

# Self-Study Report (SSR) Template

## Nutrition and Dietetics Didactic Program (DPD)

### ACEND® 2022 Accreditation Standards

Revised February 2024

Refer to the 2022 ACEND Standards and Guidance Information when completing the self-study report template. The [2022 Standards, Templates and Guidance Information](#) are available on the ACEND website and include the following:

- 2022 Accreditation Standards and required elements
- Description of the narrative needed to support achievement of each standard and required element
- Required appendix evidence to demonstrate achievement of each standard and required element
- Required onsite evidence to demonstrate achievement of each standard and required element
- Other important accreditation information, such as a Glossary of Terms

#### Directions for submission:

Programs must submit three (3) searchable PDF files formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>):

**PDF #1:** The program self-study report narrative for the ACEND Accreditation Standards under which you are seeking accreditation (see <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards>), and

**PDF #2:** All appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards under which you are seeking accreditation (see <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards>), as well as any additional materials the program wishes to include to support the narrative.

**PDF #3:** All syllabi for the courses taught within the academic unit; place the syllabi in chronological order as they are offered in the curriculum.

Each Required Element and appendix document within the PDFs must be labeled, (for example, “Required Element 1.2” or “Appendix A”) and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Please refer to your site visit letter for instructions on submitting these documents.

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

- *Participation and/or Knowledge of the Self-Study Report*- Students, faculty and staff are conversant in the major themes of the report and how the program intends to address any discrepancies.
- *Completeness and Transparency of the Self-Study Report*- All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study report findings.
- *Relevance of Supporting Documentation*- Supporting documentation of activities is informative and used judiciously.
- *Evidence of Continuous Quality Improvement*- The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards.

- *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 are labeled. PDF file appropriately bookmarked.

**Lehman College of the City University of New York**

**Nutrition and Dietetics Didactic Program (DPD)**

**Comprehensive Self-Study Report**

**for**

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

February 03, 2025

**Application for Accreditation Cover Pages -- ACEND 2022 Accreditation Standards  
Nutrition and Dietetics Didactic Program (DPD)**

**Date:** 1/30/2025  
**Program name:** Lehman College (Didactic Program in Dietetics)  
**Sponsoring institution:** Lehman College of the City University of New York  
**City:** Bronx **State:** NY

**Substantive program changes included in report:** ☒ No | ☐ Yes **List change:** \_\_\_\_\_

**Program length:** \_\_\_\_\_

**Degree granted — (check all that apply):**

☒ Baccalaureate    ☐ Master's    ☐ Doctoral    ☒ Verification Statement Only

**Distance Education — select a percentage in dropdown if any of the program is offered via distance education.**

50-99% via distance education

**Other Program Options — Note: if program has an Individualized Supervised Practice Pathway, use DPD with ISPP template:**

**Accelerated Degree Options — select item to indicate whether or not the program offers graduate credit during undergraduate years**

Choose an item:

**Enrollment Date — (check all that apply):**

☒ Fall    ☒ Winter    ☒ Spring    ☐ Summer

**Enrollment:** Enter maximum number of students for which program is seeking accreditation and current enrollment.

<b>Didactic Program in Dietetics Using the DPD Accreditation Standards</b>					
	3rd Year Baccalaureate Degree Students	4th Year Baccalaureate Degree Students	Year 1 Graduate Degree Students	Year 2 Graduate Degree Students	Post-graduate students with a BS degree or higher & only completing DPD Requirements
Maximum Enrollment	75	75			40
Current Enrollment	12	08			03

**Signatures must be present and may be presented as an electronic signature or scanned.**

**Program Director:**

Andrea Plunkett, DHSc, MS, RDN, CDN

<b>Name and credentials</b>	
Doctoral Lecturer & DPD Director	Business Address
Title	Department of Health Promotion and Nutrition Science G-431, 250 Bedford Park Blvd West, Bronx NY 10468
CDR Registration Number	1003384
Signature <i>A. Plunkett</i>	E-mail Address Andrea.plunkett@lehman.cuny.edu
Fax Number 718-969-8908	Website Address: Health Promotion & Nutrition Sciences   Lehman College

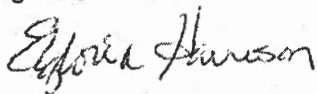
*The program is aware of and agrees to abide by the accreditation standards and policies and procedures established*

*and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.*

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

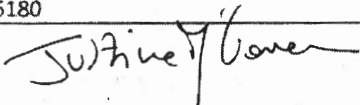
Name and credentials		Business Address
Elgloria Harrison, PHD		School of Health Sciences, Human Service, and Nursing – Gillet 314 250 Bedford Park Blvd West, Bronx NY 10468
Title		
Dean and Professor		
Telephone	E-mail	Website: <u>School of Health Sciences, Human Service and Nursing   Lehman College</u>
718-960-7820	Elgloria.harrison@lehman.cuny.edu	

Signature




Name and credentials		Business Address
Justine McGovern, PHD, LMSW		Department of Health Promotion and Nutrition Science G-336, 250 Bedford Park Blvd West, Bronx NY 10468
Title		
Chair and Professor		
Telephone	E-mail	Website: <u>Health Promotion &amp; Nutrition Sciences   Lehman College</u>
718-960-5180	Justine.mcgovern@lehman.cuny.edu	

Signature



Name and credentials		Business Address
Title		
Telephone	E-mail	
Signature		

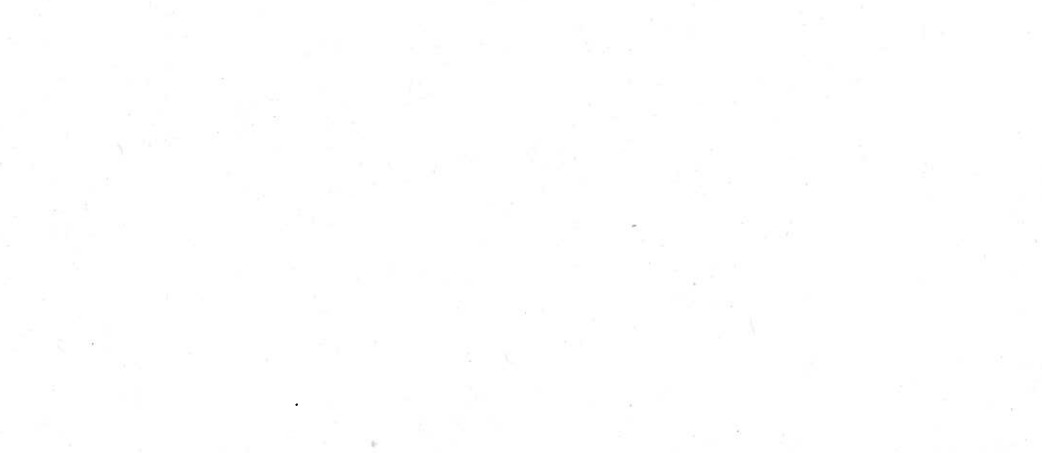
**Chief Executive Officer:\*\***

Name and credentials		Business Address
Fernando Delgado, PHD		Office of the President, Shuster Hall, Room 350 250 Bedford Park Blvd West, Bronx NY 10468
Title		
President, CEO		
Telephone	E-mail: <u>Office of the President   Lehman College</u>	
718-960-8111		
Signature		
		

*\*This form must be submitted with the application packet documenting compliance with ACEND's 2022 Accreditation Standards.*

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

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



Consultant Name		Business Address	
Title			
Telephone	E-mail		

**Self-Study Report on the ACEND 2022 Accreditation Standards  
Lehman College DPD Program**

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## Program Summary Information

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

<b>Program Name:</b>	Lehman College DPD
<b>Sponsoring Organization:</b>	Lehman College of the City University of New York
<b>Sponsor's Accreditor or Recognition Body:</b>	Middle States

### Executive Summary of the Program

Briefly (in one page or less) provide an overview of your program (including short history, options, degree granted, distance or onsite education, etc.) and any changes over the last seven years that have impacted the program. For programs applying for candidacy, describe where your program is in the curriculum approval process (including the institutional accreditation review processes).

*Your response goes here.*

The Dietetics Food and Nutrition program at Lehman College of the City University of New York was first established in the late 1960s within the Department of Family and Consumer Studies as a specialization program. Further expansion of the program leads to a Master of Science in Education in Home Economics and specialization in foods and nutrition. In 1980-1981 the foods and nutrition program was transferred to the Department of Health Services and housed the Dietetics, Foods, and Nutrition (DFN), Exercise Science, Recreation Education and Therapy, Health Education and Promotion, as well as Health Services Administration. In 2014, the School of Health Sciences, Human Services, and Nursing (HS2N) was formed, and housed several professional programs, including Exercise Sciences and Recreation, Nursing, Social Work in the Human Services program, Speech Language Pathology, Health Promotion and Nutrition Sciences (HPNS). Under the HPNS Department lies the Health Education and Promotion, and Dietetics Food and Nutrition (DFN), which included two concentrations, Culinary & Community Nutrition (DFN Option II) & Dietetics and Nutrition (Option I, also known as the Didactic Program in Dietetics (DPD)). The Dietetics Food and Nutrition (DFN) major was separated into two majors, and completed in the summer of 2024, following the New York State Department of Education (NYSED) guidelines. The two majors are now (1) B.S. Nutrition and Dietetics (ACEND's Accredited Didactic Program in Dietetics - DPD), and (2) B.S. Culinary & Community Nutrition (formerly DFN Option II) and is not accredited by ACEND. Students earn a B.S. degree in Nutrition and Dietetics if they complete the DPD curriculum, and the college requirements with a minimum of 120 credits. The DPD requirements a minimum of 63.0 credits of coursework including didactic/laboratory courses in the basic sciences such as anatomy and physiology, general chemistry, organic chemistry, biochemistry, courses in food science & microbiology and food preparation, quantity food production, didactic courses in medical nutrition therapy, life cycle nutrition, nutritional biochemistry, food service management, Serv Safe Certification, community nutrition, research methods in nutrition, nutrition education and counseling, and related coursework in other disciplines such as psychology or sociology. Writing Across the Curriculum is an important part of the Lehman philosophy with at least two writing intensive courses required of all Lehman graduates. Writing intensive courses are included as part of the curriculum in order to enhance the ability of our students to not only learn through writing but also to think and write clearly and succinctly.

Curriculum updates in the past 7 years: There have been several changes to how students are admitted to the DPD that have been spearheaded by Kate Burt, the undergraduate program director and interim DPD Director during the 2017-2024 reaccreditation cycle. Dr. Burt has curriculum development experience and mentored Ms. Esparza to create the newly accredited Master of Public Health/Dietetic Internship at UC Berkeley, which recently admitted its first cohort. The changes Dr. Burt implemented are as follows.

All DPD students begin their undergraduate degree in our non-accredited major, which consists of the same 4-semester sequence as the DPD (the majors diverge in content for the last two semesters). With the graduate degree requirement for the DPD, allowing students to begin important coursework while learning about the RDN credential enables students to take more time to consider their options and firmly commit to becoming an RDN. The minimum GPA required to enter the DPD was also increased from a 3.0 to a 3.3. When students are prepared to commit and have the GPA required to enter the DPD



major, students are now required to take an entrance exam, which covers foundational concepts in the introductory nutrition, food science, and lifecycle nutrition courses. The aim of this exam is to ensure that students are adequately prepared and competent in foundational areas that would facilitate success in more rigorous and demanding medical nutrition therapy courses.

Other curriculum changes were implemented to better meet the needs of students. For example, DFN 441: Seminar in Professional Practice, was introduced in 2019 to meet several ACEND competencies and better introduce students to the landscape of dietetics through a mentorship-style course. By supporting students through the dietetic internship application process and formalizing opportunities to discuss it, we hoped to increase the number of graduates who pursued the dietetic internship and/or graduate education in nutrition. Two additional curriculum changes include replacing a course in biostatistics with a nutrition-focused research methods course (DFN 369: Research Methods in Nutrition), which shifted the focus from learning biostatistics to ensuring that students can read and interpret research articles, which is more likely to be a necessity in their careers as RDNs. A third change to the curriculum in 2019 was replacing a general course in the US healthcare system with a nutrition specific course that serves as a prerequisite to medical nutrition therapy. By adding DFN 248: Nutrition in Healthcare, students learn foundational concepts about the US healthcare system and are introduced to the Nutrition Care Process before they are expected to apply it to case studies in Medical Nutrition Therapy (DFN 348 and DFN 448). By introducing the Nutrition Care Process earlier in the curriculum, students can focus their attention on learning MNT in their final semesters.

In 2021, a sweeping set of curriculum changes was introduced to meet the 2022 ACEND standards and modernize the curriculum overall. These changes included removing microbiology as a standalone course and teaching it alongside Food Science. By making this change, we were able to bring microbiological concepts into the food lab, facilitating a broader range of experiential learning (from DFN 120 to DFN 321: Food Science and Microbiology). Another change was shifting the focus of DFN 220: Food, Society, and Health (i.e., cultural foods) to frame and elevate the social determinants of health. Now titled DFN 221: Social and Cultural Determinants of Health, this course frames cultural foods within the systems and structures of privilege and oppression more broadly. Our course in biochemistry (DFN 244/245) has been incorporated into advanced nutrition (DFN 445) and renamed accordingly, Nutritional Biochemistry, because of the overlap in content of the two courses, which emerged during a deep dive into the curriculum. By combining the courses, 3 credit hours were freed and devoted to requiring a new course in community nutrition, DFN 340: Community Nutrition and Food Justice. Prior to this change, there was no community nutrition course required for DPD students, despite that many program graduates enter into community nutrition careers. DFN 330: Quantity Food Production and DFN 430: Food Service Management were modernized and combined into DFN 430: Management of Food and Nutrition Services, with the ServSafe credential removed from DFN 330 and added as its own stand alone, 1 credit course (DFN 200: ServSafe Certification). This enabled DPD students to obtain the ServSafe certification before entering their food laboratories, thereby facilitating a safer environment for all. Finally, the number of laboratory offerings has been expanded. Now, in addition to labs in Food Science and Cultural Foods, students will have the option to take labs in Lifecycle and Therapeutic Foods, Food Production and Management, or Sustainability in Food and Systems. Two labs are required.

Changes in online education: We have also transitioned to offering more courses online with trained faculty and supported by our Online Office of Education. We have incorporated open educational resources into several courses to reduce the costs for students and plan to continue to rely more on free or zero cost materials. The distance learning component of the DPD curriculum was approved by ACEND in January 2024 and allows students to take greater than 50 percent of the Nutrition and Dietetics courses in Distance Learning, allowing more accessibility, timely completion of the program and increasing students' retention & graduation rates. Through the Didactic Program in Dietetics (DPD), courses are offered in various modalities. Any of the DPD courses can be offered in Distance Learning via online synchronous, asynchronous, hybrid, blended, high Flex or face-to-face in a traditional classroom setting.

Changes in faculty support: In 2017, the faculty were predominantly white women, which reflected the profession but not Lehman's diverse student body. At that time, only four of 13 faculty were persons of color (30.7%), and none were male. Since then, we have experienced modest diversification of faculty and in 2024, 58.3% are faculty of color (7 of 12), including three men (25%). One of the men joined the faculty full time and supports the lab, as he is not only a dietitian of color but a trained chef. This is the first time in the program's history that a trained and experienced chef has been on the faculty full time. We have also hired a full-time College Laboratory Technician to support the foods lab, who is also a program graduate.

Changes in student engagement and mentorship in research: At the time of the previous self-study, no students were involved in publishing research as co-authors. Their roles were as data collectors and/or participants in less formalized studies. In the past 7 years, Dr. Burt has co-authored published papers with 31 students and more than 20 others have been involved in data collection and/or statistical analysis.

Changes in the Lehman college advisement model: Lehman College has made advisement more robust and has dedicated an advisor to Health Science professions. Dyan Atkins, the person appointed and who has been in the role since it was created post-COVID has developed a close relationship with the dietetics majors. With her help and coordination, the DPD is better known and understood by all academic advisors, and we are promoting it every semester in partnership with Admissions and Advising teams.

Challenges of the DPD: The trend in DPD enrollment has been declining over the past two to three years, as evidenced by ACEND's DPD Annual Reports 2022 – 2024 Enrollment and Graduate Statistics data as well as the low number of students enrolled in the DPD only courses (DFN 348 and DFN 448) since the fall of 2023 and spring of 2024 semesters. Some of the contributing factors are: (1) the discontinuation of Teacher's College students who were enrolled in the DPD for Verification Statement only. Teacher's College has its own Graduate DPD program since 2023, therefore, resulted in reduction in Lehman's DPD enrollment. (2) Effective January 1, 2024, the Commission on Dietetics Registration (CDR), eligibility requirements to sit the Registration Examination to become a Registered Dietitian Nutritionists (RDN) includes a graduate degree in addition to the Dietetic Internship (Supervised Practice). A large proportion of the Lehman student body consists of minorities who are economically disadvantaged and attend school part-time due to the need to work or attend school full-time to qualify for financial aid. Many of Lehman's undergraduate students, who want to become Registered Dietitians, have families and financial difficulties. Many of the students are unlikely to be admitted to Dietetic Internships or pass the Nutrition and Dietetic Technician Registered (NDTR) exam, due to weaknesses in language and mathematic skills and other responsibilities including part-time or full-time work, caring for families, financial difficulties, etc. Another challenge of the DPD is the director's responsibilities (34%) to efficiently administer the program, participate in marketing and outreach for the program, teaching responsibility 66%, provide advisement and support to students, and participate in scholarly work.

Looking ahead: Lehman's DPD seeks to prepare graduates to become competent and ethical entry-level practitioners of nutrition-related services, as well as to enter a Dietetic Internship and/or related graduate programs or to become credentialed as Nutrition and Dietetics Technicians, Registered (NDTR) or Dietetic Technician, Registered (DTR). Lehman as well as the HPNS programs are committed to meeting the educational needs of NYC's urban population. Lehman is ranked # 4 on "social mobility" and has been changing the trajectory of thousands of graduates for decades. The health care delivery system is the largest single employer in the Bronx and represents a significant career opportunity for our DPD graduates. Lehman's DPD and DI programs maintain close relationships with many of the health care institutions in the borough and New York City in general. Surveys in the past of our graduates indicated that many of the alumni obtained employment in the health field within a year of graduation. The minimum requirement for some entry level positions (such as in WIC, school food service, and skilled nursing facilities) is a B.S. degree with a major in dietetics or nutrition or a B.S. Degree with a major in dietetics or nutrition plus a DPD Verification Statement.

#### **Summary of the Self-Study Process**

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

*Your response goes here.*

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

The conducting of the self-study provided the program's faculty with the opportunity to discuss and assess the status, think about what students are learning, where deficiencies in learning exist, and to plan for our DPD's continued future. It enabled us to try to understand the strengths and weaknesses of the program and to work towards continuous quality improvement. The current DPD Self-Study (2024-2025) involved the faculty members of the program, both full-time professors, lecturers and adjunct faculty members, the DPD/DI Advisory Board members including students, preceptors, employers, as well as current and past students. The program faculty were asked to participate in discussions as well as in the submission of CVs, assignments and course syllabi. The full-time faculty took part in the reading, writing, and editing of the document. Current

students as well as graduates participated by completing questionnaires and responding to telephone call surveys. Current students will participate in meetings with the site-visitors during the scheduled site-visit. The Chair of the Department of Health Promotion and Nutrition Sciences (HPNS) and the Dean of the School of HS2N gathered and verified information on the financial data. The Undergraduate Program Director, Dietetics Foods and Nutrition Program Director provided information on the historical data of the DPD, curriculum changes and updates. Administrators such as the Dean, the HPNS Department Chair, the Director of Strategic Planning, Assessment and Institutional Research, the Chief of Staff of the Dean and the Administrative Specialist of the School of Health Sciences, Human Services, and Nursing were readers and of the final document and recommended editing and formatting.

Based on the self-study, changes in the curriculum, entrance, progression and exit requirements in the DPD have been instituted or are in process. A revised 2024 DPD Handbook was sent to each member of the faculty prior to its availability to students. Through discussion with the Department Chair, DFN Program Directors and staff, the decision was made to eliminate the exit examination. DPD students will be required to submit a portfolio with all graded Registered Dietitian/Nutritionist (KRDN) assignments in the assigned courses and listed on the course syllabus. DPD students will meet with the DPD director at least once per semester to review their portfolio. The portfolio will be submitted to the DPD Director at the completion of the program prior to the exit interview session and request for the Verification Statement.

## Standard 1: Program Characteristics & Resources

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

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 1.1

The program must be housed in a college or university or offered in a consortium with a college or university. The college or university must be located in the U.S. or its territories and accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE).

- a. A consortium is defined as two or more independent institutions working together under a formal written agreement to sponsor a single program. The consortium must consider itself a single education program.

#### **Narrative:**

- Explain how the organization is in compliance with this required element. Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency.
- State the name of the U.S. institutional accrediting body and the institution's current accreditation status.
- *[Candidacy programs only]* If the program is not yet approved within the state and/or institution, the program must describe where the program is in the process in gaining approvals and the status of the approval process within the institution and the state.
- *[Consortium only]* State the two or more independent institutions working together under a formal written agreement to sponsor a single program.

*Your response goes here.*

The Didactic Program in Dietetics (DPD) is housed at Herbert H. Lehman College (Lehman College), an autonomous unit of The City University of New York (CUNY). Lehman is located at 250 Bedford Park Boulevard West, in the borough of the Bronx, New York City, in the State of New York in the US, [Colleges & Schools – The City University of New York \(cuny.edu\)](https://www.cuny.edu/colleges-schools/).

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

Lehman College (<http://www.lehman.cuny.edu>), one of the eleven senior colleges in CUNY, is a public, comprehensive, coeducational liberal arts college with more than 100 undergraduate and graduate degree programs and specializations. Lehman College is the only public senior college in the borough of the Bronx, and the only senior CUNY College in the Bronx, with approximately 396 full-time faculty members and approximately 556 part-time faculty members serving more than 11,000 undergraduate and 1,667 graduate students. Approximately 50 percent of the undergraduates are Hispanic, and 40 % are Black/Non-Hispanics: 65% female and 35% male. Less than 10% of the Lehman undergraduate population is white/Non-Hispanic. Lehman is a federally designated Minority-Serving and Hispanic-Serving Institution. <https://www.lehman.edu/about/fast-facts/>

Lehman is accredited by the Middle States Commission on Higher Education (MSCHE) and has been a member since 1968. Lehman College's accreditation was reaffirmed in 2019. MSCHE also accepted a supplemental information report on March 4, 2021. The Statement of Accreditation Status is included in the Appendix, (Standard 1, Required Element 1.1). The next evaluation visit by Middle States is scheduled for 2027-2028, Accreditation - Lehman College (cuny.edu). And the Didactic Program in Dietetics (DPD) was last reviewed and reaccredited by ACEND in 2018. The next evaluation visit by ACEND is

scheduled for 2025, <https://www.lehman.cuny.edu/institutional-effectiveness/documents/2020/Dietetics-Action-Letter-2018.pdf>

#### Required Element 1.2

The program must be integrated within the administrative structure of the sponsoring organization, show this structure, such as in an organizational chart, and indicate where the program will be housed. In a consortium, an organizational chart must clearly show the relationship of each member of the consortium to the program and where the program will be housed.

#### **Narrative:**

- Describe the administrative structure of the institution/organization and where the program is housed.
- *[Consortium only]* Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart).

*Your response goes here.*

Department Overview: The DPD at Lehman College is located in the Department of Health Promotion and Nutrition Sciences (HPNS) in the School of Health Sciences, Human Services, and Nursing (HS2N), consisting of multiple professional programs, including Exercise Sciences and Recreation, Nursing, Social Work in the Human Services program, Speech Language Pathology, Health Promotion and Nutrition Sciences (HPNS). The Department of Health Promotion and Nutrition Sciences is a multi-disciplinary Department consisting of undergraduate programs of study in: (1) Dietetics, Foods, and Nutrition, B.S. (which will be phased out by 2027 due to the DFN major splitting into two separate majors, and completed in the summer of 2024, following the New York State Department of Education (NYSED) guidelines, (1) Nutrition and Dietetics, B.S.; (2) Culinary and Community Nutrition, B.S. and (3) Health Education and Promotion, B.S.

The Health Promotion and Nutrition Sciences (HPNS) Department also houses graduate programs in: (1) Nutrition, M.S.; (2) the Dietetic Internship Program, (3) Health Education and Promotion, M.A.; (4) Health Teacher, Pre-K – 12, M.S. Ed.; and Advanced Certificate in Health Education. With these new programs, the Department of Health Promotion and Nutrition Sciences will consist of four undergraduate programs, three graduate of study, an Advanced Certificate and Dietetic Internship Program, with currently 454 students enrolled in its degree programs.

Academic Organization: The President of the College is Dr. Fernando Delgado, who was appointed July 1, 2021, as the fourth president in Lehman College's more than 50-year history. Dr. Fernando Delgado is proud to lead one of the Bronx's preeminent institutions; a federally designated Hispanic-serving institution that is a perennially leader in social mobility, [Office of the President | Lehman College](#). Dr. Delgado is responsible for all aspects of running the College, and reports to the CUNY Chancellor, Dr. Felix V Matos Rodriguez, [Chancellor Félix V. Matos Rodríguez – The City University of New York \(cuny.edu\)](#), and the CUNY Board of Trustees. The Provost and Senior Vice President for Academic Affairs and Student Success is Dr. Jorge Silva-Puras, who reports directly to the President. The Provost works with key personnel across campus to ensure that students receive high quality instruction and that faculty members have the resources necessary to be productive teacher-scholars.

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

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

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

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

The School of Business includes three departments (Accounting, Management and Business Innovation, and Finance, Information Systems, and Economics). The school of Business was launched July 1, 2022, followed by an official opening ceremony on September 15, 2022. Lehman College School of Business is committed to educating students in business competencies through innovative and experiential learning-based programs. It provides high-quality transformative education in partnerships with businesses in the Bronx, the rest of New York City, and beyond, to a diverse group of students, shaping them to become successful, ethical and socially responsible leaders, professionals and entrepreneurs.

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

The organizational chart of the College, which includes the DPD in the Department of Health Promotion and Nutrition Sciences (HPNS) within the School of Health Sciences, Human Services, and Nursing, is shown in the Appendix (Standard 1, Requirement Element 1.2).

#### Required Element 1.3

The program must demonstrate that it has the administrative, clerical or other staff, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its mission and goals. If any portion of the program is offered through distance education, the program must demonstrate that technology and resources are adequate to support a distance-learning environment. Programs offering an Individualized Supervised Practice Pathway (ISPP) must document the financial support and learning resources provided to the ISPP.

- a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty and staff.
- b. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program goals and student outcomes.
  1. Programs offered in a consortium must clearly define financial and other resource contributions of each member to the total program.
- c. The program must establish and report its maximum enrollment to ensure quality, viability and appropriate use of resources.

#### **Narrative:**

- Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of all program options (including distance education, if applicable) and produce the desired outcomes.
- Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program mission and goals.
- Describe how the budget and resources are adequate to support program faculty, preceptors and staff for training on diversity, equity and inclusion, distance education and other professional development topics to produce desired outcomes for the program.
- State the maximum enrollment for which the program is seeking accreditation and discuss the adequacy of resources to support the enrollment. Explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program.
- *[Consortium Only]* Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.

*Your response goes here.*

The DPD program has adequate resources in terms of administrative, clerical, technical, IT, and financial support. The program benefits from administrative (2) and technical (1) staff assigned to the department and School, in addition to staff assigned to the college in general. The physical facilities are well maintained and consist of smart classrooms as well as kitchen labs. Learning support resources offered by Lehman College are significant. They aim to promote student success by meeting a range of learning needs and levels. Tutors, advisors, peer support, and more are available to students in every program option. Library support is available 24-7.

In Fiscal year 2023-24 three new positions were added to the department, two full time faculty with the RDN credential, boosting the total to three, and one full time administrative support staff person.

Budgetary needs of the program are tied to both short term and long-term goals of the program and college. These include promoting student success, diversifying the workforce with diverse and qualified professionals, increasing awareness of the importance of nutrition in overall health, reducing food insecurity, and enhancing food justice and health equity. Strategies to reach these goals include engaging in outreach to grow a diverse student body, preparing students for the rigors of professional and credentialing, and offering supportive services to students, as needed.

The maximum enrollment for which the program seeks accreditation is 190 students. Currently, the DFN program reaches about 142 students. All students in the nutrition and dietetics major enter into the Culinary and Community nutrition major and fulfill the prerequisites before entering the DPD. The program's quality and viability are ensured by the enrollment numbers which make use of the resources appropriately. The kitchen labs, qualified and credentialed faculty, internship opportunities, and smart classrooms are used to maximum efficacy.

The program budget and resources are adequate to support program faculty, preceptors and staff development in diversity, equity and inclusion, distance learning as the School and College supplement department professional development opportunities. Other departmental professional development areas of focus have included working with AI and maximizing the impact of social media, communications, and professional linkages to grow enrolment.

Each year, the Dean requests that the Chairs review their department's previous budget and budgetary needs for the upcoming year. Budget decisions are aligned with the program, department, School and College missions and goals. If a new budgetary need is identified, it is brought up for discussion in a monthly departmental meeting. If the budget item requires P&B approval, it is voted on in the monthly P&B meeting. Then, a budget request is presented to the Dean who, in concert with the program Chair, assesses the level of need. The Dean advocates with the Provost to meet the OTPS, temporary (adjunct and non-permanent faculty) and permanent personnel budgetary needs. HPNS budget is presented in Lehman Online Management Reporting System (LOMRS) when the office of finance makes the budget available to the schools. Once the schools are notified of the budget availability, the Dean, Chief of Staff, and Administrative Specialist verifies that the approved budget reflects what was requested from the department. If there are any discrepancies the budget is reconciled for accuracy. The DPD program's budget is included in the HPNS overall budget. The College budget is divided into two sections Personnel section and non-personnel section. The personnel section in HPNS has been stable and the non-personnel section of the budget has been increased to include maintenance of the culinary laboratory's equipment. Final decisions reflect a collaborative process at every level. All budgetary approvals are aligned with the college mission and strategic plan. We expect that a focus of the 2025 – 2030 strategic plan will be promoting health and wellness. The DPD is well positioned to implement the strategic plan. The HPNS Department also houses a Dietetic Internship Program that is accredited. Both the DPD and DI programs work closely to prepare competent future dietetic practitioners.

#### Required Element 1.4

The program must award a baccalaureate degree and a verification statement upon completing the program requirements to individuals who enter program with an associate's degree or less.

- a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
- b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge must be achieved through prerequisite or graduate courses for completion of the graduate degree.

#### **Narrative:**

- Describe completion requirements for receipt of verification statement. Information should be provided separately for each option offered.
- State the degree received upon completion of the program and describe completion requirements for receipt of degree. Information should be provided separately for each option offered. If a non-degree option is offered in addition to the degree option, completion requirements must be described. Note: The master's degree must be in a major course of study in human nutrition, foods and nutrition, dietetics, public health, food systems management, or an equivalent course of study (including MBA, MEd and other relevant degrees).
- If the program is offering a degree that is not yet approved within the state and/or institution, the program must describe where the program is in the process in gaining approvals for granting a degree and the status of the approval process within the institution and the state, as applicable.

*Your response goes here.*

Lehman's Nutrition and Dietetics major/DPD, awards a baccalaureate degree. To earn the B.S. degree, the following must be completed: all the requirements for the Nutrition and Dietetics major (formerly DFN Option I), all College requirements which include completion of a minimum of 120 credits including the major, core courses, LEH 300 and 301 and distribution requirements. Students earn a DPD Verification Statement after successful completion of the DPD. To obtain a DPD Verification Statement a student must:

1. earn the Lehman College BS degree in Nutrition and Dietetics, and successful completion of the required "Knowledge Registered Dietitian/Nutritionists (KRDN) assignments in selected courses with 80% score or better, successful completion of the DPD exit exam with 75% or better score on the DPD Verification Statement Examination, as well as PSY or SOC 166 (or equivalent) with a minimum GPA of 3.3 (with no D grades). The B.S. degree at Lehman requires the completion of a minimum of 120 credits including Lehman's Distribution and Core requirements, and the Nutrition & Dietetics major; or
2. Earn a bachelor's degree in a field other than Nutrition and Dietetics, complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) and earn a second bachelor's degree at Lehman with a minimum of 31.50 credits in Lehman's DPD with a minimum GPA of 3.3 (with no D grades); or
3. Earn a bachelor's degree in a field other than Nutrition and Dietetics, complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) as a non-matriculating undergraduate student with a minimum of 12 credits in Lehman's DPD with a minimum GPA of 3.3 (with no D grades); or
4. Earn a bachelor's degree in a field other than Nutrition and Dietetics but complete the DPD as well as PSY or SOC 166 (or equivalent) while pursuing an MS degree in nutrition (and taking some of the DPD requirements as graduate courses) with a minimum GPA of 3.3 (with no D grades). Note: Courses from other degree-granting institutions that are deemed equivalent to Lehman's DPD coursework may make up the rest of the DPD requirements; and
5. Complete all DPD requirements within 3.5 years (150% of the program length); and
6. Submit proof of certification as a [ServSafe](#) Food Manager; and
7. Submit proof of completion of the Plagiarism tutorial at [Certification Tests: How to Recognize Plagiarism: Tutorial and Tests, School of Education, Indiana University Bloomington \(iu.edu\)](#), and
8. Pass the [Lehman College DPD Verification Examination](#) on Blackboard with a minimum grade of 75 % within two attempts; and
9. Submit all relevant official transcripts, and
10. Complete the "Request for DPD Verification Statement" google form. Please note that the most current forms may differ slightly and may be obtained from the DPD Director.



#### Required Element 1.5

The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility and sufficient time allocated to manage the program, and provide effective leadership for the program, the program faculty, and the students. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.

- a. For programs offered in a consortium:
  1. One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.
  2. Each member organization in the consortium must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.
- b. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
- c. The program director must:
  1. Have earned at least a master's degree.
  2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.
  3. Have a minimum of three years professional experience post credentialing.
  4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.
  5. Not direct another ACEND-accredited nutrition and dietetics education program.
- d. The program director responsibilities must include, but are not limited to:
  1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
  2. 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).
  3. Student recruitment, advisement, evaluation and counseling.
  4. Maintenance of program accreditation, including:
    - a. Timely submission of fees, reports and requests for major program changes;
    - b. Maintenance of the program's student records, including student advising plans and verification statements;
    - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
    - d. On-going review of program's curriculum to meet the accreditation standards;
    - e. Communication and coordination with program faculty, preceptors and others involved with the program and its students;
    - f. Facilitation of processes for continuous program evaluation, and
    - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

**Narrative:**

- Describe how institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
- State time allocation for program management.
- Describe the program director's credentials and how the director meets the ACEND requirements for the program director position.
- Describe the authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved.
- If the program director position is not a 12-month appointment discuss year-round coverage of the program when the program director is not available. This does not refer to short-term vacations or absences.
- *[Consortium Only]* Identify the individual who serves as the consortium program director.
- *[Consortium Only]* Identify the individual(s) other than the program director who serve as consortium coordinator(s).
- *[Consortium Only]* Describe the employment status of each coordinator with the member institutions.
- *[Consortium Only]* Describe the relationship of the coordinator(s) to the consortium program director.

*Your response goes here.*

The program director for the DPD is Dr. Andrea M Plunkett, DHSc, RDN, CDN. Andrea Plunkett completed a Doctor of Health Science with concentration in Clinical Nutrition degree from the University of Bridgeport CT; has been a Registered Dietitian since 2009 and has been employed full-time at Lehman since August 2023. Prior to coming to Lehman, she worked in multiple areas in nutrition, including Beth Abraham Health Services, Bronx New York as a Clinical Registered Dietitian. After that she worked at Chartwell's Dining Services in Stamford School District K-12, Stamford Connecticut as a Resident Dietitian. Then, worked as Part-Time/Per-Diem Registered Dietitian at Regal Care in Greenwich, Connecticut; and Saint Barnabas Hospital, Bronx New York; Schieffer (Montefiore) Nursing and Rehabilitation Center, New Rochelle, New York. After that she worked as an RD-Surveyor/Investigator for the New York State Department of Health Nursing Home Program, New York. She then accepted a full-time Outpatient Registered Dietitian position at Saint Barnabas Hospital, Bronx New York. While working as a clinician, she also taught as an Adjunct Lecturer for Human Nutrition and Health Education courses at CUNY Bronx Community College for 10 years. She is a full-time, Lecturer in the Nutrition and Dietetics major/DPD Program within the Department of Health Promotion and Nutrition Sciences in the School of Health Sciences, Human Services, and Nursing (HS2N) at Lehman. Dr. Andrea Plunkett's CV, a copy of the CDR registration card are included in the Appendix (Standard 1, Required Element 1.5).

The DPD Director position is a nine-month appointment. The HPNS Department support staff is available to answer immediate questions or requests in the absence of the DPD Director during time off in the summer months. 34% of the time is allotted for DPD Director responsibilities and 66% for teaching responsibilities during the academic year. The total assigned faculty workload is 24 credits per year and the total workload reduction for program management is 06 credit hours per year. The director responsibilities include but are not limited to:

- 1) Collaborates with the Department Chair to insure the smooth and efficient operation of all Program activities and continuous program evaluation.
- 2) Communicates the needs of the Program within the Department of Health Promotion and Nutrition Sciences and in the College at large.
- 3) Communicates with Program faculty via emails and face-to-face discussions and schedules and presides over formal meetings of Program faculty (minimum of one meeting per semester).
- 4) Coordinates with the DI Program Director and presents at regular meetings of the Advisory Board (minimum of one meeting per year).
- 5) Coordinates the schedule of the DPD courses each semester, in conjunction with Dr. Katherine Burt, the DFN Undergraduate Director/Culinary and Community Nutrition Major Director.

- 6) On-going review of program's curriculum to meet the accreditation standards. Coordinates review of the Program curriculum by Program faculty and provides recommendations for curriculum changes to Dr. Katherine Burt, the DFN Undergraduate Director/Culinary and Community Nutrition Major Director, who oversees the Department Nutrition majors curriculum changes and submits to the Curriculum Committee for review and approval by the Department at large.
- 7) Coordinates and works with the Program Faculty in student recruitment, providing student advisement and evaluation.
- 8) Reviews student applications for acceptance into the DPD program and accepts students who meet academic standards into the program.
- 9) Reviews student transcripts and learning assessment methods with the help of the Program faculty, for compliance with progression and graduation standards, and for achievement of DPD Knowledge Requirements (KRDNs) and Learning Outcomes.
- 10) Verifies satisfactory completion of all DPD requirements by students requesting Letters of Intent and Verification Statements and issues them prior to or upon completion of the program. Maintains student files including student advisement plans and indefinite storage of Verification Statements.
- 11) Submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) NDTR credentialing exam.
- 12) Supports and facilitates the professional development of Program faculty and maintains cooperative staff relationships within the program.
- 13) Works with the DFN Undergraduate Director/Culinary and Community Nutrition Major Director, DI Director and the M.S. in Nutrition program director to insure appropriate sequencing and continuity among all the Nutrition/Dietetics programs at Lehman.
- 14) Develops policies and procedures for effective management of all components of the DPD to ensure fair, equitable and considerate treatment of prospective and enrolled students. This includes policies and procedures for program admission, retention, handling and disposition of student complaints, and graduation/completion policies which are communicated to students in the DPD/Nutrition and Dietetics major Handbook.
- 15) Acts as the official program liaison with the Accreditation Council for Nutrition and Dietetics Education (ACEND) by ongoing review of program curriculum to meet the accreditation standards, policies and procedures, maintenance of program accreditation, timely submission of fees, reports and requests for major program changes
- 16) Coordinates and works with program faculty in department wide and college wide service activities and events to increase enrollment in the DPD and department Programs.

#### Required Element 1.6

The program must establish its length and provide the rationale for the program length based on knowledge and learning activities that students must accomplish and mandates from the program's administration and state legislation.

##### **Narrative:**

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

*Your response goes here.*

The undergraduate Nutrition and Dietetics major that includes the DPD required curriculum is officially a total of 63.0 credits and is designed to be completed in five full-time semesters of approximately 15 credits each. A Bachelor of Science degree is awarded to students enrolled in the DPD who complete a minimum of 120 credits of undergraduate coursework, with a minimum of 63.0 credits in courses required for the major with at least half of the required credits for the major (31.5) taken at Lehman. Core and Distribution courses, determined by the College, are also required to graduate as well as a series of Writing Intensive courses.

The length of the DPD curriculum is an issue that goes beyond the needs of the curriculum and the desires of the program. The College's Curriculum Committee, in the past, rejected proposals that brought the number of credits for any major to be greater than half of the graduation credit requirement of 60 credits. The curriculum length of the Nutrition and Dietetics program is currently 63.0 credits, as close to 60 as was conceived possible or desirable, given the need to incorporate all the knowledge requirements that must be included. In addition, PSY166 is added on as DPD requirement, but is not part of the major, given the restrictions for major credit requirements enforced by the College's Curriculum Committee. The course,

added to the major course requirements, brings the DPD requirement to a total of 66.0 credits. For students that take BIO 181-182 (Anatomy and Physiology I and II) for 8 credits, instead of the more advanced BIO 228 for 4 credits (which is the official program requirement in order to accommodate the credit restrictions), the DPD curriculum can be as high as 74.0 credits. To complete the DPD, many of our students graduate with greater than 120 credits due to the DPD requirements added on to the College requirements.

Full-time students can complete the requirements for the College and the DPD in 3.5 academic years comprised of five full-time academic semesters of approximately 15 credits each. Students can also enroll in courses during the Winter and Summer sessions for accelerated progress. However, most of our students take longer to graduate and a program goal is that students complete the DPD in less than 44 months after declaring the major or DPD program. This goal is easily met by at least 80% of our graduates thus reaffirming the adequacy of the curriculum length through the program assessment process.

## Standard 2: Program Mission, Goals, Objectives, and Program Evaluation and Improvement

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for careers in nutrition and dietetics. The program must have a program evaluation plan to continuously evaluate the achievement of its mission, goals and objectives, use the plan to collect data, improve the program based on findings and update the plan accordingly.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 2.1

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

- a.      The program mission. The program mission must be specific to the program, distinguishes it from other programs in the sponsoring organization, and be compatible with the mission statement or philosophy of the sponsoring organization.
- b. The program goals. The program must have at least two goals focused on program outcomes for graduates that are consistent with the program's mission.
- c. The program objectives. The Program objectives must measure the full intent of the goals and are used to evaluate achievement of each program goal.
  1. The program must align the following ACEND-required objectives, with their program goals and demonstrate that the program is operating in the interest of students and the public. The program must set reasonable target measures when the targets are not specified. Required objectives must be evaluated annually using an average of data from the previous three years:
    - a. Program Completion: "At least 80% of students complete program requirements within      (150% of planned program length)".
  - b. Graduate Application and Acceptance into Supervised Practice:
    1.      "At least      percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation".
    2.      "Of program graduates who apply to a supervised practice program, at least      percent are admitted within 12 months of graduation".
  - c. Graduate Performance on Registration Exam: "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".
  - d. Satisfaction with Graduate Performance: The program must develop an objective for evaluation of graduate's performance in supervised practice, graduate program or employment within 12 months of graduation.
  - e. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
  - f. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
  - g. Evaluation methods that will be used to collect the data.
  - h. Individuals responsible for ensuring that data are collected.
  - i. Timeline for collecting the necessary data.

### **Narrative:**

- Provide the mission statements for the institution, the college (if applicable) and department in which the program resides and the program itself.

- Explain how the mission supports the program's intent to prepare students/interns for nutrition and dietetics practice and careers.
- Discuss the compatibility of the program's mission statement with the sponsoring organization.
- State your program goals.
- Discuss how the goals support the program's mission.
- Provide ACEND-required program objectives, aligning them to the appropriate program goal.
- Provide additional objectives that measure the full intent of the program's mission and goals, if applicable.
- Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public.
- Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. *[Programs applying for candidacy describe how process will occur]*
- Discuss changes, if any, that have been made in the plan since the last accreditation review. *[Not applicable to programs applying for candidacy]*

*Your response goes here.*

### **Mission Statement of Lehman College**

The mission statement of Lehman College can be seen in the 2024-2025 Undergraduate Bulletin at [Lehman College Catalog \(cuny.edu\)](https://lehman.cuny.edu/catalog) and [Mission, Vision, and Values Statements | Lehman College Catalog \(cuny.edu\)](https://lehman.cuny.edu/catalog/mission-vision-values)

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

"Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice." [Mission, Vision, & Values | Lehman College](https://lehman.cuny.edu/catalog/mission-vision-values)

### **Vision Statement of Lehman College**

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

"Lehman College will be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and a leading force for a more just and sustainable world." [Mission, Vision, & Values | Lehman College](https://lehman.cuny.edu/catalog/mission-vision-values)

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

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will

contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

"Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College celebrated its fifty-sixth anniversary in 2024 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning."

### **Values Statement of Lehman College**

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

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

The Mission Statement for the School of Health Sciences, Human Services, and Nursing is found at [Mission Statement | Lehman College](#)

"The mission of the School of Health Sciences, Human Services, and Nursing (HS2N) is to educate the next generation of leaders in the health sciences, human services, and nursing. We aim to prepare health care professions that promote and improve the health and well-being of individuals, families, groups, and communities in a diverse global society, with special emphasis on urban populations."

The mission of HS2N is reflective of the mission of Lehman College at City University of New York in that HS2N graduates are: "Educated as health service administrators, exercise scientists, health educators, nutritionists and registered dietitians, recreation and therapeutic recreation educators, registered nurses and advanced practice registered nurses, social workers, and speech language pathologists who are confident, ethical and independent thinkers who are culturally sensitive to the needs of the citizens in our local and regional communities; and Empowered as expert thinkers in their discipline, adept at facilitating local, national, and global health-care access; and Engaged as informed and prepared citizens and professionals to work with underserved urban communities and populations, addressing any and all challenges affecting the health and welfare of individuals and communities by using communication tools that speak to our diverse local and urban communities."

The school promotes sensitivity and respect for multi-linguistic and multicultural differences. We value critical thinking, problem solving, evidence-based practice and ethical judgment and behavior. "HS2N's students, faculty, and staff pledge commitment to: Health equity and wellbeing of the citizens in the Bronx and beyond; and Data-driven advocacy and programs that promote social and environmental justice policies within and across our region, with and for the citizens of the Bronx and beyond; and Conducting research designed to further our ability to understand and enhance health and wellness of the community and beyond."

### **Department of Health Promotion and Nutrition Sciences Mission and Goals**

The Mission of the Department of Health Promotion and Nutrition Sciences is highly reflective of the mission of the college and the school, where we embody the ideals of the Lehman Principles to "Educate, Empower, Engage". [Mission & Aspiration | Lehman College](#)

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

study” as the Department’s programs prepare graduates for careers in health-related fields as well as providing the opportunity for advanced study in a variety of health disciplines.

We aspire our graduates to be professionally qualified to gain fulfilling careers in community and public health education, school health, nutrition education, food systems and service, or as Registered Dietitian/Nutritionists and Certified Health Education Specialists. Students who graduate with their BS in Dietetics, Foods, and Nutrition pursue careers in culinary nutrition, food justice, health equity, food service, or community nutrition. Others pursue graduate study in nutrition (MS) or pursue a dietetic internship and develop careers in clinical healthcare settings (e.g., as a Registered Dietitian Nutritionist). Dietetics, Foods, and Nutrition is a rapidly growing area and food experts work in all types of settings and doing all types of work, including journalism, photography, activism and advocacy, policymaking, in community food settings, with older adults or children or athletes, and the list goes on. Students who graduate with their BS in Health Education and Promotion pursue careers that focus on health education, program planning, outreach, advocacy, and policy development around healthy living, disease prevention, and removing barriers to health equity. They are employed in many professional sectors including hospitals, government and health departments, community organizations, schools, and universities. Eligible majors can participate in the Dual-Credit Option and take graduate-level classes towards the MA in Health Education and Promotion. Graduates from the BS Program (and eligible seniors) can sit for the Certified Health Education Specialist (CHES) exam, a nationally recognized certification in the field of health education and promotion.

The MA in Health Education and Promotion was the first fully online graduate degree developed in the School of Health Sciences, Human Services and Nursing at Lehman College. Graduates of the MA in Health Education and Promotion are employed in various settings (e.g., city health department, non-profit organizations, hospitals and clinics) as health educators and community health professionals. Upon graduation, students are eligible to take the national Certified Health Education Specialist exam.

Graduates of our M.S. Ed (Health Teacher, Pre-K-12), and Advanced Certificate in Health Education are qualified to apply for their NYSED Health Education Certification to teach Health in school settings as certified health teachers. The M.S.Ed and Advanced Certificate programs are offered fully online so that our students are able to earn their degree and complete their required fieldwork, while still teaching full-time.

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

To provide graduates with the education necessary to acquire the knowledge, skills and abilities needed for meaningful employment within the broad disciplines of the department.

To provide graduates with the necessary technical competence and social awareness to make professional contributions to the health care of the community.

To prepare graduates to pursue or continue graduate study and other life-long educational opportunities.

To prepare graduates to obtain the competencies necessary for credentialing according to the criteria established by each profession.

To enable graduates to advance in their career and upgrade their knowledge and skills.

To support professional development of faculty including research, scholarship, publications, presentations at professional meetings and advanced practice within the discipline.

To keep abreast of new developments in the health field and to reflect this in the curriculum.

#### **DPD Mission**

The mission of the DPD is to prepare ethnically and culturally diverse graduates for entry into and success in supervised practice in a dietetic internship program leading to eligibility for the CDR exam to become registered dietitian nutritionists. The DPD seeks to prepare professionals who think critically, act ethically, and make appropriate judgments in entry-level positions in health-care facilities, community and governmental agencies, cooperative extension, food service and culinary nutrition operations. The DPD also seeks to prepare graduates for post-graduate education in foods, nutrition, and related fields as well as nutrition and food related employment. The curriculum for the DPD is designed to comply with the requirements for a Didactic Program in Dietetics as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The mission of the DPD is consistent with the mission of the College that states that "Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development." The



program seeks to educate students in an atmosphere of tolerance, sensitivity, and openness to diversity. In addition, the program places importance on the use of current educational technology to educate our students, [2024-Lehman-DPD-Handbook.pdf](#)

**The goals of Lehman's DPD are:**

- 1) to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.
- 2) to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post-graduate education and/or employment in food and nutrition related positions.

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

- a) At least 80% of students complete program requirements within 3.5 years (150% of planned program length)". (RE 2.1.c.1.a)
- b) At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation. (RE 2.1.c.1.b.1)
- c) Of program graduates who apply to a supervised practice program, at least 33% percent are admitted within 12 months of graduation. (RE 2.1.c.1.b.2)
- d) The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%". (RE 2.1.c.1.c)
- e) At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions.
- f) At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation.
- g) At least 80 % of respondents to the DPD alumni survey will indicate that Lehman DPD prepared them "equally well" for their current position compared to new employees at the same job.
- h) At least 40% of our graduates will represent groups traditionally under-represented in dietetics, including men, Hispanics, and people of color. (RE 2.1.c.1.d)

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

**Required Element 2.2**

The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:

- a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives. ISPP data, if applicable, are collected, summarized and analyzed separately.
- b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- c. The targets set for ACEND-required objectives are met.
- d. Program changes have been made to improve outcomes for unmet objective(s).
- e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

**Narrative:**

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

- Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment.
- *[Consortium only]* If the program is a consortium, describe the role of each institution in the program evaluation process.

*Your response goes here.*

Lehman's DPD has a written plan for on-going assessment of the achievement of its missions, goals, and objectives.

Lehman's DPD meets the standard and guidelines for Program Objectives in that it has identified program objectives with measures to assess achievement for each objective. Each objective is aligned with one of our program goals. Information regarding these program objectives aligned to program goals, including the data collected to determine whether the objective was achieved can be found in the Appendix for (Standard 2), Required Elements 2.1, 2.2, Program Evaluation Plan.

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

Program Completion: At least 80% of students complete program requirements within 3.5 years (150% of planned program length).

This ACEND required objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post-graduate education and/or employment in food and nutrition related positions.

Application to Supervised Practice Programs: At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Admission into Supervised Practice Program: Of program graduates who apply to a supervised practice program, at least 33% percent are admitted within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

One-Year Pass Rate: The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%". This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Post Graduate Success: At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions. This program specific objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post- graduate education and/or employment in food and nutrition related positions.

Preparation Rating by Supervised Practice/Graduate Program Directors: At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Preparation Rating by DPD Alumni: At least 80 % of respondents to the DPD alumni survey will indicate that Lehman DPD prepared them "equally well" for their current position compared to new employees at the same job. This ACEND required objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in employment in food and nutrition related positions.

Ethnic and Cultural Diversity: At least 40% of our graduates will represent groups traditionally under-represented in dietetics, including men, Hispanics, and people of color. This ACEND required objective is aligned to Goal 1: prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

**Measurement and Assessment of Program Objectives:**

**Program Completion:** At least 80% of students complete program requirements within 3.5 years (150% of planned program length). This ACEND required objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post-graduate education and/or employment in food and nutrition related positions.

Review of the 2020 Annual Report (2018-2019 data), 64/64 (100%) completed the program within 3.5 years, therefore this objective is met and exceeded the 80%. The 2021 Annual Report (2019 - 2020 data), 65/65 (100%) completed within 3.5 years, therefore this objective is met and exceeded the 80%. The 2022 Annual Report (2020 – 2021 Graduates 'outcome data), 70/73 (93%) completed within 3.5 years; therefore, this objective is met and exceeded the 80%. The 2023 Annual Report (2021 – 2022 data), 88/88 (100%) completed within 3.5 years; therefore, this objective is met and exceeded 80%. The 2024 Annual Report (2022 – 2023 data), 76/76 (100%) completed within 3.5 years, therefore this objective is met and exceeded the 80%. Current graduates (Fall 2023 – Spring/summer 2024), 20/21 completed (95%) within 3.5 years; therefore, this objective is met and exceeded the 80%. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*At least 80% of the students complete program requirements within 3.5 years (150% of planned program length).*

Year	Number of students who graduated	Number of students who completed the program within 3.5 years (150% of program length)	Percentage Number of students who completed the program within 3.5 years (150% of program length)	Actual Outcome
2020 Annual Reports 2018 – 2019 data	64	64	100%	Met
2021 Annual Reports 2019 – 2020 data	65	65	100%	Met
2022 Annual Reports 2020 – 2021 data	73	70	93%	Met
2023 Annual Reports 2021 – 2022 data	88	88	100%	Met
2024 Annual Report (2022 – 2023 data)	76	76	100%	Met
Current (Fall 2023 & Spring/Summer 2024)	21	20	90%	Met

**Application to Supervised Practice Programs:** At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Review of the Annual Reports data: The 2020 Annual Report (2018-2019 data), 29/64 (45.3%), this objective is met and exceeded the 33%. The 2021 Annual Report (2019-2020 data), 42/65 (64.6%), this objective is met and exceeded the 33%. The 2022 Annual Report (2020 – 2021 graduates' outcome) 50/70 (71.2%), this objective is met and exceeded the 33% met. The 2023 Annual Report (2021-2022 graduates' outcome), 50/88 (56.8%), this objective is met and exceeded the 33%. The 2024 Annual Report (2022 – 2023 data), 32/76 (42%) applied; this objective is met and exceeded the 33%. The current graduates (Fall 2023 – Spring/summer 2024): 8 out of 21 graduates applied (38.0%) to a supervised practice/Dietetic Internship. This objective is met and exceeded the 33%. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2)

*At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation*

Year	Total Graduates	Number of graduates applied to Dietetic Internship	Percentage of Graduates applied to internship	Actual Outcome
2020 Annual Report 2018 - 2019	64	29	45.3%	Met
2021 Annual Report 2019 - 2020	65	42	64.6%	Met
2022 Annual Report 2020 - 2021	70	50	71.2%	Met
2023 Annual Report 2021 - 2022	88	50	56.8%	Met
2024 Annual Report (2022 – 2023 data)	76	32	42%	Met
Current (Fall 2023 & Spring/Summer 2024)	21	8	36.8%	Met

**Admission into Supervised Practice Program:** Of program graduates who apply to a supervised practice program, at least 33% percent are admitted within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Review of the 2020 Annual Report (2018-2019 data), 28/29 (96.5%) accepted into supervised practice; this objective is met and exceeded the 33%. The 2021 Annual Report (2019-2020 data), 37/42 (88%) accepted; this objective is met and exceeded the 33%. The 2022 Annual Report (2020 – 2021 data) 48/50 (96%) accepted; this objective is met and exceeded the 33%. The 2023 Annual Report: (2021 –2022 data), 48/50 (90%) accepted; this objective is met and exceeded the 33%. The 2024 Annual Report (2022 – 2023 data), 32/32 (100%) accepted; this objective is met and exceeded the 33%. The current graduates (Fall 2023 to Spring/Summer 2024): 5/7 (71.4%) were accepted in Lehman preselect DI Program (met goal) and 1 (Verification Statement only student) accepted in Hunter Supervised Practice Program; total accepted 6/8 (75%); this objective is met and exceeded the 33%. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*Of program graduates who apply to a supervised practice program, at least 33% percent are admitted within 12 months of graduation.*

Year	Total Graduates Applied	Total Graduates Accepted in Dietetic Internship	Percentage of Graduates Accepted in Dietetic Internship	Actual Outcome
2020 Annual Report 2018 - 2019	29	28	96.5%	Met
2021 Annual Report 2019 - 2020	42	37	88%	Met
2022 Annual Report 2020 - 2021	50	48	96%	Met
2023 Annual Report 2021 - 2022	50	48	96%	Met
2024 Annual Report (2022 – 2023 data)	32	32	100%	Met
Current (Fall 2023 & Spring/Summer 2024)	8	6	75%	Met

**One-Year Pass Rate:** The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists).

The Pearson’s Report of Lehman’s RD Exam Results for test takers within one year of first attempt over the past 5 years are as follows: In 2020, 38/44 (86.36%) passed (this objective is met). In 2021, 36/38 (94.74%) passed the RD exam (this objective is met). In 2022, 31/45 (68.89%) passed (this object was not met). In 2023, 41/50 (82.0%) passed (this objective is met). This objective fluctuated over the past four years. One out of 4 years we fell below the 80%, however, the four-year (82.9%) met the objective and exceeded the 80%. The three-year average (2022 – 2023) at (88.6%) met and exceeded 80%. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%*

One Year of First Attempt	Examinees	Passed	Percentage Passed	Actual Outcome
2020	44	38	86.36%	Met
2021	38	36	94.7%	Met
2022	45	31	68.89%	Not Met
2023	50	41	82.0%	Met
4-Year Average (2020-2023)			82.9%	Met
3-Year Average (2021-2023)			88.6%	Met

**Results for the NDTR Examination:** It should be noted that review of Pearson’s results for Lehman’s DPD graduates on the Dietetic Technicians Registration (NDTR) Examination from 2021 – 2023 indicated that we fell below 50% pass rate on average. Many of our graduates are interested in the NDTR Credential administered by the Commission and Dietetic Registration now that a master’s degree is required to sit the RDN examination. More focus should be placed on providing support for our graduates with study materials for them to pass the exam. There is increased demand for NDTR, therefore more attention is needed in this area. Please see the Appendix – Standard 2, Required Element 2.1, 2.2 for more details on the NDTR exam results).

**Post Graduate Success:** At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions. This program’s specific objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post-graduate education and/or employment in food and nutrition related positions.

The Annual Report: 2020 (2018 – 2019 outcomes data) indicated, out of 65 graduates, 2/65 (3%) found jobs in nutrition and dietetics and 3/65 (4.6 %) found jobs outside of dietetics. The Annual Report: 2021 (2019 – 2020 outcomes data), out of 65 graduates, 5/65 (7.6%) found jobs in dietetics and 8/65 (12%) found jobs outside of dietetics. The 2022 Annual Report (2020 – 2021 outcomes), out of 73 graduates, 9/73 (12%) found jobs in dietetics and 3/73 (4%) found jobs outside of dietetics. The 2023 Annual Report (2021 – 2022 outcomes), out of 88 graduates, 9/88 (10%) found jobs in dietetics and 1/88 (1%) found jobs outside of dietetics. The 2024 Annual Report (2022 – 2023 outcomes), out of 76 graduates, 6/76 (7.8%) found jobs in dietetics and 4/76 (5.2%) found jobs outside of dietetics. The most recent graduates (Fall 2023/Spring/summer 2024), 3/21 found employment in nutrition and 2 were already employed in nutrition while in the program.

**Graduate Program Director/Supervised Program Director:** At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared “very well” for their program within 12 months of graduation. This ACEND required objective is aligned to Goal 1: to prepare ethnically and culturally diverse

graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

A survey sent via email/Google Forms to Supervised Practice/Graduate Program Directors (May/September/October 2024), and Nutrition Managers (September 2024) at health care establishments where Lehman's graduates are most likely to be employed, such as Saint Barnabas hospital, Beth Abraham Health, Health and Hospital Corporation, Medco Inc, New York Presbyterian Hospital.

**Graduate Program Director Survey:** Data was obtained from Lehman's MS Nutrition Program Director on recent DPD graduates for the year 2022 – 2023. The Program Director reported, 6/9 DPD graduates were "extremely well prepared" for the MS Program; 2/9 DPD graduates were "well prepared" and 1/9 was "Satisfactory" prepared for the MS Program. Therefore, a combined total of 8/9 (90%) of the DPD graduates were "well to extremely well" prepared for the master's program. Therefore, this objective is met and exceeded 80%. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation*

#### Graduate Program: Lehman College MS Nutrition

DPD Graduates Year	Total Graduates	Extremely Prepared	Well Prepared	Satisfactory Prepared	Average Prepared
2022 - 2023	9	6/9 (66.6)	2/9 (22.2%)	1 (11.1%)	-

**Dietetic Internship Director Survey:** Data was obtained from Lehman's Supervised Practice Program Director for DPD graduates from 2020– 2023 on DPD graduates who were accepted in the DI. The following information was reported by the DI director, for 2020-2021: 6 interns were accepted, 1 extremely prepared, 2 very well, 3 satisfactory prepared. For 2021-2022: 7 interns were accepted, 2 extremely prepared, 4 very well, 1 satisfactory. For 2022-2023: 7 interns were accepted, 1 extremely prepared, 4 very well, 2 satisfactory prepared. For 2023-2024: 3 interns were accepted, 0 extremely prepared, 1 very well, 2 satisfactory prepared. There was no response from Hunter DI Program. Brooklyn College DI director reported no DPD student from Lehman in recent years. In summary, out of 23 graduates, 4(17.3%) were extremely well prepared, 11 (47%) very well prepared and 8 (34.7%) satisfactory prepared. We did not meet the objective for 80% well prepared. Therefore, more focus should be placed on areas of weakness to help graduates be better prepared for the supervised practice program. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation*

#### Supervised Practice Survey: Lehman College Dietetic Internship

Year in the Supervised Practice Program	Total Graduates	Extremely Well Prepared	Very Well Prepared	Satisfactory Prepared
2023 - 2024	3		1	2
2022 - 2023	7	1	4	2
2021 - 2022	7	2	4	1
2020 - 2021	6	1	2	3
Total	23	4(17.3%)	11 (47%)	8 (34.7%)

**Employer Rating:** Response rate for the employer satisfaction survey was extremely low. There was one out of seven respondents to the employer survey. The 01/01 (100%) respondent reported that there were 3 – 4 Lehman’s graduates employed in the facility over the last past 5 years. The graduates on-the job performance was “satisfactory.” Lehman graduates performed well in the areas of basic nutrition, clinical nutrition and nutrition education. Graduates needed stronger preparation in clinical/nutrition support. Most of the graduates progressed in the development of nutrition providers exceeded the expectations. The low response rate for the survey is more than likely due to the low number of recent graduates from the DPD who are not currently employed at the facilities where the survey was sent. The alumni who responded to the DPD alumni survey did not provide their place of employment, so it was challenging to pinpoint where the specific alumni were employed. Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

*Preparation rating by employer: The average rating of the preparation received by employers will be “satisfactory” or better.*

#### **Outcome Results: 2024 Employer Survey**

<b>Year</b>	<b># of Graduates Employed within the last 5 years</b>	<b>Job Performance (Satisfactory/Unsatisfactory)</b>	<b>High Performance Areas</b>	<b>Areas Need More Preparation</b>	<b>Graduate Development Progress</b>
2024	3-4	Satisfactory	Basic nutrition, clinical nutrition and nutrition education	Clinical/nutrition support	Exceeded the expectations

**DPD Alumni Survey:** At least 80 % of respondents to the DPD alumni Google Forms Survey will indicate that Lehman DPD prepared them “equally well” for their current position compared to new employees at the same job. This ACEND required objective is aligned to Goal 2: to prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in employment in food and nutrition related positions.

**Google Form Survey:** A survey sent via email/Google Forms to 45 DPD graduates from 2022 – 2023 in May 2024 and sent again in July 2024. The response rate was very low. 9 of the 45 graduates responded to the survey. According to the results, 55.6% of the respondents graduated in 2022 and 44.4% graduated in 2023. Of the 9 respondents, 33.3% indicated they have not applied to graduate school, 33.3% indicated they have attended or currently in graduate school and 33.3% reported that they are in another program other than nutrition. Of the 9 respondents, 88.9% reported they plan to become Registered Dietitian Nutritionists (RDN) and 11.1% had no interest in becoming RDN.

Working status: Of the 9 respondents, 6/9 (66%) reported unemployed, 2/9 (22%) working in the field of nutrition (food service worker and dietary aide) and 1/9 (11%) reported working in non-nutrition related field. Of the 6 respondents not working in nutrition, 4/6 (66.7%) reported pursuing graduate studies, 1/6 (16.7%) reported lack of jobs in the field, 1/6 (16.7%) reported dissatisfied with the field; and 1/6 (16.7%) reported no longer interested in the field of nutrition. Of the respondents working in the field of nutrition, 55% reported equally prepared for the job compared to other new employees in the same position and 22% reported better prepared compared to other new employees in the same position. Please see the Appendix – Standard 2, Required Element 2.1, 2.2 and Alumni Survey (2022 – 2023 Graduates)

**Telephone Call Follow-up Survey:** A telephone follow-up survey was conducted by the DPD Director in July 2024 to track the progress of our program’s recent graduates. A total of 45 graduates from 2022 – 2023 were contacted. A total of 16/45 (35.5%) graduates responded to the call. The remaining graduates either did not respond to the call, their number was not in service, or their number was not accepting call. A total of 2/16 (15.2%) recently became RDs and are practicing; 2/16 (15.2%) are working as WIC Nutritionist (1 of the 2 is now enrolled in the MS program at Lehman); 2/16 (15.2%) recently completed a Dietetic Internship; 1/16 (6.25%) recently started the Dietetic Internship at Lehman; 3/16 (18.75%) reported that they are pursuing nursing career; 1/16 (6.25%) pursuing Physician Assistant career; 2/16 (15.2%) started a family and caring for their young child; 1/16 (6.25%) working in health care (administrative – not related to nutrition); 1/16 (6.25%) job searching and 1/16 (6.25%) lost interest in the field of dietetics. To sum up the data from 2022 – 2023 respondents to the telephone survey, 30.4% of the graduates were employees in dietetics, 6.25% were employed in non-dietetics, 21.45% entered a dietetic

internship, 31.2% went into another field and 27.7% other (gave birth and caring for child, job seeking or lost interest in the field of dietetics). This data may also overlap with the previous graduates' outcomes data for 2022 – 2023 graduates Google form survey). Please see the table below and the Appendix – Standard 2, Required Element 2.1, 2.2

***At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions.***

**Telephone Survey**

Graduation Year	Total Surveys Distributed	Total Respondents	Employed in Dietetics	Employed in non-dietetics	Dietetic Internship	Graduate Program/Other Education	Other
2022 - 2023	45	16 (35.5%)	New RDs 2/16 (15.2%)	1/16 (6.25%) Healthcare	2/16 (15.2%) Completed	1/16 (6.25%) MS at Lehman	2/16 (15.2%) Caring for Child/Family
			2/16 (15.2%) WIC Nutritionists		1/16 ((6.25%) started at Lehman	1/16 (6.25%) Physician Assistant	1/16 (6.25%) Job seeking
						3/16 (18.75%) Nursing	1/16 (6.25%) Lost interest in dietetics
Total			30.4%	6.25%	21.45%	31.2%	27.7%

**Ethic and Cultural Diversity:** At least 40% of our graduates will represent groups traditionally under-represented in dietetics, including men, Hispanics, and people of color. This ACEND required objective is aligned to Goal 1: prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists.

Approximately 50 percent of the undergraduates are Hispanic, and 40 % are Black/Non-Hispanics. Less than 10% of the Lehman undergraduate population is white/non-Hispanic. The population includes 65% female and 35% male. Lehman is a federally designated Minority-Serving and Hispanic-Serving Institution. <https://www.lehman.edu/about/fast-facts/>. Data for the previous DPD Annual Report Enrollment statistics are as follows: The 2024-2025 Academic School Year, there are 5 African American females; 5 Hispanic females and 4 males; 5 Asian females and 1 male; and 3 White females. The 2024 Annal Report (graduate Statistics) included 11 female, 1 male; 3 Hispanic female and 1 male; 3 Asian female; 1 while female and 1 male. There were 11 African/American females and 1 male, 3 Hispanic female and 1 male. The 2023 Annual Report (Graduate Statistics) included 9 African American females and 1 male; 24 Hispanic females and 3 males; 13 Asian females and 3 males; 21 White females and 2 males. The 2022 Annual Report (Graduate Statistics) indicated 16 African American females and 2 males; 22 Hispanic females and 3 males; 13 Asian females and 2 males; 27 White females and 3 males. The 2021 Annual Report (Graduate Statics) included 14 African females and 2 males, 16 Hispanic females and 4 males, 10 Asian females and 2 males, 23 White females and 1 male. The 2020 Annual Report (Graduate Statics) included 12 African females and 2 males, 11 Hispanic females and 4 males, 5 Asian females and 0 males, 24 White females and 2 males.

**Summary of the findings:**

**The following objectives were met or exceeded the requirements:**

At least 80% of students completed the program requirements within 3.5 years (this objective is met over 5 years).

At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation (this objective is met over five years).

At least 33% percent of the graduates who applied to a supervised practice program are admitted within 12 months of graduation (this objective is met over 5 years).



The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80% (this objective is met for 3 out of 4 years).

At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions (this objective was met for the DPD graduates who entered the MS program at Lehman over the past 2 years).

Employer Satisfaction Survey: One employer responded to the "Employer Satisfaction" survey reported and stated "satisfactory prepared" graduate. Therefore, 01/01 (100%) response. This objective is met; however, the data is limited to one employer (low response rate on the survey).

At least 40% of our graduates will represent groups traditionally under-represented in dietetics, including men, Hispanics, and people of color. (this objective is met) as the DPD includes diversity in ethnicity and gender; and represents students from minority groups.

**The following objectives were not met or were below the requirements:**

At least 80 % of supervised practice program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation. However, overall, the graduates were "satisfactory" prepared for the dietetic internship/supervised practice program. The results are limited to only one supervised practice/dietetic internship program due to the low response rate.

At least 80 % of respondents to the DPD alumni survey will indicate that Lehman DPD prepared them "equally well" for their current position compared to new employees at the same job. (Greater than 50% reported equally prepared. However, the data obtained was extremely low). It was extremely challenging to get adequate responses from the surveys as seen in the low response rates from both students and employers.

Required Element 2.3

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

**Narrative:**

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

*Your response goes here.*

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

Lehman's DPD has a written plan for on-going assessment of the achievement of its missions, goals, and objectives. The on-going assessment is described below in the narrative and in the Appendix for: Standard 2, Program Improvement Plan (Required Elements 2.3).

**Continuous Program Improvement:**

The Self-Study identified areas of strength and areas that need improvement where concentration on recruitment focus and efforts in marketing and recruitment strategies are needed for the DPD Program. The following strengths and areas for improvement were identified and strategies implemented:

**Policy and Procedures (R.E. 7.1):** In 2023, the DPD director identified the need for improvement in areas of communication with students on the specifics of the DPD and the dietetics profession. Based on discussion with students in DFN 348 and DFN 448 courses (Management of Disease Part I and II) during the Fall 2023 semester, the DPD students reported limited

knowledge about the process of obtaining a DPD Verification Statement and the process of applying for the Dietetic Internship. As a result, the HPNS team participated in multiple events to promote effective communication of department programs, including information sessions with the DFN Culinary & Community Nutrition and the Dietetics & Nutrition program Directors. In the Fall of 2023, the DPD Director participated in the “Dietetic Internship & MS Nutrition” virtual information session on Zoom. In the Fall of 2024, the DPD Director participated in another DI + DPD Information session on campus. The DI Director was invited as guest speaker in DFN 348 and 448 (Fall/Spring semesters). Other marketing and outreach strategies implemented by the DPD Director include “One-to-One” virtual sessions called “Ask the DPD Director” conducted during the Spring 2024 and Fall 2024 semesters. In the Spring of 2024 semester, the DPD Director implemented a class activity in DFN 348 and DFN 448 courses to check students’ knowledge and understanding of the DPD program and process of obtaining a Verification Statement. The activity also included questions on student’s plan and interests after graduation (whether to continue with graduate school, apply to the DI or seek employment). The DPD handbook was updated and a copy emailed to all current DPD students by the Nutrition and Dietetics Student Liaison. A copy is posted on the bulletin boards in Gillet Hall where the DPD is housed, and available on the HPNS Department website. The DPD Policy was also updated and includes that all DPD students are required to meet with the director at least once per semester for DPD advisement.

**Teaching Methods/Modality:** In 2023: The DPD Director, DFN/Culinary & Community Nutrition major Director and the Department Chair identified the need for more online DPD Professional/MNT courses. As a result, the DPD director participated in an online course development training over the summer of 2024 and will implement a Hybrid model of DFN 348 (Nutrition in the Management of Disease I) for the spring of 2025 semester and a hybrid version of DFN 448 (Nutrition in the Management of Disease II) will be implemented in the Fall 2025 semester.

The curriculum was also updated multiple times since the last review by Dr. Katherine Burt who oversees the DFN Undergraduate program/Culinary and Community Nutrition major. Some of the updates included the addition of the DPD Professional course (DFN 441) in 2019. In 2021 and 2022 to meet ACEND’s updated standards and 2023, The Knowledge Registered Dietitian (KRDN) 3.4 Health Screening Assessment was implemented in DFN 348 in the fall 2023 semester to meet ACEND’s deadline January 2024 (see the previous section – Program Summary).

**Faculty:** The DPD faculty are all credentialed professionals, practitioners and educators. The 2024 – 2025 Academic School Year includes 3 full-time faculty and 8 adjuncts who are RD credentialed. The Dietetic Internship Director (DI), who is also RDN credentialed and teaches courses in the DPD. This ensures that DPD students are exposed to faculty who are experts in the profession and have diverse backgrounds in the field of nutrition and dietetics, including foodservice, community nutrition & education, private practice, clinical nutrition, and research, among others.

**Resources:** The DPD Director identified the need for more clerical/administrative support staff for the DPD to effectively implement more outreach and student recruitment activities, data collection on current students, follow up with and keeping track of graduates over a number of years, and posting job or volunteer opportunities shared by employers. During the self-study process, discussion about this need was brought to the attention of the Department Chair and the Self-Study support team, which includes the director of the DFN Undergraduate Culinary/Community Nutrition major. As an improvement strategy the DPD director with support of the Department Chair and the Dean of the School of Health Sciences, Human Services, and Nursing initiated the position for a Nutrition and Dietetics Student Representative/Liaison Intern. The Nutrition and Dietetics Student Representative will act as a source of communication between the DPD Director and student body, follow up with general enquiries about the DPD, attend campus events and participate in marketing efforts. Another potential source of help identified was the possibly of seeking opportunities from work study students.

**Other:** In the Fall of 2023 and Spring 2024 semesters the DPD Director identified the need for improvement in enrollment in the DPD. This concern was brought to the attention of the Department Chair. Discussions were held among faculty and staff during HPNS department meetings. Strategies to increase enrollment department-wise were developed through discussions and collaboration with the HPNS team. As a result, a Professional Development workshop was conducted and included multiple departments from Lehman including, Communications & Marketing, Enrollment and Admissions departments. A meeting was held with the Provost and HPNS faculty and staff to address the departments’ needs and concerns, which included ideas on how to market our department programs.

**Other:** Survey Response Rate: Both the DPD Alumni survey and employer satisfaction surveys had a very low response rate. Review of the annual reports data over the past four years (notably, the last 2 years) have shown a steady decline in DPD enrollment. Frequent communication with graduates to develop strong relationships. Staying in close contact with graduates and providing opportunities for job postings is anticipated to increase response rates from alumni. Developing working relationships and collaboration with employers and program directors may help improve the response rates in the future.

**Other:** The DPD identified the need to develop an efficient method of tracking the KRDNs. As the result, the DPD director participated in ACEND's Competency Software Trainings over the summer of 2024 and plans to implement the software tracking of KRDNs in the fall 2025 Academic School Year. DPD students will be required to keep a portfolio of all graded KRDN assignments identified on the course syllabus. The completed portfolio will replace the exit examination. Students will be required to meet with the DPD Director at least once per semester to review their portfolio. The portfolio will be submitted to the DPD Director at the completion of the program prior to the exit interview session and request for the DPD Verification Statement.

**Other:** The DPD director identified the need for improvement in the NDTR pass rate. Data from the Pearson's Report over three years indicated that the pass rate on the DT exam within one year of first attempt was below 50%. In 2021, 3/2 (66.7%); in 2022, 3/7 (42.86%); and in 2023, 1/3 (33.33%) passed the DT exam. The 3-year Average was 46.15%. Since the implementation of the master's degree requirement to sit the Registration Examination, more students may opt to take the NDTR Credentialing Examination to obtain employment while pursuing a graduate degree to become an RDN. Therefore, DPD graduates need to be provided with adequate resources and study materials to help them better prepare for the NDTR exam.

### Standard 3: Curriculum and Learning Activities

The Core Knowledge must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

#### Required Element 3.1

The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist.

- a. The program's curriculum must include the following required components, including prerequisites, provided in the Standards document Standard 3, Required Element 3.1.a.1-17.
- b. The program's curriculum must prepare students with the following core knowledge (Domains 1-5) provided in the Standards document Standard 3, Required Element 3.1.b.

#### **Narrative:**

- Discuss and provide examples of how the curriculum facilitates student achievement of the learning objectives and expected depth and breadth of knowledge.

*Your response goes here*

Lehman's DPD curriculum is planned to provide learning activities so that students attain the Core Knowledge and Competencies defined to enter practice as registered dietitian nutritionists (RDN). All courses currently in the curriculum are designed to incorporate opportunities for our students to attain the knowledge and competencies needed for success at entry-level practice are described below and are outlined on the RDN Required Components Checklist in Standard 3, (Required Element 3.1) in the Appendix.

Lehman's DPD curriculum prepares students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer, HIV/AIDS, cardiovascular, gastrointestinal and renal diseases in several courses; an introduction to these conditions in DFN 215 (Nutrition and Health), discussions of the involved organ systems in physiology courses, and in more detail and depth in the two Medical Nutrition Therapy courses DFN 348 and 448 (Nutrition in the Management of Disease I and II). In addition to the conditions above, the second MNT course (DFN 448) includes didactic instruction and assignments on more complex disorders that are associated with physiological stress such as trauma, sepsis, major surgery and the nutritional management of these more complex disorders including nutritional support (enteral and parenteral nutrition). In DFN 348 and DFN 448, the students learn how nutrition care is integrated with other aspects of health care e.g. medicine, nursing, physical therapy, and pharmacy. An introduction to the workings of dietetics in Health Care, introduction to the nutrition care process, nutrition coding and reimbursement are discussed in DFN 248 (Nutrition in Healthcare), and is required for Dietetics Food and Nutrition Majors.

High quality didactic learning experiences provide students with a broad foundation in the principles of nutrition and food science as they relate to life cycle, health promotion and maintenance and medical nutrition therapy. Learning activities prepare students to implement the nutrition care process, particularly in the two MNT courses. Students are introduced to the nutrition care process, including assessment, diagnosis, intervention and evaluation in DFN 248 (Nutrition in Healthcare) and DFN 348 (Nutrition in the Management of Disease I), and are expected to apply these principles to all the conditions discussed in their written case study assignments and on examinations in both MNT classes DFN 348 and DFN 448. In DFN 445 (Nutritional Biochemistry), which replaced DFN 445 (Advanced Nutrition) and CHE/DFN 244/245 (Biochemistry) focuses on the perspectives of the role of food and diet to maintain optimal health and to prevent these conditions.

The curriculum provides didactic learning with various populations including infants, children, adolescents, adults, pregnant/lactating females and the elderly in several courses including an introduction to these populations in DFN 215 (Nutrition and Health), which replaced HSD 240 and EXS 240. More detail and depth in DFN 341 (Life Cycle Nutrition), DFN 221 (Social and Cultural Determinants of Health) and DFN 220 (Special Lab topics) provide didactic instruction and hands-on cooking experience relating to the formulation and modification of meals and meal components that will improve health for diverse cultural groups, targeting adults, children, seniors, and people with allergies and food intolerances. These

interventions are applicable to individuals, families, childcare facilities, public health nutrition education, and congregate meal sites for seniors. In DFN 348 and 448, case studies involving adults with Type II Diabetes, Pediatric Weight Management, Cardiovascular/Hypertension, Renal with Hemodialysis Treatment, Non-Alcoholic Fatty Liver Disease and Chronic Obstructive Pulmonary Disease are assigned. Consideration of the educational needs of different populations is discussed in DFN 437 (Nutrition Education and Counseling) and DFN 340 (Community Nutrition and Food Justice).

One of the strengths of the DFN curriculum is that it draws on the diverse ethnic and racial backgrounds of our students and encourages them to appreciate the influence of cultural and socioeconomic factors on food ways. Students are expected to learn how to tailor food plans and instructions for the needs of individuals and groups from different backgrounds. They are also expected to learn how to relate to people from different racial and ethnic backgrounds in both the laboratory and in the classroom. The curriculum provides didactic learning with diverse cultures particularly in DFN 221 (Social and Cultural Determinants of Health) and DFN 220 (Special Lab Topics) where the weekly classes include units in the cooking, diet, eating patterns and beliefs of many of the cultures represented in New York City including West Africans and African-Americans, the Mediterranean countries such as Italy, Greece and France; Asian countries including India, China, and Japan; the West Indian/Caribbean and Hispanic countries, and the Middle Eastern cultures, including a discussion of Kosher and Halal food practices. In DFN 348 and 448, case studies involving patients from different populations and cultural groups are assigned. Consideration of the educational needs of different populations and cultural groups are also discussed in DFN 437 (Nutrition Education and Counseling).

Students collaborate and work in teams primarily in chemistry, anatomy and physiology, and foods laboratory courses. In the foods courses students work together in teams to prepare recipes and menus according to specific criteria such as using a variety of food groups, or for different cultural groups (West African/African American, Caribbean/West Indian, Kosher/Middle Eastern/Eastern European, Mediterranean), or those that meet the needs of certain clients because of low cost, or nutrient content, or appeal to clients at different points of the life cycle, or foods that must be avoided due to allergies or food sensitivities or intolerances. These experiences present opportunities for students to develop food handling and sanitation skills, as well as working together to plan a culturally appropriate meal. Other opportunities for collaborative work involve the catering assignment, where students plan, select, and prepare recipes for a faculty luncheon according to principles of nutrition, food safety, food attractiveness, food purchasing and cost control, etc. In DFN 348, students participate in collaborative group project/presentation on Health Screening tools for blood glucose, cholesterol and blood pressure monitoring. In DFN 348 and 448 students also engage in collaborative class discussions on specific topics or disease conditions.

A variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate expected learning outcomes, are used in the DPD such as hands-on food preparation and sampling, student oral reports and presentations, field trips, role-playing, simulations, problem-based learning, worksheets, study guides, case studies, face-to-face classroom instruction, videos, laboratory experiences, written assignments, and other practice-related experiences. Each course at Lehman has a potential online component through the use of Blackboard, the web-based course management system. Every course taught in the DPD is web-enhanced in a blended or hybrid format, and several sections of DFN 215 (formerly HDS 240), the introductory nutrition courses, and DFN 248 (Nutrition in Healthcare), which replaced HSD 266 (U.S. Health Care Delivery System), DFN 369 (Research Methods in Nutrition), which replaced HSD 269 (are available to be taught totally online or asynchronously. The availability of the online course components meets the needs of many learners in the program who, due to their distance from campus, and family and job commitments, have difficulties coming to campus for all their courses. They welcome the opportunity to take one or more courses online, or as blended or hybrid courses. This is particularly true during the summer months, when courses would need to meet daily or several times per week, if all 45 hours of the course were taught in the classroom over a shortened 4-week period. In addition, an online tutorial format is used to teach and assess acquisition of sufficient knowledge about plagiarism via a plagiarism tutorial available through Indiana University at <https://plagiarism.iu.edu/index.html>. Students must complete this tutorial and present their certificate of completion prior to receiving the Verification Statement.

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

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

Self-assessment is particularly important in the courses in the College and DPD curriculum that encourage intensive writing. Writing Across the Curriculum is an important part of the Lehman philosophy, with at least two writing intensive courses required of all Lehman graduates. Writing intensive courses are included as part of the curriculum in order to enhance the ability of our students to not only learn through writing but also to think and write clearly and succinctly. Faculty development opportunities to learn how to incorporate writing into DFN courses are supported by college grants.

The DPD curriculum provides opportunities for students to develop cultural competence. Learning is enhanced in settings where individuals are part of a diverse group of people. Lehman is composed of students, faculty and staff from countries and cultures throughout the world. In one class we might have students from the West Indies, Europe, Africa, Asia, as well as the many cultures seen within our own American borders. Many students bring with them a desire to learn with and from each other. In addition, the curriculum includes specific activities and assignments that focus on the food ways of different countries and ethnic groups. The acquisition of self-knowledge of one's culturally based food practices, in addition to the knowledge of the cultural food practices of other groups, is an objective of courses within the DPD.

Personal and professional attitudes and values are instilled in all courses throughout the curriculum but particularly in the senior-level courses such as DFN 441, 430, 437, 445, 448, where reference is made to how the material that is included in the courses relate to professional practice. Whether it is in considering the patients in case studies in medical nutrition therapy, or deciding upon a topic to research in Advanced Nutrition, or role-playing how to appropriately treat employees in a particular human resources situation in DFN 430: Food Service Management that requires leadership skills, the curriculum contains opportunities for more advanced consideration of the roles and responsibilities of the food and nutrition professional. A discussion of professional ethics related to dietetics practice is included in DFN 448 and DFN 441. DFN 441 introduces students to the landscape of dietetics through a mentorship-style course and supports students through the dietetic internship application process.

Courses in the DPD curriculum that are taught by more than one faculty member are kept similar in educational experiences and consistency of learning outcomes by the sharing of syllabi and discussion among the involved professors. In one course, DFN 220 Special Lab Topics and DFN 221 (Social and Cultural Determinants of Health) for example, a lab manual, created and developed over the years from input by the professors teaching the course, and students from a long list of cultures and countries, has been a source of innovation as well as consistency. In other courses, such as DFN 215 (Nutrition and Health) use of the same or comparable textbooks and assignments helps to maintain similarities of learning experiences and outcomes even when delivery methods, such as face-to-face, blended, or distance learning, differs between professors and/or course sections. The DPD faculty developed common syllabi for all courses taught by more than one professor.

The course descriptions as published in the 2024-2025 Undergraduate Bulletin/Catalog are listed in the Appendix and in the Undergraduate Bulletin under Department of Health Sciences at [NTRDIET-BS Program | Lehman College Catalog](#). The syllabi for these courses include the course objectives, required and supplemental reading, the knowledge requirements and learning outcomes addressed in the courses, the amount of time devoted to each of these topics, the assignments used to help students learn and apply this information, and the assessments used to evaluate the extent of student learning with regard to these conditions.

### Required Element 3.2

A curriculum map must be developed that:

- a. Identifies didactic courses which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge.
- b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.

#### **Narrative:**

- Describe the program's curriculum.
- Discuss and provide examples of how the program's didactic courses are organized, sequenced and integrated.
- Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.
- Describe any differences in curriculum if core knowledge are attained through an ISPP and/or optional international experiences, if applicable.

*Your response goes here.*

The Curriculum Map has three sections. The first section identifies all courses required for the DPD divided into six semesters starting from the introductory first semester in the DPD (conventionally the second term of sophomore year or 45 credits or above) up until the 5<sup>th</sup> semester (conventionally the second term senior year or 90 credits or above) that contains the most advanced courses. In the middle section each course is listed by course number and name with the appropriate KRD(s) marked by X. On the right side of the map the core knowledge requirements included in each course are listed. Please see the Appendix for Standard 3, (Required Element 3.1) Components Checklist; Required Element 3.2 (KRDN Curriculum Map); and Required Element 3.3 (Curriculum Matrix) and syllabi for courses required to meet Core Knowledge requirements, including the Support Knowledge.

Lehman's DPD maps its curriculum around ACEND's Core Knowledge and Competencies and is planned to use sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client/patient outcomes. The DPD is built on the liberal arts and sciences curriculum which is the foundation of the Lehman College educational mission. The DPD curriculum is planned so that the learning takes place in sequential stages, initially drawing on the liberal arts and sciences for the beginning level courses and then on to 200-level DFN courses as prerequisites for courses with more advanced, professionally oriented material. The organization, sequencing and integration of the didactic courses is planned to facilitate student achievement of the learning objectives.

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

The table below lists the required courses for the DPD according to the suggested sequence and required prerequisite courses. The first semester in the major, which is labeled Semester 4, includes courses that are usually taken by the fourth semester at the college or by 45 credits. Several sequences are enforced. Introduction to Statistics (MAT 132) is required prior to DFN 369 (Research Methods in Nutrition), replaced Biostatistics (HSD 269: Fundamentals of Biostatistics for Health Professionals). CHE 114-115 (Essentials of General Chemistry Lecture and Laboratory) is required prior to CHE 120-121 (Essentials of Organic Chemistry Lecture and Laboratory) which is required for DFN 445 (Nutritional Biochemistry), which combined materials from CHE 244-245 (Introduction to Biochemistry) or DFN 244-245 (Nutritional Biochemistry) and DFN 445 (Advanced Nutrition). CHE 114-115 (Essentials of General Chemistry Lecture and Laboratory) is required prior to DFN 321 Food Science & Microbiology), which replaced DFN 120 (The Nature and Science of Food) which is the course that introduces the DFN students to the principles of food chemistry and the foods laboratory and includes food science experiments, food preparation, and sampling. DFN 321 (Food Science & Microbiology) is required prior to which includes more advanced techniques of food preparation and which also introduces students to the cultural and ethnic diversity of food patterns. DFN 221 (Social & Cultural Determinants of Health), replaced DFN 220 (Foods, Society, and Health) is required prior to DFN 220

(Special Lab Topics #2) so that students have already been exposed to food preparation and meal planning prior to engaging with the principles of volume food procurement, production, and service for complex food service organizations. Management of Food and Nutrition Services (DFN430) has DFN 200 (Serv Safe Certification), which replaced DFN330 as its prerequisite, so students are well acquainted with the food production safety prior to the discussion of food service management principles.

BIO 181 (Anatomy and Physiology I) is a prerequisite for BIO 182 (Anatomy and Physiology II) for those students selecting the two-semester sequence rather than the more difficult and advanced one-semester course in physiology (BIO 228: Mammalian Physiology) which requires chemistry as a prerequisite. The introductory nutrition course DFN 215 (Nutrition and Health) and DFN 248 (Nutrition in Healthcare) are the prerequisites for DFN 348 (Nutrition in the Management of Disease I) which introduces the topic of Medical Nutrition Therapy and the Nutrition Care Process. DFN 448 (Nutrition in the Management of Disease II) requires DFN 348 as its prerequisite in order to allow for the study of the nutritional management of more complex disorders in the second semester of the sequence. DFN445 (Advanced Nutrition) which presumes exposure to biochemical pathways relevant to the macro and micronutrients, follows the completion of a course in general and organic chemistry. The 400-level courses, DFN445: Nutritional Biochemistry, DFN 448: Nutrition in the Management of Disease II, DFN 441 Seminar in Professional Practice and DFN 471: Field Experience in Clinical Nutrition are expected to be taken in the last two semesters prior to DPD and degree completion.

### **Plans of Study – Didactic Program in Dietetics (DPD)**

#### **Nutrition and Dietetics Major (63.0 credits)**

**Accredited by ACEND for the Academy of Nutrition and Dietetics**

**\*Along with the overall GPA, the grades in these courses are used as the basis for entry into the DPD**

**\*\*Required for Nutrition and Dietetics Major but not for the Verification Statement. A course in psychology or sociology is also required.**

Course Number	Course Name	Cr	Prerequisites
<b>Semester 4</b>			
CHE 114-115	*Essentials of General Chemistry Lecture and Lab	4.5	College Math Requirement
MAT 132	**Introduction to Statistics	4	College Math Requirement
(BIO 181)	*(Anatomy and Physiology I if BIO 228 is not taken)	4	
<b>Semester 5</b>			
DFN 200	Serv Safe Certification	1	
DFN 215	Introduction to Nutrition	3	
BIO 182	*Mammalian Physiology or Anatomy and Physiology II	4	BIO 181
CHE 120-121	Essentials of Organic Chemistry Lecture and Lab	4.5	CHE 114-115
<b>Semester 6</b>			
DFN 221	Social and Cultural Determinants of Health	3	
DFN 248	Nutrition in Healthcare	3	
DFN 120 or DFN 250-290	Special Lab Topics # 1	1.5	
DFN 321	Food Science & Microbiology	3	CHE 120-121



<b>Semester 7</b>			
DFN 340	Community Nutrition & Food Justice	3	DFN 215
DFN 341	Nutrition Throughout the Life Cycle	3	BIO 181/182, or Bio 228. DFN 215
DFN 430	Management of Food & Nutrition Services	3	DFN 200, DFN 215
DFN 437	Nutrition Education and Counseling	3	DFN 341
<b>Semester 8</b>			
DFN 220, or DFN 250 - 290	Special Lab Topic #2	1.5	
DFN 348	Nutrition in the Management of Disease I	3	DFN 248, N&D Major
DFN 369	Research Methods in Nutrition	3	MAT 132
PSY 166	General Psychology	3	The College Prerequisite Requirement
<b>Semester 9</b>			
DFN441	Seminar in Professional Practice	2	DFN 348
DFN 445	Nutritional Biochemistry	4	DFN348, CHE 120 & 121
DFN 448	Nutrition in the Management of Disease II	3	DFN 348
DFN 471, or DFN 469	**Field Experience in Clinical Nutrition or Critical Issues in Food and Nutrition	2	DFN 348/ or DFN 369

### Required Element 3.3

The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Syllabi for courses taught within the academic unit must include the KRDNs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the KRDNs.

- a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures.
- c. Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that students have the skills to recognize biases in self and others and embrace the diversity of the human experience.
- d. Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate learning objectives.
  1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.

#### **Narrative:**

- Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.
- Describe how the program assures regular and substantive interaction between students and faculty occur in distance courses, if applicable.

*Your response goes here.*

The course syllabi have clearly defined objectives that reflect the breadth and depth of the course content and expected student performance. Lehman's DPD maps its curriculum to provide educational approaches that meet the learners' needs and facilitate learning objective. A variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate expected learning outcomes, are used in the DPD such as hands-on food preparation and sampling, student oral reports and presentations, field trips, role-playing, simulations, problem-based learning, worksheets, study guides, case studies, face-to-face classroom instruction, videos, laboratory experiences, written assignments, and other practice-related experiences.

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

The DPD curriculum provides opportunities for students to develop cultural competence. Learning is enhanced in settings where individuals are part of a diverse group of people. The curriculum includes specific activities and assignments that focus on the food ways of different countries and ethnic groups. The acquisition of self-knowledge of one's own culturally based food practices, in addition to the knowledge of the cultural food practices of other groups, is an objective of courses within the DPD.

Personal and professional attitudes and values are instilled in all courses throughout the curriculum but particularly in the senior-level courses such as DFN 441, 430, 437, 445, 448, where reference is made to how the material that is included in the courses relate to professional practice. Whether it is in considering the patients in case studies in medical nutrition therapy or deciding upon a topic to research in Advanced Nutrition or role-playing how to appropriately treat employees in a particular human resources situation in DFN 430: Food Service Management that requires leadership skills, the curriculum contains opportunities for more advanced consideration of the roles and responsibilities of the food and nutrition professional. Professional ethics related to dietetics practice discussions are included in DFN 441 and DFN 448. The DPD provides

opportunities for students to be engaged in discussions on advocacy, nutrition policies, career trajectory and mentorship in DFN 441.

The distance learning component of the DPD curriculum allows students to take greater than 50 percent of the Nutrition and Dietetics courses in Distance Learning, allowing more accessibility, timely completion of the program and increasing students' retention & graduation rates. Through the Didactic Program in Dietetics (DPD), courses are offered in various modalities. Any of the DPD courses can be offered in Distance Learning via online synchronous, asynchronous, hybrid, blended, high Flex or face-to-face in traditional classroom settings. Students in distance education receive the same learning experiences, meaning, the same syllabus is used for both distance education and traditional face-to-face courses. Students in distance education can engage with faculty through Zoom meetings/office hours, zoom classroom meetings, and the Blackboard Collaborate live classrooms. Students in distance education participate in classroom discussion board assignments, breakout groups or chat rooms and collaborative group projects. Exams, tests, and quizzes are administered through the Blackboard. Through the DPD, faculty in each course provide ongoing assessment of core knowledge and student learning through various exams, case studies, projects, presentations, and group activities. If faculty members choose to offer an exam or quiz online, they develop the exam or quiz in the Blackboard. Learning activities are used to evaluate final student achievement of the Core Knowledge Assignments (KRDNs) administered by the faculty teaching DPD courses, with the data provided to the DPD Program Director for use in the ongoing tracking system for each DPD student. Please see the "RDN Summary of Learning Activities (Required Element 3.3) in the Appendix.

#### **Standard 4: Student Learning Assessment and Curriculum Improvement**

The program must continuously assess student achievement of required core knowledge. The program must collect and analyze aggregate data on student core knowledge attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

##### Required Element 4.1

The program must have a plan for on-going assessment of students' attainment of core knowledge. The plan must identify summative assessment methods used, as well as courses and/or supervised practice learning activities in which assessment will occur and the process for tracking individual student's demonstration of core knowledge.

##### **Narrative:**

- Describe the program's plan for on-going assessments of students' attainment of core knowledge and discuss updates made to the plan, if any.
- Describe the process for tracking individual students' demonstration of core knowledge.

*Your response goes here.*

Lehman's DPD program has a written plan for ongoing assessment that demonstrates the process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each competency/learning outcome. At the beginning of each semester the DPD Director provides faculty with the Learning Outcomes and the matrix that outlines which courses each outcome is planned to be assessed. Students are informed at the beginning of each semester and documented on the course syllabus that all (100 %) of DPD students must earn at least 80% or better on all KRDN assignments to obtain a DPD Verification Statement. At the end of each semester the faculty member communicates with the DPD Director via email confirming the status of each student's KRDNs. The DPD Director keeps an excel tracking sheet with all DPD students and the semester in which the KRDNs were successfully completed. The DPD Director confirms each student's enrollment in the course by verifying with the class roster. Any DPD student who does not meet the KRDN criteria are offered remediation to redo the assignment in order to meet the KRDN minimum requirement without changing their course grade. The learning-assessment plan includes the Core Knowledge Statement (column A), the course and course number in which the knowledge is assessed (B), and the required method(s), exams, rubric, project, etc.) used to measure student achievement of core knowledge (column C). Please see the Appendix (Requirement Element 4.1, 4.2).

The DPD's curriculum prepares students with the following core knowledge: The Core Knowledge are the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

**Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice. Knowledge Upon completion of the program, graduates are able to:**

- a) KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- b) KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.
- c) KRDN 1.3 Apply critical thinking skills.

**Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice. Knowledge Upon completion of the program, graduates are able to:**

- a) KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- b) KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.
- c) KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.
- d) KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- e) KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.
- f) KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.
- g) KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.
- h) KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.
- i) KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

**Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations. Knowledge Upon completion of the program, graduates are able to:**

- a) KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.
- b) KRDN 3.2 Develop an educational session or program/educational strategy for a target population.
- c) KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
- d) KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
- e) KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.
- f) KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

**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. Knowledge Upon completion of the program, graduates are able to:**

- a) KRDN 4.1 Apply management theories to the development of programs or services.
- b) KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.
- c) KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.
- d) KRDN 4.4 Apply the principles of human resource management to different situations.
- e) KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.
- f) KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.
- g) KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

**Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner. Knowledge Upon completion of the program, graduates are able to:**

- a) KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

- b) KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- c) KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).
- d) KRDN 5.4 Practice resolving differences or dealing with conflict.
- e) KRDN 5.5 Promote team involvement and recognize the skills of each member.
- f) KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

For the assessment of learning in Domain 1: **Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.** Several assessment methods were used. For **KRDN 1.1**, the Evidence Analysis Library (EAL) Tutorial Completion Certificate, in DFN 248 (Nutrition in Health Care) or DFN 348 and DFN 448 (Nutrition in the Management of Disease I & II) were assessed. At the end of the fall 2023, spring 2024 semesters, the faculty for DFN 248 and DFN 348/448 reported that all the DPD students earned 80% or better on the assignments, thus have met the criterion. For KRDN 1.2, the EAL Assignment, the Scope of Practice Assignment, Pediatric Weight Management case study, in DFN 348 were assessed and in DFN 448, the Scope of Practice Assignment, EAL Assignment, Hypertension/Cardiovascular, Renal Dialysis Treatment, NAFLD and COPD cases studies, were assessed. For DFN 348, all students earned 80% and above on the assignments. For DFN 448, all the students earned 80% and better on the case studies (listed above), thus have met the criterion. For KRDN 1.3, the Career Trajectory Reflection Assignment in DFN 441 (Seminar in Professional Practice), and the case studies (listed above) in DFN 348/448 were assessed. The faculty for DFN 441 reported that all the students earned 80% or better on the assignments, thus have met the criterion.

**For the assessment of learning in Domain 2: Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.** Several assessment methods were used. For KRDN 2.1, the Health Screening in Class Presentation in DFN 348 was used to assess the criteria. All students earned 80% or better on the presentation, thus met the criterion. For KRDN 2.2, the Scope of Practice Decision Algorithm Worksheet in DFN 248, and the Scope of Practice Assignment in DFN 348 and 448 were assessed. The faculty for DFN 248 reported that all students earned 80% or better on the assignment. In DFN 348 and DFN 448, all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 2.3, the Policy Presentation in DFN 441 was used to assess the criteria. The faculty for DFN 441 reported that one student did the PowerPoint but did not present in-class, received 47%, thus this criterion was not met for the spring 2024 semester. Remediation was offered; however, the student has not completed the assignment to date. In general, 90% of the students have met the criterion for this KRDN. For KRDN 2.4, the Healthy People 2030 Discussion Board in DFN 248 was used to assess the criteria. The faculty for DFN 248 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 2.5, the Interprofessional Practice and High-Quality Discussion Board assignments in DFN 441 were used to assess the criteria. The faculty for DFN 441 reported that one student received 75% (during the spring 2024 semester), thus this criterion was not met for the spring 2024 semester. Remediation was offered; however, the student has not completed the assignment to date. In general, 90% of the students have met the criterion for this KRDN. For KRDN 2.6, the IAT Assignment in DFN 221 (formerly DFN 220) was used to assess the criteria. The faculty for DFN 221 (220) reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 2.7, the Reflection on Current Issues & State of the Profession Discussion Board Assignments in DFN 441 were used to assess the criteria. The faculty for DFN 441 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 2.8 and 2.9, the Policy Issue Presentation in DFN 441 was used to assess the criteria (not met - see the results from KRDN 2.3 above – the same assignment is used).

**For the assessment of learning in Domain 3: Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.** Several assessment methods were used. For **KRDN 3.1**, the case studies above in DFN 348 and DFN 448 (Pediatric Weight Management) and (the Hypertension/Cardiovascular, Renal Dialysis Treatment, NAFLD and COPD) were assessed. For DFN 348, all students earned 80% and above on the assignment, thus have met the criterion. For DFN 448, all the students earned 80% and better on the case studies (listed above), thus have met the criterion. For KRDN 3.2, the Lesson Plan Assignment in DFN 437 was used to assess the criteria. The faculty for DFN 437 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 3.3, the Counseling Forms Assignment in DFN 437 was used to assess the criteria. The faculty for DFN 437 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 3.4, the Health Screening in Class Presentation in DFN 348 was used to assess the criteria. All students earned 80% or better on the presentation, thus has met the criterion. For KRDN 3.5, the Nutritional Genomics in Class Presentation in DFN 445 was used to assess the criteria. The faculty for DFN 437 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For

KRDN 3.6, the IAT Assignment in DFN 221 (formerly DFN 220) was used to assess the criteria. The faculty for DFN 221 (220) reported that all the students earned 80% or better on the assignment, thus have met the criterion.

**For the assessment of learning in Domain 4: Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.** Several assessment methods were used. For KRDN 4.1, the Management Discussion Board in DFN 430 was used to assess the criteria. The faculty for DFN 430 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 4.2, Knowledge Matters VR Case Study - Financial in DFN 430 was used to assess the criteria. The faculty for DFN 430 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 4.3, the Checking Insurance Coverage Worksheet, in DFN 248 was used to assess the criteria. The faculty for DFN 248 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 4.4, Knowledge Matters VR Case Study - Staffing in DFN 430 was used to assess the criteria. The faculty for DFN 430 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 4.5, the ServSafe Certificate in DFN 330 (now DFN 200) was used to assess the criteria. The faculty for DFN 330/200 reported that all the students successfully completed the certification, thus have met the criterion. For KRDN 4.6, the Interprofessional Practice and High-Quality Discussion Board assignments in DFN 441 were used to assess the criteria. The faculty for DFN 441 reported 90% of the students have met the criterion for this KRDN (see above for further explanation). For KRDN 4.7, Knowledge Matters VR Case Study – Decision Making, Communication and Balance in DFN 430 was used to assess the criteria. The faculty for DFN 430 reported that all the students earned 80% or better on the assignment, thus have met the criterion.

**For the assessment of learning in Domain 5: Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.** Several assessment methods were used. For KRDN 5.1, the IAT Assignment and The Market Tour Project in DFN 221 (formerly DFN 220) was used to assess the criteria. The faculty for DFN 221 (220) reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 5.2, the Cover Letter & Resume, Interview Preparation & Skills Analysis Assignments in DFN 441 were used to assess the criteria. The faculty for DFN 441 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 5.3, the Elevator Pitch Assignment in DFN 441 was used to assess the criteria. The faculty for DFN 441 reported that all the students earned 80% or better on the assignment, thus have met the criterion. The faculty for DFN 441 reported that one student did the PowerPoint but did not present in-class, received 63% (during the spring 2024 semester), thus this criterion was not met for the spring 2024 semester. Remediation was offered; however, the student has not completed the assignment to date. In general, 90% of the students have met the criterion for this KRDN. For KRDN 5.4, Conflict Resolution Case Study – Decision Making Assignment was used to assess the criteria. The faculty for DFN 430 reported that all the students earned 80% or better on the assignment, thus have met the criterion. For KRDN 5.5, the Interprofessional Practice and High-Quality Discussion Board & the Policy Presentation Assignments in DFN 441 were used to assess the criteria. The faculty for DFN 441 reported 90% of the students have met the criterion for this KRDN (see above – Domain 2), the results from KRDN 2.3, KRDN 2.5; the same assignment used to measure the criteria for both). For KRDN 5.6, the Preceptorship & Mentorship Reflection Assignment in DFN 441 was assessed. The faculty for DFN 441 reported that all the students earned 80% or better on the assignments, thus have met the criterion.

In conclusion, using the assessment criteria described:

- Domain 1: All three of the learning objectives were met.
- Domain 2: Five out of nine learning objectives were met. The Policy Issue Presentation assignment was used for (KRDN 2.3, 2.8, 2.9). One student did not complete remediation for this assignment. The Interprofessional Practice & High-Quality Service Discussion Board assignment was used for KRDN 2.5. One student did not complete the assignment remediation.
- Domain 3: All six learning objectives were met.
- Domain 4: All seven of the learning objectives were met.
- Domain 5: Four out of 6 learning objectives were met. The Interprofessional Practice & High-Quality Service Discussion Board assignment was used for KRDN 5.5. One student did not complete the assignment. The Elevator Pitch assignment was used for KRDN 5.3. One student did not complete the assignment remediation.
- Note: one assignment was used for 2 or more KDRN objectives, so in summary there were only 2 students who did not successfully complete the KRDNs mentioned above.

#### Required Element 4.2

The program must document that data on student core knowledge attainment are collected, summarized and analyzed for use in curricular review and improvement.

**Narrative:**

- Describe how data on achievement of core knowledge attainment were collected and analyzed for use in curricular review and improvement. *[Programs applying for candidacy must describe how the process will occur.]*
- Analyze the extent to which students achieved the core knowledge since the last accreditation review. *[Not applicable to programs applying for candidacy]*

*Your response goes here.*

The DPD incorporates and evaluates a variety of learning assessment methods in courses across the DPD curriculum including lab reports, student participation in online discussion boards, written research assignments, oral presentations, case studies, website contributions, final exams etc. All DPD students must receive at least 80 % on all KRDN assignments in order to receive a DPD Verification Statement. The DPD students will be required to keep a portfolio of all graded KRDN assignments that they completed in the specified courses. Students will meet with the DPD director at least once per semester to review their portfolio. The portfolio will be submitted to the DPD Director at the completion of the program prior to the exit interview session and request for the DPD Verification Statement. Completion of the KRDN Assignment Portfolio will be used in replace the DPD Verification Statement Examination. The DPD Director completed ACEND's Competency Software training for tracking of KRDNs in June – July 2024. The DPD Director plans to implement the tracking software starting 2025 school year.

**Required Element 4.3**

Formal curriculum review must routinely occur and:

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

**Narrative:**

- Describe the curriculum review process including timeframe and how input from students is incorporated. *[Programs applying for candidacy must describe how the curriculum review process will occur]*
- State curriculum strengths and areas for improvement and discuss how results of program evaluation and knowledge assessment were used to determine strengths and limitations. *[Not applicable to programs applying for candidacy]*
- Discuss how comparability of educational experiences and consistency of learning outcomes is assessed and maintained. *[Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.]*
- Discuss how the program ensures comparability of educational experiences and consistency of learning outcomes for distance education students, if applicable.
- Provide examples of how the curriculum review process has resulted in actions to maintain or improve student learning. *[Not applicable to programs applying for candidacy]*
- *[Candidacy programs only]:* Describe how the curriculum review process will occur and plans to ensure comparability of educational experiences and consistency of learning outcomes.

*Your response goes here.*

The DPD Director plans to meet once per semester with Dr. Katherine Burt (who oversees the nutrition curriculum changes), and faculty members to gather data, discuss and coordinate any changes or updates in the curriculum and the student's learning assessments. In this faculty meeting, students' acquisition of knowledge and abilities to attain each competency and learning outcome will be discussed and compared to expected competencies and outcomes. Specific learning outcomes that are not being met, as measured by the identified assessment methods, will be evaluated as either: not a good measure of learning outcomes, or, as indicators that changes need to be made to ensure that students are given the opportunities and assignments needed to show evidence of learning success. Feedback is obtained from students via Google Forms Survey, direct communication with the DPD Director and the Student Liaison. The Nutrition and Dietetics Student Liaison is a new initiative implemented to increase communication and dissemination of information to students as well as getting feedback and students involvement.

Dr. Burt considers how students are progressing in their majors during academic advisement. As the primary academic advisor for all ~250 DFN majors, Dr. Burt solicits feedback directly from students during advisement sessions and by reviewing any structural barriers to program persistence. She also reviews and considers feedback from student evaluations.

Strengths of the program include its clinical focus and 3-sequence MNT courses that begin early in students' academic careers (as a 200-level course). Prior to 2017, the MNT sequence was only 2 semesters and students struggled with the density of the content, including learning PES statements, ADIME, and how to complete case studies – as well as the course content- in two short semesters. To ease the burden, DFN 248: Nutrition in Healthcare was added to introduce the structure of dietetics care (PES, ADIME, and case studies) and situate it within the context of the US Healthcare System. In doing so, students can focus on the nutrient-disease content of DFN 348 and DFN 448, Medical Nutrition Therapy I and II (respectively), allowing more time to master all aspects of clinical dietetic care

Weaknesses of the program included its omission of community nutrition, which was addressed in the most recent curriculum changes and implemented as DFN 340: Community Nutrition and Food Justice for all DPD students beginning in Fall 2024. Given that the new curriculum was implemented in fall 2024, the strengths and weaknesses are difficult to assess at this time. The faculty continues to review student evaluations and welcome feedback and will continue to assess the program to identify new strengths and areas for improvement.

The idea for DFN 441: Seminar in Professional Practice, was generated from faculty discussions about students' lack of confidence and self-efficacy in applying to graduate programs and dietetic internships. When the course was first introduced, about five years ago, it received extremely positive feedback from students who reported feeling much more prepared to pursue a graduate degree and the dietetic internship than they were prior to the course's creation. DFN 248, DFN 340, and DFN 441 are examples of how the curriculum review process has resulted in actions to improve student learning.

A summary of discussions and planned changes, if determined to be necessary, will be on the agenda for the annual Advisory Board meetings. Continued collection and analysis of assessment data will be used to identify weakness in the achievement of any learning objectives. The survey results from current students and DPD alumni are available in the Appendix Tables.

## **Standard 5: Faculty and Preceptors**

The program must have qualified faculty in sufficient numbers to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, must show evidence of continuing competence 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.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 5.1

The program must provide evidence that qualified, and appropriately credentialed faculty are sufficient to ensure implementation of the program's curriculum and the achievement of the program goals and objectives.



**Narrative:**

- Discuss the adequacy of qualified and credentialed faculty to ensure implementation of the program's curriculum and achievement of the program goals and objectives.
- Describe the process used to ensure the faculty are qualified for their role in the program.

*Your response goes here.*

The three full-time qualified and appropriately credentialed faculty are adequate to ensure implementation of the program's curriculum and the achievement of the program goals and objectives. All are seasoned educators and credentialed practitioners hired through rigorous faculty searches. Specifically, for the DPD in the Department of Health Promotion and Nutrition Sciences, the College's budget supports three full-time faculty members who have primary teaching and administrative responsibility in the DFN/Nutrition & Dietetics major which houses the DPD program, and in the Culinary & Community Nutrition Program. (See below and in the Appendix for Standard 5, Required Element 5.1. Faculty Roster)

**Dr. Andrea Plunkett DHSc, RDN, CDN**, is the DPD director and Doctoral Lecturer who began her teaching career at Lehman in the Fall semester of 2023 and teaches Nutrition in the Management of Disease I (DFN 348), Nutrition in the Management of Disease II (DFN 448), Nutrition in Healthcare (DFN 248), Nutrition and Health (DFN 215). She earned her doctoral degree in Health Science with concentration in Clinical Nutrition from the University of Bridgeport, master's in nutrition, Dietetic Internship and Bachelor of Science in Dietetics Foods and Nutrition from Lehman College.

**Dr. Katherine Gardner Burt, PhD, RD, CDN**, is the DFN Undergraduate Director/Culinary & Community Nutrition Program Director & Associate Professor. She began her teaching career at Lehman in 2014; teaches DFN 210 Practical Nutrition (nutrition for non-majors), DFN 441 (Seminar in Professional Practice), DFN 472 (Community Nutrition Fieldwork), DFN 621 (Ethnic and Therapeutic Meal Patterns – Lecture/Lab), and DFN 622 (Cultural Foods and Foodways). She obtained her doctoral degree from Teachers College, Columbia University in Food and Nutrition Policy and is a cookbook author and has a private nutrition consulting business.

**Mario Landaverde, MS, RD**, is a Lecturer who began his teaching career at Lehman in the Fall of 2023 and teaches Special Laboratory Topics #1 and #2 (DFN 120 & 220), Social and Cultural Determinants of Health (DFN 221), Field Experience in Food Nutrition DFN 470/472. Mario Landaverde obtained his master's degree in nutrition from Lehman College; has experience in nutrition and culinary services specializing in nutrition therapies on autoimmune issues related to food intolerance. He has strong experience in food system implementation and management, community nutrition program creation, program supervision and coordination.

**Dr. Lalitha Samuel, PhD** is the MS Nutrition Program Director and Professor. She began at Lehman in 2008 and teaches introductory food science for undergraduates and graduate students Food Science Microbiology, (DFN321) and Nature and Science of Food (DFN 520), Life Cycle Nutrition (DFN341) and Nutritional Biochemistry (DFN 445).

**Marina Stopler, MS, RD**, is the DI Director and a full-time Lecturer; teaches EXS 240/DFN 215 (Nutrition and Health), DFN341 (Nutrition in the Life Cycle) and DFN 471 (Field Experience in Clinical Nutrition). Marina Stopler earned her master's in nutrition from Teachers College, Columbia University. Marina Stopler is an International Board of Lactation Consultant Examiners; has experience in Community Nutrition Education.

All our Adjuncts Lecturers are credentialed practitioners with extensive experience in nutrition education and counseling or nutrition research in community and clinical settings. A summary of our adjuncts follows:

**Dina Dalessandro, MS, RDN**, teaches (DFN248) Nutrition in Health Care, (DFN 437) Nutrition Education and Counseling and (DFN 200) ServSafe Certification, DFN 610 (Nutrition Counseling). Dina Dalessandro obtained her master's in nutrition from Lehman. She has experience in Nutrition Counseling/Education; Private Practice and High Risks – OBGYN patients.

**Tiffanie Ammeter, MS, RDN, CSG, CDN**, teaches (DFN 441). Tiffany Ammeter earned her master's from Teachers College, Columbia University. She has experience in clinical and community nutrition assessment, counseling and education; Consultant for ACEND Self-Study Preparation.

**Merve Ciary, MS, RDN, CDN**, teaches (DFN 200), DFN 430. She obtained her master's degree from Lehman College. She has experience as a Clinical and Food Service dietitian. She is a Certified ServSafe Proctor.

**Scott Keatley, MPPD, RD, CDN**, teaches (DFN 445) Advanced Nutrition/Nutritional Biochemistry, DFN 215 (Nutrition and Health). He obtained his master's degree in professional Practice/Dietetics and Clinical Nutrition Services from Iowa State University. He has experience in Private Practice/Medical Nutrition Education and Counseling.

**Yanissa Marte, MS, RD**, teaches (DFN 430) Management of Food and Nutrition Services and (DFN 215) Introduction to Nutrition. She obtained her master's in nutrition from Lehman College. She has experience in Clinical and Community Nutrition education/counseling,

**Beth Bainbridge, MPH, RDN**, teaches (DFN 437). She obtained her master's in nutrition and public health from New York University. She has experience in Community Nutrition Education.

**Dr. Hiershenee Luesse, PHD, MHSc, RDN**, teaches (DFN 369) Research Methods in Nutrition. She obtained her PHD in Health and Behavior Studies at Columbia University. She has experience in research projects, in managing and leading multiple research projects in health and education domains

**Kyle Murray, MS, RDN**, teaches (DFN340) Community Nutrition and Food Justice. He obtained his master's in nutrition from Hunter College, CUNY. He has work experience in Community Nutrition and Clinical Nutrition.

#### Required Element 5.2

The requirements for program faculty (faculty within the academic unit) must include:

- a. Program faculty, including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
- b. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.
- c. Program faculty and instructors must be provided orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies. Program faculty must be trained in the use of distance education pedagogy and recommended practices.
- d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

#### **Narrative:**

- Describe the sponsoring organization's criteria for faculty appointment and how the program ensures that faculty meet those criteria. Faculty are not required by ACEND to hold an RDN or NDTR credentials, unless required for their position.
- Describe the process used to ensure faculty's continued competence appropriate to the teaching responsibilities.
- Describe the orientation, including the process and timeline, for new program faculty members, and instructors to mission, goals, objectives and ACEND's accreditation standards and required knowledge and competencies.
- Provide a description and timeline for ongoing training of current faculty members and instructors
- Provide a description of how faculty and instructors are trained on the use of distance education pedagogy and recommended practices.
- Discuss how and when training on strategies to recognize biases in self and others has been conducted for all faculty members and instructors within the academic unit and how that training addresses strategies to reduce instances of microaggressions and discrimination.

*Your response goes here.*

The hiring process for faculty appointments consists of recruiting from diverse pools of applicants, reviewing CVs, conducting interviews, evaluating references, assessing teaching skills, and when appropriate evaluating research agenda and productivity. Every new faculty member is voted on by the P&B before moving through the next steps. Next steps include receiving the Dean's, Provost's, President's and CUNY Board of Trustees' approval. Full-time faculty applicants are also assessed by the Human Resources Department to ensure that the full-time faculty as a whole is representative of wide diversity, in keeping with the college and department goals. In addition to full time faculty, the program currently includes 8 credentialed adjunct faculty.

Continued competence is assessed in annual reviews by the Chair in addition to program director reviews that occur every semester. Peer observations by senior faculty and student evaluations occur each semester and contribute to the competence assessment for teaching. Ongoing training and professional development are required of faculty each semester. Training includes college-wide (ESPARC training) as well departmental initiatives such as how to use AI, and other strategies to promote the success of diverse students. Faculty are strongly encouraged to participate in the many opportunities made available by the college for faculty and staff to develop skills, recognize biases in self and others, and reduce instances of microaggressions and discrimination. The college offers online and in-person training on these important topics on a regular basis, requiring training in (THE ESPARC TRAININGS) of part-time faculty each semester that they teach, and of full-time faculty once a year. Four college-wide trainings promoting diversity, equity and inclusivity have been offered in the fall of 2024 alone, one of which specifically addressed microaggressions. Additionally, the DPD Program Director provides ACEND's training links on Diversity Equity and Inclusion to faculty and staff in the DPD Program at the beginning or end of each semester. Lehman College and the Department of Health Promotion and Nutrition Studies are committed to promoting social justice.

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

#### Required Element 5.3

The requirements for program preceptors must include: (Not applicable to DPD)

- a. The education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models.
- b. Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies.
- c. Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

**Narrative:**

**Not applicable to DPDs, no narrative needed**

#### Required Element 5.4

Formal evaluation of program faculty must routinely occur:

- a. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty.
- b. Program faculty and instructors must receive feedback, and training as needed, based on program evaluation and input from students.

**Narrative:**

- Describe the process used by the institution and/or the program for periodic review of faculty including opportunities for student input.
- Discuss how faculty members and instructors receive feedback from evaluations and input from students.
- Describe how program and student evaluations have influenced ongoing training provided to faculty members and instructors.

*Your response goes here.*

Ensuring that faculty are qualified for their role in the program is determined in several ways. In addition to participating in the annual review process with the Chair, faculty are observed in the classroom each semester by more senior members of the department. Teaching is assessed not only through these peer evaluations, but also by students who are expected to provide evaluations of the course and the teaching of each class. Each semester, student evaluations are sent by email from the Office of Assessment to each student in every course. These are completed anonymously, and the collated results and comments are sent to the Chair and each faculty member. In a program with only three full-time faculty, interaction among faculty members, both formal and informal, is frequent. The newest faculty member, Dr. Andrea Plunkett, shares an office with Prof Marina Stopler, who has been a full-time faculty and the Dietetic Internship Director for many years. Prof Stopler meets with Prof Plunkett, the DPD Director to discuss ACEND's updates, policies, marketing strategies and coordination efforts for the DI and DPD. Dr. Burt plays a significant role as the Undergraduate Program Director & the Culinary & Community Nutrition Major Director. She was the Interim DPD Director (2022 – 2023). Dr. Burt provided the information on the program summary, the program's curriculum and changes since the last self-study. Dr. Justine McGovern, the Department Chair since the fall of 2023, provided information on the program budget, hiring process and faculty evaluation. Dr. McGovern has been a huge source of support in coordinating changes and strategies to facilitate improvement in enrollment in the DPD program and department programs. Dr. McGovern meets with the DPD director as needed to discuss policies, changes and improvement strategies. The DPD Director provides updates on the mission, goals, values, and educational philosophy of the dietetics program during the HPNS department meetings and DFN meetings with Adjunct faculty members as needed. The DPD Director also meets with faculty to discuss student evaluation results and to seek input and suggestions on course, assignments and curricular improvement.

## **Standard 6: Supervised Practice Sites (Not Applicable to DPD)**

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 the adequacy and appropriateness of facilities to ensure that sites are able to provide supervised practice learning experiences compatible with the competencies that students are expected to achieve.

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 6.1

Supervised practice site requirements (Not applicable to DPD):

- The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of the adequacy and appropriateness of supervised practice facilities.
- Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.

**Narrative:**

**Not applicable to DPDs, no narrative needed**

## Standard 7: Information to Prospective Students and the Public

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

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 7.1

Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently. Programs shall demonstrate by tangible action their commitment to enrolling a diverse student body.

#### Narrative:

- Discuss how program policies, procedures, practices, and materials related to student recruitment and admission comply with state and federal laws and regulations.
- Describe the tangible actions, such as documented conversations in meeting minutes, changes to admission requirements, policies or other verifiable activities, the program is taking that demonstrate their commitment to enrolling a diverse student body.

*Your response goes here.*

Lehman's DPD policies, procedures, and practices comply with state and federal laws and regulations regarding student recruitment and admission. Information about the DPD is available on the Health Promotion and Nutrition Science Department website and can be found in Lehman's Undergraduate Bulletin/Catalog [Lehman College Catalog \(cuny.edu\)](http://lehman.cuny.edu/catalog). All students must first be accepted into Lehman College as a freshman or transfer student or non-degree student. Prospective students may apply to CUNY at <http://www.cuny.edu/admissions/undergraduate.html> and <http://www.cuny.edu/admissions/apply.html>. Students seeking a Second Degree in Dietetics, Foods, or Nutrition must submit an [application through CUNY](#) or directly through the [Lehman Undergraduate Admissions Office](#). Students with a BS degree who only want to take courses towards completing the DPD requirements may also apply to Lehman as non-matriculated students, [Second Degree Students Transferring to Lehman | Lehman College Catalog \(cuny.edu\)](#). In order to be admitted to the ACEND-approved DPD within the Nutrition and Dietetics major, an application must be submitted to the DPD Director through the I-Declare system at <https://www.lehman.edu/registrar/documents/2019/iDeclare-Student-Instructions.pdf>. Students select Nutrition and Dietetics – BS. All students will declare the Culinary and Community Nutrition major first and complete at least one semester prior to acceptance into the DPD. Students may submit the application through I-Declare for admission to the DPD program after completing the following requirements as follows, minimum of 60 college credits, satisfactory completion of the prerequisites DFN 215, DFN 321 DFN 341, with a grade of B- or better, minimum cumulative index of 3.3 or better, and earn 80% or better on the Nutrition and Dietetics Majors Entrance Examination.

Lehman's DPD complies with the CUNY Policy of Non-Discrimination

<http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/> and [Equal Opportunity and Non-Discrimination Policy – The City University of New York \(cuny.edu\)](#), which ensures that the admission procedures are applied equitably and that applicant rights are protected, including due process. The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes" as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976, by the Chancellor of the City University of New York to include Italian Americans."

### Required Element 7.2

All information to prospective students and the public must be current, accurate and consistent. Each information source must provide a reference to where complete program information can be found.

#### **Narrative:**

- Describe where complete program information can be found and describe when and how program materials are updated to ensure accuracy and consistency.

*Your response goes here.*

Lehman's DPD attempts to provide clear, consistent, and accurate information about all program requirements to prospective students and the public at large through several mediums. Information to perspective students and the public can be found here: [Student Achievement/Consumer Information/Student Right to Know - Lehman College](#). Information about our programs can be found in the section of the Undergraduate Bulletin that describes the HPN majors [Health Promotion and Nutrition Sciences Department Program | Lehman College Catalog](#) and in DPD Handbook which is made available to students on the HPNS Department website, [Health Promotion & Nutrition Sciences | Lehman College](#), the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#) and the Blackboard site for students who are eligible to take the DPD entrance examination. In addition, copies of the DPD Handbook are available in the Nutrition and Dietetics Program Director Office and the department bulletin board in Gillet Hall. Students are made aware of the DPD Handbook through the Navigate Listserv, during student advisement meetings, email communication, and by the Nutrition and Dietetics Student Liaison. Information is provided to perspective students via zoom information sessions in individualized 1:1 scheduled meeting with the DPD Director on zoom. Handouts are available on the suggested course sequencing and the DPD Course List Form in the Department and posted on the website and bulletin board. Students requesting information on becoming a Registered Dietitian or NDTR are referred to information on the CDR website as well as in scheduled meeting with the DPD Director, Information Sessions and collegewide events on campus (such as, the Major & Minors Fair, Health Majors Career fair, Student Orientation Day, etc.). Students requesting the Verification Statement receive the VS Request Form via email from the DPD Director. The information on the website is updated as needed by the DPD Director and HPNS Administrative Specialist, Ramon Belliard and Charlie Chhoeung, Administrative Assistant.

### Required Element 7.3

Information about the program must be readily available to prospective students and the public via a website and must include at least the following:

- a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage.
- b. Description of the program, including program's mission, goals and objectives.
- c. A statement that program outcomes data are available upon request.
- d. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, computer matching information, if applicable, supervised practice, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process.
- e. Estimated cost to students, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs.
- f. Application and admission requirements.
- g. Academic and program calendar or schedule.
- h. Graduation and program completion requirements
- i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
- j. Guidance about distance education components, such as technology requirements, if applicable.
- k. If students are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described, including the program's role and responsibility to assist students to ensure timely completion of the program. (Not applicable to DPD)

- I. A description of the criteria and policies and procedures used to evaluate and award credit for prior learning experiences, such as coursework, and the types and sources from which credit will not be accepted.

**Narrative:**

- *[Candidacy programs only]* Provide draft website information and describe where complete program information will be found if granted accreditation.

*Your response goes here.*

**Accreditation Status:** The DPD at Lehman is an accredited program in New York that is in compliance with the Eligibility Requirements and Accreditation Standards of ACEND, the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for Dietetics & Nutrition. Lehman's last site visit was in May 2017 and the accreditation term for Lehman's DPD ends on 06/30/2025 (please see the Accreditation Letter in the appendix – Standard 1). ACEND is recognized by the United States Department of Education. This affirms that ACEND meets national standards and is a reliable authority on the quality of nutrition and dietetics education. ACEND is located at 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995 and can be reached at (800) 877-1600, ext. 5400, or 312/899-0040 Fax: 312/899-4817 or by sending an email to <mailto:acend@eatright.org>.

**Program Mission:** The mission of the DPD is to prepare ethnically and culturally diverse graduates for entry into and success in supervised practice in a dietetic internship program leading to eligibility for the CDR exam to become registered dietitian nutritionists. The DPD seeks to prepare professionals who think critically, act ethically, and make appropriate judgments in entry-level positions in health-care facilities, community and governmental agencies, cooperative extension, and food service and culinary nutrition operations. The DPD also seeks to prepare graduates for post-graduate education in foods, nutrition, and related fields as well as nutrition and food related employment. The curriculum for the DPD is designed to comply with the requirements for a Didactic Program in Dietetics as described by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

**Program Goals:** The program goals of Lehman's DPD are to: 1. prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in supervised practice within a dietetic internship to become registered dietitian nutritionists, and 2. prepare ethnically and culturally diverse graduates with the knowledge and skills to enter and succeed in post-graduate education and/or employment in food and nutrition related positions.

**Program Outcome Objectives:** The following outcome objectives are used as a measure of program effectiveness: successful completion of the program, successful employment of DPD graduates in the food and nutrition field, employer satisfaction with our graduates, application to, acceptance into, enrollment in, and successful completion of a Dietetic Internship and/or graduate program by DPD graduates, and successful performance on the RDN examination.

**The Program Objectives to support the goals of the program are:**

- a) At least 80% of students complete program requirements within 3.5 years (150% of planned program length)". (RE 2.1.c.1.a)
- b) At least 33% percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation. (RE 2.1.c.1.b.1)
- c) Of program graduates who apply to a supervised practice program, at least 33% percent are admitted within 12 months of graduation. (RE 2.1.c.1.b.2)
- d) The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%". (RE 2.1.c.1.c)
- e) At least 80% of program graduates whose outcome is known will enter and succeed in post-graduate education, and/or obtain employment in food or nutrition related positions.
- f) At least 80 % of supervised practice/graduate program directors who respond to our surveys will state that, in general, our graduate was prepared "very well" for their program within 12 months of graduation.
- g) At least 80 % of respondents to the DPD alumni survey will indicate that Lehman DPD prepared them "equally well" for their current position compared to new employees at the same job.
- h) At least 40% of our graduates will represent groups traditionally under-represented in dietetics, including men, Hispanics, and people of color. (RE 2.1.c.1.d)

The program outcome data is available on request. Please contact the DPD Program Director Andrea Plunkett by email (andrea.plunkett@lehman.cuny.edu) or by mail (Andrea Plunkett, Department of Health Sciences, Lehman College, 250 Bedford Pk Blvd West, Bronx NY 10468) to obtain further information on program outcome data.

#### **How Lehman's DPD fits into the Credentialing process to become an RDN or NDTR:**

To become a Registered Dietitian Nutritionist (RDN), a student must:

1. Earn the minimum of a master's degree is required.
2. Satisfy the requirements for Lehman's Didactic Program in Dietetics (DPD) which includes completion of the courses and the required KRDNs assigned to selected courses for the Nutrition and Dietetics major, as well as PSY or SOC 166 (or equivalent).
3. Obtain a signed Verification Statement from the DPD Program Director to apply to a Dietetic Internship (DI).
4. Enter and complete a Dietetic Internship (DI) which entitles you to obtain a DI Verification Statement.
5. A signed Verification Statement from the DI Program Director allows you to take the CDR- administered Registration examination.
6. To take and pass the CDR-administered Registration examination to become a Registered Dietitian Nutritionist, See also <https://www.cdrnet.org/RDN>

#### **To become a Nutritionist and Dietetic Technician, Registered (NDTR) a student must:**

1. Satisfy the requirements for Lehman's DPD which includes completion of the courses required for the Dietetics and Nutrition major, required KRDNs, as well as PSY or SOC 166 (or equivalent),
2. Obtain a signed Verification Statement from the DPD Program Director, and
3. Take and pass the CDR-administered Dietetic Technician Registration (DTR) examination.

#### **Pathways to the Professions: Requirements to Become a Practitioner:**

Students with a DPD Verification Statement (including a baccalaureate degree) are eligible to apply to take the examination to become a NDTR (Nutritionist Dietetic Technician - Registered) or to apply to an ACEND-accredited Dietetic Internship (DI). Completion of the DI, in turn, enables the student to become eligible to take the registration examination in dietetics via application to the Commission on Dietetics Registration (CDR) at [Commission on Dietetic Registration \(cdrnet.org\)](https://www.cdrnet.org)

#### **Graduate/master's degree Requirement:**

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) updated the minimum degree requirement for eligibility to take the registration examination for dietitians from a bachelor's degree to a graduate degree. To be approved for the registration examination, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS). For more information about this requirement see [Commission on Dietetic Registration \(cdrnet.org\)](https://www.cdrnet.org).

In addition, CDR requires that individual's complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates who successfully complete the ACEND-accredited Didactic program at Lehman College are eligible to apply to an ACEND-accredited Dietetic Internship program.

In most states, graduates also must obtain licensure or certification to practice. For more information about state licensure requirements, click here: <https://www.op.nysed.gov/professions/dietetics-nutrition/license-requirements>

For more information about educational pathways to become a RDN, click here: <https://www.cdrnet.org/RDN>

#### **New York State Certification as a Dietitian or Nutritionist (CDN)**

Professional certification is a designation earned to assure qualification to perform a job or task. However, licensure refers to granting a license that gives permission to practice. If a demonstration of ability or knowledge is required by law before being allowed to perform a task or job, this is referred to as licensure. The New York State Department of Education certifies dietitians and nutritionists with the designation CDN but does not issue a license currently. (However, to confuse the issue, the CDN certificate does contain a license/certificate number).

The General Requirements to become certified are available at <https://www.op.nysed.gov/professions/dietetics-nutrition/license-requirements> Any use of the titles "Certified Dietitian", "Certified Nutritionist", or "Certified Dietitian-Nutritionist" within New York State requires certification. To be certified as a dietitian-nutritionist in New York State you must: be at least 18 years of age; and meet education, examination, and experience requirements. To meet the education and experience requirements for certification in dietetics-nutrition you must have completed a program in dietetics-nutrition leading to the baccalaureate degree or a higher academic credential that is, at the time you completed the program, registered by the New York State Education Department as qualifying for certification in dietetics-nutrition or accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).



You must apply for certification and the other forms indicated, along with the appropriate fee (\$294), to the NYS Education Department Office of the Professions PO Box 22063 Albany, NY 12201. It is your responsibility to follow up with anyone you have asked to send material. The specific requirements for certification are contained in Title 8, [Title VIII \(nysed.gov\)](https://www.nysed.gov/title-viii), Article 157 Section 8004 of New York's Education Law, [NYS Dietetics And Nutrition:Laws, Rules & Regulations:Article 157 \(nysed.gov\)](https://www.nysed.gov/nys-dietetics-and-nutrition-laws-rules-regulations-article-157) and Section 52.25 and Subpart 79-6 of the Commissioner's Regulations, [Regulations of the Commissioner of Education \(nysed.gov\)](https://www.nysed.gov/regulations-of-the-commissioner-of-education) and [NYS Dietetics And Nutrition:Laws, Rules & Regulations:Subpart 79-6 \(nysed.gov\)](https://www.nysed.gov/nys-dietetics-and-nutrition-laws-rules-regulations-subpart-79-6).

**Cost of the Program:** The estimated costs of the Nutrition and Dietetics Didactic Program in Dietetics (DPD) to students are as follows:

**Tuition and Fees**

For the most current information on Lehman tuition and fees please see:

[Tuition and Fees | Lehman College](#) and [Tuition and Fees | Lehman College Catalog \(cuny.edu\)](#)

**Legal Residents Of New York State**

Matriculated full-time students: \$3465 per semester for 12-18 credits Matriculated part-time students: \$305 per credit

Non-degree students: \$445 per credit

**Out-Of-State Residents, Including Foreign Students**

Matriculated full-time students: \$7440 per semester

Matriculated part-time students: \$620 per credit

Non-degree students: \$915 per credit

Policies and procedures for withdrawal and refund of tuition and fees can be found at [Withdrawal & Refunds | Lehman College](#) and [Refunds | Lehman College Catalog \(cuny.edu\)](#)

**Program-Specific Fees:** For each of two Foods Laboratory classes (DFN120 Special Lab Topic #1 and DFN220 (Special Lab Topic #2) or DFN 520 and DFN 621) the fee for equipment, disposables, and food is \$45. The total laboratory fee cost for the DPD is \$90.

**Housing:** Lehman does not provide housing, therefore, students attending Lehman need to find their own housing in the New York City metropolitan area. Housing costs are variable depending upon location and other factors.

**Books:** Textbooks are expensive and are estimated to cost between \$500-\$1000. However, many of the courses do not require a textbook and are listed as Zero Textbook Cost.

**Uniforms:** Laboratory uniforms (lab coats and hats) are estimated to cost approximately \$100.

**Academic Calendar:** Information about scheduling and the academic calendar, including vacation and holidays, are provided to students at the Registrar's website at <http://www.lehman.edu/registrar/calendars.php>

**Admission Requirements:** An applicant to Lehman's DPD must first be accepted into Lehman College as a freshman or transfer student or non-degree student. Prospective students may apply to CUNY at <http://www.cuny.edu/admissions/undergraduate.html> and <http://www.cuny.edu/admissions/apply.html>. Also see Lehman's Undergraduate Bulletin/Catalog [Lehman College Catalog \(cuny.edu\)](#). Lehman's DPD complies with the CUNY Policy of Non-Discrimination <http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/> and [Equal Opportunity and Non-Discrimination Policy – The City University of New York \(cuny.edu\)](#), which ensures that the admission procedures are applied equitably and that applicant rights are protected, including due process.

The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes" as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976, by the Chancellor of the City University of New York to include Italian-Americans."

Students seeking a Second Degree in Dietetics, Foods, or Nutrition must submit an [application through CUNY](#) or directly through the [Lehman Undergraduate Admissions Office](#). Students with a BS degree who only want to take courses towards completing the DPD requirements may also apply to Lehman as non-matriculated students, [Second Degree Students Transferring to Lehman | Lehman College Catalog \(cuny.edu\)](#)

In order to be admitted to the ACEND-approved DPD within the Nutrition and Dietetics major, an application must be submitted to the DPD Director through the I-Declare system. Instructions are available at <https://www.lehman.edu/registrar/documents/2019/iDeclare-Student-Instructions.pdf>. Students select Nutrition and Dietetics – BS. All students will be in the Culinary and Community Nutrition major at least one semester prior to acceptance into the DPD.

Students may submit the application through I-Declare for admission to the DPD program after completing the following requirements:

- Minimum of 60 college credits
- Satisfactory completion of the prerequisites DFN 215, DFN 321 DFN 341, with a grade of B- or better.
- Minimum cumulative index of 3.3 or better.
- After meeting the above requirements, earn 80% or better on the DFN Majors Examination.

**Graduation Requirements:** To graduate from Lehman College, a minimum of 120 earned credits is required, [Academic Standards | Lehman College Catalog \(cuny.edu\)](#). To graduate from the DPD and receive a DPD Verification Statement, a cumulative GPA of at least 3.3 and a minimum C- is required in all courses required for the major. This grade requirement applies to all of the following courses: BIO 181-182 or 228, CHE114-115, 120-121, DFN120 or 250 – 259 (Lab Special Topics I), 200, 215, 220 or 250 – 259 (Lab Special Topics II), 221, 248, 321, 340, 341,348, 369, 430, 437, 441, 445, 448, 471, or 469. Students may graduate from Nutrition and Dietetics major without receiving a DPD Verification Statement if they do not comply with the following rules for obtaining the Verification Statement.

**Information to Earning A DPD Verification Statement:** To obtain a DPD Verification Statement a student must:

- a) Earn the Lehman College BS degree in Nutrition and Dietetics, and successful completion of the required “Knowledge Registered Dietitian/Nutritionists (KRDN) assignments in selected courses with 80% score or better, successful completion of the DPD exit exam with 75% or better score on the DPD Verification Statement Examination, as well as PSY or SOC 166 (or equivalent) with a minimum GPA of 3.3 (with no D grades). The B.S. degree at Lehman requires the completion of a minimum of 120 credits including Lehman’s Distribution and Core requirements, and the DFN major: or
- b) Earn a bachelor's degree in a field other than Nutrition and Dietetics, complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) and earn a second bachelor's degree at Lehman with a minimum of 31.50 credits in Lehman’s DPD with a minimum GPA of 3.3 (with no D grades); or
- c) Earn a bachelor's degree in a field other than Nutrition and Dietetics, complete the courses required for the DPD as well as PSY or SOC 166 (or equivalent) as a non-matriculating undergraduate student with a minimum of 12 credits in Lehman’s DPD with a minimum GPA of 3.3 (with no D grades); or
- d) Earn a bachelor's degree in a field other than Nutrition and Dietetics, but complete the DPD as well as PSY or SOC 166 (or equivalent) while pursuing an MS degree in nutrition (and taking some of the DPD requirements as graduate courses) with a minimum GPA of 3.3 (with no D grades); and
- e) Complete all DPD requirements within 3.5 years (150 % of the program length); and
- f) Submit proof of certification as a [ServSafe](#) Food Manager; and
- g) Submit proof of completion of the Plagiarism tutorial at [Certification Tests: How to Recognize Plagiarism: Tutorial and Tests, School of Education, Indiana University Bloomington \(iu.edu\)](#), and
- h) Pass the [Lehman College DPD Verification Examination](#) on Blackboard with a minimum grade of 75 % within two attempts; and
- i) Submit all relevant official transcripts, and
- j) Complete the “Request for DPD Verification Statement” google form. Please note that the most current forms may differ slightly and may be obtained from the DPD Director.

**Financial Aid/Scholarship:** Please see <http://www.lehman.edu/financial-aid/> and contact the Financial Aid office in Shuster Hall 136. Information on scholarships can be obtained by consulting <http://www.lehman.edu/admissions/lehman-scholarships.php>

**Technology and Distance Component of the DPD:** The distance learning component of the DPD curriculum allows students to take greater than fifty percent of the Nutrition and Dietetics courses in Distance Learning, allowing more accessibility, timely completion of the program and increasing students' retention & graduation rates. Through the Didactic Program in Dietetics (DPD), courses are offered in various modalities. Any of the DPD courses can be offered in Distance Learning via online synchronous, asynchronous, hybrid, blended, high Flex or face-to-face in traditional classroom settings. Lehman uses the Blackboard Learning Management System. The Blackboard offers multiple support through tutorials under "Blackboard Help" for both faculty and students. Please see [Information Technology Division - Lehman College](#). Students pay technology and activity fees every semester for IT and tutoring support services. Please see <https://www.lehman.edu/administration/business-office/bursar-office/schedule-of-fees.php>. The classrooms are up to date with state-of-the-art technology to support hybrid/hyflex classes, which allows students to either attend classes on campus and or distance. Lehman has a robust technology system that supports distance education through The Office of Online Education. The Office of Online Education supports students and faculty through various training, workshops, and peer mentoring programs. Please see [Online Education, Online Programs, Online Courses - Lehman College](#); and <https://www.lehman.edu/itr/faculty-workshops.php>.

Students have access to a myriad of support services for distance education, including access to the "Student Service Technology Center" the "Library Center" the "Student Academic Center" and "Counseling Service" to name a few. All these resources provide support for distance learning students through access to live technical support teams. Please see: [Counseling Center at Lehman College - About Us - Lehman College](#), Please see: [Lehman College - Tutoring, Academic Advising, and Technology Support Services - Lehman College](#); Please see: [Information Technology Division - Lehman College](#). The library is updated with state-of-the-art Mac computers, printers, scanners, and Xerox machines. The library has reserve room/space for Zoom meetings in the lower level to accommodate students taking online classes. The Department of Health Promotion and Nutrition Sciences has a designated librarian for student support both virtually and in-person. Please see <https://www.lehman.edu/library/>.

#### **Criteria, Policies and Procedures for Evaluation and Award Credit for Prior Learning Experiences:**

Students who have participated in any one of the three external examination programs approved by the College such as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the College Proficiency Examinations Program (CPEP), may receive advanced placement depending on the scores achieved and criteria set by the College. Sophomore standing will be awarded to those who have earned four full Advanced Placement course credits.

**Credit By Departmental Examination:** All departments at Lehman College may offer credits by means of a departmental examination, provided the individual departments are convinced that the student, through previous study and/or work, is qualified to take the examination in a specific course. The department may assign either credit (representing a grade of C or better) or no credit to the examination. Students who fail this examination may not repeat it. Students requesting credit by departmental examination must pay the Qualifying Examination Fee as listed in the section on "Non-Instructional Fees" in the chapter on "Tuition and Fees" in the Lehman Bulletin, [Credit by Examination | Lehman College Catalog \(cuny.edu\)](#).

The maximum number of credits students may earn through external examinations and life- experience credit (awarded through the [Adult Degree Program](#)), exclusive of Advanced Placement examinations, is 30.0 (For further information, consult the Office of Academic Standards and Evaluation, please see <https://www.lehman.edu/academic-standards/index.php> and <https://www.lehman.edu/office-academic-programs/>, Shuster Hall, Room 280) and Office of the Registrar <https://www.lehman.edu/registrar/alternative-credit-options/>

Second degree students in the ACEND-approved program must take at least half of the Nutrition and Dietetics major (DPD courses) at Lehman. This is equivalent to a minimum of 31.5 credits. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Students enrolled as non-matriculated students in the DPD who already have completed a BS degree and who have taken DPD-required courses at other institutions must complete at least 12 credits at Lehman in DPD or other approved courses. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Transfer evaluation of courses taken at previous institutions is based on an assessment of the syllabi, required textbooks, activities, and assignments to best determine if the course material satisfies the DPD knowledge requirements. These decisions are made by the DPD director and faculty. Also see Lehman's policy on Transfer credits, [Transfer Credit | Lehman College Catalog \(cuny.edu\)](#)

## **Standard 8: Policies and Procedures for Enrolled Students**

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

**Directions:** Ensure that each Required Element is addressed below according to the Guidance Information, which may include specific narrative and appendices using ACEND-required templates.

### Required Element 8.1

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

- a. Student Performance Monitoring: The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
- b. Student Remediation and Retention: Concerns about a student's performance in meeting program requirements are addressed promptly and adequately to facilitate student's progression in the program.
- c. Supervised Practice Documentation: (Note applicable to DPD)
- d. Equitable Treatment: The program must establish policies to support the diverse needs of students, ensure an inclusive environment and to ensure equitable treatment by program faculty and preceptors of students from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status and age.

### **Narrative:**

- Describe the program's system of monitoring student performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student.
- Discuss how and when students with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.
- Describe program policies that address the diverse needs of students and ensure equitable treatment by program faculty and preceptors of students from all backgrounds.

*Your response goes here.*

**Monitoring of Student Performance/Early Detection of Academic Difficulty:** The DPD has written procedures for monitoring students' performance and for detection of academic difficulty. DPD students are required to maintain a minimum cumulative GPA of 3.3 and no grade below C - in any course required for the major, and successful completion of ACEDN's Knowledge Registered Dietitian/Nutritionist (KRDN) assignments in selected DPD courses. Individual student tracking of KRDNs is managed by the program director and DPD faculty. If a student does not meet a particular KRDN, the student is offered a chance by the DPD director or the faculty member in that course to re-do the project or an alternate assignment to meet the KRDN. Attempts are offered during the same semester of the course where the KRDN was assessed or shortly following that semester after grades have been assigned. There is no limit to the number of student attempts to meet a given KRDN. All D grades must be repeated for a better grade. Students will be dropped from the program if their GPAs fall below the minimum. Students dropped from the program based on GPAs below the minimum requirement may reapply to the DPD when their GPA improves although readmittance into the DPD is not guaranteed. They may elect to move to Culinary Nutrition which awards a B.S. degree in Culinary and Community Nutrition but is not accredited by ACEND. DPD students must act in accordance with the CUNY Policy on Academic Integrity <http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/> and with the Code of Ethics <https://www.eatright.org/code-of-ethics-for-rdns-and-ndtrs> for the Profession as described by the Academy for Nutrition and Dietetics and, in order to progress in the program, successfully complete a course on plagiarism at <https://plagiarism.iu.edu/index.html>

**Diversity and Equitable Treatment:** The program policies that address the diverse needs of students and ensure equitable treatment by program faculty of students from all backgrounds can be found in the DPD Handbook and on Lehman's website. The policy states, Lehman's DPD complies with the CUNY Policy of Non-Discrimination <http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/> and [Equal Opportunity and Non-Discrimination Policy – The City University of New York \(cuny.edu\)](http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/), which ensures that the admission procedures are applied equitably and that applicant rights are protected, including due process.

The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes" as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976, by the Chancellor of the City University of New York to include Italian-Americans."

#### Required Element 8.2

The following policies and procedures specific to nutrition and dietetics programs must be provided to students in a single comprehensive document, such as in a program handbook or on a program website.

- a. Insurance requirements, including those for professional liability. (Not applicable to DPD)
- b. Liability for safety in travel to or from assigned areas. (Not applicable to DPD)
- c. Injury or illness while in a facility for supervised practice. (Not applicable to DPD)
- d. Drug testing and criminal background checks, if required by the supervised practice facilities. (Not applicable to DPD)
- e. Requirement that students doing supervised practice must not be used to replace employees. (Not applicable to DPD)
- f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
- g. The process for filing and handling complaints about the program from students that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
- h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted.
- i. If the program grants credit for students' prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning.
- j. Process for assessment of student learning and regular reports of performance and progress.
- k. Program retention and remediation procedures; students must have access to remedial instruction such as tutorial support.
- l. Disciplinary/termination procedures.
- m. Graduation and/or program completion requirements, including maximum amount of time allowed for completing program requirements applicable at the time student enrolls.
- n. Verification statement requirements and procedures ensuring that all students completing requirements established by the program receive verification statements.

- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
- p. Withdrawal and refund of tuition and fees.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including information used for identifying students in distance learning.
- s. Student access to their own student file.
- t. Access to student support services, including health services, counseling, tutoring and testing and financial aid resources.

**Narrative:**

- Describe how and when written policies and procedures are provided to students enrolled in the program.
- State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution. *[Not applicable to programs applying for candidacy]*
- Explain any additional details about implementation of policies that are not described in the policies.
- If the program offers an international rotation, information should describe policies and procedures specific to this experience.

*Your response goes here.*

**Policies and Procedures for Handling Complaints:** Written policies and procedures are provided to students enrolled in the program through the following sources. The procedure for handling student complaints about faculty conduct in academic settings can be found in the CUNY Bylaws Article VII, Academic Due Process for Instructional Staff [Bylaws – CUNY Policy](#) and [Article VII – CUNY Policy](#). The program has a complaint policy that is made available to the student in the DPD Handbook which can be found hyperlinked on the Health Promotion and Nutrition Science website, [B.S. in Dietetics, Foods, and Nutrition | Lehman College](#), and [2024-Lehman-DPD-Handbook.pdf](#), the Undergraduate Bulletin [NTRDIET-BS Program | Lehman College Catalog](#).

The complaint policy includes procedures to be followed in the event of a written complaint related to ACEND accreditation standards, students' rights to due process, and appeal mechanisms (outlined in the DPD Handbook). Students are advised that they may submit complaints to ACEND only after all other options with the Program and the College have been exhausted. They are advised to consult the Program Director, the Chair of the Department of Health Sciences, and the Office of the Dean of Health Sciences, Human Services, and Nursing with any complaints about the accreditation standards. Unresolved complaints may be submitted to ACEND via a Complaint Investigation Request at <https://www.eatrightpro.org/acend/public-notice-and-announcements/filing-a-complaint-with-acend>. ACEND is located at 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606- 6995 and can be reached at 800/877-1600, ext. 5400, or 312/899-0040 Fax: 312/899-4817 or by sending an email to <mailto:acend@eatright.org>. To date, no student complaints related to ACEND accreditation standards have been made. However, if a complaint is made, a chronological record including resolution of complaints will be maintained for a period of seven years. These complaints would be subject to inspection during on-site evaluation visits by ACEND.

**Procedures for evaluating Prior Credits/Education/Learning Experience:** Credit by Examination - Students who have participated in any one of the three external examination programs approved by the College such as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the College Proficiency Examinations Program (CPEP), may receive advanced placement depending on the scores achieved and criteria set by the College. Sophomore standing will be awarded to those who have earned four full Advanced Placement course credits.

Credit By Departmental Examination: All departments at Lehman College may offer credits by means of a departmental examination, provided the individual departments are convinced that the student, through previous study and/or work, is qualified to take the examination in a specific course. The department may assign either credit (representing a grade of C or



better) or no credit to the examination. Students who fail this examination may not repeat it. Students requesting credit by departmental examination must pay the Qualifying Examination Fee as listed in the section on "Non-Instructional Fees" in the chapter on "Tuition and Fees" in the Lehman Bulletin, [Credit by Examination | Lehman College Catalog \(cuny.edu\)](#).

The maximum number of credits students may earn through external examinations and life- experience credit (awarded through the [Adult Degree Program](#)), exclusive of Advanced Placement examinations, is 30. (For further information, consult the Office of Academic Standards and Evaluation, please see <https://www.lehman.edu/academic-standards/index.php> and <https://www.lehman.edu/office-academic-programs/>, Shuster Hall, Room 280) and Office of the Registrar <https://www.lehman.edu/registrar/alternative-credit-options/>

Second degree students in the ACEND-approved program must take at least half of the Nutrition and Dietetics major (DPD courses) at Lehman. This is equivalent to a minimum of 31.5 credits. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Students enrolled as non-matriculated students in the DPD who already have completed a BS degree and who have taken DPD-required courses at other institutions must complete at least 12 credits at Lehman in DPD or other approved courses. The courses at Lehman that must be taken to satisfy DPD requirements are based on the decision of the DPD Director and faculty as to the knowledge still required to fulfill required DPD competencies.

Transfer evaluation of courses taken at previous institutions is based on an assessment of the syllabi, required textbooks, activities, and assignments to best determine if the course materials satisfy the DPD knowledge requirements. These decisions are made by the DPD director and faculty. Also see Lehman's policy on Transfer credits, [Transfer Credit | Lehman College Catalog \(cuny.edu\)](#)

**Assessment of Student Learning:** Student learning is assessed throughout the semester in each course by a variety of methods including attendance and participation in classroom activities and/or in discussion groups online, homework assignments, case studies, quizzes and examinations, oral and written reports, hands- on activities and written reports in laboratories, group projects, and research papers. Students receive informal and formal feedback and grades throughout the semester and a final grade for each course is entered on the student's transcript at the end of the semester. Students must meet the college academic requirements that are established and set forth in Degree-Works and the college policies regarding academic integrity and ethical behavior to continue successfully in the DPD program. Academic Advisors and instructors provide student support. The Science Learning Center (SLC), Instructional Support Services Program (ISSP) and the Leonard Lief Library are ideal resources for support.

Students will meet with an advisor once per semester. Each DPD course listed in the handbook requires a minimum of B- and no grade less than C- in science courses. Students are alerted via email to meet with the program director or an advisor once per semester to review their progress in the major and to stay on track for graduation.

**The Program Retention and Remediation Procedures are as follows:**

A minimum cumulative GPA of 3.3 and no grade below C - in any course required for the major, and successful completion of ACEDN's Knowledge Registered Dietitian/Nutritionist (KRDN) assignments in selected DPD courses. Individual student tracking of KRDNs is managed by the program director and DPD faculty. If a student does not meet a particular KRDN, the student is offered a chance by the DPD director or the faculty member in that course to re-do the project or an alternate assignment to meet the KRDN. Attempts are offered during the same semester of the course where the KRDN was assessed or shortly following that semester after grades have been assigned. There is no limit to the number of student attempts to meet a given KRDN. All D grades must be repeated for a better grade. Students will be dropped from the program if their GPAs fall below the minimum. Students dropped from the program based on GPAs below the minimum requirement may reapply to the DPD when their GPA improves although readmittance into the DPD is not guaranteed. They may elect to move to Culinary Nutrition which awards a B.S. degree in Culinary and Community Nutrition but is not accredited by ACEND.

**Lehman's Policies and Procedures on Academic Standards** (can be found in the DPD Handbook).

A student who does not meet the required minimum semester or cumulative indices or whose cumulative grade point index at the College falls below 2.0 is automatically placed on probation. Please see [Academic Standards | Lehman College Catalog \(cuny.edu\)](#). Students must have the retention indices of 1.5 for the first four courses or 12 attempted credits of 1.75 for the first eight courses or 24 attempted credits, and of 2.0 for 25 or more attempted credits, and a 2.0 semester index thereafter.

Total number of credits attempted include Lehman College F, FIN, J, W, WF, WN, WU, PEN, ABS, P, NC, Y, R, or their equivalents, and all transfer credits.

**Probation Requirements:** During this probationary period, a student must maintain his/her academic standing with the College. After one semester of probation, a student who still does not meet the minimum requirements will be dropped from the College and is required to remain out at least one semester. Students may appeal to the Committee on Admission and Standing if they have not previously done so. <https://www.lehman.edu/academic-standards/appeals-faq.php> and [Academic Standards | Lehman College Catalog \(cuny.edu\)](#). Students on full-time probation are expected to have a 2.0 cumulative index at the end of the academic year.

Students on part-time probation must satisfy the following academic requirements: each semester of the academic year, achieve a semester index of at least 2.3 in a maximum of two courses from among the College degree requirements, and make satisfactory progress toward a 2.0 cumulative index in all Lehman College work. See the Undergraduate Catalog [Academic Standards | Lehman College Catalog \(cuny.edu\)](#).

**Disciplinary/termination procedures:**

Policies and procedures on disciplinary and termination can be found in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#), and [Article 15 of the Board of Trustees Bylaws](#). In the event the student is found guilty of academic dishonesty by a Faculty-Student Disciplinary Committee, penalties that may be imposed include but are not limited to 1) suspension from the College or 2) expulsion from the College. Although the Office of the Vice President for Student Affairs will be guided by the recommendation of the instructor, it reserves the right to seek disciplinary sanctions under the disciplinary procedures.

**Graduation and/or program completion requirements** can be found in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#) and Standard 7 (Requirement Element 7.3 in the previous section and the Appendix)

**Verification statement requirements and procedures** can be found in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#) and Standard 7 (Requirement Element 7.3 in the previous section and the Appendix).

**Protection of privacy of student information/Verification of Student Identity in online/testing** can be found in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#): The City University of New York (CUNY) ensures that students enrolled in distance education are verified. All students participating in online instructions offered by any CUNY campus must log in to their sites in the Learning Management System using their CUNY credentials. Please see: <https://sps.cuny.edu/about/policies/general-policies/verification-student-identity> Students can view their current semester course grades and GPA within the Blackboard Learning Management System (LMS) through a secure area in the Blackboard "Grade Center." Each student is required to use their personal login information. Only students who are registered for courses have a personal login. All CUNY faculties have a personal Zoom account. Please see <https://www.cuny.edu/about/administration/offices/cis/technology-services/zoom/>. Only students who are enrolled in the courses receive the Zoom link. Only students with permission are admitted to the Zoom room. Exams are timed and are given within a specified time. DPD students must act in accordance with the CUNY Policy on Academic Integrity <http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/> and with the Code of Ethics <https://www.eatright.org/code-of-ethics-for-rdms-and-ndtrs> for the Profession as described by the Academy for Nutrition and Dietetics, and to progress in the program, successfully must complete a course on plagiarism at <https://plagiarism.iu.edu/index.html>

**Student access to their own student file:** Information about the protection of privacy of student information and access to personal files is found in the Lehman College Records Policy at <https://www.cuny.edu/about/administration/offices/cis/information-security/security-resources/> and [FERPA | Lehman College](#), which also contains information about the Family Educational Rights and Privacy Act (FERPA), <https://www.ed.gov/laws-and-policy/ferpa/ferpa-overview>, which affords students certain rights with respect to their educational records. Access to personal files within the program is available by request of the DPD Director (can be found in the DPD Handbook), [2024-Lehman-DPD-Handbook.pdf](#)

**Policies and procedures for withdrawal and refund of tuition and fees** can be found at [Withdrawal & Refunds | Lehman College](#) and [Refunds | Lehman College Catalog \(cuny.edu\)](#) and in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#) and Standard 7 (Requirement Element 7.3 in the previous section and the Appendix).



**Program schedule, vacations, holidays and leaves of absence:** Information about scheduling and the academic calendar, including vacation and holidays, are provided to students and can be found on the Registrar's website at <http://www.lehman.edu/registrar/calendars.php> (can be found in the DPD Handbook), [2024-Lehman-DPD-Handbook.pdf](#) and Standard 7 (Requirement Element 7.3 in the previous section and the Appendix).

**Access to student support services, including health services, counseling, tutoring and testing and financial aid resources:**

The following are the websites that provide easy access to information for students about support services such as:

Instructional Support Services: [Instructional Support Services Program | Lehman College Catalog \(cuny.edu\)](#)

Academic support services <http://www.lehman.edu/academics/tutoring-academic-support.php>,

Health Services <https://www.lehman.edu/student-health-center/wellness-education-promotion//index.php>

Counseling <http://www.lehman.edu/counseling-center/index.php>,

Testing for those with special needs <http://www.lehman.edu/student-disability-services/programs-services.php>

Financial aid resources <http://www.lehman.edu/financial-aid/>.

Academy of Nutrition and Dietetics Resources, [Become a Registered Dietitian Nutritionist \(eatright.org\)](#)

And can be found in the DPD Handbook, [2024-Lehman-DPD-Handbook.pdf](#)

# Self-Study Report (SSR) Template

## Nutrition and Dietetics Didactic Program (DPD)

### ACEND® 2022 Accreditation Standards

Revised February 2024

Refer to the 2022 ACEND Standards and Guidance Information when completing the self-study report template. The [2022 Standards, Templates and Guidance Information](#) are available on the ACEND website and include the following:

- 2022 Accreditation Standards and required elements
- Description of the narrative needed to support achievement of each standard and required element
- Required appendix evidence to demonstrate achievement of each standard and required element
- Required onsite evidence to demonstrate achievement of each standard and required element
- Other important accreditation information, such as a Glossary of Terms

#### Directions for submission:

Programs must submit three (3) searchable PDF files formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>):

PDF #1: The program self-study report narrative for the ACEND Accreditation Standards under which you are seeking accreditation (see <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards>), and

PDF #2: All appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards under which you are seeking accreditation (see <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards>), as well as any additional materials the program wishes to include to support the narrative.

PDF #3: All syllabi for the courses taught within the academic unit; place the syllabi in chronological order as they are offered in the curriculum.

Each Required Element and appendix document within the PDFs must be labeled, (for example, "Required Element 1.2" or "Appendix A") and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.

Please refer to your site visit letter for instructions on submitting these documents.

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

- *Participation and/or Knowledge of the Self-Study Report*- Students, faculty and staff are conversant in the major themes of the report and how the program intends to address any discrepancies.
- *Completeness and Transparency of the Self-Study Report*- All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study report findings.
- *Relevance of Supporting Documentation*- Supporting documentation of activities is informative and used judiciously.
- *Evidence of Continuous Quality Improvement*- The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards.
- *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 are labeled. PDF file appropriately bookmarked.

**<Lehman College of the City University of New York>**

**Nutrition and Dietetics Didactic Program (DPD)**

**Comprehensive Self-Study Report - Addendum**

for

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

February 14, 2025

**Application for Accreditation Cover Pages -- ACEND 2022 Accreditation Standards  
Nutrition and Dietetics Didactic Program (DPD)**

Date: 2/14/2025

Program name: Lehman College (Didactic Program in Dietetics)

Sponsoring institution: Lehman College of the City University of New York

City: Bronx State: NY

Substantive program changes included in report: ☒ No | ☐ Yes List change: \_\_\_\_\_

Program length: 3.5 years

**Degree granted — (check all that apply):**

☒ Baccalaureate    ☐ Master's    ☐ Doctoral    ☒ Verification Statement Only

**Distance Education — select a percentage in dropdown if any of the program is offered via distance education.**

50-99% via distance education

**Other Program Options — Note: if program has an Individualized Supervised Practice Pathway, use DPD with ISPP template:**

\_\_\_\_\_

**Accelerated Degree Options — select item to indicate whether or not the program offers graduate credit during undergraduate years**  
Choose an item.

**Enrollment Date — (check all that apply):**

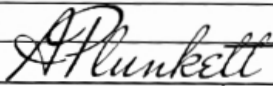
☒ Fall    ☐ Winter    ☒ Spring    ☒ Summer

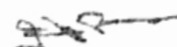
**Enrollment:** Enter maximum number of students for which program is seeking accreditation and current enrollment.

Didactic Program in Dietetics Using the DPD Accreditation Standards					
	3rd Year Baccalaureate Degree Students	4th Year Baccalaureate Degree Students	Year 1 Graduate Degree Students	Year 2 Graduate Degree Students	Post-graduate students with a BS degree or higher & only completing DPD Requirements
Maximum Enrollment	75	75			40
Current Enrollment	12	08			03

*Signatures must be present and may be presented as an electronic signature or scanned.*

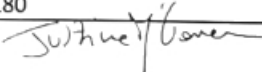
**Program Director:**

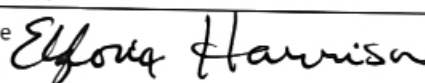
Name and credentials		Business Address
Dr. Andrea Plunkett, DHSc, RDN, CDN		Department of Health Promotion and Nutrition Sciences G-431
Title		250 Bedford Park Blvd West
Doctoral Lecturer & DPD Director		Bronx NY 10468
CDR Registration Number		
1003384		
Signature 		E-mail Address
		Andrea.plunkett@lehman.cuny.edu
Telephone	Fax Number	Website Address
718-960-8084	718-960-8908	Health Promotion & Nutrition Sciences   Lehman College




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


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

Name and credentials Dr. Justine McGovern, PhD, LMSW		Business Address Department of Health Promotion and Nutrition Sciences G-336
Title Chair and Professor		250 Bedford Park Blvd West, Bronx NY 10468
Telephone 718-960-5180	E-mail Justine.mcgovern@lehman.cuny.edu	
Signature 		

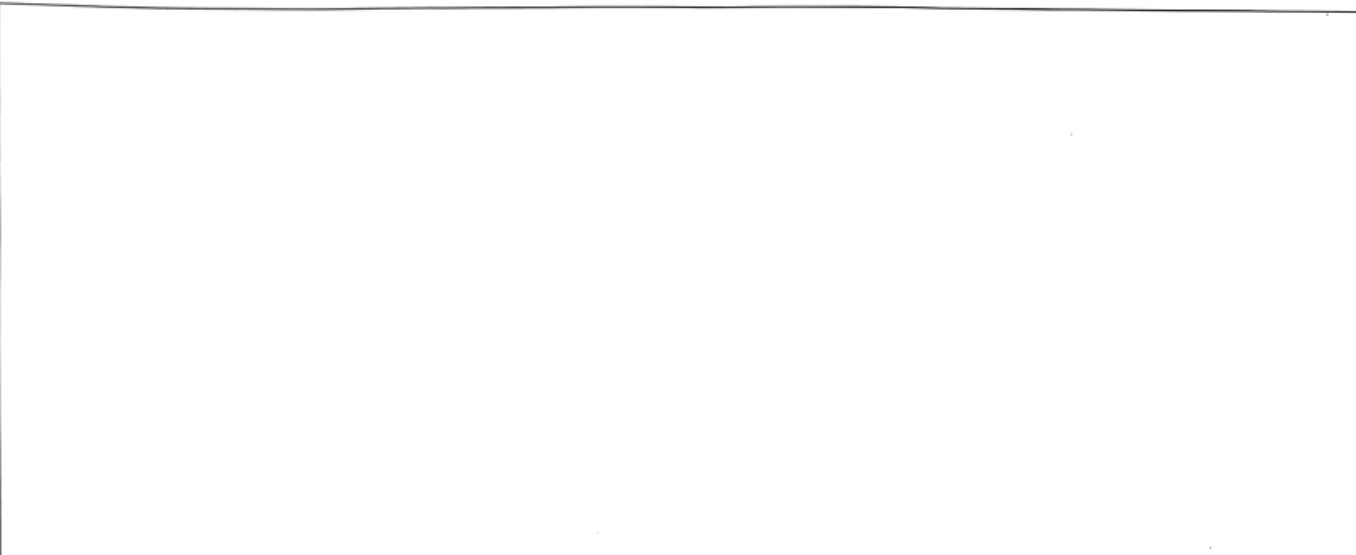
Name and credentials Dr. Elgloria Harrison, PhD		Business Address Department of Health Promotion and Nutrition Sciences G-314
Title Dean and Professor		250 Bedford Park Blvd West, Bronx NY 10468
Telephone 718-960-7820	E-mail Elgloria.harrison@lehman.cuny.edu	
Signature 		

Name and credentials Dr. Jorge Silva-Puras		Business Address Office of the Provost, Shuster Hall Room 379
Title JD, MBA		250 Bedford Park Blvd West, Bronx NY 10468
Telephone 718-960-8222	E-mail Provost.office@lehman.cuny.edu	
Signature 		

**Chief Executive Officer:\*\***

Name and credentials Dr. Fernando Delgado, PhD		Business Address Office of the President, Shuster Hall Room 350
Title President, CEO		250 Bedford Park Blvd West, Bronx NY 10468
Telephone 718-960-8111	E-mail President.delgado@lehman.cuny.edu	
Signature 		

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



Business Address

Telephone

E-mail

# Health Promotion and Nutrition Sciences

JM

Justine McGovern  
Department Chair,  
Associate Professor

CC

Charlie Chheoung  
CUNY Office Assistant

XB

Xiomara Bryan  
College Lab Technician

CD

**Craig Demmer**  
Professor, MA Program Director (Health Education)

LS

**Lalitha Samuel**  
Professor, MS Program Director (Nutrition)

LF

**Lisa Fusco**  
Doctoral Lecturer, MS.Ed Program Director (Health Teacher P-12)

AP

**Andrea Plunkett**  
Lecturer, DPD Director

DE

**Danna Ethan**  
Professor, B.S. Program Director (Health Education)

MS

**Marina Stopler**  
DI Director

MG

**Michael Gulino**  
Doctoral Lecturer (Substitute)

KB

**Katherine Burt**  
Associate Professor

ML

**Mario Landaverde**  
BS Program Director (Nutrition)

**School of Health Sciences,  
Human Services and Nursing**

**Nursing**

Bachelor of  
Science in  
Nursing,  
Traditional

Bachelor of  
Science in  
Nursing,  
Accelerated

Undergraduate  
RN-BS Program

Master of Science  
In Nursing (FNP,  
PNP)

Post-Master's  
Certificate (FNP,  
PNP)

Doctor of Nursing  
Practice (FNP,  
PNP)

**Social Work**

BSW  
Undergraduate  
Program

MSW Graduate  
Program

**Speech-Language-  
Hearing Sciences**

BA in Speech  
Pathology and  
Audiology

Post-Baccalaureate  
Certificate in  
Speech-Language  
Pathology

M.A. in Speech  
Language  
Pathology

M.A. in Speech  
Language Pathology  
with Bilingual  
Extension

Master of Arts in  
Speech-Language  
Pathology with  
Teacher Certification

**Health Equity,  
Administration, and  
Technology**

CUNY Institute  
fore Health Equity

B.S. in Health  
Services  
Administration

Nursing Home  
Administration  
Certificate NHA-C

Bachelor of  
Science in Public  
Health

**Exercise Sciences  
and Recreation**

B.S. IN EXERCISE  
SCIENCE

B.S. IN  
RECREATION  
EDUCATION

B.S. IN  
THERAPEUTIC  
RECREATION

M.S. in Human  
Performance and  
Fitness

M.S.Ed. in  
Recreation  
Education

**Health Promotion  
and Nutrition  
Sciences**

Dietetic Internship  
Program

Didactic Program  
In Dietetics

Health Education and  
Promotion (BS)

Nutrition and  
Dietetics (BS)

Culinary & Community  
Nutrition (BS)

Nutrition (MS)

Health Education and  
Promotion (MA)

Health Teacher, Pre  
K-12 (M.S.Ed)

Advanced Certificate  
in Health Education





Herbert Lehman College, City University of New York  
Department of Health Promotion and Nutrition Science

**DFN 200: Fall, 2024**

Description from Lehman Bulletin:

Content includes food safety and proper food handling techniques. This course utilizes the ServSafe materials prepared by the National Restaurant Association Education Foundation to prepare students for a national examination.

**Class:** Online Asynchronous  
**Prerequisite:** None  
**Instructor:** Merve Ciray MS RDN CDN  
**Office hours:** Wednesdays by appointment only  
**Contact:** [merve.ciray@lehman.cuny.edu](mailto:merve.ciray@lehman.cuny.edu) OR [merveciray@outlook.com](mailto:merveciray@outlook.com)

**Required Textbook:**

1. **Serve Safe Certification: You will need to pass** Serve Safe Food Protection Manager Examination to pass this course. To be successful start by purchasing ServSafe Manager Book with online voucher from this [website](#).
2. The exam will be administered in Lehman College Computer Lab with the presence of proctor OR you have option to purchase ONLINE PROCTORING to take your exam at home.

**Communication**

- Your professor will be available online at least two days of the week (mostly on Mondays, Wednesdays) and will respond to your e-mails within 24-48 hours.
- If you have any concerns/questions regarding the assignments/tests or you would like to make a Zoom appointment with me, I strongly recommend you to reach out at least 4-5 days prior to assigned work.

**Email courtesy**

Email Subject: DFN200- topic, e.g., DFN200- Quiz 1/Q#3

- Make sure to include your name and provide details regarding your questions/concerns and be clear. I will do my best to address them all and I would be happy to arrange a virtual appointment if you need more guidance.

**Learning objectives:**

- Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

ACEND Knowledge Competencies	Evaluation of objectives
<i>This course will help you to achieve the following competencies:</i>	<i>The following assignments will be used to measure your mastery of each competency and objective:</i>
KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.	ServSafe Exam/Certification

## Schedule\*

<b>Modules</b>	<b>Topic</b>	<b>Activities</b> (Go to Week-by-Week folder to see details)
Getting Started	Review the syllabus Purchase ServSafe Manager with online voucher Watch Intro Video Linked	Class Introductions are due by 11:59pm Aug 28th
1. Module 1 Aug 28 <sup>th</sup> -Sept 25 <sup>th</sup>  Sept 2nd =Labor day	<ul style="list-style-type: none"> <li>• ServSafe Chapter 1-3</li> <li>• Go to Week-by-Week folder to see details</li> </ul>	Review ServSafe Manager book and slides Quiz#1 and DB# 1 is due by 11:59 pm on Sept 25th
2. Module 2 Sept 25 <sup>th</sup> – Oct 16th  Oct 2nd, Oct 4th, Oct 11th, Oct 16th = No class	<ul style="list-style-type: none"> <li>• ServSafe Chapter 4-6</li> </ul>	Quiz#2 is due by 11:59pm on Oct 15th
3. Module 3 Oct 16th - Nov 6th  Sept 25 <sup>th</sup> – No class	<ul style="list-style-type: none"> <li>• ServSafe Chapter 7-10</li> </ul>	Mock ServSafe Exam Due by 11:59 pm on Nov 6th
ServSafe Exam Date: November 6th Time: TBA	<ul style="list-style-type: none"> <li>• ServSafe Manager Book</li> <li>• Slides Ch#1-10</li> </ul>	Study your book and slides and complete the Mock exam by Nov 5th

\* (subject to change at instructor's discretion)

## Grading

Grade	Assignment
Attendance and participation (10%)	Class attendance will be based on regular log-ins on Bb, responding to discussion board posts on time.
ServSafe Exam (80%)	Due: Date (corresponds to above)  ServSafe Exam will be administered on campus on determined date/time.
Quizzes (10%)	Due: Date (corresponds to above)  Quizzes will include 20-30 questions related to previous chapters.  Click on Assignment Tab from left panel on Bb then take the quiz before the due date. The answers will be available after due date.

## Grading

A: 95-100	B-: 80-83	C-: 70-73
A-: 90-94	B-: 80-83	D+: 67-69
B+: 87-89	C+: 77-80	D: 64-66
B: 84-86	C: 74-76	D-: 60-63
		F: Below 60

## Course Policies: Attendance, Assignments, and Integrity

### **Attendance Policy**

This is a fully online class; however, professor will be checking students' activity to see if they are regularly logging into Bb and reading the announcements. It is your responsibility to log-in to Bb to read announcements and complete assigned works on time.

### **Assignments Policy**

All discussion assignments on the syllabus must be completed before due dates. Late or missing discussions, assignments or exams will affect the student's grade. All late assignments would be penalized at the rate of two and a half (2.5) grade point each day (time zone: EST).

All assignments will be typed in *Times New Roman*, 12 pt, double-spaced, and must include APA-style references page when applicable.

### **Academic Integrity**

Cheating in all its forms is prohibited. The work you submit is to be your own or properly cited according to the course policies above. If you are suspected of or caught cheating, which includes using AI (e.g., ChatGPT) to complete course assignments, there will be implications for your grade. Students who cheat will not be eligible to receive a verification statement or recommendation. The complete text (including definitions and explanations of 'cheating' and 'plagiarism') of the CUNY Academic Integrity Policy and the Lehman College procedure for implementing that policy can be found [here](#).

To ensure the highest level of academic integrity, all DFN students must take the Indiana University plagiarism tutorial and pass the certification test [here](#). You will need to register to get a certificate. Print out the certificate, fill it out, sign it and submit it on Blackboard. No written assignments will be accepted prior to your completion of this tutorial.

**Department of Health Sciences  
Lehman College of the City University of New York  
Fall '24  
Lecture DFN 221– In Person  
Food Society and Culture**

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**Instructor:** Mario E. Landaverde, MS, RDN

**Email:** [mario.landaverde@lehman.cuny.edu](mailto:mario.landaverde@lehman.cuny.edu)

**Phone:** (347) 560 - 0464 (Text only, phone call only if urgency warrants it)

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**Class/Day/Time/Location:**

**Lectures Room Gillette 429 in person**

Tuesdays 3 PM to 5:40 PM

**Office Hours (By Appointment):**

Please book time through [Navigate Here](#)

**Course Description**

An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues.

**Pre-requisites:** DFN 120.

**Mode of Instruction:**

**Lecture and Lab in Person Synchronous:**

In-Person classes are intended to be taken in a physical classroom setting during scheduled class meeting times. (online technology may enhance but not replace in-person instruction).

An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

*For Explanation of Course Format please see here:*

<https://www.lehman.edu/registrar/modes-of-instruction.php>

**Textbook: *No textbook required.***

Reading class materials will be provided by the class instructor. You must have Internet and Blackboard access to review online reading assignments and supplemental materials. You may find some at our DFN 220 course website [Foods and Foodways of Cultures Worldwide](#)

(<https://culturalfoods.commonsgc.cuny.edu/>)

All readings must be completed before coming to class, ready to be discussed.

You must have access to Lehman College's Leonard Lief Library journal article database <https://lehman.edu/library/>

You must also have access to a computer for paper assignments.

***All paper assignments must be uploaded in BB as MicroSoft Word documents for grading purposes. No Google, PDF or other formats will be accepted. No email attachments sent ever!***

**I. Course Objectives**

1. You will distinguish the role of different cultures, their foodways, and their relevance in targeted communities.
2. You will describe the importance of sustainability and appraise its role in the field of nutrition, as well as its impact on ecology and human health issues.
3. You will examine cultural sensitivity, learning the origins and background of different foodways around the globe
4. You will be able to apply learned knowledge on cultural concepts with clients'

culture-based diets and nutrition needs.

## II. **Approach and Formats**

***(Please No Cellphone Use During Lecture or Lab Sessions)***

### • **Lecture Format - In Person**

Our “flipped classroom” model aims to increase your engagement and learning by having you, the student complete readings, review recordings and **attend class to engage in interactive discussions** an important element to your success in this class.

The lecture class consists of written, reading, and reflective assignments which are designed to give you experience in diverse cultures and build cultural sensitivity and awareness, this competency is an essential component in the field of Dietetics and Nutrition and the field of Health Services.

In each session, we will study the food culture of countries, regions, and ethnic groups, and explore one or more themes or issues that are especially relevant to those subjects, such as:

- History: the effects of major political events, colonization, migration, immigration, trade, climate change, etc.
- Food production: the rise of agriculture & ancient society, globalization and industrialization, biodiversity, and agricultural practices.
- Diet and health: specific diet-related diseases prevalent in the population of interest and dietary practices associated with positive health outcomes.
- Consumption: Traditional and modern food customs, religious dietary laws, vegetarianism, Veganism, ethical eating, food heritage, the subjectivity of taste, age groups, allergies, intolerances, and consumerism.

The written and visual materials will expose you to innovative ideas and unfamiliar realities; writing assignments will enable you to analyze and critique what you read; class participation and activities will hone your speaking and collaboration skills. Preparation and participation are essential as we will spend a significant part of class time in discussion, contributing, and sharing your thoughts and questions based on the readings.

*A good amount of writing is required in this course.*

## III. **DPD Foundation Knowledge Requirements and Learning Outcomes**

<b>ACEND Knowledge Competencies</b>	<b>Course Learning Objectives</b>	<b>Evaluation of objectives</b>
<b>This course will help you to achieve the following competencies:</b>	<b>After successfully completing this course, you are expected to be able to:</b>	<b>The following assignments will be used to measure your mastery of each competency and objective:</b>



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 group	Identify foods and foodways of members of select cultural/ethnic/regional groups. Evaluate the effects of shifting demographics on the foods and foodways of selected cultural/ethnic/regional members of groups and communities.	Quizzes, Midterm, and Final Exam will test your knowledge of the foodways of various cultural and ethnic groups discussed in class. Discussion boards will measure your grasping of concepts, by allowing you to express your opinions on the interpretation of appropriate, relevant literature readings, as well as understanding of our class objectives.
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	Explain the interdependence of food and culture within the context of immigration and of the United States. Practice cultural sensitivity to the foodways of clients and patients in the community, food service and clinical setting.	The IAT project and market tour project will measure and enhance your cultural awareness competencies. The Final meal project consists of developing a budget-conscious, culturally appropriate meal for a family of 4.

**IV. Before any assignments can be submitted and graded:**

- a) Every student must complete the **Information Literacy (Plagiarism) Tutorial and pass the certification test**
- b) Once you obtain the certificate download it into your files, then upload it to the corresponding assignment folder in Blackboard, no later than 11:59 PM on the second Sunday after the start of our semester. If you have already completed this tutorial, kindly upload your certificate in the corresponding folder.
- c) For students to generate certificates, they must enroll in the Blackboard Course. That's done through this link: <https://www.lehman.edu/academics/literacy-course-enrollment.php>

**V. Grading –**

**ALL ASSIGNMENTS WILL BE DUE AT 11:59 PM (EST) ON THE ASSIGNED DUE DATE ACCORDING TO YOUR CLASS SECTION**

- Class Participation: 5 %
- Discussion Boards: 10 %
- Implicit Association Test (IAT) Assignment: 10 %
- Lecture Quizzes: 10 %
- Market Tour Paper: 10 %

- Meal Project Paper (Written Section): 15 %
- Midterm Exam: 20 %
- Final Exam: 20 % (Non-Cumulative)

### **GRADING STRUCTURE:**

(Please also visit: <https://www.lehman.edu/academics/advising/grading-symbols.php> and take

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

### **Important - Late Assignment Submission Policy:**

Failure to submit your assignment by the due date will cost you 10 points if you submit your assignment before seven days are passed after the original assigned due date. After this grace period (7 days) passes, your work will not be accepted or graded and you will forfeit the value percentage for that assignment; therefore, losing that grade in other words a zero.

Some assignments must be completed as a DPD competency requirement, even if they do not get graded, such as the Implicit Association Bias and the Market Tour Paper to name a couple.

Please refer to each assignment's grading rubric for additional information regarding specific point scales.

**The grade of INCOMPLETE** will only be considered when a student has provided good and sufficient reason for not completing on time a specific requirement of a course, the student has met the instructor's attendance requirements, and such student is earning a passing grade in the course.

### VI. **Assignment Description and Requirements**

(For assignments refer to instructions and rubric posted on Blackboard)

#### **Class and Active Participation (5 %):**

Active participation is crucial to your success in this course. This portion of your grade is calculated based on: How much you participate in class interaction and discussions after reading the required material.

#### **Discussion Boards – 6 (10%):**

Discussion boards are a writing medium for you to express points of view regarding topics relevant to this course. Active participation in this segment is crucial to your success on this course.

This format helps you create a bridging dialogue with the ideas of our lectures, encouraging you to research about related topics in more depth and pushing you to relate and apply what you read to your future academic and professional pursuits.

Your post, plus a response to at least two classmates are essential for a good grade on this assignment. There will be 6 Discussion Boards this semester.

Please use APA writing guidelines.

Refer to the Discussion Board instructions in Blackboard

### **Implicit Association Test (IAT) Assignment (10 %):**

*This assignment is a required course competency and needs to be submitted for a grade or non-grade to satisfy department requirements.*

Based on the Dimensions of Personal Identity document posted on Blackboard, you will conduct a self-assessment via the Project Implicit website and take a test to determine your biases. Once you've completed the test and have submitted your answers, you will receive a results page which you will upload to the appropriate folder in the Assignments tab.

You will also complete a questionnaire attached in the same assignment tab in Blackboard and a short essay reflecting on your findings.

Please use APA writing guidelines, Upload to Blackboard, and Never email it to the professor!

### **Market Tour Paper (10%):**

*This assignment is a required course competency and needs to be submitted for a grade or non-grade to satisfy department requirements.*

Individually you will explore an area (includes neighborhood, food store, cultural environment, food service establishment) that is **different from your own culture**, especially if you know someone who can act as a tour guide for you. It is recommended that you visit a **culture unfamiliar to you**.

Step out of the comfort zone and stay away from the common, easiest area where EVERYONE goes in The Bronx: *Arthur Avenue*.

Expect to spend a few hours visiting the neighborhood and sites **in person** and taking notes, pictures, videos, and asking questions.

A report of findings and experiences will be submitted with creative elements such as pictures or a short video. If you submit a video, please make sure that the link to the video works, ease of access and the professor can view it without having to search everywhere.

*if your professor did not see it, it did not happen.*

All the instructions, sample paper, and template are provided on Blackboard.

Any paper not containing the necessary elements as described in the instructions and not resembling or surpassing the sample paper will be considered poor or unacceptable work and your grade will reflect it.

Please use APA writing guidelines, Upload to Blackboard, and Never email it

to the professor!

### **Meal Project Paper (15%)**

*This assignment is a required course competency and needs to be submitted for a grade or non-grade to satisfy department requirements.*

The meal project paper will be presented individually, you will research a culture completely unknown to you.

You will research foods and food ways from the culture, and nutrition values along with traits on customary foods included in their diet.

A community needs assessment will be needed to complete your assignment.

You will **individually work on** authoring a paper summarizing and evaluating the culture.

Refer to instructions, sample paper, and rubric posted and provided on Blackboard.

Any paper not containing the necessary elements as described in the instructions and not resembling or surpassing the sample paper will be considered unacceptable work and your grade will reflect it.

Please use APA writing guidelines, Upload to Blackboard, and Never email it to the professor!

### **Lecture Quizzes (10%):** – 10 (Ten) lecture quizzes throughout the semester.

*All Quizzes and Exams will be administered and taken online via Blackboard.*

Each quiz will consist of twenty (20) multiple-choice and true/false questions.

These will help you reinforce learning from our lectures, identify knowledge gaps, and prepare you for the midterm and final exams.

### **Midterm Exam (20%)**

*All Quizzes and Exams will be administered and taken online via Blackboard.*

The midterm exam will include topics covered in the first half of the semester and will be administered online on Blackboard. The exam will consist of multiple choice, multiple answers, calculations, true/false, and matching questions. Refer to the assignment calendar and syllabus for the exam date.

The exam must be completed within the deadline window provided, which will be on during the scheduled lecture class.

### **Final Exam (20%)**

*All Quizzes and Exams will be administered and taken online via Blackboard.*

The final exam will include topics covered in the second half of the semester and will be administered online on Blackboard.

The exam will consist of multiple choice, multiple answers, calculations, true/false, and matching questions. Refer to the calendar for the exam date.

The exam must be completed within the deadline window provided, which will be on during the scheduled lecture class.

Your Final Exam Will not be Cumulative; although, you may need to apply knowledge learned during the entire semester.

## VII. Course Policies

### You are responsible for reading this syllabus in its entirety.

- A. **Course Materials** - All PowerPoints, articles, assignments, tests, and announcements about the class will be posted on Blackboard.
- Blackboard can be accessed through the [Lehman website at CUNY Blackboard](#). You must access Blackboard frequently and keep yourself updated on posted materials, announcements, and deadlines.
  - If you have any problems accessing the site, please contact the Help Desk (<https://www.lehman.edu/itr/help-desk.php>).
  - Some Blackboard materials and assignments may only be made available for a stipulated time, after which you will no longer be able to access or submit them. Please keep track of these dates or download the material to your computer.
  - You are responsible for making sure that you have a Lehman College e-mail address and ID that is linked to your Blackboard account. You must use a lehman email address for all correspondence, all announcements for this course will be sent to your lehman student email.

If you are a transfer student set up and start using your [@lc.cuny.edu](#) address ASAP.

Review the “Updating your E-Mail Address” document on the Lehman Website.

- A. **E-mail etiquette**: In the subject line you must include your course and course section followed by your question/topic in your subject line when e-mailing your professor. (Example: DFN 220-01LC: Question about xxxxxxxx\_StudentFirstName\_Last Name)
- When following up, reply to your original e-mail thread instead of starting a new e-mail for the same question/topic. Please be professional when addressing any faculty or staff and classmates.
- B. Attendance will be taken before every lecture, if you are sick or plan to be absent, you must notify your professor via email. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility.
- C. Accommodations for any type of physical or learning disability will be made. If you require accommodation due to any type of physical or learning disability, please file this information ASAP with the Office of Student Disabilities (<https://www.lehman.edu/student-disability-services/contact-us.php>).
- D. **All written assignments/papers must be typed** and presented in the following format and procedure:
1. Word Document format ONLY, PDFs only when necessary; however, absolutely no Google documents, pages, or any links to documents will be accepted.
  2. Mandatory Font: *Times New Roman*, 12-point font, double-spaced, 1” margins.
  3. Include the title page, header/footer/page numbers, and **upload to Blackboard** as MS Word by the due date; otherwise, late assignment 7 day policy applies.
  4. All written assignments MUST include in-text citations and a cited works

section at the end. These need to follow the APA style format, please see the APA guidelines in our course materials tab.

5. When you are ready to submit your work, you will label your assignment as follows: DFN221\_LastName\_Initial\_Name of assignment
6. Then you will upload it to Blackboard.
7. Late submissions will be accepted up to 7 (seven) days after the due date with a 10-point deduction. No work will be accepted after this grace period, NO Exceptions, you will miss the grade for that assignment.
8. No Google Docs, no links to cloud files, or One Drive Links will be accepted, and most of all: **DO NOT email me your work as an attachment**, I won't even acknowledge it, or open it, it will be placed in the trash bin.

E. **MS Office is available for students for free download at**

<https://www.lehman.edu/faculty/john/software/software-office.html>

F. All written assignments, including discussion boards, must contain sources and be cited following the **APA Style Format. It is your responsibility to learn this and apply it to every written assignment.**

**For all written assignments you will provide a works cited reference section and in-text citation using APA style.** There is a right way to do it and a wrong way to do it, you must learn the right way to do it.

APA style is the standard format used for behavioral and social sciences, including Health Sciences. Please refer to this link for a guide, use it.

<https://libguides.lehman.edu/c.php?g=579429&p=3999110>

G. **Refer to the following writing resources for guidance:** Lehman College free tutoring and writing assistance/Instructional Support Services Program  
<https://www.lehman.cuny.edu/academics/instructional-support-services/register-for-writing-workshop.php>

Purdue OWL

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

H. The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus

<https://www.lehman.edu/academics/instructional-support-services/index.php>

The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses.

VIII. **Academic dishonesty** of any sort will not be tolerated, and violators will be reported to the Office of the Dean of Student Affairs for appropriate action.  
Academic integrity (from Lehman College's undergraduate bulletin): Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Additional details may be found at:

<https://lehman-undergraduate.catalog.cuny.edu/academic-services-and-policies/academic-integrity>

Cheating is the unauthorized use or attempted use of material, information, notes,

study aids, devices, or communication during an academic exercise (assignment or exam).

Examples of cheating include:

- a) Copying from another student (currently or previously enrolled in the course) during an examination or assignment or allowing another to copy your work.
- b) Unauthorized collaboration on a take-home assignment or examination.  
Taking an examination/quiz/assignment for another student or asking or allowing another student to take an examination/quiz/assignment for you.
- c) Changing a graded exam/assignment and returning it for more credit.
- d) Submitting substantial portions of the same paper to more than one course without consulting first with each instructor.
- e) Submitting someone else's work as your own.
- f) Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

IX. **Plagiarism** is the act of presenting another person's ideas, research, or writings as your own. Examples of plagiarism include:

1. Presenting another person's ideas or theories in your own words without acknowledging the source.
2. Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, or "cutting-and-pasting" from various sources without proper attribution. The use of AI sources, such as Chat GPT or any other tools that enhance or create work other than your own writing.
3. If plagiarism is detected, you will earn a zero score for the question or work concerned, a second incident of plagiarism will result in a zero score for the entire assignment; a third incident will result in departmental action.
4. To ensure the highest level of academic integrity, you must take the Information Literacy (Plagiarism) Tutorial and pass the certification test [here](#).
5. Please print out the certificate and upload it to Blackboard no later than the second Sunday after the start of the semester. If you've already completed this tutorial, kindly upload your certificate as noted above.
6. No written assignments will be graded before you complete this tutorial.

X. **Regarding SafeAssign** when you upload an assignment: Always check your Safe Assign score. A high score (>20%) indicates that a significant portion of your paper might be taken from another source. Review, revise, and resubmit your assignment, if necessary; otherwise, points may be deducted, or you may earn a zero score

XI. **Regarding AI and Chat GPT – Plagiarism** is the act of presenting another person's ideas, research or writings as your own and it is considered academic dishonesty. Please see PDF on [CUNY Academic Dishonest Policy here](#).  
**AI, translation engines and Chat GPT are included in the term "other people's ideas, research or writings".** If you need help with writing please seek tutoring at one of Lehman resource centers.

XII. **About me, A brief Introduction:**

My Name is Mario Ernesto Landaverde Agreda, I worked in high end NYC restaurants and hotels for over 25 years before deciding to enroll in higher education studies.

I started working as a dishwasher, moved to prep cook, worked as a line cook, and consequently I moved up the ranks to work as an executive Chef and run my own kitchens, supervising a significant number of staff.

I obtained my undergraduate degree in Health and Culinary Nutrition from the CUNY Baccalaureate for Unique and Interdisciplinary Studies program, also known as CUNY BA.

In 2017 I got accepted into the Lehman Dietetic Internship, passed my exam certification as a Registered Dietitian on the first try, and so obtained a Master in Nutrition Sciences at CUNY Lehman College.

I came to the US of A in 1983 from my country-of-origin El Salvador, my ethnic background is 51% Indigenous Central American, and 49% mixed with other European backgrounds and Latino cultures, I feel that identifying with all of it is important because it reminds me of my origins and resilience.

My first job in a restaurant was in the NYC West Village neighborhood when I was 20 years of age washing dishes and cleaning, so I worked my way up the ranks, eventually taking an executive chef position in many NYC and Florida fine cuisine restaurants and hotels.

I enrolled in school to obtain my undergrad at the tender age of 40ish, and took the path mentioned before.

My work experience as an RDN has been forged around functional integrative nutrition, non-profit and community organizations, implementing and managing nutrition programs for children and underserved populations. I also have a private practice on Integrative Nutrition, following a *Food-as-Medicine for Preventive Measures* modality.

I am here to guide you, support you and listen as much as you may allow me.

What I expect in return is that you try your best to invest a good effort in this class, complete your assignments, be a good reliable team player and classmate, ask



questions, read the materials so we can all promote a healthy and smart discussion in the subjects we will touch. This also includes helping create a safe environment for you and your classmates, respecting each other and myself, and most importantly, asking for help when you need it and clarification when anything is not clear to you. Also allowing for others to do the same.

I wish you smooth sailing this semester and a successful academic and professional career.

Sincerely,

Professor Mario E. Landaverde, MS, RDN, Chef

### XIII. SCHEDULE 2024 (DRAFT)

(Tentative. Subject to change at instructor's discretion)

LECTURE		ASSIGNMENTS
Week 1	<b>Lecture Orientation First Day of Class.</b> Attendance at this session is essential and mandatory	August 31 <sup>st</sup> - Self - Introduction Due  9/8 - Plagiarism Certificate Due
Week 2	<b>Sustainability, Food Policies, Food Justice</b> Introduction to food systems in the USA, relation to Food scarcity, Food Waste and Food Justice.	9/9 - Due Discussion Board 1 9/11 Quiz 1
Week 3	<b>African Continent</b> Traditional foods, nutrition, health relevance, social and historical context. African Diaspora, colonization, African Influence in the Americas	9/16 - Discussion Board 2 9/18 - Quiz 2

Week 4	<b>The Americas –</b> Foodways of Mexico, Caribe, Central and South American. Ethnic influences, Colonization, Acculturation. Pre and post Columbine.	9/25 - Quiz 3
Week 5	<b>Food and Culture of Indigenous Nations/Native American North, Central and South.</b> Impacts of colonization on first nations, current food culture and health risks.	9/30 - Discussion Board 3 10/2 - Quiz 4
Week 6	<b>European Food Ways</b> Origins of food culture in Europe Sustainability movement, impacts, health background.	10/20 - Market Tour Paper Assignment Due 10/21 -Discussion Board 4 10/23 - Quiz 5
Week 7	<b>Middle East and Religions of the World.</b> Middle Eastern influences, similarities and customs. Religions of the world and how they shaped food ways globally.	
Week 8	<b>Midterm Exam October 29<sup>th</sup> from 2 PM to 5:40 PM online</b>	
Week 9	<b>Asia/ Indian Subcontinent</b> Food ways Cultural Facts.	11/4 - Discussion Board 5 11/6 – Quiz 6
Week 10	<b>Children and Adolescents</b> Nutritional Guidelines, Demographic health risks School Meals and Nutrition	11/13 - Quiz 7
Week 11	<b>Older Adults/Diabetes</b> Healthy aging, Dietary Guidelines Diabetes Risks and Preventions	11/20 – Quiz 8 11/24 - Implicit Association Test Assignment

Week 12	<b>Allergies and Intolerances</b> Understanding the difference and basic treatments Ingredients	11/27 - Quiz 9
Week 13	<b>Ethics, Power, Privilege</b> Dietitians and Nutrition health practitioners' ethical and social responsibilities. Cultural, socio economic and ethical roles.	12/2 - Discussion Board 6 12/04 – Quiz 10
Week 14	<b>Tentative Make up Lecture</b>	
Week 15	<b>Final Project</b>	
Week 16	<b>FINAL EXAM December 17<sup>th</sup> from 2 PM to 5:30 PM Online</b>	

Department of Health Promotion and Nutrition Sciences  
CUNY-Lehman College  
Fall 2024

DFN 248-HX01 (38020)  
Nutrition in Health Care

SYLLABUS

(subject to change at instructor's discretion)

**Instructor:** Dina R. D'Alessandro, MS, RDN, CDN

**E-mail:** [dina.dalessandro@lehman.cuny.edu](mailto:dina.dalessandro@lehman.cuny.edu)

**LinkedIn:** <https://www.linkedin.com/in/dinadalessandro/>

**Location/time:** Mon, 11:00am-1:40pm, GI-418/HyFlex

**Office hour:** Mondays, 2:00-3:00pm

**Zoom:** <https://us02web.zoom.us/j/9517708782>

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**Course Description**

An examination of the delivery of health and nutrition services through the nutrition care process. PREREQ: HSD 240

**Course Format** (from CUNY University Registrar: <https://www.lehman.edu/registrar/modes-of-instruction.php>)

This class will be conducted in person with a HyFlex option. HyFlex means you can attend in person or log into the class remotely (synchronously, via Blackboard, in our case) during the semester.

*Students logged in remotely are asked to keep cameras on during interactive class discussions.*

**Textbook**

**No textbook required.** You must have access to Lehman College's Leonard Lief Library journal article database (<http://www.lehman.edu/library/>). You must have Internet and Blackboard access to review online reading assignments and supplemental materials that will be assigned via Blackboard.

**All readings/viewings must be completed before coming to class.**

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**Methods of Instruction**

PowerPoint slides, supplemental materials, assignments, pre-recorded video lectures, and corresponding VoiceThreads for all classes will be posted to Blackboard at the beginning of the semester. Please **set aside regular time each week** to review these ahead of each class so you can come prepared for interactive discussions and activities.

The readings and/or videos will expose you to new ideas and unfamiliar realities; writing assignments will enable you to analyze and critique what you read; class participation and activities will hone your speaking and collaboration skills. **Preparation and participation are essential** as we will spend a significant part of class time in discussion, contributing, and sharing our thoughts and questions.

**Unless otherwise noted, the deadline for all assignments is 5:59pm on date given.**

### How to get in touch with me (and each other):

- I am generally available from 10am-8pm, Mon-Sat, to check e-mails. Please allow 24-48 hours for me to reply to any inquiry. I will not be available on Sundays to answer any e-mails or texts.
  - I will hold **weekly office hours** on Mondays from 2:00-3:00pm ET via [Zoom](https://us02web.zoom.us/j/9517708782) (<https://us02web.zoom.us/j/9517708782>) starting September 9 and ending December 9. During that time, I will be online grading assignments, monitoring e-mail, and available to meet with anyone who wants to pop in on a first-come, first-served basis.
  - **E-mail me** at [dina.dalessandro@lehman.cuny.edu](mailto:dina.dalessandro@lehman.cuny.edu) for school-related things—like absences and exam/assignment accommodations, or anything that requires official documentation—and to schedule individual 1:1 time with me if you cannot attend my virtual office hours (be sure to include your availability and items you would like to discuss with me).
    - Ideally, e-mail me through the Blackboard portal.
    - Use “DFN 248- HX01” followed by your question/topic in your subject line if e-mailing me outside of Blackboard. (Example: *DFN 248-HX01: Question about Case Study #2 grade.*)
    - Always reply to your original e-mail thread instead of starting a new e-mail for the same question/topic.
  - Use the "**Instructor's Office**" forum in the Discussion Board tab to ask general questions about the syllabus, course readings, assignments, and related topics here, especially if you think other students might have the same question. If you can assist in answering a classmate's question, please feel free to do so; otherwise, please allow 24-48 hours for me to read and respond to questions.
  - Join our **WhatsApp group** [<https://chat.whatsapp.com/JyMu5ROwcoXfKDeJ5K1TuJ>] to communicate with each other off-hours, in case of emergency, and where you can foster relationships outside of the classroom setting.
  - Use the "**Study Group**" forum in the Discussion Board tab to communicate with each other or to post links to group chats that do not include me so you can talk privately outside of the classroom setting.
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### Foundation Knowledge Requirements and Learning Outcomes

**At the end of our semester, you will be able to:**

1. Explain the structure of the U.S. Health Care System
2. Distinguish among the changing priorities of the U.S. Health Care System
3. Identify and analyze the components of the healthcare delivery system
4. Demonstrate an ability to analyze and interpret published health care data
5. Examine health disparities in terms of access to care, quality of care, and health outcomes
6. Discuss important current health care, health care reform issues, and state legislature
7. Describe different types of health insurance programs and managed care organizations
8. Explain the four steps in the nutrition care process (NCP/ADIME)
9. Understand the process of coding and billing for nutrition services, and ICD-10 terminology
10. Demonstrate ability to use diagnostic codes in HIPAA-compliant charting (EHRs)
11. Identify appropriate evidence-based nutrition interventions for a variety of patient diagnoses
12. Write and prioritize PES statements

**Learning outcomes** will be assessed by Discussion Board forums, worksheets, case studies, quizzes, and exams.

ACEND Knowledge Competencies	Course Learning Objectives	Evaluation of Objectives
<i>This course will help you to achieve the following competencies:</i>	<i>After successfully completing this course, you are expected to be able to:</i>	<i>The following assignments will be used to measure your mastery of each competency and objective:</i>
<b>KRDN 1.1:</b> Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions.	<ul style="list-style-type: none"> <li>• Navigate and utilize the Evidence Analysis Library (EAL) to explore a topic of interest.</li> <li>• Provide recommendations based on the information and guidelines provided in the EAL.</li> </ul>	EAL Orientation Tutorial Quiz <a href="https://www.andean.org/tutorials">https://www.andean.org/tutorials</a>
<b>KRDN 2.2:</b> Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.	<ul style="list-style-type: none"> <li>• Identify important aspects of the Scope of Practice and Code of Ethics for the Profession of Nutrition.</li> <li>• Describe the relationship between dietitians and other health care professionals in clinical and community settings.</li> </ul>	Scope of Practice Worksheet <i>Must receive 80% or higher grade</i>
<b>KRDN 2.4:</b> Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.	<ul style="list-style-type: none"> <li>• Discuss the impact social determinants of health have on people's well-being.</li> <li>• Analyze selected Leading Health Indicators (LHIs) to drive action toward improving health and well-being.</li> </ul>	Healthy People 2030 Discussion Board <i>Must receive 80% or higher grade</i>
<b>KRDN 4.3:</b> Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.	<ul style="list-style-type: none"> <li>• Review steps involved in how to get credentialed with health insurance panels.</li> <li>• Identify procedural (CPT), ICD-10, Place of Service (POS), and Modifier codes in relationship to certain reimbursable diagnoses.</li> </ul>	Checking Insurance Coverage Worksheet <i>Must receive 80% or higher grade</i>

**GRADING STRUCTURE** (please also visit <http://www.lehman.edu/academics/advising/grading-symbols.php>)

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

It is your responsibility to log into our Blackboard portal regularly to read announcements and complete assignments on time. Late submissions may still qualify for partial credit. Please refer to corresponding grading rubrics. **No assignment will be accepted after 11:59 pm on Monday, December 9, 2024.**

## Grading

- Participation + Discussion Boards: 35% total
- Worksheets + Case Studies: 25% total
- Quizzes: 10% total
- Midterm Exam: 15%
- Final Exam: 15%
- Extra Credit: +5 points toward lowest Case Study/Worksheet grade, and exam grade

## How You Will Be Graded

### Participation + Discussion Boards: 35% total

Active participation is crucial to your success in this course and is calculated based on how often you (a) access our Blackboard portal, course materials, and assignments, and (b) interact with your classmates and me over the course of the semester. This helps you create a bridging dialogue with the ideas of our lectures and apply your knowledge to your future academic and professional pursuits. *Refer to schedule below for deadlines; see also Discussion Board rubric(s) posted on Blackboard.*

### Worksheets + Case Studies: 25% total

Worksheets and case studies take a problem-based learning approach to the subject of nutrition. These will help you better understand a chronic condition or special population, identify key issues, utilize critical thinking skills, and recommend a course of action. *Late submissions qualify for 50% partial credit.*

### Quizzes: 10% total

Quizzes will be administered online. Each quiz will consist of about twenty (20) multiple choice and true/false questions. These will help you reinforce learning from our lectures, identify knowledge gaps, and prepare you for our exams. Quizzes must be completed by deadline given. *No makeups given.*

You will also be required to take the online Evidence Analysis Library (EAL) Orientation Tutorial Quiz. Please watch the modules and follow instructions at <https://www.anddeal.org/tutorials>. Upload your certificate of completion where noted in our “Tests and Quizzes” tab.

### Midterm Exam + Final Exam: 15% each

Exams will be administered online and consist of about 50-75 multiple choice, multiple answer, true/false, matching questions, and calculations. Questions and answers are randomized and appear one at a time. No backtracking allowed. Exams must be completed by deadline given. *No makeups given.*

### Extra Credit: +5 points toward lowest exam grade

At any point in the semester, you may complete the Note-taking and/or Health Care Disparities Extra Credit assignments. *Refer to instructions and rubric posted on Blackboard. Late submissions will not be accepted.*

## Course Policies

- You are responsible for reading this syllabus in its entirety. After reading, **please complete the corresponding syllabus quiz** on Blackboard.
- All notes, assignments, and announcements pertaining to the class will be posted on Blackboard. Blackboard can be accessed through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). You must access Blackboard frequently and keep yourself abreast of posted lectures, announcements, and assignment deadlines. If you have any problems accessing the site, please contact the Help Desk (<https://www.lehman.edu/itr/help-desk.php>).
- Some Blackboard materials and assignments may only be made available for a stipulated time (due dates will be posted) after which, you may no longer be able to access or submit them.
- You are responsible to ensure that you have a Lehman College e-mail address and ID that is linked to your Blackboard account. **Review the “Updating your E-Mail Address” document on Blackboard.**
- **No assignment will be accepted after 11:59 pm on Monday, December 9, 2024.**
- Attendance will be recorded based on how often you access our Blackboard portal, access course materials and assignments, and interact with your classmates and me over the course of the semester. More than two (2) missed assignments will only be excused with written documentation from a third party (e.g., doctor, employer, jury duty, etc.) attesting to the circumstances of your absence. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility.
- Accommodations for any type of physical or learning disability will be made. **If you require accommodations due to any type of physical or learning disability, please file this information ASAP with the Office of Student Disabilities** (<https://www.lehman.edu/student-disability-services/>).
- All written assignments/papers must be typed (Times New Roman, 12-point font, double-spaced, 1” margins) and uploaded to Blackboard as MS Word or PDF documents by due date. Be sure to include title page, header/footer/page numbers. **All sources must be cited following the APA Style Format.**
  - MS Office is available for students for free download at <https://www.lehman.edu/faculty/john/software/software-office.html>
  - Refer to the following writing resources for guidance: Lehman College free tutoring and writing assistance/Instructional Support Services Program (<https://www.lehman.edu/academics/instructional-support-services/index.php>), Purdue OWL ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)), or online citation generators like <https://www.citethisforme.com/us/citation-generator/apa>
  - Regarding SafeAssign when you upload an assignment: **Always check your Safe Assign score.** A high score (>20%) indicates that a significant portion of your paper might be taken from another source. Review, revise, and resubmit your assignment, if necessary; otherwise, points may be deducted or you may earn a zero score
- **The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)** The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus (<https://www.lehman.edu/academics/instructional-support-services/index.php>). The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses.



- The grade of **INC** will only be considered when a student has provided good and sufficient reason for not completing on time a specific requirement of a course, has met the instructor's attendance requirements, and is clearly earning a passing grade in the course.
- Academic dishonesty of any sort will not be tolerated, and violators will be reported to the Office of the Dean of Student Affairs for appropriate action.
- Academic integrity (from Lehman College's undergraduate bulletin): Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
  - Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise (assignment or exam).
  - Plagiarism is the act of presenting another person's ideas, research or writings as your own.
  - Using Artificial/Alternate Intelligence (AI; e.g., ChatGPT) to complete course assignments or fabricate research may obscure your comprehension of subject matter and undermine the educational process which may result in implications for your grade and/or ineligibility to receive a Verification Statement for your major.
  - Examples and additional details may be found at <https://lehman-undergraduate.catalog.cuny.edu/academic-services-and-policies/academic-integrity>

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## About Me

Not too long ago (in 2013), I was where you are now—in my undergraduate nutrition courses at Lehman College, on my way to becoming a Registered Dietitian. My first degree was a B.A. in Communication and I spent the past few decades developing and honing my skills in the culinary, corporate, and healthcare industries before deciding to return to school and switch gears by pursuing an M.S. in Nutrition.

I know firsthand the challenges, undertakings, and commitment it takes to be successful in this program and profession. (You can learn more about my journey in the “Class Introductions” forum on our Discussion Board.) Aside from being an adjunct lecturer, I work mostly in outpatient clinical and community settings. My specialties include high-risk prenatal counseling, diabetes prevention, and chronic disease management for newly diagnosed patients. I’m also an independent contractor with corporate wellness programs, and run my own part-time, virtual private practice. I’ve been a mentor and preceptor to nutrition students since 2016. I have fostered many deep, valuable, and long-lasting relationships in the course of my professional career and I hope to do the same with all of you.



I encourage you to provide regular feedback to me, especially if there is any confusion about the discussions and assignments. The end-of-semester course evaluation may be too late for either of us to address your concerns. I will also reach out to you proactively if I see your grades dropping during our weeks together. This is your experience and you should be receiving ongoing, quality learning from Day One.

I hope you find our time together beneficial and I encourage you to keep in touch after you finish school, get your degree, and head out to follow your dreams.

## Helpful Tips for Undergraduate Students<sup>1</sup>

- **Study at a regular time and in a regular place.** Establishing habits of study is extremely important. Knowing what you are going to study and when saves a lot of time in making decisions and retracing your steps to get necessary materials, etc. Block off time in your calendar and commit yourself to “study nutrition” or “study chemistry” at certain regular hours.
- **Study as soon after lecture class as possible.** One hour spent soon after class will do as much as several hours a few days later. Review lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.
- **Use odd hours during the day for studying.** Scattered time between classes is easily wasted. Consider these windows of opportunities to study or review notes and/or give yourself time for recreation and “brain breaks.”
- **Limit your blocks of study time** to no more than 2 hours on any one course at a time. Set an alarm every 90-120 minutes, take a short break from studying one course, stretch your legs, give your eyes a rest, and then study another course. This necessary change-up will keep you effective in your studying and retention efforts. A good rule of thumb is that you should usually expect to spend 2-3 hours of study time per each course credit per week. For example, DFN 248 is a 3-credit class, so you should **block 6-9 hours/week** for reviewing materials and preparing for discussions/exams.
- **Provide for spaced review.** That is, a regular weekly period when you will review the work in each of your courses and be sure you are up to date. This review should be cumulative, covering briefly all the work done thus far in the semester, and help prepare you better for exam time.
- **List according to priorities.** By putting first things first, you are sure to get the most important things done on time. For example: What project will take the longest? How soon can you start? Which paper is due first? What information do you need to have in place first before you can create a first draft?
- **Eat well-balanced meals, be physically active, and get quality sleep.** Take time for good meals and exercise. Healthy eating and exercise—as well as sleep—can dramatically improve your concentration, mood, and increase your energy level.
- **Double your time estimates.** Most people tend to underestimate how much time a particular activity/assignment will take. Another good rule of thumb is to estimate how much time you realistically think something will take and then double it. More often than not, this doubled estimate is accurate. For example, if it normally takes you 1-2 minutes to read a textbook page, allow yourself 5 full minutes per page to read, highlight, take notes, and jot down questions to ask in class.

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<sup>1</sup> adapted from <http://lsc.cornell.edu/wp-content/uploads/2015/10/A-Simple-Effective-Time-Management-System.pdf>

## SCHEDULE

(subject to change at instructor's discretion)

**Unless otherwise noted, the deadline for all assignments is 5:59pm on date given.**

CLASS	Date	Topics, Content & Activities	Assignments/deadlines
	Mon, 9/2	<b>NO CLASSES SCHEDULED</b> (Labor Day)	
01	Mon, 9/9	<b>FIRST DAY OF CLASS</b> Course Introduction  U.S. Health Care: Overview <ul style="list-style-type: none"> <li>• Types of patient care; healthcare providers</li> <li>• <i>CASE STUDY: Juanita dx BC</i></li> <li>• HIPAA/PHI</li> <li>• <i>ACTIVITY: Is this a violation?</i></li> </ul>	Review lecture & materials on BB <b>DB0: Class Intro POST – DUE 9/15;</b> <b>REPLIES – DUE 9/22</b> <b>Q0: Blackboard/Syllabus – DUE 9/15</b>
02	Mon, 9/16	Nutrition Care Process (Part 1) <ul style="list-style-type: none"> <li>• Dietetics profession: diversity, salary</li> <li>• ADIME               <ul style="list-style-type: none"> <li>○ Assessments</li> </ul> </li> <li>• <i>ACTIVITY: Calculations</i></li> <li>• <i>HOW TO: Search the eNCPT database</i></li> </ul>	Review lecture & materials on BB Tour the eNCPT <b>DB1: Healthy People 2030 POST – DUE 9/22</b> <b>WS1: Cultural Humility – DUE 9/22</b>
03	Mon, 9/23	Disparities & Outcomes <ul style="list-style-type: none"> <li>• Health care access, health inequities &amp; outcomes; system models across the globe</li> <li>• Social determinants of health</li> <li>• Leading Health Indicators (LHIs)</li> </ul>	Review lecture & materials on BB <b>CS1: Naomi dx GDM – DUE 9/29</b> <b>Q1 – DUE 9/29</b>
04	Mon, 9/30	Informatics & EHRs <ul style="list-style-type: none"> <li>• Medical terminology for healthcare professionals</li> <li>• Charting methods &amp; reporting</li> <li>• <i>ACTIVITY: Compare EHR platforms</i></li> </ul>	Review lecture & materials on BB
05	Mon, 10/7	State Legislature & Advocacy (Part 1) <ul style="list-style-type: none"> <li>• Scope of Practice/Code of Ethics</li> <li>• Dietetics practice areas &amp; specialties</li> <li>• <i>DISCUSSION: Florida health coach</i></li> </ul>	Review lecture & materials on BB <b>WS2: Scope of Practice – DUE 10/20</b> <b>Q2 – DUE 10/20</b>

CLASS	Date	Topics, Content & Activities	Assignments/deadlines
	Mon, 10/14	<b>NO CLASSES SCHEDULED</b> (Indigenous People's Day)	
06	Tue, 10/15	<b>CATCH UP/GET AHEAD</b> (CLASSES FOLLOW MONDAY SCHEDULE)	
07	Mon, 10/21	State Legislature & Advocacy (Part 2) <ul style="list-style-type: none"> <li>• Professional civility</li> <li>• The value of a dietitian</li> <li>• Forward planning:               <ul style="list-style-type: none"> <li>○ CDR, PDP, CEUs</li> <li>○ Private practice; salaries &amp; rates</li> </ul> </li> <li>• <i>ACTIVITY: Social media posts &amp; comments</i></li> </ul> <b>MIDTERM EXAM REVIEW</b>	Review lecture & materials on BB <b>DB2: Social Media POST – DUE 11/3</b> Study for Midterm Exam
08	Mon, 10/28	<b>MIDTERM EXAM</b>	
09	Mon, 11/4	Nutrition Care Process (Part 2) <ul style="list-style-type: none"> <li>• Research &amp; the Evidence Analysis Library</li> <li>• Interdisciplinary teams/coordinated care</li> <li>• PES statements (Diagnoses)</li> <li>• <i>CASE STUDY: Giorgio dx HTN</i></li> <li>• <i>ACTIVITY: Search the eNCPT database</i></li> </ul>	Review lecture & materials on BB <b>CS2: Amir dx CKD – DUE 11/10</b> <b>EAL Orientation Tutorial – DUE 11/10</b>
10	Mon, 11/11	Coding & Billing (Part 1) <ul style="list-style-type: none"> <li>• Health insurance credentialing               <ul style="list-style-type: none"> <li>○ NPI, EIN, CAQH</li> </ul> </li> <li>• Professional liability</li> <li>• Types of plans               <ul style="list-style-type: none"> <li>○ In-network, out-of-network, self-pay</li> </ul> </li> </ul>	Review lecture & materials on BB <b>WS3: Checking Coverage – DUE 11/17</b>
11	Mon, 11/18	Coding & Billing (Part 2) <ul style="list-style-type: none"> <li>• MNT reimbursement               <ul style="list-style-type: none"> <li>○ ICD-10 diagnoses</li> <li>○ CPT &amp; G procedure codes</li> </ul> </li> <li>• Claims &amp; superbills</li> <li>• Referral partnerships &amp; collaborations</li> <li>• <i>CASE STUDY: Fiona dx osteoporosis</i></li> </ul>	Review lecture & materials on BB <b>Q3 – DUE 11/24</b>

CLASS	Date	Topics, Content & Activities	Assignments/deadlines
12	Mon, 11/25	Interventions (Part 1) <ul style="list-style-type: none"> <li>• Stages of change</li> <li>• Education &amp; counseling</li> <li>• <i>ACTIVITY: PES statements</i></li> </ul>	Review lecture & materials on BB Work on overdue assignments <b>CS3: Abigail dx Celiac Disease – DUE 12/1</b>
13	Mon, 12/2	Interventions (Part 2) <ul style="list-style-type: none"> <li>• Anti-diet, weight-inclusive approaches</li> <li>• Privilege, decolonization &amp; racism in MNT</li> <li>• <i>ACTIVITY: PES statements</i></li> </ul>	Review lecture & materials on BB <b>DB3: Wrap-up &amp; Reflection – DUE 12/8</b> <b>Q4 – DUE 12/8</b>
14	Mon, 12/9	<b>LAST DAY OF CLASS</b> Monitoring & Evaluation <ul style="list-style-type: none"> <li>• Putting it all together</li> <li>• <i>ACTIVITY: PES statements</i></li> <li>• <i>ACTIVITY: Calculations</i></li> </ul> <b>FINAL EXAM REVIEW</b>	Study for final exam <b>Late submissions, extra credit – DUE 12/9</b>
15	Mon, 12/16	<b>FINAL EXAM</b>	

City University of New York  
Management of Dietetics Services  
DFN 430  
Syllabus SPRING 2024

DFN 430-OA01 (45754) and DFN 430-OA02 (56214)  
Email: sapna.batheja@lehman.cuny.edu  
Cell Phone: 216-269-8588 (please do not text after 8 pm)

Last day to drop with 75% tuition refund: January 31  
Last day to drop with 50% tuition refund: February 7<sup>th</sup>  
Last day to drop with 25% tuition refund: February 14<sup>th</sup>

**COURSE DESCRIPTION:** Principles of organization and administration, and their application to food service departments within complex organizations, Emphasis on the management of human and financial resources, communications, marketing, customer service and meal satisfaction and accountability. As the "Food and Nutrition expert, the dietitian is responsible for the planning organizing leading, staffing and controlling in the food service or clinical nutrition management area. Management and leadership are two key skills required for effective dietetic practice. Prerequisites: DFN 330 and ECO 304 or HSD 266 or permission of the Program director

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to:

- \* Apply the systems approach to a food service operation
- \* Define the role of a manager
- \* Identify and apply quality management principles in food and nutrition services
- \* Apply management and business theories and principles to the development of programs or services
- \* Identify managerial challenges and opportunities in a diverse population
- \* List at least five ethical responsibilities of a manager
- \* Develop a job description and a job specification
- \* List the managerial functions and illustrate through examples
- \* Identify department objectives
- \* Identify the types of organizations, describing their advantages and disadvantages
- \* Explain the need for the right staffing in food service operation
- \* Develop an orientation list for employees prepare the outline for a on the job training operation in foodservice explain the employees right to appeal disciplinary actions
- \* Prepare a budget for a small food service operation
- \* Demonstrate a grievance procedure using simulation
- \* Given a foodservice unit demonstrate the supervisors' role using financial, human physical and mater resources and sources
- \* Identify and describe the roles of others with whom the RD collaborates in the delivery of food and nutrition services.

**ACEND**, Academy of Nutrition & Dietetics Competencies After this course, students will attain a working knowledge of and familiarity with the following:

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

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

**KRD 4.2:** The curriculum must include content related to 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.

**KRDN 4.4:** Apply the principles of human resource management to different situations.

**KRDN 4.6:** Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

**REQUIRED TEXTS:** Food Organizations a Managerial and Systems Approach by Mary Gregorie, 9th Edition, published by Pearson ISBN-13: 978-0-13-403894-0. Cost: \$158.25  
Note Foodservice Organizations: A Managerial and Systems Approach (Subscription), 9th Edition available in digital edition \$34.99 | ISBN-13: 978-0-13-401764-8. (The 8th edition is also acceptable)

Highly recommended since it is a good resource for both the dietetic internship and R. D. exam. Note: This book is used in DFN 330 and DFN 430.

**Optional Exploring Foodservice Systems Management Through Problems** 3/e Elizabeth McKinney Lieux, Patricia Kelly Luoto Pearson Prentice Hall ©2008 ISBN-10: 013232542X | ISBN-13: 9780132325424. Cost \$41.75 Problems will be used in this course, required case studies will be provided by instructor in course materials section on Blackboard.

## **METHOD OF INSTRUCTION**

This course will be delivered entirely online through The Lehman College Black Board (Bb). It can be accessed through the Lehman College website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). It is each student's responsibility to check on this communication system to obtain needed information and class materials. If you have any problems accessing the site, please call the computer helpdesk at 718.960.1111

All assignments and exams will be online Blackboard. You will have access to online lessons, course materials, and resources.

We will use Problem Based Learning as part of your experience. This will allow you to think more critically and enhance your abilities to analyze and solve real-world problems. By the end of the semester, you will develop skills in gathering and evaluating information and acquire versatile and effective communication skills. In addition to the chapters, you are required to read each associated case study prior to our online meetings.

Students are expected to participate in all online activities as listed on the course syllabus and discussions and to monitor their participation in the course. All assignments for this course will be submitted electronically through Bb unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Late or missing discussions, assignments or exams will affect the student's grade.

**ASSESSMENT OF LEARNING OBJECTIVES/GOALS:** Course objectives will be achieved through class lectures, homework, and individual projects, any missing components will result in a grade of "Incomplete." The grading of course requirements is as follows:

ASSESSMENT	POINTS POSSIBLE
Exams (3 @100 points each)	300
Restaurant Review	25
Quizzes (3 @20 pts each)	60
Discussion Boards (3 @ 15 points each)	45
Case Studies (4@15 points each)	60
Food Marketing Project	100
<b>Total Points Possible</b>	<b>635</b>

#### OVERALL LETTER/NUMERIC/GPA COURSE GRADE

Letter Grade	Numeric Grade (Points)	Quality Points		Letter Grade	Numeric Grade	Quality Points
A	≥ 93	4.00		C	74-76	2.00
A-	90-92	3.70		C-	70-76	1.70
B+	87-89	3.30		D+	76-69	1.30
B	84-86	3.00		D	64-66	1.00.
B-	80-83	2.7		D_	60-64	0.70
C+	77-79	2.3		F	≤ 59 0	0.00

#### PLEASE NOTE:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

If for some reason a student cannot complete the course, he/she should contact the Registrar's Office and formally withdraw from the course to avoid receiving a "failure" (F) grade. Please refer to the College Bulletin for guidelines and deadlines.

An Incomplete (I) grade may be provided to the student who is passing (at least a "C" grade) at the time of unforeseen circumstances necessitating the request for an incomplete grade. The instructor will determine the appropriateness of the request. Only legitimate and documented emergencies will be considered. Granting incomplete grades is at the discretion of the instructor.

Lehman College is committed to providing students access to all programs and curricula. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services located at Shuster Hall, Room 238, telephone number 718 960-8441.

This class will adhere to the academic and plagiarism policy in accordance with the policy found in the Student Handbook. In addition, there is no use of generative AI tools permitted. This course assumes that work submitted by students will be generated by the student themselves, working individually. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).



Netiquette: This course is delivered online and as such it is important to remember that we still emulate a professional environment. Netiquette, a set of rules for behaving properly online and creating environment conducive to learning, it is important to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion. Give other students the opportunity to join in.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation. Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Office of Student Disability Services Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services located in Shuster Hall, Room 238. Phone (718) 960-8441. Email: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu), Website: <http://www.lehman.edu/student-disability-services/>

## Course Calendar

**Expect to work 15-20 hours per week on assignments and readings for this course.**

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purpose of this course, a week is defined as beginning at **12:01 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.**

To help manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem with an assignment, please contact me immediately so we can discuss and work out a resolution.

**Expect to work 15-20 hours per week on assignments and readings for this course.**

<i>Course Outline (Subject to Change):</i>	
<b>DATE</b>	<b>CLASS</b>
Week 1: <b>JANUARY 25-FEB 4<sup>TH</sup></b>	Introduction to class Review Syllabus Food System Trends Lecture Introduce Restaurant Review Assignment Discussion Board Week One: Introductory Post
Week 2: <b>Week of February 5<sup>th</sup></b>	Chapter 9: Management Principles Discussion Board Week Two
Week 3: <b>Week of February 12<sup>th</sup></b>	Chapter 10: Leadership and Organizational Change Discussion Board Week Three
<b>Week 4: EXAM 1</b> <b>Week of February 20<sup>th</sup></b>	Exam 1: Food System Trends, Chapter 9, and Chapter 10 Restaurant Review Assignment DUE: FEBRUARY 23 <sup>RD</sup> AT 11:59 PM
Week 5: <b>Week of February 26<sup>th</sup></b>	Chapter 11: Decision Making, Communication, and Balance CASE STUDY DUE: MARCH 3 <sup>RD</sup> AT 11:59 PM
Weeks 6 and 7 <b>Week of March 4<sup>th</sup> and March 11<sup>th</sup></b>	Chapter 12: Management of Human Resources Knowledge Matters Assignment: Staffing
<b>Week 8: EXAM 2</b> <b>Week of March 18<sup>th</sup></b>	Exam 2: Chapter 11, 12, and Discussion Boards
Weeks 9 and 10: <b>Weeks of March 25<sup>th</sup> and April 1<sup>st</sup></b>	Chapter 13: Management of Financial Resources Knowledge Matters Assignment: Financial Statements
Week 11 and 12: <b>Week of April 8<sup>th</sup> and 15<sup>th</sup></b>	Chapter 14: Marketing Foodservice Introduce and begin working on food marketing project Discussion Board
<b>Week 13: April 22<sup>nd</sup> -30</b>	SPRING RECESS

Weeks 14: May 1- May 5 <sup>th</sup>	Chapter 15: Meals, Satisfaction, and Accountability Knowledge Matters Menu Engineering
<b>Week 15: FINAL PROJECT</b> <b>Week of May 6<sup>th</sup></b>	Exam 3: Chapters 13-15 Presentation on food marketing project via Voice Thread by MAY 12 <sup>TH</sup> 11:59 p.m.

**DFN 445 – Advanced Nutrition****Spring 2024****Course Information**

Department: Health Promotion and Nutritional Sciences

Course Number: DFN 445

Course Location: Gillet 418 (Hybrid – see schedule)

Course Title: Advanced Nutrition

Course Time: Thursdays, 2:00PM – 4:40PM

Course Description: Advanced study of the digestion, absorption, transport and metabolism of the energy nutrients, and of the metabolic functions of water and selected vitamins and minerals. Pre-requisites: CHE 244 and CHE 245, or both DFN 244 and DFN 245; and both BIO 181 and BIO 182, or BIO 228

Course Specifics: The course subject matter includes the study of the macronutrients, micronutrients, selected phytochemicals and bioactive food components, and their relationships to the maintenance of good health and the prevention of disease. Relevant aspects of physiology, biochemistry, and metabolism are an integral part of the course and will be taught via a Flipped Classroom and Active Learning. Reading and using scientific literature appropriately will also be covered. This is an intensive writing course, so several writing projects, with opportunities for revision, are built into the course.

**Instructor Information**

Instructor: Scott Keatley, MPPD RD CDN

E-mail: [Scott.Keatley@lehman.cuny.edu](mailto:Scott.Keatley@lehman.cuny.edu)

Student Support Hours (SSH): <https://calendly.com/scott-keatley/>

Contact: You can reach me best through email or through Blackboard. Please allow at least 24 hours (during the week) for a response. Forty-eight hours during the weekend. When reaching out to me, please include the course number in the subject so that I can find your email faster.

**Course Learning Objectives**

1. Develop an in-depth working understanding of macronutrient and micronutrient metabolism and nutritional physiology to be applied to all areas of dietetics.
2. Determine how the intake of macronutrients, micronutrients, and phytochemicals affect and the maintenance of good health and the risk for disease.
3. Develop skills, ability, and knowledge and think critically about the biochemical structure, digestion, absorption, metabolism, physiological role, dietary sources and requirements of carbohydrates, proteins, fats, vitamins, minerals, certain phytochemicals, and other nutritionally important compounds.
4. Understand and explain the nutrition information on food labels.
5. Interpret complex nutritional physiology and metabolism models and apply them to novel situations.
6. Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health, and disease.

**Materials**

Textbook: [Advanced Nutrition and Human Metabolism 8<sup>th</sup> Edition by Gropper, Smith, and Carr.](#)

Tools & Technology: Access to a **computer** that has access to the internet (tablets might be okay) and access to Microsoft Office software (Word, Excel, and PowerPoint). If you do not have a copy of Office, CUNY provides Office to all students/faculty/staff. Instructions will be posted on Blackboard.

Additional Readings: PDFs of all additional readings will be supplied.

## **Tentative Course Schedule**

Note: In-person (IN) and Online via Zoom (OL); subject to change.

<b>Date</b>	<b>#</b>	<b>Mode</b>	<b>Topics</b>	<b>Assignments and Participation Activities</b>
01/25	1	IN	Course Introduction and Nutritional Genomics	History of Nutrition Science Discussion
02/01	2	ON	The Digestive System (Ch2)	Gastroesophageal Reflux Disease Activity NG - Topic Submission
02/08	3	ON	Carbohydrates (Ch3)	Peer Teaching - Cellular Respiration
02/15	4	ON	Fiber (Ch4)	Chemistry and Characteristics of Fibers Activity
02/22	-	-	MONDAY SCHEDULE	
02/29	5	ON	Lipids (Ch5)	Lipids 101 Activity
03/07	6	IN	Protein (Ch6)	Urea Cycle Activity NG - Articles and Sources Submission
03/14	7	ON	Integration and Regulation of Metabolism and the Impact of Exercise and Sport (Ch7)	"I'm Starving!" Activity
03/21	8	ON	Body Composition, Energy Expenditure, and Energy Balance (Ch8)	BMI and Metabolic Syndrome Activity <b>Exam 1 Due</b> (Online: Fri-Sat)
03/28	9	ON	Water-Soluble Vitamins (Ch9)	Vitamins and Energy Metabolism Activity
04/04	10	ON	Fat-Soluble Vitamins (Ch10)	Vitamin E Activity NG - Rough Draft Due and Practice Presentation
04/11	11	ON	Major Minerals (Ch11)	Inhibitors of Mineral Absorption Activity
04/18	12	ON	Water and Electrolytes (Ch12)	Organs, Water, and Sodium Balance Activity
04/25	-	-	SPRING BREAK	
05/02	13	IN	Essential Trace and Ultratrace Minerals (Ch13)	Copper and Zinc T/F Activity NG – Presentations, Peer and Self Evaluation, Quiz (Online: Fri-Sat)
05/09	14	ON	Nonessential Trace and Ultratrace Minerals (Ch14)	Ten Red Flags of Junk Science Discussion <b>Exam 2 Due</b> (Online: Fri -Sat)
05/16	-		Final Exam	<b>Final Exam Due</b> (Online: Mon-Tues)

## **Assignments and Activities:**

### ***Couse Content (Due Weekly):***

**Learning Objectives Summary (Pre-Class):** Review the learning objectives for this week's chapter. After reviewing and studying the chapter, you can either 1) upload notes that are **clearly** outlined around the learning objectives, or 2) prepare a paragraph (~5 sentences) summary to cover each learning objective. In the document, the Learning Objectives must be clearly labeled (bolded and/or underlined) and all Learning Objectives must be included. This assignment is to ensure that you've reviewed the chapter BEFORE class per out Flipped Classroom Design. This will be graded for completion, and you will lose points if you are missing any Learning Objectives. In addition, as this is to ensure the Flipped Classroom Design, if this is not uploaded BEFORE class, you will lose 50% of the points and only receive 5 points. **(10 points, graded for completion; 130 points in total)**

**Reading Comprehension Team-based Learning (TBL) Activity (During Class):** This assignment serves to check your comprehension of the reading. First, you will independently answer 15 true or false questions. This will count as 50% (15 points) of your grade for this assignment. Next, you will be randomly assigned to a classmate, and you will then answer the questions together. The goal here is to discuss each question and come to a consensus. This will count 50% (15 points) of your total assignment. Next, we will go around the room and discuss each question as a group to come to the final consensus and an explanation as to why the question was true or false. This is your in-class participation points. If you're not in class, or if you are late, you miss out on these points. **(30 points; 390 points in total)**

**Course Participation Activities (During Class):** There are a mixture of activities that will be graded to confirm participation in the course. See course schedule for more details. If you're not in class, or if you are late, you miss out on these points. **(5 Points per activity; 75 points in total).**

**Knowledge Check (Post-Class):** You will have 15 multiple choice questions that you will need to answer in 15 minutes. While this is timed, it is open notebook. To successfully answer each question, you will not only need to read the chapter and participate in class, but also take notes from your chapter readings. While the knowledge check will cover content covered in class, the questions will be based on the textbook chapter, and not all chapter content will be covered in class, so make sure to take good notes while you're reading the chapter. If this is not submitted on time, you will lose 50% of the points (i.e., if you earn 12 points, you only receive 6 points). **(30 points each; 390 points in total)**

***Nutritional Genomics: KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.***

Note: these will most likely be updated a bit when the full assignment details and grading rubrics are prepared.

You will have two parts for your Nutritional Genomics assessment (see below). For part one, you will be paired with a classmate, and you'll be able to choose either 1) to give an oral presentation, or 2) present a role play between an RDN and patient/client.

<b>Part 1: Group Presentation</b>		
	Topics Submission	10 Points
	Articles/Sources	10 Points
	Rough Draft Slides/Script	10 Points
	Peer and Self Evaluation	10 Points
	Presentation	100 Points
<b>Part 2: Online Quiz</b>		
	Short answer, matching, and multiple choice	60 Points
<b>Total Points:</b>		200 Points

**Points and Percentages:**

Item	Points	% of Grade
Course Content	Learning Objective Summaries: 10pts X 13 = 130pts (Graded for Competition) Reading Comprehension TBL Activity: 30 pts X 13 = 390pts Weekly Knowledge Checks: 30 points X 13 = 390pts (Open Notes) Class Participation Activities: 5 points X 15 = 75 points <b>Total: 985 pts</b>	30%
Exams	Exam 1: 50 MC (2pts each) Select 5 Open Ended (5pts each) = 125pts Exam 2: 50 MC (2pts each) Select 5 Open Ended (5pts each) = 125pts Final Exam: 50 MC (2pts each) Select 5 Open Ended (5pts each) = 125pts <b>Total: 375 pts</b>	40%
Nutritional Genomics	Part 1: Presentation = 140 pts Part 2: Online Quiz = 60 pts <b>Total: 200 pts</b>	30%

**Grading Scale:**

A = 94-100	A- = 90 – 93	B+ = 87 – 89	B = 84 – 86
B- = 80 – 83	C+ = 77 – 79	C = 74 – 76	C- = 70 – 73
D + = 67 – 69	D = 63 – 67	F = < 63	

**Diversity and Inclusion Statement:**

**Diversity** and **inclusion** are essential to learning and scientific processes. In this course, we welcome and look forward to learning with all students regardless of race/ethnicity, gender identity, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality, and other identities. Instructors and students are equally responsible for creating an inclusive learning environment in this course. In doing so, we can best support each other to promote learning.

As your instructor, I will: 1) respect every student, 2) recognize my biases and level of privilege when communicating, and 3) teach through an equitable lens give the student sufficient support to do well in the course regardless of their educational background.

As students you play a key role in promoting inclusion. I also expect each of you to: 1) respect your peers and instructor, and 2) recognize your biases and level of privilege when communicating.

**Use of Technology and Blackboard Information:**

This class is a Hybrid course. In a hybrid class, online contact hours (synchronous) displace some portion of the required contact hours that would normally take place in a scheduled in-person (face-to-face) class. Contact includes instruction, learning activities, and interactions (both student-student and student-instructor). We will use Blackboard, the online teaching system of Lehman College, Zoom, and the Microsoft Office Suite. You should explore the whole course Blackboard during the first days of class.

**It is important that you check Blackboard and your Lehman email at least two times a week to stay up to date with the latest course information.** You will be able to track your course progress in the My Grades section of Blackboard.

**Accommodating Disabilities:**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

**The Academic Center for Excellence (ACE) and the Science Learning Center (SLC):**

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

**Academic Integrity and Plagiarism Policy:**

An official statement may be found in the student handbook. For more information refer to <https://www.lehman.edu/student-affairs/documents/Student-Handbook-Lehman-College-8-31-2020.pdf>



Herbert Lehman College, City University of New York  
Department of Health Promotion and Nutrition Science

**DFN 430: Management of Food and Nutrition Services**

Principles of volume food procurement, production, and service for complex food service organizations. Emphasis on quality standards, sanitation, cost control, food service delivery systems, and food service equipment. Principles of organization and administration, and their application to food service departments within complex organizations, especially productivity standards, budgets, and facilities design.

**Class:** DFN 430

**Location:** Gillet 430 Mon 4:00-6:40pm

**Prerequisite:** DFN 200, DFN 215

**Instructor:** Yanissa Marte

**Office hours:** by appointment

**Contact:** [yanissa.marte@lehman.cuny.edu](mailto:yanissa.marte@lehman.cuny.edu)

**Required Text:** Management Practice in Dietetics, 5<sup>th</sup> edition 2021 By Nancy R Hudson and Patricia Booth ISBN 978-1793542403

**Learning objectives:**

- Define the role of a manager and the challenges they face in a diverse population
- Identify the principles of quality food preparation
- Demonstrate appropriate techniques in food preparation, portion control, and service
- Describe the foodservice systems models. Identifying inputs, transformation and outputs

**ACEND Knowledge Competencies**

*This course will help you to achieve the following competencies:*

KRDN4.1 Apply management theories to the development of programs and services

KRDN 4.2 Evaluation a budget/financial management plan and interpret financial data.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

KRDN 5.4 Practice resolving differences or dealing with conflict.

### Grading

Grade	Assignment
Attendance and participation (10%)	Class attendance is crucial to your successful completion of this course. Unexcused lateness will not be tolerated and will be marked as an absence. Repeated absences will only be excused with written documentation from a third party (e.g. doctor, employer, jury duty, etc.) attesting to the circumstances of your absence.
Case Study (6%)	Due: Case Study DUE Sunday 9/29 Submitted via BlackBoard under "Assignments"

Recruitment Assignment (12%)	Due: Recruitment Assignment DUE Sunday 11/3 Submitted via BlackBoard under "Assignments"
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Midterm (20%)	Due: 10/28
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Menu Assignment (12%)	Due: Food Service Project DUE Sunday 12/1 Submitted via BlackBoard under "Assignments"
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5 Quizzes (20 %)	
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Final Exam (20%)	Due: 12/16
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### Course Policies: Attendance, Assignments, and Integrity

If a student must miss a class session, the course instructor must be notified in writing at least 24 hours in advance of the class session. Failure to comply with this policy will result in a deduction from the student's course grade. In the event of an emergency, the instructor should be notified as soon as possible about the missed class. It is up to the instructor's discretion to determine if an additional assignment will be required and/or if points will be deducted from the student's grade. Students who miss more than 3 unexcused absences will automatically fail this course.

Participation is also expected in each class. **All assigned readings should be done before the next class.** Students should come prepared to share insights, questions, observations, and opinions. The input of each and every student is highly valued, and participation is essential to help guide learning pace and content, keep the class stimulating and foster connections between classmates. Students should be respectful of others and constructive with all feedback provided. Failure to complete assigned readings and participate in the classroom discussions will result in point deductions from your participation grade.

#### TIMELINESS OF ASSIGNMENTS:

All above assignments must be completed by the stated deadline as indicated on the course schedule below and confirmed on Classes. Assignments submitted after the stated deadline without prior approval in writing by the course instructor will not be accepted and will result in a score of zero.

#### PLAGIARISM AND GROUP WORK:

Course instructors must support student learning and also uphold the ethical standards of the College of Health Professions and the Academy of Nutrition and Dietetics. As such, any information, data, ideas, thoughts, etc. that are not the student's original work must be reference using AMA citation format. When citing

references from the text or other required resources for this class, be sure to include the page number in the reference where the information can be found.

This site is an excellent reference to help with appropriate citations:

[https://owl.purdue.edu/owl/research\\_and\\_citation/ama\\_style/index.html](https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html)

In addition, unless a group project is specifically assigned, students must complete assignments individually and hand in their own unique, original work. Group conversation about topics in general are encouraged, however collaborating, or working together on any modules or assignments in this course, even if the answers are submitted individually, is prohibited. Instructors reserve the right to question the uniqueness and originality of any student's work at any time.

### **Academic Integrity**

Cheating in all its forms is prohibited. The work you submit is to be your own or properly cited according to the course policies above. If you are suspected of or caught cheating, which includes using AI (e.g., ChatGPT) to complete course assignments, there will be implications for your grade. Students who cheat will not be eligible to receive a verification statement or recommendation. The complete text (including definitions and explanations of 'cheating' and 'plagiarism') of the CUNY Academic Integrity Policy and the Lehman College procedure for implementing that policy can be found [here](#).

Class Schedule Below:

## Class Schedule

Date	Agenda Items
9/9	<b>Topic:</b> Introduction/ Management Roles of Dietetic Professionals <b>Readings:</b> Chapter 1
9/16	<b>Topic:</b> Managing Within an Organization <b>Readings:</b> Chapter 2 <b>To do for next class:</b> Quiz 1
9/23	<b>Topic:</b> Tools for Managers (leadership, decision making, communication) <b>Readings:</b> Chapter 3, 4 , 5 <b>To do for next class:</b> Case Study HW DUE Sunday 9/29

9/30	<b>Topic:</b> Marketing <b>Readings:</b> Chapter 6 <b>To do for next class:</b> Quiz 2
10/7	<b>Topic:</b> The Workforce <b>Readings:</b> Chapter 7
10/14	<b>NO CLASSES - INDIGENOUS PEOPLES DAY</b>
10/15	<i>Monday Schedule:</i> <b>Topic:</b> The Employment Process <b>Readings:</b> Chapter 8 <b>To do for next class:</b> Quiz 3
10/21	<b>Topic:</b> Human Resources Management (The Employment process, Orienting, Developing, and Motivating Employees, & Employee Discipline) <b>Readings:</b> Chapters 9,10
10/28	<b>MIDTERM EXAM</b> <b>Covers:</b> Chapter 1-10  <b>To do for next class:</b> Start working on Recruitment Assignment Due 11/10
11/4	<b>Topic:</b> Managing the Work <b>Readings:</b> Chapter 11 (Part 1) <b>To do for next class:</b> Recruitment Assignment DUE Sunday 11/10
11/11	<b>Topic:</b> Material Management <b>Readings:</b> Chapter 11 (Part 2) <b>To do for next class:</b> Quiz 4
11/18	<b>Topic:</b> Workflow and Production <b>Readings:</b> Chapter 12

11/25	<b>Topic:</b> Productivity and Accountability <b>Readings:</b> Chapter 13 <b>To do for next class:</b> Quiz 5 DUE
12/2	<b>Topic:</b> Managing Financial Resources (The Budgeting process & Financial Management) <b>Readings:</b> Chapter 14, 15 <b>To do for next class:</b> Food Service Project DUE Sunday 12/8
12/9	<b>Topic:</b> New Directions in Management (Information Management & Sustainability) <b>Readings:</b> Chapters 16 & 17 <b>To do for next class:</b> Final Exam Review (chapters 11-17)
12/16	<b>FINAL EXAM</b> <b>Chapters: 11-17</b>