Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: Nutrition, Dietetics and Hospitality Management

2. Course Prefix and Number: NTRI 5020
3. Effective Term: Fall 2013

4. Course Title: Medical Nutrition I
   Abbreviated Title (30 characters or less): Medical Nutrition I

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:
   - Prerequisite:

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>Lecture</td>
<td>3</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Total Credit Hours: 3</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   - P: a minimum grade of B in NTRI 4820, NTRI 4830 and NTRI 5010.
   - C: NTRI 4090

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Application of nutrition principles to the pathophysiological and biochemical changes associated with endocrine and gastrointestinal tract disorders.

11. May Count Either: 5020 or 6020 (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? (required or optional?) |
    |--------------|---------------|-----------------------------------------------|
    | Major | BS in Dietetics | Required |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [x] Not Applicable
14. Justification:

Background on need for GPA and grade requirements
Dietitians are trained to work with patients or clients needing dietary modification to treat underlying health/dietary problems, and most commonly work in hospitals, health clinics, dialysis centers, genetic centers, and rehabilitation centers, among other health care facilities. Individuals must be Registered Dietitians (RD) to work with patients or clients who have health problems.

To become a RD, individuals not only have to have a Bachelor’s degree and a Verification Statement which documents the successful completion all the academic requirements from an accredited Didactic Program in Dietetics (DPD), but also must complete a Supervised Practice Program, most commonly referred to as a Dietetic Internship, and must successfully pass a national RD examination.

Dietetics programs, including Auburn’s DPD, are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), a branch of the Academy of Nutrition and Dietetics.

Dilemma - #1. Demand versus Supply
There are several hundred Didactic Programs in Dietetics across the United States. In 2011, 4,238 dietetics students applied for 2,383 available dietetic internships (supervised practice positions). Only 52% of the students obtained a position.

In 2012, the situation worsened; 4,585 dietetics students applied for 2,493 available dietetic internships (supervised practice positions). Only 50% of the students obtained a position. As the number of students not obtaining positions grows each year, the number of applicants is also rising since “unmatched” students continue to reapply in subsequent years along with the growing number of new DPD graduates.

The number of students majoring in dietetics is continuing to grow as the national demand for Dietitians increases. (According to the Bureau of Labor Statistics, the employment demand for Registered Dietitians and nutritionists is expected to increase by 20% from 2010 to 2020, faster than the average for all other occupations - U.S. Department of Labor, Occupational Outlook Handbook, 2012-13. Dietitians and Nutritionists. http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm (visited 10/24/2012)).

Dilemma - #2. Increased Admission and Selection Criteria
While supervised practice programs have traditionally admitted students with grade point averages as low as about 2.8, most programs are now requiring that students have at least a 3.0. Perhaps more relevant is the fact that the grade point averages of most students admitted into these programs is getting higher, now typically closer to a 3.4. (Source: 2012-2013 Applicant Guide to Supervised Practice, published by Academy of Nutrition and Dietetics, with over 900 pages of information on over 250 supervised practice programs). Moreover, as reported at a meeting (Nov. 2012) at ACEND headquarters in Chicago, IL, back in 2010 the likelihood of obtaining an internship for DPD students with grade point averages of less than 3.0 was 15%; it is considerably lower now with the increased competition for the limited positions.

Dilemma - #3. Increased Educational Preparation Required to become an RD
The 2012 “Visioning Report” by the Academy of Nutrition and Dietetics has recommended the following: “Elevate the educational preparation for the future entry-level RD to a minimum of a graduate degree from an ACEND-accredited program.”
With the implementation of this recommendation, students who wish to become Registered Dietitians will need to have a grade point average that meets admission requirements of Graduate Programs in nutrition across the United States.

Justification for Grade Point Average and Grade-based Pre-requisites for Selected Dietetics Courses
1. Students will be more competitive for placement in supervised practice programs needed to become an RD.

2. Students will be more competitive for attaining admission into a graduate program which in the near future will be required to become an RD.

3. Maintenance of Program Accreditation - for Auburn's DPD program to remain accredited by ACEND, over 80% of graduates upon completing the supervised practice program must pass the national RD examination on the first attempt. Higher academic requirements may in part help to maintain required first time RD exam passage rates.

4. ACEND Standard 20 for DPD programs mandates "students with minimal chances of success in the program should be counseled into appropriate career paths." The Department of Nutrition, Dietetics, and Hospitality Management has a new option "Nutrition and Wellness" which provides a major for students who are interested in working in the area of health and wellness; this new option gives the students the breadth of courses needed to gain required expertise to work in a wider range of settings and meet the need for the growing number of jobs in community-based programs. It also helps to re-direct students who would not be competitive for supervised practice program placement into a major where they may be more successful.

There are no grade point average requirements or specific course grade requirements for the Nutrition and Wellness curriculum. Thus, students who do not have the grade and/or grade point average requirements for the dietetics program may choose the Nutrition and Wellness option or they may re-take courses to meet the requirements for the dietetics option.

These changes will not affect other majors or options; this course is going to become an elective in the nutrition science curriculum.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization - i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

Not applicable

16. Student Learning Outcomes:

a. Student will be able to integrate principles of nutrition, biochemistry, and physiology as the basis of medical nutrition in various disease states.

b. Student will be able to describe etiologic factors, clinical manifestations, diagnostic tests, pathophysiologic, and metabolic disturbances in selected disease states.

c. Student will be able to make appropriate nutritional assessments, and formulate nutritional diagnoses and interventions on simulated patients.

d. Student will be able to prescribe appropriate nutrition support for selected disease states.

e. Student will be able to provide appropriate rationale for prescribed nutrition support.

f. Student will be able to describe medical and drug therapies of selected disease states, and recognize the potential for nutrient-drug interactions.

g. Student will be able to define and use medical terms appropriately.
17. Course Content Outline:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16 and 21</td>
<td>Medical Records and Charting (Section 1)</td>
</tr>
<tr>
<td>21, 23, 26, and 30 September</td>
<td>Assessment (Section 1)</td>
</tr>
<tr>
<td>4, 6, 11, 13, 18, 20</td>
<td>Diabetes Mellitus (Section 2)</td>
</tr>
<tr>
<td>25</td>
<td>EXAMINATION ONE</td>
</tr>
<tr>
<td>27</td>
<td>Diabetes Mellitus - Diabetic Exchange System / CHO Counting (Section 2)</td>
</tr>
<tr>
<td>October 2 and 4</td>
<td>Diabetes Mellitus - Diabetic Exchange System / CHO Counting (Section 2) continued</td>
</tr>
<tr>
<td>8, 11, 16 and 18</td>
<td>Diseases of the Gastrointestinal Tract Accessory Organs (Section 3)</td>
</tr>
<tr>
<td>23</td>
<td>EXAMINATION TWO</td>
</tr>
<tr>
<td>25</td>
<td>Diseases of the Upper the Gastrointestinal Tract (Section 4, #1 esophageal disorders)</td>
</tr>
<tr>
<td>30</td>
<td>Diseases of the Upper Gastrointestinal Tract (Section 4, #2 ulcer and #3 gastritis)</td>
</tr>
<tr>
<td>November 1, 6 and 8</td>
<td>Diseases of the Upper Gastrointestinal Tract (Section 4, #3 gastritis, #4 gastric surgeries) and Hospital Diets (Section 5)</td>
</tr>
<tr>
<td>8 and 13</td>
<td>Diseases of the Lower Gastrointestinal Tract (Section 6)</td>
</tr>
<tr>
<td>15</td>
<td>EXAMINATION THREE</td>
</tr>
<tr>
<td>27 and 29</td>
<td>Diseases of the Lower Gastrointestinal Tract</td>
</tr>
</tbody>
</table>

18. Assignments / Projects:

V. EXAMINATIONS AND QUIZZES

A. Three Course Examinations (100 points each)
1. Course exams are multiple choice and require a blue scan sheet and a calculator
2. Tentative Exam Dates
   a. Tuesday, September 25, 2012
   b. Tuesday, October 23, 2012
   c. Thursday, November 15, 2012
B. Cumulative Final Examination (100 points) - multiple choice
1. Wednesday, December 5, 2012 from 12:00 noon - 2:30 pm
C. Quizzes (40 points)
1. Weekly (almost) quizzes, 5 points each, will be given every Tuesday unless announced differently.
2. A total of 10 quizzes will be given; the lowest two quiz grades will be
VI. CASE STUDIES

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Tentative Due Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Nutritional Assessment</td>
<td>14</td>
<td>September 11</td>
</tr>
<tr>
<td>B. Diabetes Mellitus</td>
<td>22</td>
<td>October 11</td>
</tr>
<tr>
<td>C. Liver</td>
<td>11</td>
<td>October 25</td>
</tr>
<tr>
<td>D. Gastrointestinal Tract Disorders</td>
<td>13</td>
<td>November 13</td>
</tr>
</tbody>
</table>

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>COURSE GRADING SCALE (out of 500 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
</tr>
<tr>
<td>80 - 89.9</td>
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<tr>
<td>70 - 79.9</td>
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<tr>
<td>60 - 69.9</td>
</tr>
<tr>
<td>&lt; 59.9</td>
</tr>
</tbody>
</table>

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2096 (V/T/T).
Approvals

Department Chair / Head

Date

College / School Curriculum Commitee

Date

College / School Dean

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: Sareen S. Gropper
E-Mail Address: groppss@auburn.edu
Telephone: 4-3271
Fax: 4-3288

Date 2/18/13
Date 3/6/13
Date 3/7/13
NTRI 5020 Medical Nutrition I
Syllabus Fall Semester, 2013

Bulletin Course Description (current): Application of nutrition principles to the pathophysiological and biochemical changes associated with endocrine and gastrointestinal tract disorders. Credit will not be given for both NTRI 5020 and 6020.

Bulletin Course Description (revised): Application of nutrition principles to the pathophysiological and biochemical changes associated with endocrine and gastrointestinal tract disorders. Credit will not be given for both NUFS 5020 and 6020. Fall

Credit hours: 3

Instructor for Course: Dr. Sareen S. Gropper, R.D., L.D.
Professor and Director, Didactic Program in Dietetics

Instructor’s Office 101E Poultry Science Bldg

Instructor’s Office hours: Mondays, Tuesdays, and Thursdays 1:00-2:30 pm, or by appointment
Instructor’s Contact Information: Phone # 844-3271 and E-mail: groppss@auburn.edu

Schedule for Course: Tuesdays and Thursdays 11:00 am - 12:15 pm

Classroom for Course: Spidle Hall room 144

Course Prequisites (proposed): a minimum grade of B in NTRI 4820, NTRI 4830, and NTRI 5010.

Course Corequisite (proposed): NTRI 4090

Course Objectives
a. Student will be able to integrate principles of nutrition, biochemistry, and physiology as the basis of medical nutrition in various disease states.
b. Student will be able to describe etiologic factors, clinical manifestations, diagnostic tests, pathophysiologic, and metabolic disturbances in selected disease states.
c. Student will be able to make appropriate nutritional assessments, and formulate nutritional diagnoses and interventions on simulated patients.
d. Student will be able to prescribe appropriate nutrition support for selected disease states.
e. Student will be able to provide appropriate rationale for prescribed nutrition support.
f. Student will be able to describe medical and drug therapies of selected disease states, and recognize the potential for nutrient-drug interactions.
g. Student will be able to define and use medical terms appropriately.
h. Student will be able to identify normal and abnormal laboratory values for selected disease states.
i. Student will be able to calculate diet prescriptions with use of references, modify diets, and develop meal patterns and menus.
### Course Content

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16 and 21</td>
<td>Medical Records and Charting (Section 1, #1)</td>
</tr>
</tbody>
</table>
| 21, 23, 28, and 30 | Assessment (Section 1 order Diet #2, Laboratory #4, Energy/Protein/Fluid Needs #6)  
(Note: Review Anthropometric #3 and Organ Function #5 on your own) |
| September 4, 6, 11, 13, 18, 20, 25 | Diabetes Mellitus (Section 2, Diabetes lecture #1)  
EXAMINATION ONE  covers lectures and terminology chapters 1, 2, 3, 9, and 16  
chapter 1 p. 12; chapter 2 p. 26, 29-32; chapter 3 p. 68,69; chapter 9 p. 366, 368-370;  
chapter 16 p.757, 759 |
| 27 | Diabetes Mellitus - Diabetic Exchange System / CHO Counting (Section 2, #2) |
| October 2 and 4 | Diabetes Mellitus - Diabetic Exchange System / CHO Counting (Section 2, #2) continued |
| 9, 11, 16 and 18 | Diseases of the Gastrointestinal Tract Accessory Organs (Section 3, #1 pancreas & #2 liver)  
EXAMINATION TWO  covers lectures and terminology chapters 4, 5, and 11  
chapter 4 p. 100, 102-104; chapter 5 p. 153, 156-158; chapter 11 p. 489, 492, 495 |
| 25 | Diseases of the Upper the Gastrointestinal Tract (Section 4, #1 esophageal disorders) |
| 30 | Diseases of the Upper Gastrointestinal Tract (Section 4, #2 ulcer and #3 gastritis) |
| November 1, 6 and 8 | Diseases of the Upper Gastrointestinal Tract (Section 4, #3 gastritis, #4 gastric surgeries)  
and Hospital Diets (Section 5, #1) |
| 8 and 13 | Diseases of the Lower Gastrointestinal Tract (Section 6 - see order listed below~) |
| 15 | EXAMINATION THREE  covers lectures and terminology chapters 6, 10, 14, and 15  
chapter 6 p. 222, 224-225; chapter 10 p. 415-418; chapter 14 p. 636-637, 641-644;  
chapter 15 p. 700-1, 703-4 |
| 27 and 29 | Diseases of the Lower Gastrointestinal Tract (Section 6 - see order listed below~) |

~Lower gl order - inflammatory bowel diseases, celiac, diarrhea, short bowel, diverticulitis, lower gl surgeries

### Methods of Student Evaluation / Grading

**Examinations** - three course examinations (100 points each) and a final (100 points)

Course exams are multiple choice and require a blue scan sheet and a calculator

1. Tentative Exam Dates  
   a. Tuesday, September 25, 2012  
   b. Tuesday, October 23, 2012  
   c. Thursday, November 15, 2012
2. Cumulative Final Examination (100 points) - multiple choice
   a. University designated date: Wednesday, December 5, 2012 from 12:00 noon - 2:30 pm

Quizzes (Total 40 points)
   1. Weekly (almost) quizzes, 5 points each, will be given every Tuesday unless announced differently.
   2. A total of 10 quizzes will be given; the lowest two quiz grades will be dropped

Case Studies | Total 60 Points | Tentative Due Date
-------------|---------------|---------------------
A. Nutritional Assessment | 14 points | September 11
B. Diabetes Mellitus | 22 points | October 11
C. Liver | 11 points | October 25
D. Gastrointestinal Tract Disorders | 13 points | November 13

*Based on lecture schedule, due date may change and will be announced in class. Assignments accepted until 4:45 pm on the due date without penalty. Three points off per each day late. Assignments that are turned in after class hours should be turned into my mailbox in 101 PSB. Do not email assignments.

Course Grading Scale
- 90 - 100% (450 - 500 points) A
- 80 - 89.9 (400 - 449.9 points) B
- 70 - 79.9 (350 - 399.9 points) C
- 60 - 69.9 (300 - 349.9 points) D
- < 59.9 (< 300 points) F

Readings (required and recommended)
A. Canvas - Lecture Outlines (required) print in advance of class (not right before class)
   Email: foodmedint@aol.com or see www.foodmedication.com
E. Others - suggested for your professional library
   1. Medical Dictionary - available online or suggested options include:
   5. International Dietetics and Nutritional Terminology (IDNT) Reference Manual, 3rd ed. Call the Academy’s member services center 800-877-1600 or sales@eatright.org for student price. (strongly suggested)

Class Participation and Attendance Policies
Students are expected, but not required, to attend all regularly scheduled classes and participate in all regularly scheduled class meetings.

Students are responsible for all work covered in class whether they are present or not.
Missed work including examinations and quizzes may be made up only with a university-approved excuse as outlined on the following website: https://fp.auburn.edu/studentaffairs/policies.aspx
Excused Absences Policy
Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.

Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Make-Up Policy
Arrangement to make up a missed exam due to properly authorized excused absences must be initiated by the student within one week of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. The format of make-up examinations and assignments may differ from the original format, and may include: essay, short answer, fill in the blank, multiple choice, true/false or a combination of those listed.

The student is expected to submit all assigned work at the class period designated by the instructor. Failure to turn in these assignments on the designated due dates without an excused absence will result in a loss of 3 points for each day the assignment is late. Students with an approved excuse who have not turned in an assignment and not contacted the instructor within one week after the scheduled due date will receive a zero for that assignment.

Accommodations for Students with Disabilities
Students who need special accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1244 Haley Center, 844-2096 (V/TT). Accommodations for examinations should be discussed with the instructor at least one week prior to the scheduled examination. Examination accommodations should be arranged at least one week in advance.

Academic Honesty
All portions of the Academic Honesty code as found on the website https://fp.auburn.edu/studentaffairs/policies.aspx apply in this class.
Each student MUST do his/her own work - this includes case studies unless directions specify otherwise. From the AU website, go to Office of the Provost, Academic Dishonesty, Resources for Students - Examples of Violations - which include “copying from another student’s assignment” are found on this site.

Contingency Plans
If the normal class schedule is disrupted due to illness, emergency, or crisis situation (such as a flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and revised course assignments will replace this syllabus.

“Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.”
Medical Nutrition I includes the following
Accreditation Council for Education in Nutrition and Dietetics (ACEND) Core Knowledge for the RD

1. Scientific and Evidence Base of Practice: Integration of Scientific Information and Research into Practice
   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
      ▶ Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions

2. Professional Practice Expectations:
   Beliefs, Values, Attitudes, and Behaviors for the Professional Dietitian Level of Practice
   2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice
      ▶ Students must be able to demonstrate effective and professional oral and written communication and documentation

3. Clinical and Customer Services:
   Development and Delivery of Information, Products, and Services to Individuals, Groups and Populations
   3.1. The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification, and implementation of interventions and strategies for monitoring and evaluating
      ▶ Students must be able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions
   3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
      ▶ Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups