, and click on Nutritional Science Division, and click on NSCP-ISPP program); Seaver College Handbook (**Appendix A**), DPD Student Handbook (**Appendix T),** and the NSCP-ISPP Student Handbook (**Appendix U)**:

a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
b. A statement that program outcomes data are available on request.
c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
e. Accreditation status, including the full name, address, and phone number of ACEND
f. Admission requirements for all pathways and options for which the program is accredited
g. Academic and program calendar or schedule
h. Graduation and program completion requirements for all pathways and options for which the program is accredited

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

Students

Standard 23: Policies & Procedures

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

The program policies, procedures, and practices related to student recruitment and admission do comply with state and federal laws and regulations and ensure that student's do not face any type of discrimination and have equal opportunity for success at Pepperdine University. The written policies and procedures that protect the rights of our enrolled students and that are consistent with current institutional practice can be found on the Pepperdine University website (www.pepperdine.edu), Seaver College website (www.seavercollege.edu), the Natural Science Division website (www.seaver.pepperdine.edu/naturalscience/)and in hard copy in the Seaver College Handbook (**Appendix A**). In addition, the particular set of policies unique to our ACEND accredited programs can be found in our DPD Student Handbook (**Appendix T),** and the NSCP-ISPP Student Handbook (**Appendix U**):

a. Withdrawal and refund of tuition and fees
b. Scheduling and program calendar, including vacation and holidays
c. Protection of privacy of student information
d. Access to personal files
e. Access to student support services, including health services, counseling and testing and financial aid resources
f. Insurance requirements, including those for professional liability
g. Liability for safety in travel to or from assigned areas
h. Injury or illness while in a facility for supervised practice
i. Drug testing and criminal background checks if required by the supervised practice facilities
j. Educational purpose of supervised practice to prevent the use of students to replace employees
k. Filing and handling complaints from students and preceptors (if present) that includes recourse to an administrator other than the program director and prevents retaliation
l. If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
m. Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience
n. Program retention and remediation procedures when student performance does not meet criteria for progressing in the program
o. Disciplinary/termination procedures
p. Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls
q. Verification statement procedures ensuring that all students completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination

Meets

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

Partially Meets

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

Does Not Meet

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

APPENDIX A. www.seaver.pepperdine.edu/studentlife/handbook/

APPENDIX B. www.seaver.pepperdine.edu/naturalscience/

APPENDIX C. Proposal for Adoption Seaver College Academic Council

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I. NATURE OF THE REQUEST: **Nutritional Science Program Changes**

INITIATING DIVISION: **Natural Science Division**

TERM EFFECTIVE: **Fall semester of 2016**

II. PROGRAM TITLE: **Nutritional Science**

PROGRAM OUTCOME:
X B.S. degree □ B.A. degree □ Minor □ Certificate

PROGRAM DESCRIPTION

The Nutritional Science program was established in 1974 within the Social Science Division. In 1987, the Nutritional Science program moved to the Natural Science Division. In 1993 and 2010, the current full time faculty were hired, respectively, Dr. Susan Edgar Helm, RD and Dr. Loan Pham Kim, RD. The Nutritional Science program is a traditional residential program housed in the Natural Science Division of Seaver College. For each of our undergraduates, the curriculum maintains academic standards of excellence and high quality instructions in both the classroom and the laboratory. Our past five years of enrollment data and graduation rates have shown a trend of higher enrollment and graduation numbers. The predominant areas of professional interest, graduate school, and employment have been in the areas of Clinical Nutrition and Public Health.

III. CATALOG CONTENT

Be it moved that page(s) 331 line 32 through page 332 line 20__ of the Seaver College catalog be changed as follows: [all deleted material to be ~~stricken through~~; all added material to be underlined.]

Lower-Division Courses: ~~39~~ 31 units

BIOL 211	Biology of Cells	(4)
BIOL 270	Human Physiology (GE)	(4)
CHEM 120	General Chemistry I (GE)	(3)
CHEM 120L	General Chemistry I Laboratory (GE)	(1)
CHEM 121	General Chemistry II	(3)
CHEM 121L	General Chemistry II Laboratory	(1)
~~COM 180~~	~~Public Speaking and Rhetorical Analysis (GE)~~	~~(4)~~
~~ECON 200~~	~~Economic Principles (GE)~~	~~(4)~~
~~MATH 103~~	~~College Algebra~~	~~(3)~~
MATH 150	Calculus I (GE)	(4)
NUTR 101	Seminar in Dietetics	(1)
~~NUTR 201~~	~~Introductory Foods~~	~~(4)~~
~~NUTR 210~~	~~Contemporary Issues in Nutrition (GE)~~	~~(4)~~
NUTR 211	Nutrition Through the Lifecycle	(2)

NUTR 212 Principles of Nutritional Science (GE) (4)
NUTR 213 Introductory Foods (GE) (4)
~~PSYC 200 Introduction to Psychology (GE)..... (3)~~

Upper-Division Courses: ~~33 37~~ 36 units

BIOL 420 Microbiology ..... (4)
CHEM 320 Physiological Chemistry ..... (4)
MATH 316 Biostatistics (GE) ..... (3)
MATH 317 Statistics and Research Methods Laboratory (PS, RM) ..... (1)
~~NUTR 300 Advanced Seminar in Dietetics..... (1)~~
NUTR 301 Food and Nutrition Policy Seminar (1)
NUTR 310 Principles of Human Nutrition..... (4)
NUTR 313 Foodservice Systems Management (4)
NUTR 360 Therapeutic Nutrition for Populations (3)
~~NUTR 420 Quantity Food Production ..... (4)~~
~~NUTR 421 Systems Management (WI)..... (4)~~
NUTR 440 Public Health Nutrition (WI)..... (4)
~~NUTR 450 Medical Nutrition Therapy ..... (4)~~
NUTR 460 Therapeutic Nutrition for Individuals (4)

Choose one of the following:

CHEM 301 Elementary Organic Chemistry..... (4)
or CHEM 310 Organic Chemistry I ..... (3)
and CHEM 310L Organic Chemistry I Laboratory ..... (1)
~~**or** CHEM 311 Organic Chemistry II..... (3)~~
~~**and** CHEM 311L Organic Chemistry II Laboratory ..... (1)~~

Sequence I*, Public Health Sequence: 8 units
NUTR 441 Advanced Public Health Nutrition (4)
NUTR 442 Nutritional Epidemiology (4)
*With the Public Health Sequence, student not required to take both NUTR 350 and NUTR 460.

Sequence II*, Clinical Nutrition Sequence: 8 units
BIOL 108 Genetics and Human Affairs
or BIOL 350 Genetics (4)
and suggested substitution of CHEM 320 with CHEM 330
and CHEM 331 Advanced Cellular Biochemistry (4)
*With the Clinical Nutrition Sequence, student not required to take both NUTR 350 and NUTR 440.

First-Year Program and pre-Nutritional Science* two-year suggested sequence of courses.

The nutritional science major should enroll in the typical first-year program and include CHEM 120, CHEM 120L, CHEM 121, CHEM 121L, ~~MATH 103~~, MATH 150, NUTR 101, and ~~NUTR 201~~ NUTR 211 in the first year. During second-year, the pre-Nutritional Science major, should enroll in NUTR 212 and BIOL 211 in the Fall term, and in Spring term, enroll in NUTR 213, BIOL 270, and CHEM 301/CHEM 301L.

The pre-Nutritional Science major must pass the lower division course requirements (31 units) with a minimum GPA of 2.5, prior to admittance to the Nutritional Science major.

IV. RATIONALE

Dr. Kim, and her background in Public Health education and application, has established domestic Public Health collaborations and a Kenya Mission/Science education summer experience with MITS (Made In The Streets, Kenya). Dr. Kim's programs provide our undergraduates significant life-changing opportunities which has led to our proposed "Public Health" elective and much of the reasoning behind course sequence changes, new courses and additional course content. Our current proposed changes are part of our ongoing assessment and changes inherent in maintaining our high standard of education and within our field of study and profession, Program Assessment Report (PAR) in 2010 and Seaver College Assessment report submitted May 2014. The Nutritional Science program is reviewed externally every 5 years by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is reviewed externally by WASC and USDE. In spring 2015, the Nutritional Science DPD program has its' 10-year Program Assessment with ACEND, with the Self Study Report due by January 26, 2015, with a site visit scheduled April 12-14, 2015. The 2015 self-study will be reviewed under the 2012 Eligibility Requirements and Accreditation Standards (ERAS); another reason for our proposed changes in content to our curriculum

The curriculum maintains academic standards of excellence for each student as evidenced by our 100% pass rate on the national credentialing examination for Registered Dietitian (RD), recorded and reported by the Commission on Dietetic Registraton (CDR) quarterly, the top 1% in the U.S., reported data of less than 10 programs achieving 10 years of 100% pass rate out of 239 accredited programs; a 90% placement rate into Supervised Practice programs (Dietetic Internships-the professional program required prior to the RD examination); 100% placement into graduate and professional programs related to Nutritional Science (Dietetics; Public Health: Wellness; Nutrition; Food Science; Medicine; Pharmacy; Nursing; Dentistry); and positive feedback from our employers 5-years post-graduation. Our graduates become leaders in the fields of Dietetics and Nutritional Science. For instance, some of our alumni are: 1) President of the LA Dietetic Association; 2) Corporate Director in Morrison Healthcare; and 3) Director of Nutrition and Wellness Communications for Dole at their Nutrition and Longevity Center. Oftern we hear that our graduates achieve "best intern in their Dietetic Internship" (examples: Michele Kezel, Massachusetts General Hospital; Keiy Murofushi, CSUN; Elyse Sartor; Emory University; and Briann Tsyuki, ISPP at Pepperdine. Each student receives high quality instructions in both the classroom and the laboratory. Finally, with the recent accreditation of our Individualized Supervised Practice Program (ISPP), we will emphasize a "Clinical Nutrition" elective as a natural bridge to our ISPP and graduate programs and the potential to explore a Master's of Clinical Nutrition within Seaver College.

V. ASSESSMENT

a. Nutritional Science Program Learning Outcomes – PLOs

(note: PLOs have been written to comply with our external accreditation, will not be changed until 2015)

PLO #1 The Nutritional Science DPD program will provide student with Foundation, Knowledge, and Skills required of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs: passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

PLO #2 The Nutritional Science DPD program will prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to nutrition as an applied science.

PLO #3 The Nutritional Science DPD program will prepare students to assume roles in leadership, management, and policy development.

b. Alignment of PLOs with IEOs

	IEO#1	IEO#2	IEO#3	IEO#4	IEO#5	IEO#6	IEO#7	IEO#8	IEO#9
PLO#1	X	X	X			X		X	
PLO#2							X		
PLO#3				X	X	X		X	X

The Nutritional Science program fulfills the Institutional Educational Objectives using 3 distinct PLOs. In particular, the 4 year development of a Nutritional Science student in terms of written, oral, and technical skills culminates with the design and delivery of a Senior Capstone thesis during a day long seminar emphasizing originality, analysis of self-organized and collected data, and leadership (assessed by rubric for science learning in Natural Science) which integrates IEOs #1, #2, #3, #4, #7, #8, and #9. In addition, as Juniors and Seniors, students reach out to educate different populations in the Los Angeles area about nutrition (elementary school children, low income clinic families, and Meals on Wheels shut ins) which integrates IEOs #2, #4, #5, and #6. Each Nutritional Science student throughout the curriculum engages directly with each of the unique Institutional Educational Objectives of Pepperdine University,

c. Curriculum Map

Key: I = Introduced *to the PLO*
D = Develop *their skills related to the PLO*
M = Mastery *of their skills related to the PLO (Profession of Dietetics)*

Course Number	PLO#1	PLO#2	PLO#3
NUTR 101	**I**	**I**	**I**
NUTR 211 new	**I**	**I**	**I**
NUTR 212 (GE210)	**I**	**I**	**I**
NUTR 213 (201)	**I**	**I**	**I**
NUTR 301 new (300)	**D**	**D**	**I**
NUTR 310	**I**	**D**	**I**
NUTR 313 new (420/421)	**D**	**D**	**D**
NUTR 360 new (450)	**I**	**D**	**D**
NUTR 440	**D**	**D**	**M**
NUTR 460 new (450)	**D**	**D**	**M**

2010-2011 Program Review (the map below used with ACEND*)
***ACEND – external accreditation: Accreditation Council for Education in Nutrition and Dietetics**
Curriculum Map for Program Reviews, Pepperdine University, Nutritional Science

Institutional Educational Objectives (IEOS) Core Commitments	Institutional Values	Student Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)	Courses
Knowledge and Scholarship	Purpose	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	-Understand scientific concepts of nutritional science. -Understand fundamentals of medical nutrition. -Understand current and future medical nutrition therapy legislation.	Nutrition 310 313 360 and 460

Faith and Heritage	Purpose	Explore the complex relationship between faith, learning and practice.	Explore career directions and write an individual mission statement.	Nutrition 101 301
Community and Global Understanding	Purpose	Develop and enact a compelling personal and professional vision that values diversity.	-Gain breadth of understanding of current global issues. -Become efficient in the application of knowledge in cross cultural counseling.	Nutrition 212 and 440
Knowledge and Scholarship	Service	Apply knowledge to real-world challenges.	-Utilize and apply tools related to the assessment and planning and evaluation of a community nutrition program. -Accurately analyze and explain the chemical and physical changes that occur in food preparation, storage and preservation.	Nutrition 211 213 301 and 440
Faith and Heritage	Service	Recognize the responsibility and call to use one's talents in the service of others rather than merely for personal gain.	-Interpret the reflections about career directions in their nutrition journals. -Explore career directions. Write an individual mission statement.	Nutrition 101 and 301
Community and Global Understanding	Service	Demonstrate commitment to service and civic engagement.	Create a need specific educational program for community nutrition programs.	Nutrition 440
Knowledge and Scholarship	Leadership	Read widely, think critically and communicate clearly.	-Understand the relationship of dietary choices and states of disease. -Discuss professionalism and communicating as professionals -Apply systems thinking to solve problems that arise in the technical aspects of a foodservice operation. -Conduct an independent research project	Nutrition 310 360 Nutrition 301 360 460

			and present the results in a professional presentation	
Faith and Heritage	Leadership	Engage in responsible conduct and allow decisions and directions to be informed by a value-centered life.	State clearly the ADA Standards of Practice and Code of Ethics.	Nutrition 101 301 360 460
	Leadership	Use global and local leadership opportunities in pursuit of justice.	Create a need specific educational program for community nutrition programs.	Nutrition 440 460 Senior Capstone

d. Assessment Plan (using ACEND plans until 2015)

The Nutritional Science program is in the midst of using two ongoing program assessment plans, one designed for 2000-2005 using CADE 2008 ERAS and another assessment using the new standards set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE). ACEND is the Academy of Nutrition and Dietetics' accrediting agency for education programs preparing students for careers as registered dietitians (RD) or dietetic technicians, registered (DTR). ACEND serves and protects students and the public by assuring the quality and continued improvement of nutrition and dietetics education programs. ACEND is recognized by the United States Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND is also a member of the Association of Specialized and Professional Accreditors (ASPA) and abides by its code of good practice. In balancing the assessment criteria for both Seaver College and ACEND, Seaver College accepted the 10 year accreditation assessment plans of ACEND.

e. Annual Assessment Schedule for Seaver College of Nutritional Science Courses

	Fall	Spring
NUTR 101	**pre-test nutrition knowledge**	
NUTR 211	**------**	
NUTR 212	**lab practical**	
NUTR 213		**lab methods**
NUTR 301	**post-test nutrition knowledge**	
NUTR 310	**final exam**	
NUTR 313	**quantitative foods project**	
NUTR 360		**nutrition care process case study**
NUTR 440		**community nutrition project**
NUTR 460		**senior capstone**

f. new course syllabi are included with the SAC program change(s) packet.

VI. RELATIONSHIP TO THE CHRISTIAN MISSION OF THE UNIVERSITY & SCHOOL

The Registered Dietitian and Nutrition Scientist follow vocations of vital service to our community, made in the image of God. The mission of the Nutritional Science program at Pepperdine University is to provide a strong undergraduate educational experience that will prepare our students to be scholars and leaders in the integrated fields related to Nutritional Science. The curriculum is designed to meet the Institutional Educational Objectives and Student Learning Outcomes developed in the context of our external standards by ACEND and our internal

Seaver College Liberal Arts standards. The learning environment is structured to promote an appreciation for lifelong learning, purposeful self-reflection, effective problem solving, and teamwork.

VII. PROGRAM RECRUITMENT & VIABILITY

The Nutritional Science program is nationally known. Each Fall, at our National meeting, the Food and Nutrition Exhibition Conference (FNCE), we spend several days, informally and formally, fielding questions from prospective students. Our Pepperdine website has included a video testimony from one of our outstanding graduates and the ease to view the requirements for the Nutritional Science major. The Academy of Nutrition and Dietetics (AND) has a website, Eatright.org, in which our DPD program information is available and this is one of the best sources of recruitment to our undergraduate program and our new ISPP program. Our estimated number of enrollees per year is about 45-50 students.

Academic Year	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Enrollment	45	47	53	58	58	47
Average Enrollment:						**~51**

VIII. INSTITUTIONAL IMPACT

One impact on academic programs with our current changes in the curriculum is that both CHEM 121 and MATH 150 may have an additional 12-15 students during Freshman year. Otherwise, the additional courses added are within the Nutritional Science program and will be taught by the FT faculty, with the exception of specialized courses, NUTR 213-Introductory Foods (Dr. Tricia Moore, Adjunct of 10 years); NUTR 313-Foodservice Systems Management (Sarah Dhillon, Adjunct of 3 years; and NUTR 360-Therapeutic Nutrition for Individuals (current RD with Student Counseling Center).

IX. BUDGETARY REQUIREMENTS

Some additional courses will be taught by our current full time faculty; and others, GE NUTR 210, NUTR 213, NUTR 313, and NUTR 360 courses will require adjunct positions. In essence, a new full time faculty and office space would enrich our student's education and experience in the Nutritional Science program at Seaver College.

Proposed Teaching Schedules for Current Faculty of Nutritional Science

	Fall	**Spring**	**Total Units**
Susan Helm	NUTR 101 (1)	NUTR 460 (3, 2.5)	
	NUTR 212lab (2.5)	NUTR 660 (3, 2.5)	
	NUTR 310 (4)		
	CHEM 320 (3, 2.5)		
	Total: 13 units	Total: 11 units	**24**
Loan Kim	NUTR 212lec (3)	NUTR 211 (2)	
	NUTR 440 (3, 3.5)	NUTR 301 (1)	
	MATH 317 (1)	NUTR 441 (3, 2.5)*	
		NUTR 442 (4)	
	Total: 10.5	Total: 12.5	**23**

[*if electives aren't taught, then the 9.5 units will be replaced by teaching 2 NUTR GE NUTR 210, (9.5)]

The overall budgetary impact changes somewhat with the addition of NUTR 211 and NUTR 360; although eased with drop of NUTR 421. The remaining issue to support our major and our Division GE teaching load is that our Adjunct teaching amounts to another FT position in Nutritional Science.

Course taught by Adjunct	**Units per course**		**Total**
NUTR 210, GE	3 units for lecture, 1.75 units for lab	(x2)	4.75
NUTR 213 (summer)	3 units for lecture, 2.5 units for lab		5.5
NUTR 213, GE	3 units for lecture, 2.5 units for lab	5.5	
NUTR 313	3 units for lecture, 2.5 units for lab		5.5
NUTR 360	3 units for lecture, 2.5 units for lab		5.5
	Total:		**26.75**

X. ACADEMIC SUPPORT NEEDS

Additional library resources for the Public Health and Clinical Nutrition sequences will be needed, although we will work within the allotted budget to acquire additional publications.

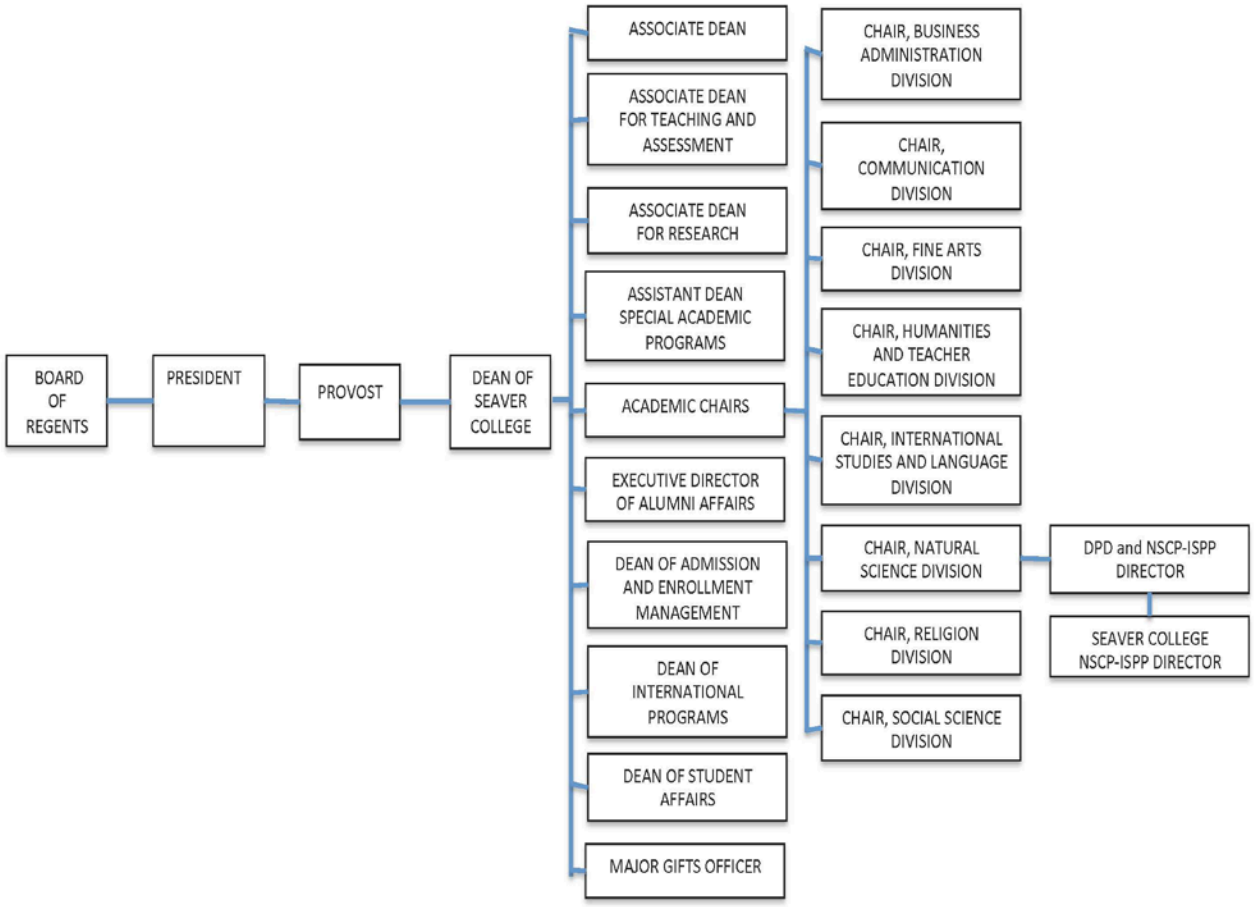
APPENDIX D. WASC letter of accreditation and Report

This is the official WASC site that states our accreditation status to the public. It also has links to our last 2 wasc actions with the letter and report.

http://www.wascsenior.org/institutions/pepperdine-university

APPENDIX E. Organizational Chart of Pepperdine University, Seaver College, DPD, NSCP-ISPP

PEPPERDINE UNIVERSITY ORGANIZATIONAL CHART



APPENDIX F. CV, Director of DPD and ISPP, Susan Edgar Helm, PhD, RDN

CURRICULUM VITAE – 2015 – SUSAN EDGAR HELM

Dr. Susan Edgar Helm, RDN **ADA #: 013231**

Associate Professor, Nutritional Science (tenured)

Pepperdine University *telephone: (310) 506-4325*

24255 Pacific Coast Highway, RAC111 **FAX: (310) 506-4785**
Malibu, CA 90263 **email: susan.helm@pepperdine.edu**

EDUCATION

PhD	**Physiological Chemistry**	1990-95	**University of California, Davis**
	minor: Statistics		dissertation**:** ***Biosynthesis of Taurine in Cats***
			Sigma Xi, The Scientific Research Society
MS	**Clinical Nutrition**	1984-86	**Texas A&M University, College Station**
RDN			thesis**:** ***Chronic, Moderate Deficiency of Magnesium and Pyridoxine in Rats***
			National Honor Society, **Phi Kappa Phi**
			Honor Society of Agriculture**, Gamma Sigma Delta**
BS	**Nutritional Science**	1980-84	**Cornell University, Ithaca, New York**

RELEVANT TEACHING EXPERIENCE

NUTR 101	**Seminar in Dietetics**	**MATH 317**	**Statistical Methods of Research**
NUTR 210	**Contemporary Issues in Nutrition**	**CHEM 320**	**Physiological Chemistry**
NUTR 300	Advanced Seminar in Dietetics	NUTR 310	Principles of Nutrition
NUTR 450	Medical Nutrition Therapy	NUTR 660	Advanced Therapeutic Nutrition

PUBLICATIONS/ABSTRACTS *(*indicates undergraduate researcher)*

Helm, S. E. Nutritional Sciences, From Fundamentals to Food, Study Guide 2e. Wadsworth, Cengage, 2013/2010.

Bueche, J., Haessig, C.J., **Helm, S.E.,** Esposito, P.C., and J. Myhamid. Nutritional Sciences, From Fundamentals to Food, Instructor's Manual 3e. Wadsworth, Cengage Learning, 2013/2010/2007.

Helm, S.E. and *Garneau-Fournier, J. Real-time quantitative PCR detection of genetically modified corn in commonly consumed foods in infants and toddlers. Original Contribution: Food and Nutrition Conference, September 2007, Philadelphia, PA.

Helm, S.E., and *Harris, A,A. Real-time quantitative PCR detection of genetically modified rice, maximizer

maize and roundup ready soybean in common infant formulas and foods for children ages 4-24 months**.** (Southern California Undergraduate Research Conference, 2005-Abstract)

Edgar, S.E., Kirk, C.A., Rogers, Q.R. and J.G. Morris. Taurine status in cats is not maintained by dietary cysteinesulfinic acid. J Nutr 128:751-757, 1998.

*DeLano-Regier, S.M. and **S.E. Edgar**. Energy and nutrient intakes of the old old and oldest old in a longterm skilled nursing home. (California Dietetic Association Meeting, 1997-Abstract)

*Cohen, I., *Ghane, V., *May, E., *Mayes, J. and **S.E. Edgar**. Some college-age students are unable to use the food guide pyramid without instruction. (American Dietetic Association Meeting, 1996-Abstract)

*Bissacia, L., MacRae, H. S-H., *Medina, D., *Mayes, J., *Tunnel, I.B., *Avila, J.J., *Mirabel, B.K., *Leggett, H.M. **and S.E. Edgar.** Nutritional status of strength-trained college students before and after methionine supplementation of the diet. (Annual College of Sports Medicine Meeting' 1996-Abstract)

Edgar, S.E., Hickman, M.A., Marsden, M.A., Morris, J.G. and Q.R. Rogers. Dietary cysteic acid serves as a precursor of taurine for cats. J Nutr 124:103-109, 1994.

Kubena, K.S., **Edgar, S.E.** and J.R. Veltmann. Growth and development in rats and deficiency of magnesium and pyridoxine. J Am College Nutr 7:317-324, 1988.

GRANTS (*undergraduates)

2014 Kaiser Foundation, Southern California- submitted, January 2014
($60,000.) Diabetes Prevention: Developing Video and Web Materials Using Nutritional Science for Latinos in Ventura

2014 Flora Laney Thornton Foundation
($60,000.) Diabetes Prevention: Developing Video and Web Materials Using Nutritional Science for Latinos in Ventura

2013-2014 Aetna Foundation and Novo Nordisk Foundation
($40,000.) Diabetes Prevention: Developing Video and Web Materials Using Nutritional Science for Latinos in Ventura

2013 Seaver College, University Research Grant
($1500.)

2009-2012 Aetna and Novo Nordisk Foundations.
($75,000.) Nutrition Educaiton of Latino/Hispanic using Telenovella Approach and Culinary Education.

2008 Seaver Dean's Collaboration CDIUR Grant, (Principal Investigator)
($25,000.) Development of bilingual DVD, Nutrition and Diabetes. B. Griffin, C. Perkins, M. Murrie
*Nicole Sazbo, Aaron Gallington, MacKenzie Rasmussen, Kylie Turner

2007 Woodsen-Claiyssen Foundation, DVD/bilingual Latina Diabetes Education, Ventura County ($75,000.)

2003-2006 National Science Foundation Grant (Co-Principal Investigator)-NSF ($121,635.)
RT-PCR instrument for undergraduate Research and teaching (soybean/corn/rice QPCR infant/toddler food research)

2005-2006 Seaver Dean's Collaboration CDIUR Grant, (Principal Investigator)
Experimental Crossover of Nutrition and Art. J. Piasentin and M. Zakian ($20,000.)
*Marian Roan

2003-07 Albertsons' Nutrition and Fitness Grants with CDA Foundation ($80,000.)

2001-2002 Zellmer Foundation Grant, California Dietetic Association (Principal Investigator)
Relationship of Art and Hypertension ($10,000.)

1994-1998 Parson's Research Grants (NIA Grant - old old food and fluid intake

1996-2000 National Institute of Aging Grant (Co-principal investigator)

PROFESSIONAL, UNIVERSITY, and COMMUNITY SERVICE

Chairperson, Seaver College Institutional Review Board (2010-present)

Didactic Program Director, Nutritional Science, Pepperdine University, Academy of Nutrition and Dietetics (1996-present)

Director of Individual Supervised Practice Program, Nutritional Science Certificate Program (NSCP-ISPP) (2013-present)

Director of International Program to Fiji, (2011), Diabetes and Obesity awareness, N=12 nutrition students

Advisor, **Student Dietetic Association –** student organization (1993-present)

Advisor, **Culinary Culture Club** - student organization (2011-present)

Judiciary Committee-University-wide committee (2012-present)

Coordinator, Nutritional Science, Natural Science Division, Pepperdine University (1993-present)

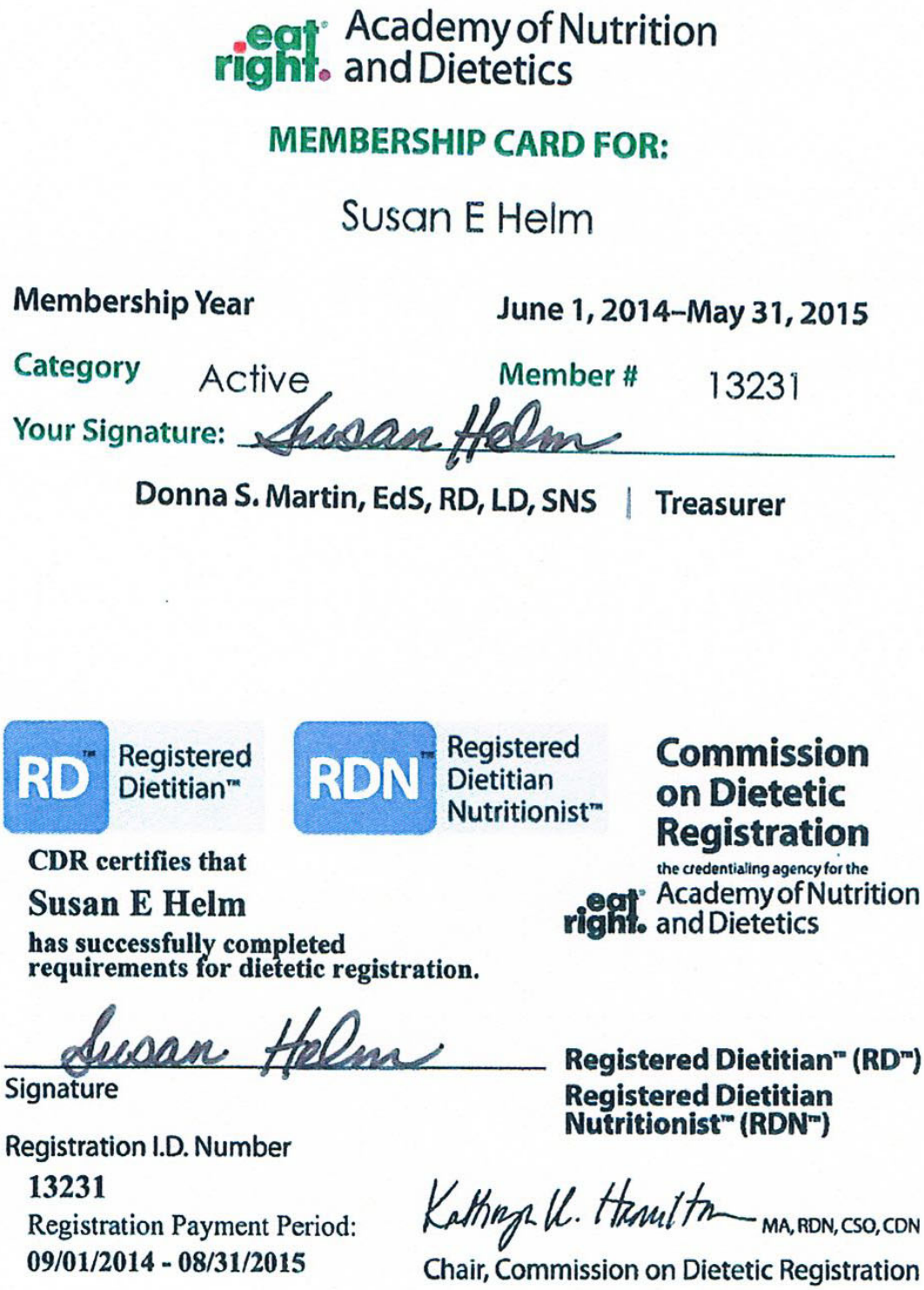
Reviewer, NDEP articles focused on educational research, JAND

CDA Planning Committee, CDA Annual meeting, Pomona, CA, April 2014

Treasurer, Vice President, President, California Dietetic Association Foundation, (2004-2010)

Leader, Troop 3025 Girl Scouts, Bronze and Silver Stars awarded, working on Gold Awards, 2006-present

APPENDIX G. CDR Registration and AND Membership cards, Susan Edgar Helm, PhD RDN



eat right. Academy of Nutrition and Dietetics

MEMBERSHIP CARD FOR:

Susan E Helm

Membership Year June 1, 2014–May 31, 2015

Category Active **Member #** 13231

Your Signature: Susan Helm

Donna S. Martin, EdS, RD, LD, SNS | **Treasurer**

RD™ Registered Dietitian™

RDN™ Registered Dietitian Nutritionist™

Commission on Dietetic Registration

the credentialing agency for the Academy of Nutrition and Dietetics

CDR certifies that

Susan E Helm

has successfully completed requirements for dietetic registration.

Susan Helm

Signature

Registered Dietitian™ (RD™)
Registered Dietitian Nutritionist™ (RDN™)

Registration I.D. Number

13231

Registration Payment Period:
09/01/2014 - 08/31/2015

Kathryn H. Hamilton MA, RDN, CSO, CDN

Chair, Commission on Dietetic Registration

APPENDIX H. Four-Year Academic Plan, Nutritional Science DPD and Course Descriptions

NUTRITIONAL SCIENCE

NUTR 101 Seminar in Dietetics (1)

A comprehensive survey of the foundations and current status of the dietetics profession. The course focuses on the practice of dietetics in the health care system and in some less traditional roles. All students will develop an individual professional portfolio.

NUTR 201 Introductory Foods (4)

A study of the scientific principles and procedures used in the preparation of food. Lecture three hours per week; laboratory three hours per week. Prerequisites: CHEM 120, MATH 103. Tier II laboratory fee will be assessed.

NUTR 210 Contemporary Issues in Nutrition (4)

A study of the principles of human nutrition throughout the life cycle. Current topics and controversies in nutrition and health are discussed. A personal dietary analysis is a component of this course. Lecture three hours per week; laboratory and related work two hours per week. Tier I laboratory fee will be assessed. (GE)

NUTR 292 Special Topics (1-4)

The Tier I or Tier II laboratory fee will be assessed if the course is offered with a required laboratory component.

NUTR 299 Directed Studies (1-4)

Consent of divisional chairperson is required. The Tier I or Tier II laboratory fee will be assessed if the course is offered with a required laboratory component.

NUTR 300 Advanced Seminar in Dietetics (1)

A seminar designed for junior nutrition majors. Contemporary issues related to professional development, roles, ethics, and performance in nutrition practice will be explored. This seminar will be particularly helpful for those preparing for internships and the registration examinations. Prerequisite: NUTR 101.

NUTR 310 Principles of Human Nutrition (4)

A study of human nutritional requirements, biochemical and physiological functions of nutrients and their interactions in the body, and food sources of nutrients. Appropriate for liberal arts and sports medicine majors. Prerequisites: BIOL/SPME 270; CHEM 120; NUTR 210.

NUTR 340 Sports Nutrition (4)

A study of human nutritional requirements and the relationship between weight, physical activity, and health. Sports nutrition during varying levels of physical activity and during the various lifecycles (childhood, teenagers, pregnancy, lactation, and adults) will be examined. The course will familiarize the student with proper sports nutrition when following a special diet (e.g., diabetic diet, renal diet, or vegetarianism) and with pre- and post-competition nutritional requirements. Additionally, the relationship between weight, physical activity, and health will be examined with an emphasis on identification of

NASC 592 Selected Topics (1-4)

strategies related to the adoption a long-term healthy lifestyle modifications, eating habits, and weight control. Four hours lecture per week. Prerequisite: BIOL/SPME 270.

NUTR 420 Quantity Food Production (4)

Studies principles and procedures for menu planning, volume food production, operation of quantity food production equipment, sanitation controls, and formula forecasting. Three hours lecture, three hours laboratory per week. Prerequisites: NUTR 201 and NUTR 310. Tier II laboratory fee will be assessed.

NUTR 421 Systems Management (4)

A study of the principles of organizations and management used in food service systems. Allocation of resources, financial controls, work measurement, personnel supervision, training, and evaluation. This course will provide a capstone experience that will integrate course material from NUTR 201, 310, 410, and 420, and will explore applied skills useful for future employment. Three hours lecture, three hours laboratory per week. Prerequisite: NUTR 420. Tier II laboratory fee will be assessed. (WI)

NUTR 440 Public Health Nutrition (4)

This course addresses nutrition issues/diseases in the context of the community. The course explores nutrition programs that serve various segments of the population (infants, children, women, and the elderly) and the relationships of these programs to nutrition policy at the local, national, and international levels. Questions of poverty and food security are investigated, and issues of health promotion, disease prevention, and understanding health disparities, particularly in immigrant and low-income communities, are explored. Community assessment is used as the basis for program planning, implementation, and evaluation. A Service-Learning component is part of the course content and students will participate in a variety of community site visits. Prerequisites: NUTR 201, NUTR 310, PSYC 200, MATH 316, 317.

NUTR 450 Medical Nutrition Therapy (4)

A survey of the metabolic alterations in disease states and the use of special diets in the treatment of diseases. A case-study approach is used to learn interviewing and counseling skills. Three hours of lecture, three hours of laboratory per week. Prerequisites: BIOL/SPME 270, CHEM 320, and NUTR 310. Tier II laboratory fee will be assessed.

NUTR 592 Selected Topics (1-4)

The Tier I or Tier II laboratory fee will be assessed if the course is offered with a required laboratory component.

NUTR 595 Supervised Field Work in Nutritional Science (1-4)

Students must have completed 36 units in the major with a minimum grade point average of 3.0 and have the consent of the instructor and the divisional chairperson. Cr/NC grading only.

NUTR 599 Directed Studies (1-4)

Consent of divisional chairperson required. The Tier I or Tier II laboratory fee will be assessed if the course is offered with a required laboratory component.

NUTR 610 Dietetics Supervised Practice Experience I (4)

Designed to orient the student to the Academy of Nutrition and Dietetics standards of nutrition care. Students are placed in domestic and international organizations (governmental, non-profit, and private sector) that have a role in supporting nutritional health and well-being.

NUTR 611 Dietetics Supervised Practice Experience II (4)

Develops the skill sets required to function as a Registered Dietitian in numerous community, clinical, and foodservice settings. Students will completely understand institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues by end of course. Prerequisite: NUTR 610.

NUTR 612 Dietetics Supervised Practice Experience III (4)

This course exposes the student to culturally relevant modern issues that are nutrition related. Students will instruct, engage, and reflect upon experiences with individuals from different cultures discussing similar nutrition related issues like Type 2 Diabetes Mellitus, Heart Disease, Cancer, or the longevity of a human based on preventative nutrition knowledge and skills. Prerequisite: NUTR 611.

NUTR 613 Dietetics Supervised Practice Experience IV (4)

This course challenges the student to bridge to becoming a professional in the Dietetics profession. Students are placed in two-week rotations and perform all duties and responsibilities of the Registered Dietitian that would be in charge of the specific facility (ICU; Dialysis Center, Oncology Treatment, etc.). Prerequisite: NUTR 612.

NUTR 640 Nutrition Assessment and Counseling Skills (4)

Designed to help students apply current theories, strategies, and philosophies of counseling in ways that enable and assist others to make healthful dietary changes. Emphasis is placed on strategies that are part of The Academy of Nutrition and Dietetics' Nutrition Care Process. Students will develop a sustainable Public Health plan based on specific needs of a local community.

NUTR 660 Advanced Therapeutic Nutrition (4)

A lecture and skills course where students practice skills (such as calculating caloric intake and modifying intake, calculating diabetic diets, calculating sodium content of intakes, calculating enteral and parenteral nutrition, calculating needs for pediatrics and transplant patients, etc.) under the supervision of a registered dietitian. Prerequisites: NUTR 610 and NUTR 640.

PHYSICAL EDUCATION

PE 101 through PE 198 are all Cr/NC grading only unless taken in partial fulfillment of general education or major/minor requirements. In these cases, a student must request via OneStop to change the grade type to letter grade by the published deadline.

FOUR-YEAR COURSE OFFERINGS/ ACADEMIC REQUIREMENTS: NUTRITIONAL SCIENCE, CLASS of 2017

course and course title	units	lab	prerequisites	2013-2014 FALL	2013-2014 SPRING	2013-2014 summer	2014-2015 FALL	2014-2015 SPRING	2014-2015 summer	2015-2016 FALL	2015-2016 SPRING	2015-2016 summer	2016-2017 FALL	2016-2017 SPRING
NUTR 101 Seminar in Dietetics[FR]	1	no	none	X			X			X			X	
NUTR 201 Introductory Foods	4	yes	CHEM120&MATH103&NUTR210		X			X			X		X	
NUTR 210 Contemporary Issues in Nutrition[GE,FR]	4	no	none	X	X	X	X	X	X	X	X	X	X	
NUTR 300 Advanced Seminar in Dietetics[JS]	1	no	none		X			X			X			X
NUTR 310 Principles of Human Nutrition[JS]	4	no	CHEM120&BIOL270	X			X			X			X	
NUTR 420 Quantity Food Production[JS]	4	yes	NUTR201&NUTR210	X			X			X			X	
NUTR 421 Systems Management[JS]	4	yes	NUTR420		X			X			X			X
NUTR 440 Public Health Nutrition[SR]	4	yes	NUTR 210		X			X			X			X
NUTR 450 Medical Nutrition Therapy[JS]	4	yes	NUTR310&BIOL270&CHEM320		X			X			X			X
BIOL 211 Biology of Cells	4	yes	none	X	X		X	X		X	X		X	X
BIOL 270 Principles of Human Physiology	4	yes	BIOL211&CHEM120	X	X		X	X		X	X		X	X
BIOL 420 Microbiology[JS]	4	yes	BIOL211&CHEM301/320	X		X			X			X		
CHEM 120 General Chemistry I[GE,FR]	4	yes	MATH103	X			X			X			X	
CHEM 301 Elementary Organic Chemistry	4	yes	CHEM120		X			X			X			X
CHEM 320 Physiological Chemistry[JS]	4	yes	BIOL270&CHEM301	CHEM330			X		CHEM330			X		
MATH 103 College Algebra[FR]	3	no	MATH099/550 SAT	MATH099X		X	X		X	X		X	X	
MATH 316 Biostatistics[GE,JS]	3	yes	MATH103&NUTR210	X			X			X			X	
MATH 317 Statistics Research Methods[GE,JS]	1	yes	MATH103&NUTR210		X			X			X			X
ECON 200 Economic Principles[GE]	4	no	none	X	X	X	X		X	X		X	X	
PSYC 200 Introduction to Psychology[GE,FR]	3	no	none	X	X		X	X		X	X		X	X
COM 180 Pub Spking & Rhet Analysis[GE,FR]	4	no	none	X	X	X	X		X	X		X	X	

[GE] General Education requirement

[FR] Freshman-year program (both transfer and Freshman students should complete NUTR 101, NUTR 210, CHEM 120 and MATH 103 during first year of major; optimal and preferable)/NOTE: exempt from BIOL 230 (not required -BIOL 270)

[JS] Junior-year program (courses appropriate for the junior or senior level major only) /NOTE: preferred to take MATH 316 and MATH 317 during FR or SO years)

[SR] Senior-year program (course will include part of Senior capstone)

FOUR-YEAR COURSE OFFERINGS/ ACADEMIC REQUIREMENTS: NUTRITIONAL SCIENCE, C

course and course title	units	lab	prerequisites	2013-2014 FALL	2013-2014 SPRING	2013-2014 summer	2014-2015 FALL	2014-2015 SPRING	2014-2015 summer	2015-2016 FALL	2015-2016 SPRING
NUTR 101 Seminar in Dietetics[FR]	1	no	none	X			(X)			X	
NUTR 201 Introductory Foods	4	yes	CHEM120&MATH103&NUTR210		X			(X)			X
NUTR 210 Contemporary Issues in Nutrition[FR]	4	yes	none	X	X	X	(X)	X	X	X	X
NUTR 300 Advanced Seminar in DieteticsJS	1	no	none		X			X			(X)
NUTR 310 Principles of Human NutritionJS	4	no	CHEM120&BIOL270	X			X			(X)	
NUTR 420 Quantity Food ProductionJS	4	yes	NUTR201&NUTR210	X			X			(X)	
NUTR 421 Systems ManagementJS	4	yes	NUTR420		X			X			(X)
NUTR 440 Public Health Nutrition[JS]	4	no	NUTR201&NUTR310&PSYC200&MATH316/317		X			X			(X)
NUTR 450 Medical Nutrition Therapy[JS]	4	yes	NUTR310&BIOL270&CHEM320		X			X			(X)
~~BIOL 211 Biology of Cells (BIOL 230)~~	4	yes	none	X	(X)		X			X	
BIOL 270 Principles of Human Physiology	4	yes	BIOL211&CHEM120	X	X		(X)	X		X	X
BIOL 420 Microbiology[JS]	4	yes	BIOL211&CHEM301/320	X			X			X	
~~CHEM 120 General Chemistry I~~[FR]	4	yes	MATH103(SAT600/ACT27)	X			X			X	
CHEM 301 Elementary Organic Chemistry	4	yes	CHEM120		X			(X)			X
CHEM 320 Physiological Chemistry[JS]	4	yes	BIOL270&CHEM301	X			CHEM330			(X)	
~~MATH 103 College Algebra~~[FR]	3	no	MATH 99	X	X		X	X		X	X
~~MATH 316 Biostatistics~~[JS]	3	yes	MATH103&NUTR210	X	(X)		X	X		X	X
MATH 317 Statistics Research Methods[JS]	1	yes	MATH103&NUTR210	X	X		(X)	X		X	X
ECON 200 Economic Principles	4	no	none	X	X		X	X		X	X
~~PSYC 200 Introduction to Psychology~~[FR]	3	no	none	X	X		X	X		X	X
~~COMM 180 Pub Spking & Rhet Analysis~~[FR]	4	no	none	X	X		X	X		X	X

Hum 2 Sp.1 Sp. 2 Sp. 3
rel. 2 Eng rel. 3

General Education requirement

[FR] Freshman-year program (both transfer and Freshman students should complete NUTR 101, NUTR 210, CHEM 120 and MATH 103 during first year at major, optimal and preferable)/

[JS] Junior-year program (courses appropriate for the junior or senior level major only) /NOTE: preferred to take MATH 316 one term, then MATH 317 the following te

4-year Academic Schedule, Nutritional Science

student name:

date of discussion:

		Bachelor of Science	Didactic Program in Dietetics	Public Health Track	Clinical Nutrition Track	IP program-Sophomore Year
Year One	Fall	NUTR 101 1 Helm	NUTR 101	NUTR 101	NUTR 101	NUTR 101
		CHEM 120 4	CHEM 120	CHEM 120	CHEM 120	CHEM 120
		MATH 150 4	MATH 150	MATH 150	MATH 150	MATH 150
	Spring	NUTR 211 4 Kim	NUTR 211	NUTR 211	NUTR 211	NUTR 211
		CHEM 120 4	CHEM 121	CHEM 121	CHEM 121	CHEM 121
						BIOL 211
	Summer					NUTR 212 and NUTR 213
Year Two	Fall	NUTR 212 4 Kim/Helm	NUTR 212	NUTR 212	NUTR 212	
		BIOL 211 4	BIOL 211	BIOL 211	BIOL 211	
	Spring	NUTR 213 4	NUTR 213	NUTR 213	NUTR 213	
		BIOL 270 4	BIOL 270	BIOL 270	BIOL 270	
		CHEM 301 4	CHEM 301	CHEM 301	CHEM 301 (CHEM 310)	
	Summer					BIOL 270
Year Three	Fall	NUTR 310 4 Helm	NUTR 310	NUTR 310	NUTR 310	NUTR 310
		NUTR 313 4	NUTR 313	*not required*	*not required*	NUTR 313
		CHEM 320 4 Helm	CHEM 320	CHEM 320	CHEM 330	CHEM 320
	Spring	NUTR 301 1 Helm	NUTR 301	NUTR 301	NUTR 301	NUTR 301
		NUTR 360 3	NUTR 360	NUTR 360	NUTR 360	NUTR 360
		MATH 316 3	MATH 316	MATH 316	MATH 316	MATH 316
					CHEM 331	CHEM 301
Year Four	Fall	NUTR 440 4 Kim	NUTR 440	NUTR 440	*not required*	NUTR 440
		BIOL 420 4	BIOL 420	BIOL 420	BIOL 420	BIOL 420
		MATH 317 1 Kim	MATH 317	MATH 317	MATH 317	MATH 317
	Spring	NUTR 460 4 Helm	NUTR 460	*not required*	NUTR 460	NUTR 460
				NUTR 441 4 Kim	BIOL 350	
				NUTR 442 4 Kim	NUTR 660 4 Helm	

APPENDIX I. Syllabi of Nutritional Science courses in the DPD program

This will be a separate file.

APPENDIX J. Syllabi of NSCP-ISPP Program

This will be a separate file.

APPENDIX. K. NSCP-Rotation Schedule

SEPT/OCT	OCT/NOV	NOV	DEC/JAN	JAN/FEB	
Food Service - Institutional Production and Management	Food Service- School Production and Management	Child/Adolesc Nutr Education	Community WIC	Community Public Health	
224 hours University Food Services Hospital Food Services Catering Food Services LTC Facility Senior Nutr Program Budget Project	96 hours School - central kitchen School - satellite sites Budget Project	64 hours SOS Mentor Food Bank LA	160 hours WIC	96 hours Food Bank LA Project Angel Food Wellness Programs Senior Nutrition	

FEB	FEB/MARCH/APRIL	MAY	MAY	June	
Clinical MNT 1	Clinical MNT 2	Staff Relief	Outpatient	Self Select	
64 hours LTC Hospital	320 hours Acute care Hospital	64 hours Acute care Hospital	64 hours Renal clinic Hospital Private practice	96 hours	

ROTATION HOURS

Clinical Hours LTC - 64
Clinical Hours Acute - 384
Clinical Outpatient - 64
Foodservice Patient Meals - 96
Foodservice Retail - 128
Foodservice School Nutrition - 96
Community WIC - 160
Community Project Angel Food - 96
Child/Adoles Nutr Education - 64

Self Select - 96

TOTAL = 1248 hours

APPENDIX L. Resume, Sunnie DeLano, MS, RDN, NSCP-ISPP Director

Sunnie DeLano, MS, RDN 4510 Via Mariano • Newbury Park, CA 91320
(805) 338-1971 •sunniedelano@aol.com

SKILLS SUMMARY

- Critical thinking, management skills and highly organized thinker
- Decision making, problem solving and group collaboration
- Communicate effectively both orally and verbally with students and colleagues
- Effectively disseminate material to students in active learning modalities
- Skill in evidence based research

PROFESSIONAL EXPERIENCE

Pepperdine University Nutritional Science Department

Director of ISPP internship program **2013-present**

- Oversee interns in supervised placements and teach seminar courses
- Managed operations and budget for program
- Instructor for undergraduate nutrition courses

Adjunct Professor **2000-2013**

Instructor of Nutrition courses for both science major and non-science major students

Pepperdine University Health and Counseling, Malibu, Ca **1997–2003**

Registered Dietitian

- Provided individual nutritional counseling services to students
- Outreach to groups on campus – provide seminars
- Developed on-going prevention programs for eating disorders

Pepperdine University Wellness Program, Malibu, Ca **1998–2000**

Wellness Coordinator

- Co-managed health education programs on campus for faculty/staff
- Coordinated seminars and health fairs
- Managed yearly budget

Kidshape, Inc., Los Angeles, Ca **1997-1999**

Site Coordinator/Registered Dietitian

- Coordinated staff and program for weekly meetings for family weight loss
- Provided nutritional counseling for overweight and underprivileged families
- Instructed group nutrition classes

EDUCATION

California State University Northridge, Northridge, Ca 1996-1997
M.S. Nutritional Science and Dietetic Internship completion
Pepperdine University, Malibu, Ca 1990-1994
B.S. Nutritional Science

MEMBERSHIPS/AFFILIATIONS

American Dietetic Association – Affiliate Member
Registered Dietitian Sports, Cardiovascular, and Wellness Nutrition Practice Group
Vegetarian Nutrition Practice Group
Nutrition and Dietetic Educators and Preceptors (NDEP)

RESEARCH

"Nutrient, Fiber and Fluid Intakes of a Frail Older Aged Institutionalized Population", August 1997

AREAS OF INTEREST

Vegetarian Nutrition
Childhood Feeding Patterns
Sports Nutrition
Poverty and Nutritional Status

APPENDIX M.

APPENDIX. M. Post Graduate, Professional or Graduate Schools or Employment, 2009-2014, N=43 graduates

year, graduated	name of graduate	degrees	post graduate, professional school, or, employment
2009-2010	**1. Kimberly Admundson**	**MPH, RDN**	Johns Hopkins University; Africa fieldwork
(n=4 RDN)	**2. Laura Bacon**	**RDN**	St. Louis University; St. Louis University Hospital
	3. Adam R. Cargioli	**BSN**	Marian University, Hospital Nursing
	4. Katherine Corder	**MS, RDN**	St. Louis University, research
	5. Anna Jones	**JD**	Duke University, law practice
	6. Nicole Szabo	**RDN**	UCLA, UCLA VA Hospital
2010-2011	**1. Tala Al-Dabbous**	**MS**	Lancaster University, London; pediatric hospital
(n=4 RDN)	**2. Sarah Fletcher**	**RDN, PharmD**	New York University; in progress
	3. Kelsi Fraley	**RDN**	CSFresno; clinical hospital RD
	4. Kyli Gallington	**MPH**	UCBerkeley; in progress
	5. Catherine Haas	**MS, RDN, PhD**	Tufts University; PhD in progress
	6. Jennifer Hennessey	**MSN**	UCLA; UCLA hospital-acute care
	7. Jennifer Lavardera	**MS, RDN**	Tufts University; Director, Dole Nutrition PR
	8. Rebecca Morris	**MPH, MD**	Johns Hopkins; University of Utah; in progress
2011-2012	**1. Elizabeth Abouaf**	**MS, RDN**	San Diego State University; CSFresno
(n=8)	**2. Spencer Anderson**	**RDN**	Vanderbilt University
	3. Danielle Bauelein	**MS, RDN**	University of Arkansas; Clinical Hospital
	4. Jamie Bruno	**----**	San Francisco, Homeless shelter, food
	5. Taylor Carroll	**RDN**	Oregon Health Sciences University; Kaiser
	6. Hydeen Mofford	**----**	Office Manager at Malibu Urgent Care
	7. Jamie Murkey	**MPH, PhD**	Loma Linda University; New York University
	8. Kathryn Ordway	**MS, RDN**	Pepperdine University
	9. Jennifer Riddle	**----**	
	10. Caitlin Schoensiegel	**RDN**	Pepperdine University; Student Health Center
	11. Brianna Tsuyuki	**RDN**	Pepperdine University; St. John's Hospital
	12. Chandis Welton	**RDN**	Arizona Public Health DI; private practice
2012-2103	**1. Brittany Allison**	**MS**	UCDavis, Food Science; research
(n=2; n=1 in progress)	**2. Alizabeth Blumenfeld**	**JD**	Regent School of Law, Virginia; in progress
	3. Lindsey Chu	**RDN**	SF Hospital affiliated distance DI; community
	4. Sarah Poblete	**RDN, MS**	CalPoly SLO; Loma Linda Univ., in progress
	5. Victoria Sonoda	**RDN**	Pepperdine University; awaiting testing
2013-2014	**1. Melissa Caston**	**MSN**	UCLA; in progress
(n=in progress)	**2. Kimberly Gao**	**RDN**	Oregon Health Science Univesity; in progress
	3. Erica Howerton Deseno	**MS, RDN**	CSUN; UCLA; application in progress
	4. Megan Jones	**----**	Lyman Patient Services
	5. Mallory Leach	**PharmD**	International University of Florida; in progress
	6. Jackeline Lopz	**RDN**	CalPoly Pomona; in progress
	7. Jessica Parry	**MPH, RDN**	UCLA; in progress
	8. Antonella Rica	**RDN**	Pepperdine University NSCP-ISPP
	9. Adrienne Rodgriguez	**MS, RDN**	CSUN; USC CP; UCLA; application in progress
	10. Elyse Sartor	**RDN, PhD**	Emory University; in progress
	11. Sita Sawhney	**DTR**	Pepperdine University; Tarzana Hospital

12. Steff Young	-----	Accounting Family Business

Matrices for ACEND 2012 Accreditation Standards

Program Assessment Summary Matrices (Standard 7)

APPENDIX N. Assessment Period from 2009 to 2014 (based upon ACEND 2012 Knowledge Requirements),

Mission of the Dietetics Program (Standard 4)

The major of Nutritional Science exists to prepare students to integrate and apply scientific principles of food, nutrition, biochemistry, genetics, molecular biology, physiology, management, and behavioral and social sciences to achieve and maintain the health of the public.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 – The Nutritional Science DPD program will provide the student with knowledge requirements required of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs: passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
1.1 Over a 5-year period, the pass rate for graduates taking the exam for the first time will be at least 80%. (2008 ERAS CADE-required outcome)	-ACEND Registration Exam Pass Rate Summary Reports-DPD	Review the ACEND Registration Exam Rate Summary Reports – DPD, annually	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment	- Check in with graduates and support their process of preparation for the RDN Registration Exam - Evaluate program curriculum and quality of Dietetic Internship graduate attended - Development of curriculum that follows the Knowledge requirements set forth by ACEND and that follow the CDR Exam Outline that specifies areas of knowledge tested. - Use of mock exam at end of Senior year	Annually each May	**Met:** **Table 2** – Annual Pass Rate of Nutritional Science graduates taking Registration exam for RDN for first time. Average First Time Pass Rate is 1005 for the past fiver years.
1.2a Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion. (2008 ERAS CADE-required outcome)	-Senior Surveys, Natural Science Division (April, prior to graduation) – NSDSS "Tell us your plans after graduation?" -Graduate questionnaire postcards, Nutritional	Review responses to both surveys annually.	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300	- Check alumni address list (primarily are using emails now rather than postcards as very few of the postcards were returned with students choosing to email instead.	Every 3-4 years	**Met:** **Table 13 –** Response Rate and Employment of our Graduates 5 years post graduation. met our target measure of 70% or more of our graduates.

	Science program (December)-NSGQP		student discussion	- Maintain updated records of current employment as this can change during first five years post graduation		
1.2b Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program. (2008 ERAS CADE-required outcome)	-DICAS Summary of applicants	-Maintain records of students applications to DI, ISPP, and DTR programs	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion, NDEP colleagues	- Both NUTR 101 and NUTR 300 discuss application to Supervised practice programs so would be sure to ask students if they "heard" the process. - Encourage students to attend LAD and CDA and FNCE in order to model after the RDN's they interact with and/or observe and/or listen to while at the conferences	-Annually each May	**Met:** **Table 13 –** Annual Response Rate and Employment of our Graduates 5 years post graduation was more than 60% applied to Supervised Practice Programs.
1.3 Over a 5-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be completed. (2008 ERAS CADE-required outcome)	-telephone discussion with DI Director -Alumni Survey -emails from students -Graduate Questionnaire postcards, Nutritional Science Program (December)	-Maintain records of student completion rates of length for those graduates enrolled in DI, ISPP, or DTR	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	- Email/text/call the graduate directly and discuss the obstacles they are experiencing with completing the supervised practice program - Discuss the conversation with the Director of the supervised practice program - Implement a written action plan to aid the graduate along a successful path to completion	-Annually each May	**Met:** **Table 10 –** Annual Completion Rate of Graduates in Supervised Practice Programs was 93.6%, which is more than 80% of those applying to Supervised Practice Programs and completing them.
1.4 100% of graduates will be examined and passed by a mock registration exam.	- offered during NUTR 300-Advanced Seminar in Dietetics, AND Mock Registration Examination (100 multiple choice questions); Pass Rate for this Mock Registration	- Assess the results and maintain records	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment,	discuss exam score with student and what it assesses - discuss areas of exam that the student can improve before or during their Supervised Practice programs.	-Annually each April	**Not Met:** **Table 14-** Annual Pass Rate of our current Senior Students for AND Mock Exam was

	Examination is considered 78% or greater than 78%.		NUTR 101 and NUTR 300 student discussion			89.1%, about 10% less than expected.
1.5 By middle of senior year in the program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.	- Discussed in NUTR 101-Seminar in Dietetics; and again, in NUTR 300-Advanced Seminar in Dietetics - guest speakers hosted within a course or by SDA (Student Dietetic Association) -mandatory 30 minute office visit First year of program, and again, during application process for student (may occur summer, fall, spring terms) - Career Center, office and electronic resources -DPD Director, individual counseling using "open-door policy" and by appointments with student	- Review approach to dissemination of information about graduate school and choices in nutrition, dietetics, or foodservice each term (Fall and Spring), bi-annually	Program Director and faculty of the Nutritional Science program	- Offer workshops that address student questions about applying to Supervised Practice programs; Graduate or Professional programs and often specifically about DICAS - DICAS staff is extraordinarily helpful	-Bi-annually each December and April	**Met:** All Nutritional Science students are required to enroll in both NUTR 101 and NUTR 300, courses designed to specifically introduce and support the application process through DICAS and programs for Graduate Study and Professional School. Due to nature of small program with an average of 7 graduates per year, typically the Program Director spends considerable time individually meeting with student and addressing unique application questions.
1.6 DPD will comply with the Standards in Education as outlined by CADE (now ACEND) of the ADA (American Dietetic Association), now AND (Academy of Nutrition and Dietetics)	-October 2005, the Nutritional Science program at Seaver College, Pepperdine University, received Initial 10-year Accreditation by CADE (2002 ERAS); in 2011, the 2010 CADE PAR was reviewed and approved (2008 ERAS). -currently, the program has applied for Accreditation with ACEND using the ACEND 2012 Accreditation Standards, Version 1.02.	-Completion of Self-Study and Site Visit by ACEND staff and reviewers in April 2015.	- ACEND Reviewers and Board	- respond to all comments, changes, edits, additions positively and swiftly to achieve compliance with the ACEND 2012 Accreditation Standards	-current ACEND review will be assessed for possible, 7-year, no PAR requirement	**Unmet:** -Self Study will be submitted by January 26. 2015.

1.7 90% of the DPD students will be accepted into a CADE (ACEND) accredited dietetic internship.	- D&D Digital matching summary and published statistics - DPD Verification statements within 30 days of completion of Bachelor of Science in Nutritional Science and the DPD	- Review data bi-annually	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	- Support student to re-apply or find alternative pathways to get accepted into a Supervised Practice Program (more education; ISPP; DTR; more experience)	Bi-annually each December and April	**Met:** **Table 12-** Percent Acceptance Rate into Supervised Practice Program, over 5 years was 93.5%, helped by the addition of our NSCP-ISPP program.
1.8 100% of DPD students will create and maintain a student and academic portfolio.	- begin introduction to the electronic student and academic portfolio in NUTR 101 – Seminar in Dietetics, a Fall course; and complete the portfolio in NUTR 300-Advanced Seminar in Dietetics, a Spring course, with explicit instructions to collect data from all courses and activities directly and indirectly associated with their interests in dietetics and nutrition	- assessed using a rubric in both NUTR 101 and 300; over the years the portfolios have become entirely electronic (have records of both paper and electronic) -students are asked to contribute a success or failure and a reflection from the following courses: NUTR 201 NUTR 310 CHEM 320 NUTR 420 NUTR 421 NUTR 440 NUTR 450 Students can choose the project/exam/paper from this list of courses.	Program Director, faculty, NUTR 101 and NUTR 300 student discussion	meet with individual student, provide further explanations and discussion	- Fall of First Year and Spring of Junior Year in NUTR 101 and NUTR 300, respectively	**Met:** All students complete a Student portfolio in NUTR 101 and then develop their academic portfolio throughout the course sequence in Nutritional Science with further instruction in NUTR 300. At end of NUTR 450-Medical Nutrition Therapy each student is asked to turn in completed Academic Portfolio for Assessment. In both NUTR 101 and NUTR 300, the AND Professional Development Portfolio is presented, explained, and discussed. Typically, the DPD Director shares her journey and results from self-guided professional development. Many students share that their interviews for Supervised Practice programs or Graduate/professional school have been

						successful due to bringing the portfolio to the interview or sharing parts of the portfolio when asked. The program continues to stress the importance of self-responsibility in directing the students' career and employment choices.
1.9 70% of DPD graduates will rate their preparation for the dietetic internship experiences as satisfactory.	- telephone employee survey (every 3-4 years) on last Monday of first month of the year (January) s. 1/31/06 data b. 1/26/09 data c. 1/30/12 data d. 1/26/15 data	- review data every 3-4 years and use for annual assessment reports for Seaver College and our 5 –year assessment reports for WASC	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment	- call several times; use follow up email to arrange for a convenient time for the telephone employee survey (this typically occurred and I would call back within the next month)	- every 3-4 years a. 1/30/06 b. 1/26/09 c. 1/30/12 d. 1/26/15	**Met:** **Appendix M –** Response Rate and Results from Telephone Employee Surveys, missing 4 responses only.
1.10 80% of employers of DPD graduates will rate the student's preparation as satisfactory.	- telephone employer survey (every 3-4 years) on last Monday of first month of the year (January) s. 1/31/06 data b. 1/26/09 data c. 1/30/12 data d. 1/26/15 data	- review data every 3-4 years and use for annual assessment reports for Seaver College and our 5 –year assessment reports for WASC	Program Director, faculty, Chair of Natural Science Division, Seaver	- call several times; use follow up email to arrange for a convenient time for the telephone employee survey (this typically occurred and I would call back within the next month)	- every 3-4 years a. 1/30/06 b. 1/26/09 c. 1/30/12 d. 1/26/15	**UnMet:** **Appendix M–** Response Rate and Results from Telephone Employer Surveys. Difficult to get return calls, data was limited.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #2 – The Nutritional Science DPD program will prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to dietetics and nutrition as an applied science.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
2.1 100% of students can analyze results and draw reasonable conclusions from them.	- data from the following projects, exams, and papers: NUTR 210-lab practical NUTR 201 – food science experiments NUTR 440 – program plan	- randomly collected - use Natural Science rubric designed to measure agreed upon outcomes	Program Director and DPD faculty	- discuss learning outcome with DPD faculty - change assignment or process of project	-yearly, on-going	**Met:** - demonstration of integrative and analytical thinking

	NUTR 310 – MOA paper CHEM 320 – lab practical exam (changed to final exam) NUTR 450 – Senior Capstone MATH 317 – research proposal	across all science majors				
2.2 100% of students can locate appropriate sources by searching both electronic and print databases.	-NUTR 101 and NUTR 450 - NUTR 101- RD Interview -NUTR 450 – case study - NUTR 310-MOA paper - NUTR 450-Senior Capstone -NUTR 420 – Quantify Foods Project	- randomly collected - check if resources are evidence-based	Program Director and DPD faculty	- discuss learning outcome with DPD faculty - change assignment or process of project	-yearly on-going	**Met:** - pass assignment with 80% or above
2.3 100% of students can distinguish between science and pseudoscience.	- NUTR 101, magazine and newspaper articles are deconstructed and discussed - NUTR 210, general topic discussed in Diet Analysis Project -NUTR 300, analysis of popular "Diet" book -NUTR 310, MOApaper -NUTR 101 and 300, pre- and post-knowledge survey	- discussion with students - responses on exams - on-going discussions	Program Director and DPD faculty	- discuss in class with all students - discuss in private with student of concern - consistent discussion of the difference	-all courses; on-going	**Met:** 100% of students can distinguish between science and pseudoscience as evidenced by their responses on assessed projects and exams and as evidenced by the progressively more challenging course expectations in their NUTR course sequence.
2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.	- MATH 317, IRB proposal and Senior Capstone - NUTR 450, Senior Capstone	-Natural Science rubric	Program Director and DPD faculty and mentor faculty for different research projects	- guideposts for Senior project are provided in both MATH 317 and NUTR 450 - if student failing to move forward, private discussions with DPD faculty are arranged and an individual set of guideposts and	-annualy, culminating project for all majors in the Nutritional Science program	**Met:** Analysis of Senior Capstones - 100% completion of Senior capstone grant proposal and presentation of research,

				expectations are discussed together with the student		rubrics available for on-site review
2.5 100% of DPD courses will integrate nutrition research principles, evidence-based medicine and evidence-based practice into the course content and evaluations.	- all DPD courses	- DPD syllabi	Program Director and DPD faculty	- participation in DPD course lecture, laboratory and assignments	-final exams in all DPD courses	**Met:** -analysis of final exam answers and projects (received a passing grade)
2.6 100% of DPD students will demonstrate competence in the use of appropriate productivity tools (Word Processing, spreadsheets, graphic programs, PowerPoint, Excel, web-based discussion groups, and statistical analysis programs)	- word processing of papers - expectation of data table creation in multiple science courses - presentations using PowerPoint during NUTR 210, NUTR 310, and NUTR 450 - statistical analysis programs used in MATH 317 and Senior Capstone projects	- observation of presentations, rubric - grading of MATH 317 - flash drives from NUTR 101 and 300 of electronic portfolio	Program Director and DPD faculty and other Natural Science Division faculty	- library virtual lessons are helpful - all programs, Excel and Powerpoint, Word Processing now have built in "Help" windows - work together with student to solve technology issues	- students eexpected to complete outside of class assigneents by typing them; to use Excel or Statview for graphing and statistics. All classrooms have been updated with appropriate access to use technology (LCD screens and projectors; laptops to use or to insert flash drive.	**Met:** 100% of DPD students after MATH 317 are able to use appropriate productivity tools as visually observed during Senior Capstone presentations and within the final Senior Capstone project.

Goal #3– The Nutritional Science DPD program will prepare students to assume roles in leadership, management, and policy development.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
3.1 80% of DPD graduates will be members of the Academy of Nutrition and Dietetics.	- student AND membership	- student is asked if they have joined AND in NUTR 101, NUTR 300, and NUTR 450	Program Director	- a verbal response is recorded (however; I do think I may start asking them to show me the AND membership card)	- annually in Fall (NUTR 101) and Spring (NUTR 300 and NUTR 450)	**unMet:** Pepperdine DPD Students and Membership status during DPD, during Supervised

						Practice Program, and in first 5-years of employment did not meet the 80% target measure, less than 10% were members.
3.2 80% of DPD graduates will continue membership in the AND during the dietetic internship.	- if enrolled in a Supervised Practice program	- enrollment in Supervised Practice program is checked and counted as a positive for AND Membership	Program Director	- AND membership is required of interns in Supervised Practice Programs and therefore, if a graduate is currently enrolled, then AND membership is counted.	- annually, in June	**Met:** Pepperdine DPD Students and Membership status during DPD, during Supervised Practice Program, and in first 5-years of employment
3.3 60% of DPD graduates who enter the profession will continue membership through the next five years.	- if employed as a RDN	- employment as a RDN is checked and counted as positive for AND Membership	Program Director	AND membership is required for employment as a RDN, and therefore, if a graduate is currently enrolled, then AND membership is counted.	- annually, in June	**Met:** Pepperdine DPD Students and Membership status during DPD, during Supervised Practice Program, and in first 5-years of employment
3.4 100% of DPD graduates will participate in self-evaluations of teamwork and leadership.	- NUTR 440 – Public Health Nutrition projects	- reflection of project	DPD faculty that teaches NUTR 440	- student is encouraged to participate in self-evaluation of teamwork and leadership	- annually, in NUTR 440	**Met:** Completion of reflection by NUTR 440 students.
3.5 50% of DPD students will identify a mentor in a professional organization, such as the California Dietetic	- NUTR 101 – interview with a RDN - NUTR 300 – encouraged to join	- directly asked about list of references for future applications to	Program Director and DPD faculty	- student will be matched with a mentor in a professional organization either through a course project or	- on-going	**Met:** -each student is required to interview a

Association (CDA) or Foundation (CDAF) or the Los Angeles Dietetic Association (LAD).	"Nutrition Peer Educators" - Guest Speakers for most courses - Natural Seminar lectures - Adjunct faculty -introductions via DPD faculty	Supervised Practice Programs		paid/volunteer employment, or unique area of interest		current RDN in NUTR 101, so they have potential for a mentor; however, by their Junior/Senior year the Program Director directly aligns them with a mentor if they do not currently have one.
3.6 70% of DPD students will attend the CDA Annual Meeting.	- attendance at CDA Annual meeting, typically in April each year	- visual observation of their attendance at CDA Annual Meeting	Program Director and DPD faculty attending the CDA AM	- it is not a requirement of the curriculum - it is heavily advertised and introduced in our DPD courses and Nutritional Science DPD dedicated bulleting boards	- annually (in April)	**Unmet:** Number of Students attending CDA AM since meetings are held during finals week.
3.7 50% of the DPD students will attend Public Policy Day and/or complete the Washington D.C. Internship on Nutrition policy with the National Institutes of Health.	- attendance at Public Policy Day in Sacramento, CA or Washington D.C. or internship in Washingto D.C	- fee paid for their registration	Program Director	- it is not a requirement of the curriculum it is heavily advertised and introduced in our DPD courses and Nutritional Science DPD dedicated bulleting boards	- annually, in June	**Unmet:** Very few of our undergraduates have attended either Public Policy Day; although at least 5 students have spent the summer working at NIH.
3.8 90% of DPD students will participate in student organizations, including the Student Dietetic Association at Seaver College.	- Student Dietetic Association - Student Government	- SDA membership is listed in electronic portfolios, and resumes reviewed in NUTR 101 and NUTR 300	Program Director and SDA President	- current SDA Executive board actively recruit with email blast and meeting at beginning	- on going	**Met:** Student Members of SDA

				of both Fall and Spring terms - Each Fall, a Welcome luncheon for new students, returning students, and faculty is held within the first 2 weeks of school, and the SDA President and her Board pitch the benefits of becoming a member of SDA - In NUTR 101 and NUTR 300 we discuss membership benefits of AND, CAND, and SDA		

Program Assessment Summary Matrices (Standard 7)

APPENDIX O. Assessment Period from 2015 to 2019 (based upon ACEND 2012 Accreditation Standards)

Mission of the Dietetics Program (Standard 4)

The major of Nutritional Science exists to prepare students to integrate and apply scientific principles of food, nutrition, biochemistry, genetics, molecular biology, physiology, management, and behavioral and social sciences to achieve and maintain the health of the public.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 – The Nutritional Science DPD program will provide the student with knowledge requirements required of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs: passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
1.1 Over a 5-year period, the pass rate for graduates taking the exam for the first time will be at least 80%.	-ACEND Registration Exam Pass Rate Summary Reports-DPD	Review the ACEND Registration Exam Rate Summary Reports – DPD, annually	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment	- Check in with graduates and support their process of preparation for the RDN Registration Exam - Evaluate program curriculum and quality of Dietetic Internship graduate attended - Development of curriculum that follows the Knowledge requirements set forth by ACEND and that follow the CDR Exam Outline that specifies areas of knowledge tested. - Use of mock exam at end of Senior year	Annually each May	
1.2 *(1.11) Over a 5-year period, 70% or more of graduates who sought employment in dietetics will be employed within 3 months of program completion.	-Senior Surveys, Natural Science Division (April, prior to graduation) – NSDSS "Tell us your plans after graduation?" -Graduate questionnaire postcards, Nutritional Science program (December)-NSGQP	Review responses to both surveys annually.	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	- Check alumni address list (primarily are using emails now rather than postcards as very few of the postcards were returned with students choosing to email instead. - Maintain updated records of current employment as this can change during first five years post graduation	Every year August	.
1.3 Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program.	-DICAS Summary of applicants	-Maintain records of students applications to DI, ISPP, and DTR programs	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student	- Both NUTR 101 and NUTR 300 discuss application to Supervised practice programs so would be sure to ask students if they "heard" the process.	-Annually each June	

			discussion, NDEP colleagues	- Encourage students to attend LAD and CDA and FNCE in order to model after the RDN's they interact with and/or observe and/or listen to while at the conferences		
1.4 Over a 5-year period, 80% of those applying to supervised practice programs the academic year they complete the program will be completed.	-telephone discussion with DI Director -Alumni Survey -emails from students -Graduate Questionnaire postcards, Nutritional Science Program (December)	-Maintain records of student completion rates of length for those graduates enrolled in DI, ISPP, or DTR	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	- Email/text/call the graduate directly and discuss the obstacles they are experiencing with completing the supervised practice program - Discuss the conversation with the Director of the supervised practice program - Implement a written action plan to aid the graduate along a successful path to completion	-Annually each August	
1.4 100% of graduates will be examined and passed by a mock registration exam.	- offered during NUTR 300-Advanced Seminar in Dietetics, AND Mock Registration Examination (100 multiple choice questions); Pass Rate for this Mock Registration Examination is considered 78% or greater than 78%.	- Assess the results and maintain records	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	discuss exam score with student and what it assesses - discuss areas of exam that the student can improve before or during their Supervised Practice programs.	-Annually each April	
1.5 By middle of senior year in the program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.	- Discussed in NUTR 101-Seminar in Dietetics; and again, in NUTR 300-Advanced Seminar in Dietetics - guest speakers hosted within a course or by SDA (Student Dietetic Association) -mandatory 30 minute office visit First year of	- Review approach to dissemination of information about graduate school and choices in nutrition, dietetics, or foodservice each term (Fall and Spring), bi-annually	Program Director and faculty of the Nutritional Science program	- Offer workshops that address student questions about applying to Supervised Practice programs; Graduate or Professional programs and often specifically about DICAS - DICAS staff is extraordinarily helpful	-Bi-annually each December and April	.

	program, and again, during application process for student (may occur summer, fall, spring terms) - Career Center, office and electronic resources -DPD Director, individual counseling using "open-door policy" and by appointments with student					
1.6 DPD will comply with the ACEND 2012 Knowledge Requirements	-October 2005, the Nutritional Science program at Seaver College, Pepperdine University, received Initial 10-year Accreditation by CADE (2002 ERAS); in 2011, the 2010 CADE PAR was reviewed and approved (2008 ERAS). -currently, the program has applied for Accreditation with ACEND using the ACEND 2012 Accreditation Standards, Version 1.02.	-Completion of Self-Study and Site Visit by ACEND staff and reviewers in April 2015.	- ACEND Reviewers and Board	- respond to all comments, changes, edits, additions positively and swiftly to achieve compliance with the ACEND 2012 Accreditation Standards	-current ACEND review will be assessed for possible, 7-year, no PAR requirement	.
1.7 90% of the DPD students will be accepted into an ACEND accredited Supervised Practice program.	- D&D Digital matching summary and published statistics - DPD Verification statements within 30 days of completion of Bachelor of Science in Nutritional Science and the DPD	- Review data bi-annually	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment, NUTR 101 and NUTR 300 student discussion	- Support student to re-apply or find alternative pathways to get accepted into a Supervised Practice Program (more education; ISPP; DTR; more experience)	Bi-annually each December and April	
1.8 100% of DPD students will create and maintain a student and academic electronic portfolio and Linkedin page.	- begin introduction to the electronic student and academic portfolio in NUTR 101 – Seminar in Dietetics, a Fall course; and complete the portfolio in NUTR 300-	- assessed using a rubric in both NUTR 101 and 300; over the years the portfolios have become entirely electronic (have records of both paper and electronic)	Program Director, faculty, NUTR 101 and NUTR 300 student discussion	meet with individual student, provide further explanations and discussion	- Fall of First Year and Spring of Junior Year in NUTR 101 and NUTR 300, respectively	

	Advanced Seminar in Dietetics, a Spring course, with explicit instructions to collect data from all courses and activities directly and indirectly associated with their interests in dietetics and nutrition	-students are asked to contribute a success or failure and a reflection from the following courses: NUTR 201 NUTR 310 CHEM 320 NUTR 420 NUTR 421 NUTR 440 NUTR 450 Students can choose the project/exam/paper from this list of courses.				
1.9 70% of DPD graduates will rate their preparation for the dietetic internship experiences as satisfactory.	- telephone employee survey (every 3-4 years) on last Monday of first month of the year (January)	- review data every 3-4 years and use for annual assessment reports for Seaver College and our 5 –year assessment reports for WASC	Program Director, faculty, Chair of Natural Science Division, Seaver Assessment	- call several times; use follow up email to arrange for a convenient time for the telephone employee survey (this typically occurred and I would call back within the next month)	- every 3-4 years	
1.10 80% of employers of DPD graduates will rate the student's preparation as satisfactory.	- telephone employer survey (every 3-4 years) on last Monday of first month of the year (January)	- review data every 3-4 years and use for annual assessment reports for Seaver College and our 5 –year assessment reports for WASC	Program Director, faculty, Chair of Natural Science Division, Seaver	- call several times; use follow up email to arrange for a convenient time for the telephone employee survey (this typically occurred and I would call back within the next month)	- every 3-4 years	

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #2 – The Nutritional Science DPD program will prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to dietetics and nutrition as an applied science.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
2.1 100% of students can analyze results and draw reasonable conclusions from them.	- data from the following projects, exams, and papers: NUTR 210-lab practical NUTR 201 – food science experiments NUTR 440 – program plan NUTR 310 – MOA paper	- randomly collected - use Natural Science rubric designed to measure agreed upon outcomes across all science majors	Program Director and DPD faculty	- discuss learning outcome with DPD faculty - change assignment or process of project	-yearly, on-going	

	CHEM 320 – lab practical exam (changed to final exam) NUTR 450 – Senior Capstone MATH 317 – research proposal					
2.2 100% of students can locate appropriate sources by searching both electronic and print databases.	-NUTR 101 and NUTR 450 - NUTR 101- RD Interview -NUTR 450 – case study - NUTR 310-MOA paper - NUTR 450-Senior Capstone -NUTR 420 – Quantify Foods Project	- randomly collected - check if resources are evidence-based	Program Director and DPD faculty	- discuss learning outcome with DPD faculty - change assignment or process of project	-yearly on-going	
2.3 100% of students can distinguish between science and pseudoscience.	- NUTR 101, magazine and newspaper articles are deconstructed and discussed - NUTR 210, general topic discussed in Diet Analysis Project -NUTR 300, analysis of popular "Diet" book -NUTR 310, MOApaper -NUTR 101 and 300, pre- and post-knowledge survey	- discussion with students - responses on exams - on-going discussions	Program Director and DPD faculty	- discuss in class with all students - discuss in private with student of concern - consistent discussion of the difference	-all courses; on-going	.
2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.	- MATH 317, IRB proposal and Senior Capstone - NUTR 450, Senior Capstone	-Natural Science rubric	Program Director and DPD faculty and mentor faculty for different research projects	- guideposts for Senior project are provided in both MATH 317 and NUTR 450 - if student failing to move forward, private discussions with DPD faculty are arranged and an individual set of guideposts and expectations are discussed together with the student	-annualy, culminating project for all majors in the Nutritional Science program	

Goal #3– The Nutritional Science DPD program will prepare students to assume roles in leadership, management, and policy development.

A) Objectives (Guideline 7.1a)	B) Data Assessed and the Data Source (Guideline 7.1b & c)	C) Data Assessment Method(s) (Guideline 7.1d)	D) Assessed by: (Guideline 7.1e)	E) Actions to Assure that the Outcome Is or Will Be Met (Guideline 8.2)	F) Timeframe (Finished?) (Guideline 7.1f)	G) Actual Outcome (Guideline 7.2 b)
3.1 80% of DPD graduates will be members of the Academy of Nutrition and Dietetics.	- student AND membership	- student is asked if they have joined AND in NUTR 101, NUTR 300, and NUTR 450	Program Director	- a verbal response is recorded (however; I do think I may start asking them to show me the AND membership card)	- annually in Fall (NUTR 101) and Spring (NUTR 300 and NUTR 450)	
3.2 80% of DPD graduates will continue membership in the AND during the dietetic internship.	- if enrolled in a Supervised Practice program	- enrollment in Supervised Practice program is checked and counted as a positive for AND Membership	Program Director	- AND membership is required of interns in Supervised Practice Programs and therefore, if a graduate is currently enrolled, then AND membership is counted.	- annually, in June	
3.3 80% of DPD graduates who enter the profession will continue membership through the next five years.	- if employed as a RDN	- employment as a RDN is checked and counted as positive for AND Membership	Program Director	AND membership is required for employment as a RDN, and therefore, if a graduate is currently enrolled, then AND membership is counted.	- annually, in June	
3.4 50% of DPD students will identify a mentor in a professional organization, such as the California Dietetic Association (CDA) or Foundation (CDAF) or the Los Angeles Dietetic Association (LAD).	- NUTR 101 – interview with a RDN - NUTR 300 – encouraged to join "Nutrition Peer Educators" - Guest Speakers for most courses - Natural Seminar lectures - Adjunct faculty -introductions via DPD faculty	- directly asked about list of references for future applications to Supervised Practice Programs	Program Director and DPD faculty	- student will be matched with a mentor in a professional organization either through a course project or paid/volunteer employment, or unique area of interest	- on-going	
3.5 70% of DPD students will attend the CDA Annual Meeting, or a LAD meeting.	- attendance at CDA Annual meeting, typically in April each year; or LAD meeting	- attendance record of their participation at CDA Annual Meeting at a LAD meeting	Program Director and DPD faculty attending the CDA AM	- it is not a requirement of the curriculum - it is heavily advertised and introduced in our DPD courses and Nutritional Science	- annually (in April) -LAD, monthly	

				DPD dedicated bulleting boards		
3.6 60% of the DPD students will attend Public Policy Day and/or complete the Washington D.C. Internship on Nutrition policy with the National Institutes of Health.	- attendance at Public Policy Day in Sacramento, CA or Washington D.C. or internship in Washington D.C	- fee paid for their registration	Program Director	- it is not a requirement of the curriculum it is heavily advertised and introduced in our DPD courses and Nutritional Science DPD dedicated bulleting boards	- annually, in June	
3.7 90% of DPD students will participate in student organizations, including the Student Dietetic Association at Seaver College.	- Student Dietetic Association - Student Government	- SDA membership is listed in electronic portfolios, and resumes reviewed in NUTR 101 and NUTR 300	Program Director and SDA President	- current SDA Executive board actively recruit with email blast and meeting at beginning of both Fall and Spring terms - Each Fall, a Welcome luncheon for new students, returning students, and faculty is held within the first 2 weeks of school, and the SDA President and her Board pitch the benefits of becoming a member of SDA - In NUTR 101 and NUTR 300 we discuss membership benefits of AND, CAND, and SDA	- on going	

APPENDIX P. Learning Assessment Summary Matrix (Standard 13)
On-going Assessment of Core Knowledge & Competencies for the RD
Assessment Period from 2009 to 2014

Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research[1] into practice					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice. (Note: *Examples of evidence-based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice*	When asked to develop a research hypothesis, methods, analyze results, and develop conclusions, 80% of are students are able to conduct thorough searches of the evidence-based literature and complete their Senior Capstone.	NUTR 450-Medical Nutrition Therapy	Instructor	Spring term, prior to graduation the final draft and a formal presentation is given.	Senior capstone paper and presentations successfully completed by all of our graduates the past 5 years. The past 3 years we've used a rubric to assess the acquiring the habits of scientific thinking as developed by the faculty of the Natural Science Division. The scoring on the rubric demonstrated The results demonstrated that our students do achieve a moderately high level of acquisition in their level of scientific thinking and the thinking skills associated with scientific process. rubric is used to assess both scientific thinking and thinking skills associated with level of learning. number of students knowledge knowledge knowledge knowledge higher order thinking skills N creation deepening acquisition acquisition 1(low) 2 3 4(high)

[1] Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

Guidelines, the 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.)					**39** 3 3 3
Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Note: *Students must be able to demonstrate effective and professional oral and written communication and documentation*.)	As students prepare, plan, organize and deliver their public health community action plan, more than 90% of the students will prepare a written proposal and pitch this proposal to the leaders of the community project and follow up with a complete written project and action plan.	NUTR 440-Public Health Nutrition	Instructor, Community project mentors	2 months, due in spring term during March	Community Action Plan that identified a need, developed a strategy to improve and help the community provided to the actual community organization to help them with their identified need. Dr. Kim has taught this course twice and the data is limited except that the students did complete the Community Action plans and present them to the respective community organizations.
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: *Students must be able to demonstrate*	Interaction during simulated case studies using Fine Arts actors as clients will allow over 75% of our students to conduct a nutrition	NUTR 450-Medical Nutrition Therapy	Instructor, other students, actors	Spring term, 3 case studies with live actors	Improved efficiency with nutrition assessment, nutrition diagnosis, and nutrition screening using practiced counseling skills with each new simulated case study. N-39 students (100%) over 5 years that have interacted and gained skills from working with the actors posing as clients during a nutrition counseling sessions.

counseling techniques to facilitate behavior change.)	counseling session using AND's NCP.				
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	In both a lower and upper division course, more than 90$ of students will have opportunity to understand the governance of dietetics practice.	NUTR 101-Seminar in Dietietics And NUTR 300-Advanced Seminar in Dietetics	Instructor and Guest Speakers	Fall and spring terms	An understanding of the governance of AND. Did not assess beyond noting the participation of the students while they were discussing the topic in both NUTR 101 and NUTR 300.
Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment,	After completing the Medical Nutrition Therapy course, it is expected that 80% of students will achieve a grade of 75% or better on a case study analysis project to interpret	NUTR 450-Medical Nutrition Therapy	Instructor	Spring term	Improved critical thinking during the NCP process and a case study analysis Average exam scores that demonstrate MNT students are able to analyze a case study are 82% for more than 80% of the students.

diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: *Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions*.)	the data from a nutrition counseling session and using the NCP to guide their decision making.				
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: *Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups*.)	80% of students will achieve a grade of 75% or better on a public policy debate of a current issue (slow food movement; organic food; sustainability)	NUTR 210- Contemporary Issues in Nutrition	Instructor, faculty in Nutritional Science	Fall term	Pro/con debate paper and learning rules of debate 100% participation in the debate and preparation of the debate topics with pro/con literature.
KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: *Students must be able to develop an educational session or program/educational strategy for a target population*.)	80% of students will learn the behavior change theories and techniques by writing individual papers using current literature and presenting them in class.	NUTR 440 – Public Health Nutrition	Intsructor, other students in course	Spring term	Paper and self reflection and peer review of one behavior change theory and technique. Discussion of the rubric scoring demonstrated that 100% NUTR 440 students were able to use self reflection and peer review to understand the different behavior change theories and beliefs.
Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations					

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	80% of students will achieve a grade of 75% or higher on an examination of management and business theories and principles.	NUTR 421 – Foodservice Systems Management	Instructor and Sodexho Foodservice Director	spring	Explanation of management and business theories on exam and as discussed with Director of Sodexho foodservice was measured with N=12/15 students scoring an average of 85%, higher than 75%.
KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.	80% of students will achieve a grade of 75% or higher on observation journal used to observe the quality management of food and nutrition services	NUTR 420 – Quantiy Foods Production	Instructor	fall	Journal entries analyzed for accuracy and reflecting contemporary quality management of food and nutrition services n-15 journal entries were examined and graded with an average score of 90%, considerably higher than 75% expectation.
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: *Students must be able to explain the impact of a public policy position on dietetics practice*.)	80% of students will participate in field trip to the Los Angeles Food Council Policy workshop and complete a reflection about the legislative and regulatory processes learned	NUTR 440 – Pubic Health Nutrition	Instructor and committee members of the LA Food Policy Council	spring	Reflection and critical thinking about the legislative and regulatory basis of dietetics practice This data involved only a discussion.
KRD 4.4: The curriculum must include content related to health care systems. (Note: *Students must be able to explain the impact of health care policy and different*	80% of students will achieve a grade of 75% or higher on an examination about current health care systems	NUTR 450 – Medical Nutrition Therapy	Instructor	spring	Content on an exam demonstrating knowledge about the current health care systems. N=39 students; 2 questions on the final exam were evaluated and scored with an average grade of 86% on the 2 questions, higher than the 75% expectation on the examination.

health care delivery systems on food and nutrition services.)					
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers	80% of students will achieve a grade of 75% or higher on examination of the content currently related to coding and billing of dietetics/nutrition services to obtain reimbursements for services from public and private insurers	NUTR 450 – Medical Nutrition Therapy	Qualified guest speaker, an alumn, Keiy Murofushi MS, RD, Regional Director of Nutrition Services, Morrison Healthcare	spring	Content on an exam demonstrating knowledge about billing and coding of dietetics/nutrition services to obtain reimbursements for services from public and private insurers N=39 students; 3 questions on the final exam were evaluated and scored with an average grade on the 3 questions of 80%, higher than the 75% expectation on the examination.

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

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.
KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

APPENDIX Q. Learning Assessment Summary Matrix (Standard 13)

On-going Assessment of Core Knowledge & Competencies for the RD
Assessment Period from 2015 to 2019

Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research[2] into practice

[2] Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 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. (Note: *Examples of evidence-based guidelines and protocols include the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the 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.*)	When asked to develop a research hypothesis, methods, analyze results, and develop conclusions, 80% of are students are able to conduct thorough searches of the evidence-based literature and complete their Senior Capstone.	NUTR 450-Medical Nutrition Therapy	Instructor	Spring term, prior to graduation the final draft and a formal presentation is given.	Senior capstone paper and presentation
Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills	As students prepare, plan, organize and deliver their public health community action plan, more than	NUTR 440-Public Health Nutrition	Instructor, Community project mentors	2 months, due in spring term during March	Community Action Plan that identified a need, developed a strategy to improve and help the

(evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.

sufficient for entry into pre-professional practice. (Note: *Students must be able to demonstrate effective and professional oral and written communication and documentation*.)	90% of the students will prepare a written proposal and pitch this proposal to the leaders of the community project and follow up with a complete written project and action plan.				community provided to the actual community organization to help them with their identified need.
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods. (Note: *Students must be able to demonstrate counseling techniques to facilitate behavior change*.)	Interaction during simulated case studies using Fine Arts actors as clients will allow over 75% of our students to conduct a nutrition counseling session using AND's NCP.	NUTR 450-Medical Nutrition Therapy	Instructor, other students, actors	Spring term, 3 case studies with live actors	Improved efficiency with nutrition assessment, nutrition diagnosis, and nutrition screening using practiced counseling skills with each new simulated case study
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	In both a lower and upper division course, more than 90$ of students will have opportunity to understand the governance of dietetics practice.	NUTR 101-Seminar in Dietietics And NUTR 300-Advanced Seminar in Dietetics	Instructor and Guest Speakers	Fall and spring terms	An understanding of the governance of AND.
Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations					
	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 3.1: The curriculum must reflect the principles of	After completing the Medical Nutrition Therapy	NUTR 450-Medical Nutrition Therapy	Instructor	Spring term	Improved critical thinking during the NCP process

Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Note: *Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions*.)	course, it is expected that 80% of students will achieve a grade of 75% or better on a case study analysis project to interpret the data from a nutrition counseling session and using the NCP to guide their decision making.				and a case study analysis
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Note: *Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups*.)	80% of students will achieve a grade of 75% or better on a public policy debate of a current issue (slow food movement; organic food; sustainability)	NUTR 210-Contemporary Issues in Nutrition	Instructor, faculty in Nutritional Science	Fall term	Pro/con debate paper and learning rules of debate
KRD 3.3: The curriculum must include education and behavior change theories and techniques. (Note: *Students must be able to develop an educational session or program/educational strategy for a target population*.)	80% of students will learn the behavior change theories and techniques by writing individual papers using current literature and presenting them in class.	NUTR 440 – Public Health Nutrition	Intsructor, other students in course	Spring term	Paper and self reflection and peer review of one behavior change theory and technique.
Domain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations					

	A) Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	B) Rotation or class in which assessment will occur (Guideline 13.1c)	C) Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	D) Timeline for collecting formative and summative data (Guideline 13.1e)	E) Resulting data with the date collected for 2 knowledge requirements per domain
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	80% of students will achieve a grade of 75% or higher on an examination of management and business theories and principles.	NUTR 421 – Foodservice Systems Management	Instructor and Sodexho Foodservice Director	spring	Explanation of management and business theories on exam and as discussed with Director of Sodexho foodservice
KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.	80% of students will achieve a grade of 75% or higher on observation journal used to observe the quality management of food and nutrition services	NUTR 420 – Quantiy Foods Production	Instructor	fall	Journal entries analyzed for accuracy and reflecting contemporary quality management of food and nutrition services
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice. (Note: *Students must be able to explain the impact of a public policy position on dietetics practice*.)	80% of students will participate in field trip to the Los Angeles Food Council Policy workshop and complete a reflection about the legislative and regulatory processes learned	NUTR 440 – Pubic Health Nutrition	Instructor and committee members of the LA Food Policy Council	spring	Reflection and critical thinking about the legislative and regulatory basis of dietetics practice
KRD 4.4: The curriculum must include content related to health care systems. (Note: *Students must be able to explain the impact of health care policy and different health care delivery systems on food and nutrition services*.)	80% of students will achieve a grade of 75% or higher on an examination about current health care systems	NUTR 450 – Medical Nutrition Therapy	Instructor	spring	Content on an exam demonstrating knowledge about the current health care systems.
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers	80% of students will achieve a grade of 75% or higher on examination of the content currently related to coding and billing of dietetics/nutrition services	NUTR 450 – Medical Nutrition Therapy	Qualified guest speaker, an alumn, Keiy Murofushi MS, RD, Regional Director of Nutrition Services, Morrison Healthcare	spring	Content on an exam demonstrating knowledge about billing and coding of dietetics/nutrition services to obtain reimbursements for

	to obtain reimbursements for services from public and private insurers				services from public and private insurers

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

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.
KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology

APPENDIX Q. Curriculum Map (Standard 10) - Didactic Courses Aligned with Core Knowledge for the RD

Courses & Rotations	KRD 1.1		KRD 2.1	KRD 2.2	KRD 2.3		KRD 3.1	KRD 3.2	KRD 3.3		KRD 4.1	KRD 4.2	KRD 4.3	KRD 4.4	KRD 4.5		KRD 5.1	KRD 5.2	KRD 5.3					
Term 1																								
NUTR 101:Seminar in Dietetics (1)			X		X																			
NUTR 210-Contempoary Issues in Nutrition (4)	X		X										X					X						
CHEM 120-General Chemistry I (4)																		X						
COM 180 – Public Speaking and Rhetorical Analysis (4)			X																					
MATH 103-College Algebra (3)																								
Term 2																								
NUTR 201-Introductory Foods (4)								X									X							
BIOL 211-Cell Biology (4)																		X						
PSYC 200-Introduction to Psychology (3)																			X					
Term 3																								
BIOL 270-Principles of Human Physiology (4)	X		X															X						
ECON 200-Economic Principles (4)											X								X					
Term 4																								
CHEM 301-Elementary Organic Chemistry (4)																		X						
Term 5																								
CHEM 320-Physiological Chemistry (4)								X										X						
NUTR 310-Principles of Nutrition (4)	X		X					X										X						
Term 6																		X						
MATH 316-Biostatistics (3)			X															X						
NUTR 300-Advanced Seminar in Dietetics (1)			X		X								X											
Term 7																								
BIOL 420-Microbiology (4)	X		X															X						
MATH 317-Statistics and Research Methods Laboratory (1)	X		X															X						
NUTR 420-Quantity Foods (4)			X									X					X							
Term 8																								
NUTR 421-Systems Management (4)			X								X						X							
NUTR 440-Public Health Nutrition (4)	X		X	X	X				X				X	X					X					
NUTR 450-Medical Nutritional Therapy (4)			X	X	X		X						X	X	X									

APPENDIX R. Curriculum Map (Standard 10)
Supervised Practice Courses and Rotations Aligned with Core Knowledge for the RD

Courses & Rotations	KRD 1.1	CRD 1.1	CRD 1.2	CRD 1.3	CRD 1.4	CRD 1.5	KRD 2.1		KRD 2.2	KRD 2.3	CRD 2.1	CRD 2.2	CRD 2.3	CRD 2.4	CRD 2.5	CRD 2.6	CRD 2.7	CRD 2.8	CRD 2.9	CRD 2.10	CRD 2.11	CRD 2.12	CRD 2.13		KRD 5.1	KRD 5.2	KRD 5.3
Term 1																											
NUTR 610 Dietetics Supervised Practice Experience I	x				x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
NUTR 640 Nutrition Assessment and Counseling Skills					x	x	x		x	x															x		
Term 2																											
NUTR 611 Dietetics Supervised Practice Experience II					x	x					x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
NUTR 660 Advanced Therapeutic Nutrition	x	x	x	x	x	x	x																		x		
Term 3																											
NUTR 612 Dietetics Supervised Practice Experience III					x	x					x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
Term 4																											
NUTR 613 Dietetics Supervised Practice Experience IV					x	x					x	x	x	x	x	x	x	x	x	x	x	x	x			x	x

Courses & Rotations	KRD 3.1	KRD 3.2	KRD 3.3	CRD 3.1	CRD 3.2	CRD 3.3	CRD 3.4		CRD 3.5	CRD 3.6		KRD 4.1	KRD 4.2	KRD 4.3	KRD 4.4	KRD 4.5	CRD 4.1	CRD 4.2	CRD 4.3	CRD 4.4	CRD 4.5	CRD 4.6	CRD 4.7	CRD 4.8	CRD 4.9	CRD 4.10	CRD 4.11
Term 1																											
NUTR 610 Dietetics Supervised Practice Experience I				x	x	x	x		x	x		x	x				x	x	x	x	x	x	x	x	x	x	x
NUTR 640 Nutrition Assessment and Counseling Skills		x	x														x	x	x	x	x	x	x	x	x	x	x
Term 2																											
NUTR 611 Dietetics Supervised Practice Experience II				x	x	x	x		x	x				x	x												
NUTR 660 Advanced Therapeutic Nutrition	x	x														x											
Term 3																											
NUTR 612 Dietetics Supervised Practice Experience III				x	x	x	x		x	x							x	x	x	x	x	x	x	x	x	x	x
Term 4																											

NUTR 613 Dietetics Supervised Practice Experience IV				**X**	**X**	**X**	**X**		**X**	**X**							**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	x

APPENDIX T. DPD Student Handbook

PEPPERDINE UNIVERSITY
Seaver College
Natural Science Division
Nutritional Science

DIDACTIC PROGRAM IN DIETETICS (DPD)
STUDENT HANDBOOK
2014-2015

Pepperdine University Nutritional Science DPD
has been granted initial accreditation at the baccalaureate level until 2015 by the
Accreditation Council for Education in Nutrition and Dietetics, of
The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000,
Chicago, Illinois 60606-6995, 312/899-0040 ext. 5400, www.eatright.org/acend

Welcome to Pepperdine University's Nutritional Science Program in the Natural Science Division of Seaver College!

This handbook is designed to help students with the program policies and procedures to which you are required to follow while you are a student enrolled in the DPD. The Handbook is not intended to be all-inclusive, but rather is to be used as a supplement to Pepperdine University's Undergraduate Student Handbook. All of Pepperdine's policies and procedures apply to DPD students; however, this handbook discusses specific guidelines as they apply to students enrolled in the DPD. It outlines accepted policy, based on the program's compliance to the Accreditation Council for Education in Nutrition and Dietetics 2012 Accreditation Standards.

This handbook is one tool for you to use in completing your Nutritional Science degree at Pepperdine. It is important that you read and become knowledgeable about the information presented in both this and Pepperdine's Undergraduate Student Handbook. In addition, you should meet with your advisor once each term at minimum to plan your course of study, and to assure that you are making adequate progress towards your degree. If you have further questions about the Nutritional Science program, especially those not covered in the handbook, please be sure to speak with your advisor. The faculty is here to support your academic career and guide you along the way towards a career in Dietetics, Nutritional Science, and other related Health Professions and employment.

Nutritional Science Major (DPD) Program Director:	**Susan Helm, PhD, RDN** susan.helm@pepperdine.edu RAC 111, (310) 506-4325	**NUTR 101, 210, 300, 310, 450 and CHEM 320;** **NSCP-ISSP NUTR 660** **ADVISOR: last names ending in A-M**
Nutritional Science Major, Faculty:	**Loan Pham Kim, PhD, RDN** loan.kim@pepperdine.edu RAC 109, (310) 506-6369	**NUTR 101, 210, 300, 440 and MATH 317** **ADVISOR: last names ending in N-Z**
Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISSP), Director:	**Sunnie DeLano, MS, RDN** sunnie.delano@pepperdine.edu RAC 154, (310) 506-4974	**NUTR 210, 340; NSCP-ISSP NUTR 610-613** **DIRECTOR: NSCP-ISSP**
Adjunct Professors of Nutritional Science:	**Sarah Dhillon, MBA, BA** sarah.dhillon@pepperdine.edu	**NUTR 420, NUTR 421**
	Patricia Moore, PhD nutricia52@aol.com	**NUTR 201, 210**
Natural Science Division:	(310) 506-4321	

The DPD Student Handbook for the Nutritional Science program at Pepperdine University
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1. Program Mission

Mission Statement

The major of Nutritional Science exists to prepare students to integrate and apply scientific principles of food, nutrition, biochemistry, genetics, molecular biology, physiology, management, and behavioral and social sciences to achieve and maintain the health of the public.

2. Program Goals and Outcomes

Program Goals of the Nutritional Science DPD are designed to:

1. provide the student with the foundation, knowledge and skills required of didactic education in dietetics for successful participation in dietetic internships and/or post-baccalaureate programs; passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.
2. prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to nutrition as an applied science.
3. prepare students to assume roles in leadership, management, and policy development.

3. Measureable Program Outcomes for each Program Goal are:

To provide the student with the foundation, knowledge and skills required of didactic education in dietetics for successful participation in dietetic internships and/or post-

baccalaureate programs; passing the registration examination for entry-level dietitians; continued lifelong learning; and productive future careers in nutrition, public health and dietetics.

1.1 Alumni will achieve over a 5-year period a pass rate of at least 90% on the RD (Registered Dietitian Nutritionist) exam.
1.2 Within 12 months of completing the program, at least 80% of graduates will have passed the RD exam, obtained employment related to their major, or enrolled in an accredited continuing education program.
1.3 Students applying to post-graduate supervised practice programs will have at least a 90% placement rate.
1.4 100% of graduates will have been examined and passed by a mock registration exam.
1.5 By middle of senior year in the program, 100% of students will have received instruction specifically about graduate school choices in nutrition, dietetics, or foodservice.
1.6 DPD will comply with the Standards in Education as outlined by CADE of the AND (Academy of Nutrition and Dietetics).
1.7 90% of the DPD students will be accepted into a CADE accredited dietetic internship.
1.8 100% of the DPD students will create and maintain a student and academic portfolio.
1.9 70% of DPD graduates will rate their preparation for their dietetic internship experiences as satisfactory.
1.10 80% of employers of DPD graduates will rate the student's preparation as satisfactory.

To prepare students to integrate research using current technology in the advancement and dissemination of knowledge related to nutrition as an applied science.

2.1 100% of students can analyze results and draw reasonable conclusions from them.
2.2 100% of students can locate appropriate sources by searching both electronic and print databases.
2.3 100% of students can distinguish between science and pseudoscience.
2.4 100% of students will prepare a grant proposal and present research about AND defined current public health concerns and international nutrition issues.
2.5 100% of DPD courses will integrate nutrition research principles, evidence based medicine and evidence based practice into the course content and evaluations.
2.6 100% of DPD students will demonstrate competence in the use of appropriate productivity tools (Word Processors, spreadsheets, graphic programs, PowerPoint, excel, web-based discussion groups, and statistical analysis programs).

To prepare students to assume roles in leadership, management, and policy development.

3.1 80% of DPD students will be members of the Academy of Nutrition and Dietetics.
3.2 80% of DPD students will continue membership in the AND during their dietetic internship.
3.3.1 60% of DPD graduates who enter the profession will continue membership through the next five years.
3.4 100% of DPD students will participate in self-evaluation of teamwork and leadership.
3.5 50% of DPD students will identify a mentor in a professional organization such as the California Academy of Nutrition and Dietetics (CAND) (and foundation) or the Los Angeles Dietetic Association (LAD).
3.6 70% of DPD students will attend the CAND Annual Meeting.
3.7 50% of the DPD students will attend Public Policy Day and/or complete the Washington D.C. internship on Nutrition policy with the National Institute for Health.
3.8 90% of DPD students will participate in student organizations, including the Student Dietetic Association at Seaver College.

4. Accreditation

The Nutritional Science Didactic Program in Dietetics (DPD) was awarded a 10-year accreditation in 1992. The Nutritional Science major is accredited by an external reviewer, ACEND (Accreditation Council for Education in Nutrition and Dietetics) such that students receive a didactic education in compliance with the 2002 Accreditation Standards. As such, the undergraduate curriculum provides a theoretical foundation necessary for the practice of dietetics. To more evenly distribute the ACEND program review dates, ACEND adjusted review dates in 1999. Pepperdine University's program review date (2002) was changed to 2005. Successfully, the Nutritional Science program was given a 10-

year accreditation in October 2005.

5. Accreditation Council for Education in Nutrition 2012 Knowledge Requirements of DP

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

Knowledge Requirement

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.

Knowledge Requirement

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 2.2a. 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
Knowledge Requirement
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
Knowledge Requirement
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.
Knowledge Requirement
KRD 5.1 The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

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

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

Section 2 – Pepperdine Academic Regulations and Policies

1. **Admission – please visit: www.seaver.pepperdine.edu/admission**

2. **Tuition and Fees, Scholarships and Withdrawal and refund of tuition – please visit www.seaver.pepperdine.edu/financialassistance**

3. **University policies and procedures**
   The DPD program expects all enrolled students to abide by all the policies and procedures set forth in the student handbook, including but not limited to: filing and handling of complaints from students, retention and remediation procedures, and disciplinary and termination procedures. The student handbook can be viewed

in it's entirety at: **www.seaver.pepperdine.edu/studentlife/handbook.**

4. **Academic Calendar**
The DPD program observes the University calendar, which may be viewed at: **www.pepperdine.edu/academics/calendar.**

5. **Student Services**
Students enrolled at Pepperdine University have access to student services on campus. Additional information on these services can be found at **www.seaver.pepperdine.edu/studentlife.**

6. **Assessing and Granting Credit for Prior Learning**
Upon admission to Pepperdine University, the Office of the Registrar evaluates coursework and assigns credit. Some courses may need to be evaluated at the departmental level once the student is admitted to the University. Students must submit a copy of the syllabus and a "request to transfer or substitution form" from the academic advising office to the DPD director. Courses meeting the DPD requirements must have been completed in the past ten years. Coursework obtained longer than 10 years prior will need to be taken again. Experiential learning is not accepted as credit towards the DPD requirements.

7. **Review of coursework obtained outside of the United States**
Coursework to meet didactic requirements must be assessed by an independent foreign degree evaluation agency. These agencies may be found at: http://www.eatright.org/students/getstarted/international/agencies.aspx.

A fee of $300. Is assessed if a student with an assessed degree(s) outside the United States seeks an examination of compliance with the DPD courses at Pepperdine in order to receive a Verification Statement by the DPD Director. Any student wishing to obtain a Verification Statement from Pepperdine University's DPD program must complete a minimum of the following 4 courses: CHEM 320-Physiologial Chemistry; NUTR 450-Medical Nutrition Therapy; NUTR 420-Quantity Food Production; and NUTR 421-Systems Management; and possibly, NUTR 310-Principles of Nutrition and NUTR 440-Public Health Nutrition.

8. **Student Grievances**
If any problem or complaint arises, the student should consult with the DPD Director, Dr. Helm, RDN first. If the issue is not resolved, the Chairperson of the Natural Science Division, Dr. Rodney Honeycutt should be consulted. If still not resolved, the grievance may be brought to a committee consisting of the DPD Director, the Chairperson and the Dean of Seaver College. Grievances involving didactic courses should first be discussed with the course instructor. Then, if not resolved, the student, course instructor and DPD Director will meet to discuss and resolve the issue. Grievances involving the DPD Director should first be discussed with the DPD Director directly, then if not resolved, with the Chairperson of the Natural Science Division. If a solution satisfactory to all parties is not reached to resolve the issue, the grievant may file a written grievance with the Associate Dean of Seaver College. The document should describe the nature and circumstances of the grievance, previous efforts to resolve the problem and the nature of redress the grievant is seeking (see pages 75-76 of the policies in the Student Handbook, seaver.pepperdine.edu/student affairs/content/handbook/handbook_2014).

Section 3 – Academic Requirements

To enroll in any nutritional science course which lists prerequisites, a student must earn a grade of "C-" or better in all prerequisites.
A nutritional science major must complete the following courses, which are designed to meet the Academy of Nutrition and Dietetic's academic requirements:

BACHELOR OF SCIENCE IN NUTRITIONAL SCIENCE

Course ID	Course Name	Units
Lower-Division Courses: 35 units		

BIOL 211	Biology of Cells	4
CHEM 120	General Chemistry I (GE)	3
CHEM120L	General Chemistry I Laboratory (GE)	1
ECON 200	Economic Principles (GE)	4
MATH 103	College Algebra	3
NUTR 101	Seminar in Dietetics	1
NUTR 201	Introductory Foods	4
NUTR 210	Contemporary Issues in Nutrition (GE)	4
PSYC 210	Introduction to Psychology (GE)	3
COM 180	Public Speaking and Rhetorical Analysis (GE)	4
BIOL 270	Human Physiology (GE)	4
Upper-Division Courses: 34–41 units		
BIOL 420	Microbiology	4
CHEM 320	Physiological Chemistry	4
MATH 316	Biostatistics (GE)	3
MATH 317	Statistics and Research Methods Laboratory (RM, PS)	1
NUTR 300	Advanced Seminar in Dietetics	1
NUTR 310	Principles of Human Nutrition	4
NUTR 420	Quantity Food Production	4
NUTR 421	Systems Management (WI)	4
NUTR 440	Public Health Nutrition	4
NUTR 450	Medical Nutrition Therapy	4
Choose one of the following sequences:		
CHEM 301	Elementary Organic Chemistry	4
or		
CHEM 310	Organic Chemistry I	3
CHEM 310L	Organic Chemistry I Laboratory	1

or

CHEM 311	Organic Chemistry II	3
CHEM 311L	Organic Chemistry II Laboratory	1

Freshman-Year Program

The Nutritional Science major should enroll in the general education program and include NUTR 101, NUTR 201, NUTR 210, MATH 103, CHEM 120, and CHEM 120L in the freshman year.

International Programs

Nutritional Science students wishing to participate in the international programs are advised to do so during the summer term; although, if you are interested in the year long international programs consult with Dr. Kim or Dr. Helm and they will appropriately advise you of an alternate academic plan.

Non-Profit Management

A student may minor in non-profit management. See the catalog section on Interdisciplinary Programs for course information.

2. Student and Professional Organizations

Student Dietetic Association/Cultural Cooking Club/Baking Club

A Student Dietetic Association exists at Pepperdine for undergraduate Nutritional Science majors to become involved in an organization for those entering the Profession of Dietetics. Students are encouraged to join and become involved in the meetings and activities run by the student organization. In addition, our majors support two cooking/baking themed clubs for collaborative learning and involvement with others interested in diet, food, and nutrition, both meet in AC 224.

Academy of Nutrition and Dietetics – Student Membership

Students are encouraged to become student members of the Academy of Nutrition and Dietetics.

The following information is from the AND website: www.eatright.org/students/join

Visit the website for the applications and additional information.

Joining the Academy of Nutrition and Dietetics, the world's leading organization of food and health professionals, will enable you to enhance your educational preparation and gain access to a wealth of career building resources.

3. DPD Verification Statement

A DPD verification statement formally signifies that you have met all knowledge requirements required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) making you eligible to apply for Supervised Practice Programs (Dietetic Internships).

In order to receive a Verification Statement you must complete all the courses as stated in Section 3- Academic Requirements. Upon completion the DPD Director, Dr. Susan Helm, RD, will issue a Verification Statement within 30 days of your graduation.

Section 4 – Post Baccalaureate considerations

1. What is a Registered Dietitian Nutritionist (RDN)?

A Registered Dietitian Nutritionist is a food and nutrition expert who has met the minimum academic and professional requirements to qualify for the credential "RDN." The majority of RDNs 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 RDNs work in community and public health settings and academia and research. A growing number of RDNs work in the food and nutrition industry, in business, journalism, sports nutrition, and corporate wellness programs.

2. Post Graduate options

A. Supervised Practice Programs (Dietetic Internships)

In order to become the a Registered Dietitian Nutritionist (RDN) three required components must be completed:

1. ACEND approved academic coursework; this is completed on the DPD track at Pepperdine University.
2. A supervised practice experience through a ACEND accredited Supervised Practice Program or a ACEND accredited Coordinated Program (CP).
3. Passing the Registration Examination for Dietitians.

Students successfully completing the DPD program qualify for application to admission into an accredited Supervised Practice program.
Completion of either a Supervised Practice program or CP program is required to become eligible to take the Registration Examination for Dietitians and to become a RDN.
Accredited Supervised Practice programs are available across the United States.

To apply to a Supervised Practice Program, individuals must complete at least a bachelor's degree and ACEND-accredited coursework requirements (Didactic Program in Dietetics). Currently all Supervised Practice Programs must provide at least 1200 hours of supervised practice. This is usually completed in 12-24 months depending on the availability of a part-time schedule or requirement of graduate credit. Individuals completing the program who are verified by the program director are eligible to write the CDR registration examination for dietitians. Appointments to Supervised Practice Programs are awarded on a competitive basis and most use a national computer matching process. Programs not participating in computer matching accept applications only from individuals employed by the sponsoring organization. Prospective applicants must contact program directors for current information, including application deadline dates. Programs will provide application forms and detailed information on program requirements, tuition, and financial aid upon request. (www.eatright.org) Applicants should look into various programs as each have their own emphasis. To find out more about accredited programs visit: www.eatright.org/students/education/dpd

B. Computer Matching for the Supervised Practice Programs

Questions and Answers about Computer Matching for Supervised Practice Programs.
(www.dnddigital.com/ada/questions.php)

What does the computer matching program do?

A matching program serves as a clearinghouse to help applicants obtain a supervised practice positions from their choices and to help Supervised Practice Programs obtain applicants from their choices. It eliminates unfair pressures and premature decisions in appointments by programs and acceptance or rejection of appointments by applicants. The AND has contracted with D&D Digital to facilitate the computer matching process.

Who screens applications and decides which candidates are acceptable to a particular program?

Each Supervised Practice program screens their own applications and submits a priority listing of acceptable applicants to D&D Digital, along with the number of openings to be filled by the matching process.

Computer matching does not change the program's or applicant's selection process. A program will not be matched to an applicant whose name does not appear on the program's priority listing. An applicant will not be matched to a program whose name does not appear on the applicant's priority listing.

Will the applicants or programs know how they have been ranked by the other?

No. All information submitted to D&D Digital is kept confidential. Each applicant is given the final result of their matching. Each program is provided with the names of their matched applicants. Programs and applicants are not told by D&D Digital how they were ranked by each other.

What do I need to do to be considered for an appointment to a Supervised Practice Program ?

There are two components.

First, you must request and complete an application from each Supervised Practice Program for which you seek admission.

Second, you must register online at the D&D Digital website **or** download, print, and submit a Preference and Release Sheet from the D&D Digital website **on or before** the appropriate Spring or Fall submission deadline. Programs that do not participate in the matching process accept applications only from students employed by the sponsoring institution. These applicants should not be participating in computer matching.

Can I apply to both the full-time and part-time option of the same Supervised Practice program?

Yes. Supervised Practice programs with both full and part-time options may have two computer matching codes, one for each option. Applicants must apply to and rank both full-time and part-time options to be considered for both options in the matching process.

Is there a limit to the number of programs that one can apply to and rank for computer matching?

No. However, you must submit an application to each program, and rank each program in your Internship choices for matching at D&D Digital.

What process is used for the matching?

The matching process matches program's highest possible ranked applicants with applicant's highest possible ranked programs until all possible matches are completed.

If I register for the computerized match process, but change my plans, how should this be handled?

Prior to the withdraw deadline, you must notify D&D Digital in writing or by FAX of your decision to withdraw from the matching process. Applicant withdraw deadline dates can be found on the Spring and Fall Timeline links. The matching process fee will not be refunded.

Do some applicants receive matches to more than one Supervised Practice Program?

No. Applicants are provided at most one match, the highest possible priority internship choice on their list for which a program match occurs.

What happens if I do not receive a match?

Supervised Practice Programs with Openings that chose to have their name released will appear on D&D Digital website links, beginning on dates shown on links for Spring and Fall Timelines. Applicants who did not match and Supervised Practice program Directors with openings may contact each other. Your Didactic Program Advisor can be helpful in evaluating this information and exploring options.

What does releasing my matching results mean?

Choosing to give permission to D & D Digital to release your matching results means, if a match occurs, your name will be included in a list that is sent to all AND Dietetic Internships and Didactic Programs. If no match occurs, your name, address, email address and college or university where your verification statement was or will be granted will be included on another list that the programs also receive. If a program has a vacancy they can then make contact with any unmatched applicants.

Should I release my results if I cannot relocate?

Yes. If you do not match and a vacancy occurs in a program in your area, this is the only way Supervised Practice Program Directors and Didactic Program Directors will know of your possible availability.

Can I reorder my Supervised Practice Program priority rankings after the registration deadline?

Yes, but only during a specified time period following the registration deadline. However, no additional internships can be added to their list after the registration deadline. Use the Timeline Link to find the beginning and ending dates to reorder your priorities.

If I do not receive a match, does my registration automatically move forward to the next Fall or Spring matching period?

No. A new registration is required for each Spring and Fall matching period.

For a timeline of submission for your materials please visit: (www.dnddigital.com)

C. A four year plan to consider for success in your DPD program and for developing a strong academic career.

Freshman year

Your academics are the main focus for your first year. Achieving quality grades that go towards your overall GPA is important as well as a strong understanding of your course work. During your first year you should get to know the faculty and other nutrition students to build relationships during your DPD program. This would also be the time to become involved in the Student Dietetic Association (SDA) on campus at Pepperdine as well as the Student Membership of the Academy of Nutrition and Dietetics (AND). If you take Nutrition 101 this year you will begin the process of building your student portfolio to include samples of your course work, work experience, resume, etc.. Begin to think

about an area you would like to obtain work experience in either a volunteer or paid position. Your summer after your first year would be a good opportunity to pursue work experience.

Sophomore
The focus remains on building your foundation of nutrition knowledge. Be involved with extracurricular activities and gain work and volunteer experience. Seek opportunities for leadership roles in clubs, organization, or community service projects. You may also consider internship opportunities to gain experience and build your resume. Attend local professional meetings to build professional relationships in your community.

Junior
Continue to focus on integration of acquired knowledge and grades, building your resume, and expanding your portfolio. Research areas you will consider for your post baccalaureate career, specific DI and graduate programs. If needed, prepare to take GRE the summer after your junior year.
Senior
Schedule meeting with Dr. Susan Helm, RD at the beginning of the semester to discuss applications to Supervised Practice Programs and/or Graduate or Professional programs. Continue to focus on integration, synthesis and application of nutrition knowledge in courses, maintaining good grades, building your resume, and expanding your portfolio. If considering employment rather than a Supervised Practice Programs, Graduate or Professional School, then make an appointment with the Career Center and also with Dr. Susan Helm, RD to discuss the range of possibilities post graduation.

Apply for Supervised Practice (SP) programs by deadlines:
Fall Match: SP application deadline – September (Students apply in September, match in November, & start SP in January, February, or March).
Spring Match: SP application deadline – February (Students apply in February, match in April, & start SP in July, August or September).

D. Graduate Programs
Students wishing to pursue academics with a graduate degree may do so after completion of their baccalaureate degree. Graduate Programs will require the student to take the Graduate Record Examination (GRE). This should be taken prior to your senior year of academics.
For a list of graduate programs in nutrition see: www.nutrition.org/education-and-professional-development/graduate-program-directory/
Most graduate programs have a deadline of November 1st, however they will vary, so be sure to know all your deadlines in advance to allow time to collect your letters of recommendation, transcripts and test scores.

E. Careers

There are wide and varied opportunities for registered dietitians in the workplace. Some of the more common careers are as follows:
* 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 community and public health settings
* in academia and research
* in the food and nutrition industry
* in business as consultants or entrepreneurial areas
* in journalism as writers of books or contributors to magazines
* in Sports Nutrition working with individuals and sports teams and
* in corporate wellness programs

APPENDIX U. NSCP-ISPP Student Handbook

PEPPERDINE UNIVERSITY

Seaver College

Natural Science Division

Nutritional Science

Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP)

POLICIES AND PROCEDURES STUDENT HANDBOOK 2015-2016

Welcome to Pepperdine University's Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP) in the Natural Science Division of Seaver College.

This handbook is designed to help students with the program policies and procedures to which you are required to follow while you are a student enrolled in the NSCP-ISPP. The handbook is not intended to be all-inclusive, but rather is to be used as a supplement to Pepperdine University's Undergraduate and Graduate Student Handbook. All of Pepperdine's policies and procedures apply to NSCP-ISPP students; however, this handbook discusses specific guidelines as they apply to students enrolled in the NSCP-ISPP.

It outlines accepted policy, based on the program's compliance to the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

This handbook is one tool for you to use in completing your supervised practice hours. It is important that you read and become knowledgeable about the information presented in both this and Pepperdine's Undergraduate and Graduate Student Handbook. If you have further questions about the NSCP-ISPP especially those not covered in the handbook, please be sure to speak with the Program Director (listed below).

The faculty is here to support you and guide you along the way towards a career in Dietetics, Nutritional Science, and other related Health Professions and employment.

Program Director: Dr. Susan Helm
susan.helm@pepperdine.edu
(310) 506-7064

Program Accreditation:
Pepperdine University Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP) is accredited by the Accreditation Council for Education in Nutrition and Dietetics, Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 312/899-0040 ext. 5400
http://www.eatright.org/acend/ispp

The Policies and Procedures Student Handbook for the Nutritional Science Certificate Program-Individualized Supervised Practice Program at Pepperdine University

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Admission Requirements

A bachelor's degree with an overall and major GPA of 3.00 is required. In addition, a Verification statement signed by the DPD Director from **ACEND** of the **AND** must be provided for review of application. One must have submitted an acceptable application in the past 5 years to DICAS through a previous national match and been unmatched to any supervised practice program. ISPP candidates should meet the minimum application standards of Pepperdine University. The application deadline for the fall term of the Nutritional Science Certificate Program is May 8, 2015.

Program Description

The Nutritional Science Certificate Program-Individualized Supervised Practice Pathway (NSCP-ISPP) in Natural Science is a post baccalaureate program which provides students with the supervised practice experience needed to fulfill the competencies for Registered Dietitians established by the Commission on Accreditation for Dietetics Education. Students will have supervised practice field experiences to help prepare them for professional careers as Registered Dietitians in wellness, health, nursing, medicine, therapeutic nutrition, nutrition counseling, foodservice management and leadership. Once the program is completed, a Certificate of Completion is offered allowing eligibility to sit for the registration examination for Registered Dietitians. The program includes 1,216 hours of supervised practice in rotation sites within a 60-mile radius of Malibu, California.
The NSCP-ISPP provides two concentration areas in both service and leadership.

Mission of the Program

The mission of the NSCP-ISPP program at Pepperdine University is to provide a strong supervised practice experience to educate and prepare our students to be highly competent and culturally sensitive dietetic professionals in compliance with external accreditation by the Council of Accreditation for Nutrition and Dietetics education (CAND), of the Academy of Nutrition and Dietetics (AND). The curriculum is designed to meet the student learning outcomes and competencies for entry-level Registered Dietitians. The learning environment is structured to promote an appreciation for life-long learning, purposeful self-reflection, effective problem solving, and teamwork.

Program Learning Outcomes (PLOs) and Outcomes Measures

A student who successfully completes the NSCP-ISPP should be able to:

1. **Secure employment and/or gain acceptance into graduate programs, or professional schools related to both the fields of Nutrition and Dietetics;**
    a. Over a five-year period, 70% of NSCP-ISPP students will seek employment in dietetics-related positions within three months of completing the program.

b. During the first year of employment, program graduates will be ranked by at least 75% of employers as above average in professional knowledge and skills as compared to other entry level Registered Dietitians.
c. Over a five-year period, 95% of employed students who respond to the alumni survey will rate themselves as prepared or well prepared for his/her first position of employment.

2. **pass the registration examination to become a Registered Dietitian; and,**
   a. Over a five-year period, 90% of NSCP-ISPP students will successfully complete the registration examination on the first try.
3. **be committed to community service and leadership.**
   a. 100% of faculty members will indicate they participate in one or more community service activities.
   b. Over a five-year period, 70% of current students will participate in community service activities.
   c. Over a five-year period, 79% of current students will become leaders in community service activities.
   d. Over a five-year period, 50% of students will indicate on an alumni survey that they participate in one or more community service and leadership activities.

Cost of the Program

Policy

The student is responsible for paying both the fees of the program to Pepperdine University and any personal living expenses accrued in the program.

Procedure

Application fee: $65.00

Tuition: The tuition for the full-time 10-month program is $34,920. This is based on tuition of **$1,455 per unit, (total 24 units) = $34,920. This cost includes the AND Conference, CDA Conference, Public Policy Legislation Day in Sacramento, personalized lab coat and RD exam study guide materials.**

Federal Student Financial Aid is not available for the ISPP program, however you may seek financial aid through private loans. Scholarships are available and can be requested on the program application.

Estimated additional expenses and costs for the student (all fees are approximate and may vary):

- Housing Costs - It is the responsibility of the student to secure housing prior to starting the program. The expense of housing is the responsibility of the student. It is recommended that interns find housing within a one-hour commute of campus as sites will be within 60 miles of campus.
- Transportation and parking – On campus parking is free as are most of the parking facilities at sites.
- Auto insurance must be carried during the supervised practice and a car is required to complete the supervised hours (variable)
- Medical insurance (variable) Insurance is available through the University for an additional fee
- Professional liability insurance ($35) 2 million per incident/5 million per year
- Housing and living costs (approximately $1000/month)
- Books and supplies ($300-400)

- California Food Handlers Card ($10)
- AND student membership ($50)
- Health physical and immunizations (variable)
- Drug/alcohol screening (required as part of clinical rotation) ($50)
- Miscellaneous personal needs (variable)

Prior Learning Credit toward Program Requirements

The Pepperdine University NSCP-ISPP does not grant credit towards supervised practice rotations/assignments for any prior education courses, and/or experiences. All students must complete the 1240 hours within the NSCP-ISPP program.

Code of Ethics for the Profession of Dietetics

Academy of Nutrition and Dietetics (formerly American Dietetic Association) Commission on Dietetic Registration
Code of Ethics for the Profession of Dietetics and Process for Consideration of Ethics Issues

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. The current Code of Ethics was approved on June 2, 2009, by the ADA Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

APPLICATION
The Code of Ethics applies to the following practitioners:

a) In its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
b) Except for sections dealing solely with the credential, to all members of ADA who are not RDs or DTRs; and
c) 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. Conducts himself/herself with honesty, integrity, and fairness.
2. Supports and promotes high standards of professional practice and accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics and reporting perceived violations of the Code through the processes established by ADA and its credentialing agency, CDR.

Responsibilities to the Public

3. Considers the health, safety, and welfare of the public at all times.
4. Complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.
5. Provides professional services with objectivity and with respect for the unique needs and values of individuals.
6. Does not engage in false or misleading practices or communications.
7. Withdraws from professional practice when unable to fulfill his/her professional duties and responsibilities to clients and others.

Responsibilities to Clients

8. Recognizes and exercises professional judgment within the limits of his/her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
9. Treats clients and patients with respect and consideration.
10. Protects confidential information and makes full disclosure about any limitations on his/her ability to guarantee full confidentiality.
11. In dealing with and providing services to clients and others, complies with the same principles set forth above in principles 3-7.

Responsibilities to the Profession

12. Practices dietetics based on evidence-based principles and current information.
13. Presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. 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. Is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
16. Permits the use of his/her name for the purpose of certifying the dietetics services have been rendered only if he/she has provided or supervised the provision of those services.
17. Accurately presents professional qualifications and credentials.
18. 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.

Responsibilities to Colleagues and Other Professionals

19. Demonstrates respect for the values, rights, knowledge and skills of colleagues and other professionals.

Medical Exam and Medical Insurance Policies

Policy
Students must provide proof of a physical exam completed up to six weeks prior to enrollment and proof of medical insurance while enrolled in the ISPP.

Procedure

1. Proof of physical examination, immunizations, flu shot, vaccines, TB test, and Hepatitis B immunity (must be completed within two months prior to start) must be provided two weeks prior to start of program. Expenses are paid by the student.
2. Proof of medical insurance must be provided two weeks prior to start of program. If a student becomes ill or injured while enrolled in the program, the student's health coverage would take effect to cover all health costs.

Professional Liability and Auto Insurance

Policy

It is required that each student carry Professional Liability Insurance throughout the entire program. In addition, current auto insurance must be carried by the student. These costs are the responsibility of the student.

Procedure

1. Proof of liability insurance must be submitted two weeks prior to start of program. Professional liability insurance is available on the Academy of Nutrition and Dietetic website (www.eatright.org).
2. Proof of auto insurance must be provided two weeks prior to start of program. A car is necessary to complete the ISPP rotations.

Safety in Travel to and from Assigned Areas

Policy

Students must supply his/her transportation to and from assigned supervised practice facilities. Auto insurance must be current during the length of the program.

Injury or Illness While in a Facility for Supervised Practice

Policy

Students who are injured or become ill while at a supervised practice rotation should seek immediate medical care at either a personal physician's office or an emergency room depending on need. The student is responsible for financial/medical insurance to cover this care.

Drug Testing and Criminal Background Check

Policy

Students are required to undergo a drug test and criminal background check if required by the supervised practice facility. The student is responsible for the expense of the drug test. In the case of a student not passing the drug test or criminal background check, they will be unable to continue in the program.

Dress Code for Supervised Practice Rotations

Policy
The dress, grooming, and professionalism of our students reflect upon the image of the University. Students are expected to be professional at all times in both his/her dress and in speech. Standards for grooming, dress, and personal conduct are held to a professional level and students should always do his/her best to convey this message. The following recommendations for dress and grooming must be followed while completing supervised practice rotations.

Procedure
Personal Hygiene

1. Students should follow high standards for cleanliness and good grooming. All clothing (including lab coat) must be clean and neat. Makeup, jewelry, and perfumes should be worn in moderation. Many facilities may not allow perfume at all due to sensitivities and allergies.
2. Name badges shall be worn at all times (provided by Pepperdine), during working hours, at organizational events, work related meetings and for in-service, education and off site programs.
3. Dress codes for each facility should be followed and discussed with program Director prior to beginning a new rotation.

Rotation Attire

1. White lab coats (provided by Pepperdine) are required for clinical rotations and should be worn over professional clothing. Lab coats should be clean and wrinkle-free at all times.
2. An identification badge (provided by Pepperdine) is to be worn at all times.
3. Dress codes for the facility should always be followed in addition to these guidelines.

On Campus

For on campus class meetings students may dress casually and tastefully. For on campus meetings that are not class time, students should wear business casual attire with his/her name badge.

Business Professional Attire

Blouses/Shirts
Appropriate attire includes shirts with collars, button front, pullover clothing with finished neckline, blouses, turtlenecks, sweaters, jackets, blazers, and lab-coats.
Unacceptable: T-shirts, sweatshirts, sport jerseys, halter/tank/midriff tops, low-cut, tube or sleeveless tops, sundresses, spaghetti strap tops/dresses.

Pants/Skirts
Pants and skirts must be appropriate in length and may not hang below the waist. Skin and underwear shall not be visible in the waist area. Pant length must not hang below tip of shoe heel and will not drag on the floor surface.
Unacceptable: shorts, jeans, leggings, stirrup pants, short dress/skirt lengths and slits, military style pants, and athletic wear.

Hair - Hair should be kept clean, well groomed and in many cases pulled away from the face. In the foodservice rotations hair that is not above the collar must be tied back. Hair restraints will be worn at all times.

Shoes - For the safety of the student closed-toed, non-slip shoes should be worn at all facilities. Heels should be limited to ½ inch and in some rotations must be flat for safety purposes.

Tattoos - Tattoos should not be visible and should be appropriately concealed by clothing.

Facial Hair - Facial hair including beards, side burns, and mustaches shall be clean and neatly trimmed. Beards should be kept at an appropriate length to promote safety for self and patients.

Body Piercing - Rings, hoops, or facial studs are not acceptable for the professional work place. This includes nose rings/studs, gauged ear lobes, or other body piercing such as eyebrow, lip, tongue, etc. Simple/modest rings in the ears are acceptable.

Jewelry - Students may wear no more than two rings per hand, and no dangling bracelets or long necklaces that can be dangerous are allowed. Earrings should be conservative with no more than two pairs.

Fingernails - Nails must be clean and well groomed. In patient-care areas, nails must be no longer than ¼ inch beyond the fingertip. Artificial nails are prohibited for infection control reasons and nail polish is prohibited.

Hosiery/Socks - It is preferred that hosiery or socks are worn at all times. Socks are to be worn with pants only. Hosiery should be worn with skirts and dresses.

Undergarments - Appropriate supportive undergarments are to be worn at all times. Such undergarments must not be visible.

Academy of Nutrition and Dietetics – Membership and the Annual Food and Nutrition Conference and Exhibits (FNCE)

Policy
Membership with Academy of Nutrition and Dietetics is highly encouraged to build professionalism.

Procedure

Students are encouraged to join the Academy of Nutrition and Dietetics as an affiliate member. The fees associated with membership are the responsibility of the student. Students will attend the Food and

Nutrition Conference and Exhibitions (FNCE) and the California Dietetic Association (CDA) Annual Meeting. Expenses related to these two conferences are covered by tuition.

Fair Labor Standards

Policy
The training given to the student is for the benefit of the student and his/her training. He/she does not displace regular employees. He/she works under the close supervision of the preceptor. The student is aware that he/she is not entitled to wages for the time spent in training nor to a job at the conclusion of the program.

Code of Academic Integrity

Policy
Students are expected to comply with all components of Pepperdine University's Code of Academic Integrity (www.seaver.pepperdine.edu/academicintegrity). Failure to comply with this code can result in student various sanctions/disciplinary action.

Rotation Schedule and Assignments

Policy
Students will be provided with his/her rotation schedules, program materials, and vacation/holiday schedule during the orientation week.

Procedure
Rotation Schedule

1. The Program Director is responsible for scheduling each student's 1240 hours. The schedules will be distributed to all rotation preceptors, students, and staff.
2. Changes due to unforeseen circumstances may create changes during the rotation. These will be brought to the student by the Program Director in a timely manner.
3. Program Materials
   Students will attend a week of orientation prior to beginning the supervised hours. During this week the following will be reviewed:
   a. Rotation schedule including preceptor contact information for each learning experience.
   b. Program learning outcomes for each rotation.
   c. Class schedules including weekly assignments, projects, and due dates.
   d. Evaluation forms and assessments for each experience.

Attendance

Policy
Students are expected to complete all assigned hours including rotations, classes, and scheduled meetings. Supervised hours are scheduled four days per week (Tuesday-Friday) with one day a week (Monday) in the classroom. Students are expected to attend all hours. Students must seek approval for a change in schedule due to circumstances such as illness, bereavement purposes, personal reasons, emergencies, or job interviews.

Procedure
Attendance

1. **Unplanned Leave/Absence** - The student must contact the Program Director via phone and email and rotation preceptor as soon as possible to request leave. The Program Director will document the information on the student's attendance record kept in the student's file.

2. **Planned Leave** - The student must submit a written request as far in advance as possible. The Program Director will either deny or approve the request. The original request will be kept in the student's file. Approved leave will be documented on the student's attendance record kept in his/her file along with the original written request. The Program Director will consult with rotation preceptors/supervisors prior to granting approval. Unapproved absences are not acceptable and will be subject to disciplinary action up to and including termination from the program.
3. **Tardiness -** If the student expects to be late, he/she will call both the Program Director and the current supervising preceptor to provide a reason for the tardiness and an approximate time of arrival. It is the responsibility of the student to communicate any changes to both the director and preceptor at all times.
4. **Excessive tardiness** will be subject to action up to and including termination from the program.
5. **Classroom Attendance** - Students are expected to attend weekly meetings on campus. If the student is unable to attend, the Program Director must be notified by phone as soon as possible. All work must be made up from the missed class. Two classes may be missed per semester without penalty. Beyond two, the student will need to meet with the Program Director to discuss disciplinary action.
6. **Weekly Log of Hours** - Students are required to maintain daily records of his/her supervised hours and turn in a weekly log signed by the preceptor to the Program Director on Mondays.

Vacation
Students will receive vacation days, two weeks at Christmas and one week for Spring Break. These dates will be provided to the student during orientation and will follow the academic calendar of Pepperdine Seaver College which may be viewed at: http://seaver.pepperdine.edu/academics/calendar.

Observed Holidays
1. Labor Day
2. Thanksgiving Holiday (Wednesday,Thursday and Friday)
3. Christmas Day
4. New Year's Day
5. Martin Luther King, Jr. Day
6. Memorial Day

If the student is scheduled to work on an "observed" holiday, another day will be given off.

Student Services

Students enrolled at Pepperdine University have access to student services on campus including health services, counseling, and academic testing. Additional information on these services can be found at www.seaver.pepperdine.edu/studentlife.

Performance Evaluations

Policy
All students will be evaluated on his/her performance at specified times throughout the program to assess readiness for entry-level competency.

Procedure
1. The student will complete the rotation student learning packet prior to each rotation and develop personal goals before beginning each rotation.
2. The preceptor and student will meet as needed to discuss the student's performance and progress.
3. The Program Director and student will meet once a month to discuss the student's performance and progress.

4. At the end of each rotation, students will complete a self-assessment form, evaluation of preceptor form and site evaluation form. These will be turned into the Program Director.
5. Written evaluations will be completed by the primary preceptor for each rotation including Clinical, Critical Care, Specialty, Hospital Foodservice Systems, School Foodservice Systems, Long-term Care, Women, Infants and Children (WIC), and Staff Relief. Once reviewed with the student, evaluations will be kept in the student's file in the Program Director's office.
6. The following assessment tools will be used:
   a. Clinical Rotation Supervised Practice Evaluation Form (Clinical, Staff Relief),
   b. Long-term Care Rotation Supervised Practice Evaluation Form,
   c. Women, Infants, and Children (WIC) Rotation Supervised Practice Evaluation Form,
   d. Specialty Rotation Supervised Practice Evaluation Form (Specialty, Critical Care), and
   e. Food Service Rotation Supervised Practice Evaluation Form (School and Hospital)
7. The student is required to meet all required supervised hours, learning experiences and performance standards to receive a certificate of completion.

Completion of Program

Procedure

1. The program of learning experiences has been developed to meet the Standards of Education of the Commission on Dietetics Education.
2. Students will be evaluated on his/her performance and must meet competency standards provided to them in each rotation. Students will be given an exit interview at the completion of the program.
3. Verification of completion of the ISPP will be provided as a certificate of completion by the program director.
   a. The Program Director will submit verification statements to the Commission on Dietetic Registration for eligibility to sit for the Registered Dietitian examination.
   b. The Program Director will keep verification statements on file.

Protection of Privacy

Policy

Student's file will be kept in a locked file cabinet in the Program Director's office. All information in the student's file is private. Preceptors may be provided a copy of the student's project as requested. The Program Director and Academic/Assessment Director are the only two to have access to these files. Students have the right to review his/her personal file upon request.

Program Evaluation

Policy

The program standards will be evaluated by the Program Director and Academic Assessment Faculty utilizing established methods to gather information on the quality of the program. Facilities and preceptors will also be evaluated yearly and discussed at an annual review meeting at the termination of each program year.

Procedure

Program Evaluation

1. The Program Director, Academic Assessment Faculty, staff, preceptors, nutrition students, and program graduates will be part of the program review.

2. The Program Director will:
    a. Review, collect, and keep on file intern rotation evaluations.
    b. Review, collect, and keep on file preceptor and program evaluations.
    c. Conduct a survey of immediate past graduates and his/her employers to determine entry-level competency of graduates one year following his/her completion of the program.
    d. Review registration examination scores of program graduates.
    e. Maintain records on file of all evaluations for a five year period in the Program Director's office.
    f. Use information gathered to discuss recommendations for change at the annual review meeting at the end of the program year with the Academic Assessment Faculty.
    g. Make modifications to materials and the program based on the evaluations.

Grievance Policy

Policy
The student has the right to file a grievance if he/she feels he/she has not been treated fairly. It is important that all students feel that they have been fairly treated and given every opportunity to discuss his/her problems in the program.

Procedure
If a student wishes to file a complaint or grievance against a Site Director, Preceptor, staff member, or the content or process of an experience, the following steps should be taken:

6. The student must first speak with the Preceptor to discuss the reasons for the complaint or grievance. The Preceptor must review the matter with the student and discuss the next step to be taken.
7. If the grievance is not resolved in step 1, the student may appeal to the Site Director. The Site Director may confer with the Preceptor to discuss and resolve the problem.
8. If these discussions are not adequate to resolve the matter then the student should meet with the Program Director. This should be done in a timely manner.
9. The Program Director will then discuss the situation with the student, the Site Director and Preceptor.
10. If a resolution cannot be made, the student will either be asked to change site and preceptor locations if the grievance against the preceptor or site is not conducive to learning OR they will be asked to leave the program if the student is at fault and cannot work within the guidelines of the program. A grievance form will be completed documenting the resolution, if any, and kept in the student's file.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or interns. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting the Education and Accreditation staff at the Academy of Nutrition and Dietetics (formerly the American Dietetic Association) at 120 S. Riverside Plaza, Suite 2000, Chicago, Illinois 60606 or by calling 1-800-877-1600, extension 4872. Written complaints should be mailed to the Chair, Accreditation Council for Education in Nutrition and Dietetics at the above address.

Program Withdrawal

Policy

If a student decides to withdrawal from the program he/she will need to schedule a meeting with the Program Director to discuss whether it will be a permanent withdrawal or a temporary leave of absence. Refunds of tuition and fees for the program are not available in accordance with the Seaver College Refund Policy.

Procedure

1. A meeting should be scheduled with the Program Director to discuss reasons for withdrawal.
2. At the meeting the Program Director and student will decide a course of action.
3. If the student decides to withdrawal permanently from the program he/she will write a letter indicating his/her plan to withdrawal, including reasons, from the program. The student and Program Director will sign and date the letter to be placed in the student's file.
4. If the student decides to take a leave of absence he/she will write a letter indicating this plan, which the Program Director and student will sign and date. The student has one year from the time of withdrawal to re-enroll and complete the remaining supervised hours. After one year he/she will no longer be admitted to the program.

Program Retention and Termination

A. Repeating a Rotation

Students are required to successfully complete all hours within each rotation. If a student does not successfully complete a rotation, he/she may be able to continue with additional hours until successful completion or alternate work may be assigned.

Procedure

1. Interns must successfully complete each rotation as defined on the rotation evaluation form.
2. If a student does not successfully complete a rotation the Program Director will determine whether the intern must complete supplemental work or repeat the rotation.
3. The student must complete the supplemental work to the satisfaction of the preceptor and Program Director before proceeding to the next rotation.
4. If there is successful completion of the additional hours/supplemental work, the preceptor will re-evaluate the student on the skill categories that were identified for improvement. A re-evaluated final rating will be given at that time.
5. If the student does not successfully complete the additional hours/supplemental work, the Program Director will require the student to repeat the rotation.
6. If the student does not successfully complete the repeated rotation, the student may be subject to disciplinary action or termination. A rotation can only be repeated once. (See Policy on Discipline and Policy on Termination)

B. Discipline and Termination

Policy

The student is subject to disciplinary action by the Program Director and Academic Assessment Faculty. If a student does not abide by the policies, procedures or guidelines of the program disciplinary action will be taken. This may include warnings, counseling, suspension, or termination.

Procedure

1. The Program Director will meet with the student to discuss the disciplinary action. If necessary the preceptor will attend the meeting as well. Based on the infraction, the Program Director (and preceptor if required) will determine what disciplinary action is warranted.
2. After two disciplinary actions, the Program Director and Academic Assessment Faculty will meet with the student to discuss the issue(s). The Program Director and Academic Assessment Faculty will determine what disciplinary action is warranted.

3. If subsequent disciplinary action is required, the Program Director and Academic Assessment Faculty will meet with the student to determine whether the student should be terminated from the program.
4. The Program Director will keep notes on each meeting, signed and dated by the student and the Program Director, and all documents will be kept in the student's file.
5. A student can be terminated from the NSCP-ISPP at any time due to problems with behavior, performance, or attendance. It is the Program Director's discretion along with the Academic Assessment Faculty to determine if the student should be terminated. Termination is based on written documentation of the intern's behavior and/or performance. When an intern is terminated, termination is immediate and no refunds for tuition will be provided. The Program Director and student will sign and date a termination agreement, which will be kept in the student's file.
6. If termination is decided the Program Director and Academic Assessment Faculty will meet with the student to discuss the decision.
7. The student has the right to file a grievance with the University if they do not agree with the decision.

Non-Discrimination Policy

Pepperdine University does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in the administration of its educational policies, admission, financial assistance, employment, or other educational programs or activities.

HIPAA Confidentiality Statement

Pepperdine University – NSCP-ISPP

The discussions, uses and disclosures addressed by this agreement mean any written, verbal or electronic communications. All Patient Protected Health Information (PHI), which includes patient medical and financial information or any other information of a private or sensitive nature that are considered confidential.

I understand that I am never to discuss or review any information regarding a patient at a clinical site unless the discussion or review is part of my assignment to the site. I understand that I am obligated to know and adhere to the privacy policies and procedures of the clinical site to which I am assigned. I acknowledge that medical records, accounting information, patient information and conversations between or among healthcare professionals about patients are confidential under law by this HIPAA Confidentiality Statement and by law.

I understand that, while in the clinical setting or at any other time or location I may not disclose any information about a patient during the clinical portion of my clinical assignment to anyone other than staff of the clinical site and my instructor.

I understand that I may not remove any record from the clinical site without authorization of the site. Additionally, I understand that, before I use or disclose patient information in a learning experience, classroom, case presentation, class assignment or research, I must attempt to exclude as much of the PHI as possible.

Additionally, I acknowledge that any patient information, whether or not it excludes some or all of the PHI, may only be used or disclosed for health care training and educational purposes at Pepperdine University and must otherwise remain confidential.

I understand disclosure of PHI or other confidential information may result in clinical, civil and criminal liability. Disclosure of PHI or other confidential information to unauthorized person (s), or access to, or misuse, theft, destruction, alteration, or sabotage of such information, is grounds for immediate disciplinary action by Pepperdine University and/or the clinical site I was at during the time the violation was made.

I understand that I must promptly report any violation of the clinical site's privacy policies and procedures, applicable law, or this confidentiality agreement, by me, or a Pepperdine University student or faculty member to the appropriate program director.

I herby acknowledge, by my signature below, that I understand that the PHI, other confidential records and data to which I have knowledge and access in the course of my clinical studies with Pepperdine University is to be kept confidential, and this confidentiality is a condition of my clinical experience. This information shall not be disclosed to anyone under any circumstances, to the extent necessary to fulfill my clinical and classroom requirements. I understand my duty to maintain confidentiality continues even after I have completed the program and am no longer in clinical or classroom settings at Pepperdine University.

I am familiar with the guidelines in place at Pepperdine University and in my clinical settings pertaining to the use and disclosure of patient PHI or other confidential information. Approval should first be obtained before any disclosure of PHI or other confidential information not addressed in the guidelines and policies and procedures of Pepperdine University and clinical sites is made.

Signed: _____

Date: _____

Responsibilities and Roles of the NSCP-ISPP Student and Program Director

Students are expected to follow all policies and procedures and expectations as listed below. Failure to follow policies and procedures may result in disciplinary action including termination of the program.

<u>Responsibilities of the NSCP-ISPP Student:</u>

1. Students must be familiar with all policies and procedures in this handbook and refer to them to answer policy and procedure questions.
2. Students need to complete learning experiences, study guides, readings, written assignments, and projects by due dates and arrive prepared to rotation sites and classes.
3. Students are expected to be punctual and available through the rotation.
4. Students are expected to behave in a manner consistent with the Academy of Nutrition and Dietetics Code of Ethics at all times.
5. Students are expected to represent Pepperdine University in an appropriate and professional manner in both behavior and appearance.
6. Students are expected to maintain confidentiality of all information discussed within his/her rotation.
7. Students are expected to communicate with his/her preceptors and Program Director throughout each rotation.
8. Students are expected to inform preceptors and the Program Director of any change in his/her schedule in a timely manner and to accept program changes that may arise.
9. Students are expected to maintain a positive and hard-working attitude.
10. Students are expected to be active learners, ask questions when needed and seek out answers to strengthen and broaden his/her learning experience.

<u>Responsibilities of the NSCP-ISPP Program Director:</u>

1. Serve as a role model and mentor.
2. Orient the student to all aspects of the NSCP-ISPP Program.
3. Provide adequate training of preceptors and coordinate learning experiences and projects for each rotation.
4. Develop schedules for the program, organize rotations and plan class days.
5. Monitor and evaluate student progress in each rotation.
6. Ensure that all students are meeting Accreditation Council for Education in Nutrition and Dietetics core competencies.
7. Support and act as an advocate for the student when appropriate.
8. Act as a liaison between the preceptor and student when needed.
9. Develop and enforce policies and procedures.
10. Develop partnerships with outside organizations that strengthen the program.
11. Be involved in Academy of Nutrition and Dietetics (formerly known as the American Dietetic Association) activities that strengthen the quality of the NSCP-ISPP.
12. Maintain the program's accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE).
13. Maintain a strong program by evaluating the program at a yearly review to ensure students are receiving training in current dietetics skills.

Pepperdine University NSCP-ISPP Student Handbook Acknowledgement Form

I hereby agree that I have read the NSCP-ISPP Program Handbook and fully understand the material included. Any questions should be discussed with the Program Director during Orientation Week.

Printed Name: _____

Signature: _____

Date Signed: _____