MEMORANDUM

TO: Maria Gallo
   Dean, College of Tropical Agriculture &
   Human Resources

FROM: Reed Dasenbrock
      Vice Chancellor for Academic Affairs

SUBJECT: ATP in Dietetics

Thank you for forwarding me the ATP for a new Bachelor of Science degree in Dietetics. There is a clear rationale for breaking the existing Dietetics track out into a separate degree, and I am prepared to forward and support the proposal. There is one caveat that I want to express.

The proposal more than once refers to the need for additional faculty. My forwarding this degree should not be taken as an implicit commitment on the part of the central administration to fund those new faculty positions either now or at some point down the road. If indeed you agree that these positions are justified, you will need to fund them out of CTAHR’s allocation, which means either from new monies coming to you as “instructional return” in the new budget model or by reallocations from other departments or programs in CTAHR. How you do that will be entirely up to you, but I wanted to make it clear that we aren’t committing to finding these funds through the act of forwarding this ATP.

c: Kathy Cutshaw
   Wendy Pearson
Authorization to Plan (ATP) a New Academic Program
Please complete all sections with an emphasis on item 5. The ATP is not to exceed 8 pages.

1. Prior to completion of the ATP, proposers must consult with the Vice Chancellor for Academic Affairs (VCAA) of the interest in proposing a new degree/certificate.
   Maria Stewart (ATP lead, planning committee chair), Halina Zaleski (Dept Chair, HNFAS), and Charly Kinoshita (Assoc Dean for Academic and Student Affairs, CTAHR) met with Wendy Pearson of the OVCAA on September 14, 2015 to discuss this ATP.

2. Identify the campus, school/college and department/division requesting the ATP Unit Requesting Authorization to Plan:
   University of Hawaii at Manoa, College of Tropical Agriculture and Human Resources, Department of Human Nutrition, Food and Animal Sciences

3. List the planning committee chair and members
   Maria Stewart (Chair)
   C. Alan Titchenal (HNFAS Faculty)
   M. Kainoa Fialkowski (Interim Dietetics Program Director)
   External (invited: Jennifer Davis, Kaiser Permanente Health Care)

4. Identify the degree/certificate proposed
   Bachelors of Science in Dietetics

5. Describe the need for program:
   a. Provide a program description
      The Dietetics BS is a comprehensive degree program that specifically prepares students, academically, for careers in dietetics as Registered Dietitian Nutritionists (RDN). Students who obtain their RDN credentials through completion of an accredited Dietetics program find employment in hospitals and health care clinics (inpatient and outpatient), long-term care facilities, K-12 schools, government agencies such as Women Infants and Children clinics, and the food industry, just to name a few. This degree program includes courses in food and nutrition sciences, foodservice systems management, business, economics, culinary arts, sociology, communications, biochemistry, physiology, microbiology, anatomy and chemistry. This program currently exists as an accredited degree track within Food Science and Human Nutrition (FSHN-dietetics). Accreditation is granted by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics. This accreditation is necessary to train student in the field of professional health care field dietetics. Students who complete the current accredited degree track, FSHN-dietetics and complete a professional internship after graduation are eligible to take the Dietetics Registration Exam and earn Registered Dietitian Nutritionist credentials. The existing FSHN-Dietetics degree track is the only accredited program of coursework in the state of Hawaii.

   The purpose of this ATP is to develop Dietetics into a separate major (Dietetics Bachelor of Science degree). The main impacts of the separating “Dietetics” into a separate degree program are (1) to continue our successful degree program in Dietetics that retains the admission requirements necessary for accreditation and (2) to attract more students into FSHN (non-dietetics tracks) by revising admission requirements.
1) List the program learning outcomes, and discuss alignment of proposed outcomes with the UHM Institutional Learning Objectives for Undergraduate Students, as applicable.

The program learning outcomes are consistent with the Dietetics Knowledge Requirements put forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics (see attached Knowledge Requirements). These Knowledge Requirements must be met by all accredited Didactic Programs in Dietetics. The UH-Manoa FSHN-Dietetics degree track currently has ACEND accreditation, which is valid through 12/31/2017. We would benefit greatly if the Dietetics BS program were approved and in place by our next accreditation visit in 2017.

The program also meets the existing FSHN learning outcomes:

1. Know, apply and critically analyze and evaluate concepts related to the science of food and nutrition with a focus on humans.
2. Develop written & oral skills commensurate with the ability to summarize, evaluate, synthesize, and appropriately communicate scientific concepts to a variety of audiences.
3. Acquire personal characteristics and leadership, management, and human relations skills appropriate to professional practice in careers related to food science and human nutrition.
4. Recognizes and uses appropriate technologies, such as computer applications and/or food and nutrition laboratory methodologies.
5. Identifies and develops skills to gain successful admission into entry level careers or postgraduate education.
6. Develops problem-solving and critical thinking skills.
7. Demonstrates participation in community service.
8. Identifies community issues from local to global levels.

The proposed Dietetics BS degree program will meet the UHM ILOs as described below:

**Know: Breadth and Depth of Knowledge:** The proposed Dietetics BS degree program will meet all Foundations, Diversifications, and Focus requirements put forth in the UHM General Education requirements. The program includes 103 required credits (supporting courses, major core). Students are educated on Hawaiian Culture via the “H” focus, and through content integrated into major courses such as FSHN 389.

**Do: Intellectual and Practical Skills:** The required major courses include FSHN 381 and FSHN 381L Experimental Foods (lecture and lab), which is taught via “problem-based learning” and includes laboratory research; FSHN 485 and FSHN 486 Nutritional Biochemistry 1 and 2, which introduce students to scientific literature and scientific inquiry; FSHN 467 and 468 Medical Nutrition Therapy 1 and 2 which train students in clinical nutrition care, a practical skill; FSHN 469 Nutrition Counseling Skills, which fosters the development of oral communication in the counseling setting; and FSHN 389 Nutrition Assessment, which develops student writing skills within the discipline of dietetics.

**Value: Personal and Social Responsibility:** FSHN 492 Field Experience is the capstone course for Dietetics seniors. In this course, students engage in 100 hours of work experience. Students develop their own Gantt Chart to identify their own learning objectives during their work experience. The learning objectives are evaluated by their preceptor. Students will complete one “H” focus course that addresses Hawaiian culture. Additionally, culturally relevant food and policy topics are addressed in FSHN 389 and FSHN 451 Community Nutrition and Nutrition Education. Students engage in community service and/or service learning as part of several courses: FSHN 370 Lifespan Nutrition, FSHN 381, FSHN 451. Additional service opportunities are available through student organizations such as FSHN Council and CTAHR Club.
2) Justify the program (include, as appropriate, evidence of internal and external factors driving need for this program; completion of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.)

Developing Dietetics into a standalone major would have a positive impact on our Dietetics accreditation status. A component of our accreditation is based on student successes after graduation. Our existing FSHN-dietetics track is evaluated based on the number of graduates who complete Dietetic Internship, which is a competitively awarded internship. Because dietetics is a track within the FSHN major, we have to count all of our FSHN majors as prospective RDNs. The students who never intend to apply for dietetic internship (and in fact are pursuing a different degree track) are counted as “failures” in the eyes of the accrediting agency because they don’t pass the RDN milestones described above. This issue will be easily resolved by developing Dietetics into a standalone major, so students whose career goal is to become a RDN are classified in STAR and BANNER as such.

Additionally, successful completion of the internship and registration exam milestones require that students have high academic ability. We have admission criteria in place for all students transferring into FSHN because college GPA is a good indicator of Dietetic Internship acceptance and Dietetic Registration Exam pass rates. Students must have a minimum cumulative GPA of 3.0, a C or higher in CHEM 161+L, CHEM 162+L, PHYL 141+L, PHYL 142+L, MATH 140 or higher, and a B or higher in FSHN 185. The average GPA of students accepted into Dietetic Internship is greater than 3.0, which justifies our current admission requirements into the degree program. Currently, we admit freshmen to the FSHN major directly because there are no data correlating high school achievement or standardized test scores and success with internship placement or registration exam completion. This results in an unfortunate inconsistency in our current admission requirements. Of UHM’s ten peer and benchmark institutions with accredited dietetics program, three institutions have competitive admission requirements for dietetics, three institutions have noncompetitive admission requirements for dietetics, and four institutions do not have admission requirements for dietetics. Our current, noncompetitive admission criteria are consistent with peer and benchmark institutions. Of UHM’s ten peer and benchmark institutions that offer accredited dietetics programs, five offer dietetics as a standalone major.

The current admission requirements for FSHN were implemented Fall 2011, after ACEND cited the program for not meeting Dietetics Registration Exam pass-rate expectations. Since implementing the current admission requirements, our students are successfully passing the Dietetics Registration Exam and earning RDN credentials. In 2014, 100% of our graduates who completed Dietetic Internship and took the Dietetics Registration Exam passed the exam. The current admission requirements are necessary to maintain a strong Dietetics degree track, and we are under continual pressure from ACEND to meet these high expectations. We can uniformly apply these admission requirements to all Dietetics students if Dietetics is developed into its own major.

Also, the students’ transcripts should reflect that the students completed the accredited program of coursework in dietetics. This not currently conveyed on student transcripts; the major, Food Science and Human Nutrition is noted with no degree track notation. A separate major of Dietetics would clearly communicate that the student completed the accredited dietetics program of coursework. Additionally, developing Dietetics into a standalone major would have a positive impact on the existing FSHN major. We cannot selectively admit students into the FSHN-Dietetics degree track; the admission occurs at the major level, only. As a result, we deny over 100 transfer student applications each year, many of whom wish to pursue nondietetics degree tracks within FSHN. If Dietetics were established as a standalone major, we could admit transfer students directly to FSHN. By revising the admission
requirements from FSHN, we expect to increase enrollments in the FSHN major substantially. The existing program structure limits the number of students we admit to the FSHN major, which limits our training capacity and limits tuition revenues.

The proposed BS degree program in Dietetics will admit students, who meet admission requirements, prior to the start of their junior (3rd) year. We will maintain the same admission requirements for Dietetics as described above, and these criteria would be revised for FSHN. Students may be directly admitted to FSHN at any level (freshman or transfer). Students wishing to enroll in a nutrition degree program prior to their 3rd year of course work or who do not meet Dietetics admission requirements would have the option to declare FSHN as their major. Students will be able to complete their Bachelor’s Degree in any of the five FSHN degree tracks. The table below provides examples of careers or post-baccalaureate study that students may pursue upon completion of a FSHN degree track.

<table>
<thead>
<tr>
<th>FSHN Degree Track</th>
<th>Example Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-professional Nutrition</td>
<td>Graduate school admission, professional school admission (medical school, pharmacy school), nutrition support staff in health care facility, nutrition policy (government), nutrition journalism, food industry</td>
</tr>
<tr>
<td>Sports and Wellness Nutrition</td>
<td>Nutrition support staff in health care facility, health coach, independent nutrition consultant, nutrition policy (local, state, federal government), nutrition journalism</td>
</tr>
<tr>
<td>Pre-professional Food Science</td>
<td>Graduate school admission, food industry research and development, food policy (local, state, federal government), food quality assurance</td>
</tr>
<tr>
<td>Business Food Science</td>
<td>Entrepreneur, small business owner, food policy (local, state, federal government), food quality assurance</td>
</tr>
<tr>
<td>Culinology®</td>
<td>Certified Research Chef</td>
</tr>
</tbody>
</table>

Current FSHN Program structure:
FSHN BS

Freshmen are admitted directly to FSHN. Transfer students must meet admission requirements. Students select 1 of 6 degree tracks to fulfill degree requirements: Dietetics, Pre-professional Nutrition, Sports and Wellness Nutrition, Pre-professional Food Science, Business Food Science, Culinology® (2+2 program with KCC). Total enrollment is 132 (Fall 2015 3rd week data).

Proposed Dietetics and FSHN Program structure:
FSHN BS

Freshmen and transfer are admitted directly to FSHN. Students select 1 of 5 degree tracks to fulfill degree requirements: Pre-professional Nutrition, Sports and Wellness Nutrition, Pre-professional Food Science, Business Food Science, Culinology® (2+2 program with KCC). The department will evaluate the academic success of FSHN students admitted after admission requirements, to ensure that students are successfully completing the academic requirements and attaining career and/or graduate/professional school goals.

Dietetics BS

Students are only admitted as transfer students (from FSHN, other majors, other institutions) if admission requirements are met: minimum cumulative GPA 3.0, C or higher in CHEM 161+L, CHEM 162+L, PHYL 141+L, PHYL 142+L, MATH 140 or high, and B or higher in FSHN 185.
As noted earlier, this program of course work currently exists as a degree track within the FSHN major. This degree track within FSHN is the only accredited dietetics program of course work in the state of Hawaii. We serve the state by training students in the practice of dietetics. Many of our graduates obtain their RDN credentials and practice dietetics in Hawaii, thus contributing to the health and well-being of the state. Currently, 100 students are enrolled in the FSHN-dietetics track. In Spring 2015, we graduated 42 students in FSHN, 27 of whom completed the FSHN-dietetics track. Since 2010, enrollment in the FSHN program has increased nearly 100%, even with the admission requirements. The existing program has high student demand, and we have seen increased enrollment in all of our degree tracks. By creating a separate major for Dietetics, we expect to admit and graduate more students in FSHN (up to 50 new students per year). We expect that our graduating class of Dietetics student would remain relatively stable (25-30 students per year). Additionally, earlier admission into FSHN via revised admission requirements will provide students with more focused academic advising and involve students more in departmental and college extracurricular activities. Currently, prospective FSHN students who do not meet the existing admission requirements and are making adequate progress towards meeting admission requirements must select a different major until admission requirements are met.

3) Discuss how the program will impact campus, island and/or the state’s economic development.

As mentioned in the previous section, UH-Manoa is the only institution in the state of Hawaii to offer an accredited program in Dietetics. It is critical that UH-Manoa maintains a high-quality, accredited Dietetics program to train future health care providers in the state. Diet is associated with 80% of chronic diseases, so proper diet education and dietary treatments are an integral component of today’s medical care. Our graduates in Dietetics make a meaningful contribution towards patient quality of life as well as the general profession of health care. Careers in nutrition and food science are also gaining traction within the state. Students can attain many other careers by completing one of the five degree tracks in FSHN, aside from Dietetics. For example, with the addition of food safety inspection requirements for restaurants, professionals are needed to inspect and enforce food safety regulations. One of our recent FSHN-Pre-professional Nutrition graduates is currently working as a Food Inspector for the State Department of Health. The FSHN BS program and our proposed Dietetics BS program are critical for training students to work in the areas of food and health.

4) Discuss how the proposed program addresses workforce needs


5) Demonstrate how the proposed program aligns with system and campus mission and strategic plan and outcomes.

UH System’s 2015-2021 strategic initiatives addressed by the Dietetics BS

“HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.” This is addressed in greater detail in part 5.b.2, below. In brief, we will slightly modify our sample 4-year plans, so students can complete years 1 and 2 at a UH Community College prior to enrolling in year 3 Dietetics or FSHN at UHM.
“HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.” As noted in sections 5.a.3 and 5.a.4 above, careers in food and nutrition are of local importance to the state of Hawaii. Nationally, careers in these areas, especially nutrition and dietetics, are expected to grow in the next 8 years.

“HI2 Action Strategy 3: Invest internal resources and seek external resources for strategic infrastructure requirements and hires that leverage our location and strengths as well as address critical gaps”<specifically bulleted Health and Wellness> The proposed Dietetics BS program will prepare students for critical careers in preventative healthcare as well as disease treatment as Registered Dietitian Nutritionists. The existing FSHN BS program will grow and continue to train students for successful admission into health professions programs such as medical school and pharmacy school.

“HPMS Action Strategy 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.” The Dietetics BS and FSHN BS will have good articulation between UHM and the UH Community College to facilitate efficient student transfer to FSHN.

UHM’s 2015-2021 strategic initiatives addressed by the Dietetics BS
“Enhancing Student Success” and “ Recruiting a Vibrant, Prepared Student Body” will be addressed by preparing students for current careers in fields that are predicted to experience substantial growth in the future (see section 5.a.4 above). With the revision of admission requirements to FSHN, we will be able to provide better mentoring and academic advice to all students interested in FSHN and Dietetics. All of our students who are currently designated as “prospective” will have an academic home in FSHN, and CTAHR which will provide a vital community for academic support.

b. Can identified need be met by existing UH program(s)?

1) List similar degrees or certificates offered in UH System
The current Food Science and Human Nutrition BS program includes an accredited degree track in Dietetics. We propose to convert the degree track in FSHN-Dietetics into a standalone major, Dietetics BS. We will eliminate the FSHN-Dietetics degree track if the Dietetics BS program is approved.

2) Describe the impact of the proposed program on current courses or programs at the campus and within the system (is it duplicative? Can resources be leveraged? Can a joint program be offered or campuses collaborate to offer one degree?).

The impact of developing Dietetics into a standalone major will strengthen the Dietetics program by creating a better environment for meeting accreditation requirements. The impacts on enrollment would be modest. We expect our graduating classes in the Dietetics BS program to be 25-30 students, consistent with the current number of graduates in our FSHN-dietetics degree track. Total enrollment would be 50-60 students because students would be admitted prior to the start of their 3rd year.

The impact of developing Dietetics into a standalone major will increase student enrollment in several FSHN courses, primarily due to the revision of admission requirements for FSHN. As noted above, due to the blanket admission requirements for all FSHN students, we are turning away students who could successfully complete their college degree in non-dietetics FSHN degree tracks. In the 2013-14 application year, 94 students were denied admission; in the 2014-15 application year, 108 students were denied admission. Although some of these students may complete the admission requirements and reapply, many of the students choose to complete their college education elsewhere or in a different degree program. We anticipate that half of the
students who are currently denied admission would choose to enroll in the FSHN major if they were accepted to the program. In year 1 of the proposed program changes, the FSHN student enrollment would increase by 36% (138 students currently to 188 students). This increased enrollment will place significant strain on our current, limited enrollment courses, such as FSHN 181L, 381L, 370 and 389. The plan below includes additional faculty needed to address the projected increased student enrollment in FSHN/Dietetics.

The first two years of the academic programs in Dietetics and FSHN consist primarily of basic science and general education courses. We have slightly modified our Dietetics and FSHN Nutrition 4-year plans to allow students the opportunity to complete all courses suggested in years 1 and 2 at a UH Community College. We intend to work with the Ka’ie’ie program at KCC, so students can efficiently transfer from KCC to UHM and pursue Dietetics or FSHN majors. This program could be developed into a 2+2 with UH Community Colleges that offer all of the required basic sciences courses.

Discussions of this nature had occurred casually with KCC’s Exercise Science program director until the program was suspended. A 2+2 program has great potential, but is beyond the scope of this authorization to plan.

3) If a similar program exists, consult with other campuses, identifying, who has been consulted, what campus and date of consultation. Consultation will include:
   a) The VCAA of the other UH campuses with relevant programs by the VCAA of the campus proposing the degree/certificate
   b) Colleagues in related disciplines from other campuses have been consulted.

Not applicable

6. Planning the new program
   a. Planning period. Describe the
      1) Planning period (not to exceed two years or reapplication is necessary)

Planning period: Fall 2016-Summer 2017

2) Activities to be undertaken during the planning phase
Advertise, screen and hire additional faculty (start date Fall 2017).
Develop application process for Dietetics.

3) Anticipated submission date of program proposal
Program proposal submitted Spring 2016.
Implementation of new degree program expected Fall 2017.

4) Workload/budget implications during planning period
This new degree program relies heavily on existing courses and program resources, so no financial resources will be needed during the planning period. Faculty service will be needed to form search committees to screen and hire new faculty.

5) How program will be economically sustainable
Based on the expenses are revenues table below, the expected tuition revenues will exceed the expenses in year 1, and revenues will continue to increase until year 4.

6) Impact proposed program may have on accreditation
We expect that the separated Dietetics major will have a positive impact on program accreditation. This is described in detail in section 5.
7) How program will fit within campus and/or system organizational structure
The Dietetics major will be housed in the Department of Human Nutrition, Food and Animal Sciences/College of Tropical Agriculture and Human Resources

b. Description of resources required:
1) Faculty (existing and new FTEs)
Existing: 6.3 FTE Instruction (12 faculty)
New: 1.8 FTE Instruction- see attached descriptions

2) Library resources (estimate of current and additional resources required)
None needed

3) Physical resources (space, equipment, etc.)
Office space needs to be assigned to new faculty (some space is available due to recent retirements); research space will be needed to support faculty research endeavors.

4) Other resources required (staff, graduate assistantships, etc.)
1 additional graduate assistant will be needed as a teaching assistant to support additional sections of FSHN 181L, FSHN 381L, and FSHN 389.

c. Five-Year Business Plan. Provide a five-year projected budget for the program that answers the following questions and includes a completed Mini Cost Revenue Template:
1) What will be the annual costs to implement the program?
$153,185 yr 1 (see template below)
2) What will be the projected enrollment and estimated tuition revenue?
Enrollment increases will start at an increase of 50 students in Year 1 and reach a net increase of 140 students by Year 4.

3) How will the program be funded?
The tuition revenues from the program should support the new faculty positions and graduate assistant. CTAHR supports funding at least two of the faculty positions requested (see below).

4) Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.
Two of the requested positions are ranked highly on the CTAHR priority staffing list (Asst Prof in Food Science, Asst Prof in Clinical Nutrition). CTAHR indicated that these are likely to receive funding. The third position is under consideration for the IFNFA priority staffing list, which will be forwarded to CTAHR. The requested faculty positions will contribute to Research and Extension, in addition to the instruction for the Dietetics and FSHN degree programs. Research and Extension are vital components of the Land Grant mission.

5) Given a “flat budget” situation or if anticipated enrollment does not materialize, how will the proposed program be funded?
The department and college can trim costs by reducing teaching assistant support and lecturer support.
Expenses and revenues listed below are based on increased enrollments in FSHN, tuition income, and faculty resources as a result of revising admission criteria from FSHN BS. We expect enrollment in the Dietetics major to remain the same as the current enrollment in the FSHN-Dietetics degree track.

<table>
<thead>
<tr>
<th>ENTER VALUES IN HIGHLIGHTED CELLS ONLY</th>
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<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>PROGRAM COSTS</td>
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<tr>
<td>Faculty w/o fringe</td>
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<tr>
<td>Other personnel costs w/o fringe</td>
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<tr>
<td>Library</td>
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<tr>
<td>Equipment/Supplies</td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL Expenses</td>
</tr>
<tr>
<td>REVENUES</td>
</tr>
<tr>
<td>Projected Enrollment in FSHN *increase from current</td>
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<tr>
<td>No. of Courses *number of major courses</td>
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<tr>
<td>No. of Credits</td>
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<tr>
<td>SSH *calc via incremental enrollments at fresh-sr yr</td>
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<tr>
<td>Tuition Rate/Credit (2016-17 rates)</td>
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<tr>
<td>Total Revenue from Tuition</td>
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<tr>
<td>Other Sources of Income *FSHN 181L fee</td>
</tr>
<tr>
<td>TOTAL Revenues</td>
</tr>
</tbody>
</table>

7. Describe the impact on current courses or programs.
Due to increased program enrollment, we expect to offer additional sections of limited enrollment courses such as FSHN 181L, FSHN 381L, FSHN 370 and FSHN 389.

8. If the curriculum includes courses that are offered at other UH campuses, describe how articulation of these courses will be assured prior to the program proposal submission.
The basic science and general education courses are currently offered at other UH campuses and articulation has already been established via the transfer credit database.

9. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.
All of the major courses are taught in the HNFAS department.

APPROVED / DISAPPROVED

[Signature]
Dean

1/4/15
Date

The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers
Reviewed by:

Campus Chief Academic Officer:
___Recommend

Comments:

Signature ___________________________ Print Name ___________________________ Date

Chancellor:
___Approved  ___ Disapproved

Comments:

Signature ___________________________ Print Name ___________________________ Date

Council of Chief Academic Officers (Systemwide Consultation):

Comments:

Print Name ___________________________ Signature ___________________________ Date

(A copy of the signed document is provided to the Office of the Executive Vice President of Academic Affairs/Provost)
### Curriculum Matrix for AND Accreditation of UH DPD Dietetics Program 2014-2015

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

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

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
<th>Required UH-DPD Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR 1.1.a: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</td>
<td>FSHN 389, FSHN 467, FSHN 468, FSHN 488, PHARM 203</td>
</tr>
<tr>
<td>KR 1.1.b: Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols, such as the AND Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</td>
<td>FSHN 389, FSHN 451, FSHN 467, FSHN 468</td>
</tr>
</tbody>
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Aug 19, 2015
2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

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

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.</td>
<td>COMG 151</td>
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<tr>
<td></td>
<td>FSHN 469</td>
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<td></td>
<td>Eng 100</td>
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<td>FSHN 451</td>
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<td></td>
<td>FSHN 488</td>
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<td></td>
<td>3 Writing Intensive (W) Classes:</td>
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<tr>
<td></td>
<td>FSHN 381 W</td>
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<td></td>
<td>FSHN 492 W</td>
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<td>FSHN 389 W</td>
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</tbody>
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<thead>
<tr>
<th>Expected Learning Outcome</th>
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<tbody>
<tr>
<td>Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.</td>
</tr>
<tr>
<td>FSHN 311</td>
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<tr>
<td>FSHN 469</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to demonstrate counseling techniques to facilitate behavior change.</td>
</tr>
<tr>
<td>FSHN 469</td>
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</table>

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

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Students are able to locate, understand and apply established guidelines to a professional practice scenario.</td>
</tr>
<tr>
<td>FSHN 389</td>
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<td>FSHN 467</td>
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<td>FSHN 468</td>
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<tr>
<td>FSHN 492</td>
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<td>FSHN 451</td>
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<thead>
<tr>
<th>Expected Learning Outcome</th>
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<tbody>
<tr>
<td>Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the</td>
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<tr>
<td>FSHN 389</td>
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<td>FSHN 467</td>
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Aug 19, 2015
### 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

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

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

  - FSHN 389
  - FSHN 467
  - FSHN 468
  - FSHN 469

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

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

  - FSHN 185
  - FSHN 451
  - FSHN 467
  - FSHN 468
  - FSHN 469
  - FSHN 480
  - FSHN 488
  - FSHN 492

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

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

  - FSHN 451
  - FSHN 469
  - FSHN 488

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

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

- **KR 4.1.a:** Expected Learning Outcome: Students are able to apply management and business theories and principles to the development, marketing and delivery of food and nutrition services.

  - FSHN 311
  - FSHN 322
of programs or services.

- **KR 4.1.b: Expected Learning Outcome:**
  Students are able to determine costs of services or operations, prepare a budget and interpret financial data.
  - FSHN 312

- **KR 4.1.c: Expected Learning Outcome:**
  Students are able to apply the principles of human resource management to different situations.
  - FSHN 311
  - FSHN 312

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

- **KR 4.2.a: Expected Learning Outcome:**
  Students are able to apply safety principles related to food, personnel and consumers.
  - FSHN 440
  - FSHN 185
  - FSHN 312

- **KR 4.2.b: Expected Learning Outcome:**
  Students are able to develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making.
  - NREM 310
  - FSHN 381
  - FSHN 389
  - FSHN 467
  - FSHN 468

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

- **KR 4.3.a: Expected Learning Outcome:**
  Students are able to explain the impact of a public policy position on dietetics practice.
  - FSHN 451

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

- **KR 4.4.a: Expected Learning Outcome:**
  Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services.
  - FSHN 451
  - FSHN 467
  - FSHN 468
  - FSHN 492
Requested positions for Dietetics/F什H Programs

CTAHR workload policy states that 18 credits for a faculty member is 100% Instruction. This is the basis for calculating credits for new faculty positions. Listed below are the expected courses taught, on an annual basis, with required courses to accommodate additional students in Dietetics/F什H noted in bold. These positions would be housed in the Department of Human Nutrition, Food and Animal Sciences in the College of Tropical Agriculture and Human Resources.

Assistant Professor in Food Science: 1.0 FTE, 60% I/40% R (11 credits): F什HN 381 lecture (3cr x 2 sec = 6 cr), F什HN 381L WI (1cr x 4 sec =4 cr), F什HN 181L (1 cr x 1 sec = 1 cr)
We currently offer 2-3 sections of F什HN 381L. We expect to need a 4th section regularly. Due to scheduling in the foods lab, we can only offer 2 sections of F什HN 381L per semester. F什HN 381+ F什HN 381L is currently taught by an existing faculty member who kindly is teaching beyond his FTE to serve our undergraduates. We offer 4 sections of F什HN 181L each academic year. We expect that we will need to offer at least one more section to accommodate our increased enrollment. This position is not a novel position in the department. This position was filled until a faculty member retired in Spring 2013.

Assistant Professor in Clinical Nutrition: 1.0 FTE, 60% I/40% R (11 credits): F什HN 467 (3 cr), F什HN 468 (3 cr), F什HN 469 UC (2 cr x 2-3 sec =4-6 cr).
F什HN 467 and F什HN 468 are currently taught by a limited-term instructor (half-time position). These courses have been taught by 4 different faculty or lecturers since 2012, which has led to poor continuity among semesters and academic years. F什HN 469 is currently taught by a lecturer. F什HN 469 is a nutrition counseling course that meets the O-focus designation, and must be taught in small sections (max enrollment 12 students). A permanent, tenure-track faculty member is needed to maintain stability in our undergrad program.

Assistant Professor in Nutritional Physiology/Biochemistry: 1.0 FTE, 60% I/40% R (11 credits): F什HN 389 WI (1 sec x 2 cr = 2 cr), F什HN 370 WI (1 sec x 3 cr = 3 cr), F什HN 185 (2 sec x 3 cr = 6 cr).
F什HN 389 is a limited enrollment course due to the nature of the course and the writing intensive designation. We currently offer 2 sections (fill at or beyond capacity) each academic year. To accommodate for increased enrollment, we will need to offer a minimum of 3 sections per academic year. F什HN 370 will be offered as WI for the first time in Spring 2016. This is a critical focus designation so our Dietetics students can meet more of their general education requirements within the major requirements. To meet accreditation requirements, the current F什HN-Dietetics degree track only includes 4 credits of electives, which makes it extremely difficult for students to meet general education requirements unless they are incorporated into major courses. F什HN 185 is our gateway course and major recruiting course. Currently this course is taught by a tenured/tenure track faculty, instructors, lecturers, and graduate students. To maintain stability in the course, an additional tenure-track faculty member should be included in the instructional team.
5: Support Knowledge (SK): knowledge underlying the requirements specified above.

SK 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.
FSHN 181/L
FSHN 381

SK 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.
CHEM 161/L, CHEM 162/L, CHEM 272, MBBE 375 or 402
PHYL 141/L, PHYL 141/L, BIO 340 or CMB 411, FSHN 440, PHRM 203, NREM 310, FSHN 185, FSHN 370, FSHN 480, FSHN 485, FSHN 486

SK 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.
PSY 100
SOC 100

Note: In addition, the UH dietetics curriculum includes UH Focus requirements covering Global/Multicultural, Arts/Humanities/Literature, English, Math, and Hawaiian/Asian/Pacific, Writing Intensive, Oral Communication and Ethical Issues courses.