

**THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE
CURRICULAR REPORT 2014-15-3C; 24 November 2014**

At Meeting No. 485 held on 24 November 2014, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

**SECTION I
BACKGROUND INFORMATION**

ABSTRACT

The Graduate Council approved a proposal from the College of the Environment and Life Sciences to create a *MS degree in Dietetics*. To become a Registered Dietitian, a student must complete an academic degree program (currently at the BS level), an internship program (1200 hours of experiential learning), and a national exam. URI currently has two accredited programs, both the BS-level academic program and a MS-level internship program. New accreditation standards will require that all internship programs culminate at the MS level. While the URI internship program meets this requirement, there are many internship programs nationwide that do not. The opportunity exists for universities to partner with these internship programs to provide the new academic requirements. These new partnerships are a win-win situation for both groups. For the internship programs, they can continue to provide the experiential learning opportunities without adding a degree-based academic component.

BACKGROUND

The MS in Dietetics Program is a non-thesis program designed to integrate with accredited dietetic internship programs that are required for the training of Registered Dietitians. The required courses are taught 100% online and delivered in 14 months to match a dietetic internship timeline. The majority of courses provide the theoretical information for the experiential learning occurring concurrently during the dietetic internship program. These 4-credit courses include 1-2 credits of experiential learning and are offered in an order that matches the corresponding dietetic internship rotations. The remaining courses train students in research methodology and will prepare them to effectively evaluate their independent projects that are completed during the specialty rotation. The MS in Dietetics Program includes 11 courses for a total of 35 credits. Because it is designed to match the dietetic internship rotations, it must be offered following a non-traditional academic calendar. The Program will be provided in seven 7-week terms, developed for the new online suite of programs at URI.

**SECTION II
RECOMMENDATION**

The Graduate Council approved the proposal to create a *MS degree in Dietetics* at its Meeting No. 485 held on 24 November 2014, and forwards it to the Faculty Senate with a recommendation for approval.

A Proposal for the MS in Dietetics

Date: July, 2015

A. PROGRAM INFORMATION

A1. Name of institution

University of Rhode Island

A2. Name of department, division, school or college

Department of Nutrition and Food Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code

MS in Dietetics

Classification code (CIP) = 51.31

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date = July 15, 2015

First degree date = August 30, 2016

A5. Intended location of the program

Kingston, RI

A6. Description of institutional review and approval process

Approval Date

Department

Cathy English – NFS Department Chair

9-12-14

College

Cathy English – CELS Curriculum Chair

9-30-14

CAC/Graduate Council

Faculty Senate

President of the University

A7. Summary description of proposed program (not to exceed 2 pages)

Background: To become a Registered Dietitian, a student must complete an academic degree program (currently at the BS level), an internship program (1200 hours of experiential learning), and a national exam. URI currently has two accredited programs, both the BS-level academic program and a MS-level internship program. New accreditation standards will require that all internship programs culminate at the MS level. While the URI internship program meets this requirement, there are many internship programs nationwide that do not. The opportunity exists for universities to partner with these internship programs to provide the new academic requirements. These new partnerships are a win-win situation for both groups. For the internship programs, they can continue to provide the experiential learning opportunities without adding a degree-based academic component. Universities benefit because they are able to expand the enrollment significantly without providing the expensive and geographically limited experiential component.

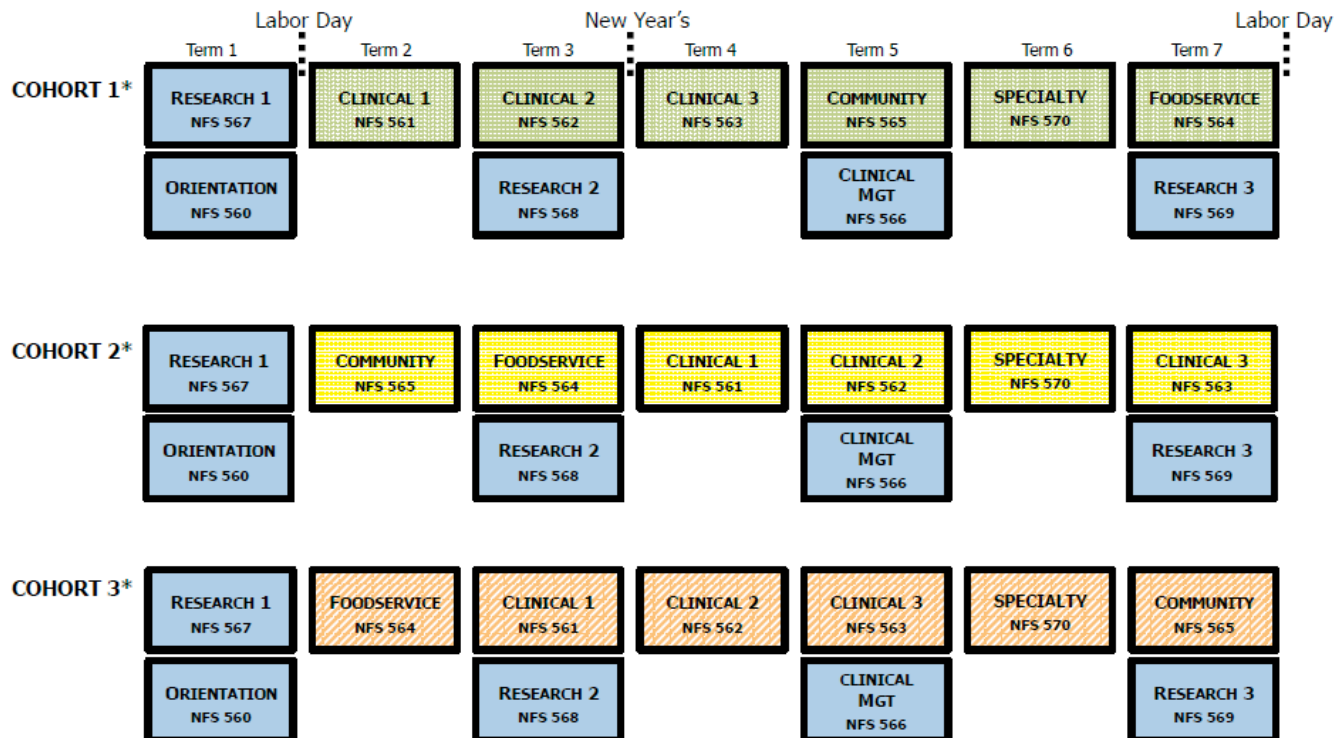
Program Description:


The MS in Dietetics Program is a non-thesis program designed to integrate with accredited dietetic internship programs that are required for the training of Registered Dietitians. The required courses are taught 100% online and delivered in 14 months to match a dietetic internship timeline. The majority of courses provide the theoretical information for the experiential learning occurring concurrently during the dietetic internship program. These 4-credit courses include 1-2 credits of experiential learning and are offered in an order that matches the corresponding dietetic internship rotations. The remaining courses train students in research methodology and will prepare them to effectively evaluate their independent projects that are completed during the specialty rotation.


The MS in Dietetics Program includes 11 courses for a total of 35 credits. Because it is designed to match the dietetic internship rotations, it must be offered following a non-traditional academic calendar. The Program will be provided in seven 7-week terms, developed for the new online suite of programs at URI. Although each course is shortened from 15 to 7 weeks, the equivalent of 45 hours of student effort per credit is unchanged. The Program will be 14 months in length, beginning in July and ending in late August. Two class years will overlap in one term (July to late-August). In other words, during July and August, one group of student will be starting the Program (their Term 1) while a second group of students will be finishing the Program (their Term 7). The Program will be offered to cohorts of approximately 20 students. The Program will begin with one cohort in 2015-16 and add one additional cohort in each successive year until the Program's maximum of 80 students is reached in the 2018-19 year.

The diagram below shows the 11 required courses, and how these courses will be offered with multiple cohorts of students. The courses in blue (or darker boxes) are always taught in the same term. The 6 courses in the remaining colors (red, green, and yellow or lighter shading) are matched to the students' enrollment in a particular dietetic internship rotation and thus can be taught in any order. For example, when the first cohort of 20 students is enrolled, the 11 courses are taught once and only in one term. When the 40 students are enrolled (cohorts 1 and 2), multiple sections of the research courses (in the blue boxes) will be taught in the same term while the courses tied to the experiential learning (in the color boxes) will be taught in different terms to match the rotations.

Program Overview



 Integrated Theoretical and Practicum Courses = These 4-credit courses are integrated with dietetic internship experiences and must be offered in a term that matches the student's internship rotation. As a result, these courses will always be offered in terms 2-7, but could be offered in any order. For example, when there are 3 cohorts of students enrolled, URI will teach 3 sections of Research 1 in the term before Labor Day (term 1) and 1 section each of Clinical, Community, and Foodservice Mgt. in the term following Labor Day (term 2).

 Theoretical Courses = All students complete these courses in the same terms

* Additional cohorts will be added as the program expands

Students:

The primary source of students for the MS in Dietetics Program is enrollment in dietetic internship programs that do not currently culminate in a Masters degree. There are about 3,000 potential students enrolled in these programs annually and, as this is an online program, it is feasible that all 3,000 are potential URI students. Realistically, the MS in Dietetics Program will develop relationships with a small group of dietetic internships and recruit students from these programs. In addition, it is likely that current Registered Dietitians who have not completed Masters degrees would be interested in our Program to remain competitive with new graduates. The proposed Program has been designed in a manner to enroll such students as a separate cohort, with additional admission criteria.

Resources:

As a new online program, the resources for the Program will follow a new funding mechanism. The Program will receive revenue from the tuition dollars generated, distributed according to the institution's internal policy. All faculty and operating expenses will be paid from these dollars. There will be a single program fee, rather than course-based tuition, to allow the Program to match the dietetic internship program design and to allow our Program to be competitively priced in the marketplace. This tuition policy follows the Board of Governors for Higher Education Policy F – 15.0 (Amended April 14, 2014): Tuition Policy for Employer Sponsored and Selected Special Learning Programs.

The Department of Nutrition and Food Sciences (NFS) will offer the Program. Small administrative appointments for the NFS Department Chair, Graduate Program Director, and support staff will be made from existing funds. Five department faculty members will serve as the Course Managers for the 11 required courses. These faculty members are responsible for the determination of course content and development of all course materials. There is money in the budget to pay the faculty to update their courses each year. The courses will be taught either by that NFS faculty member or by a professional in the field under the direction of the NFS faculty member. As the program increases in size, full-time instructors will be hired in this role. This design allows the NFS faculty to control the program and course content, and ensure quality instruction, without the upfront hiring of the faculty for a new program.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Cathy English PhD, RD, LDN
Title: Professor and Department Chair
Phone: 401-874-5869
Email: cathy@uri.edu

A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

Not Applicable

B. RATIONALE: There should be a demonstrable need for the program

B1.State the program objectives.

The objective of the MS Program in Dietetics is to provide the graduate-level academic training, integrated with accredited dietetic internship programs, to meet the new credentialing requirements to become a Registered Dietitian.

To become a Registered Dietitian, a student must complete an academic degree program (currently at the BS level), an internship program (1200 hours of experiential learning), and a national exam. New accreditation standards will require that all internship programs culminate at the MS level. The opportunity exists for universities to partner with dietetic internship programs to provide the new academic requirements. These new partnerships are a beneficial for both groups. Dietetic internship programs can continue to provide the experiential learning opportunities without

adding a degree-based academic component. URI can benefit by being able to expand the enrollment in a graduate-level credentialed health program without providing the expensive experiential component.

B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

The need for this Program is based on a change in the credentialing requirements for Registered Dietitians. The credential currently requires a minimum of a Bachelors degree and is changing to a minimum of a Masters degree. There are currently over 200 dietetic internships nationwide, enrolling close to 3,000 students annually, that do not meet this requirement. Over the next 10 years, these dietetic internships will need to partner with academic institutions to provide the Master's level training. This Program is designed to meet this need.

Registered Dietitians are in high demand. According to the Bureau of Labor Statistics (Occupational Outlook Handbook, 2014), the 10-year growth rate for Registered Dietitians is 22%, well above the estimated 11% of all professions on average. It is estimated that there are 67,400 Registered Dietitians nationwide with a median salary in 2012 of \$55,000.

The Program is designed to integrate with dietetic internship programs and enhance the training of Registered Dietitians. Dietetic internships provide experiential learning opportunities through a series of required rotations. The majority of the courses in the MS in Dietetics Program (6 of 11 courses) include both theoretical and experiential learning, with the experiential learning being obtained from the experiences in the dietetic internship rotations. The remaining 5 courses provide research training and the completion of a special project. This design allows students to gain an advanced understanding of the material in the rotations and also to understand the research process.

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

The MS in Dietetics does not have a formal external advisory committee to date. The Course Managers, who will develop and oversee the courses, will serve as the advisory committee as the Program begins. Input was received from several dietetic internship directors during the planning stages, however. These internship directors were from the following programs: Sodexo Dietetic Internship programs, Southcoast Dietetic Internship Program, and Massachusetts General Hospital Dietetic Internship Program. Together, these programs enroll over 150 students annually.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

The MS in Dietetics clearly connects to the mission of the University and to the goals of the Academic Plan. In particular, the program supports the following strategic themes:

- I. Enhance Academic Quality and Value – Strategic Investments in Teaching and Research
 - b. Integrate teaching and research across the University that addresses challenges and opportunities related to health and wellness.
- I. Enhance Academic Quality and Value – Enrollment Planning and Educational Delivery
 - d. Improve faculty development and support in online learning technologies as tools for delivery of academic content and towards expanding online offerings.
- II. Prepare Students for a Changing World
 - c. Boost experiential learning for undergraduate and graduate students.

In addition, the Provost has identified ‘Active e-Learning via Technology – enhanced Pedagogy and Online Programs’ as an academic priority for the University.

C2. Explain the relationship of the program to other programs offered by the institution.

The Department of Nutrition and Food Sciences currently offers a Masters degree in Nutrition. This degree program has two options: a traditional didactic graduate program (MS only) and the graduate program including an accredited dietetic internship (MS/DI). This degree program is significantly different from the proposed Online MS in Dietetics and will continue unchanged in the future.

The MS in Nutrition is different from the MS in Dietetics in three important ways:

1. The MS in Dietetics trains students in different areas; the field of Dietetics is not the same as the field of Nutrition. Dietetics is the application of nutrition with people. The main areas of Dietetics are clinical nutrition, community nutrition, and foodservice management with the underpinning of nutrition science. The MS in Nutrition is nutrition science preparation only, with some application of the material through completion of the thesis. The dietetic internship component of one option of the MS in Nutrition (MS/DI) provides experience in Dietetics, but not advanced academic training in these areas.
2. The MS in Dietetics is a non-thesis program with a comprehensive exam, while the MS in Nutrition requires completion of a thesis. The research training of students in the MS in Nutrition is far greater, allowing graduates to work in research-driven positions or to continue to doctoral programs. The MS in Dietetics includes less training in research, and that training is designed for proficiency in research responsibilities students will encounter in a traditional healthcare environment.
3. The program design of the two programs is very different. The MS in Nutrition is a two-year, 15-week semester-based program offered face-to-face to students enrolled on the Kingston campus. The MS in Dietetics is a 14-month, 7-week term based program offered online to students nationwide.

D. INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between

public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

D1. List similar programs offered in the state and region, and compare the objectives of similar programs.

The table below lists similar programs offered in the state and region. There are no other graduate programs in Nutrition or in Dietetics offered in the state, either traditional face-to face programs or online programs. There are currently 9 online MS in Nutrition programs in the Northeast region (including NY, NJ, and PA). Most of these programs provide training in Nutrition (not Dietetics) and are thesis based. There is only one program in Dietetics, and this program is similar in design to the proposed MS in Dietetics program. It is the MS in Nutrition and Dietetics program at SUNY-Oneonta. This program provides the academic training in the Dietetics area, is integrated with the dietetic internship experiences, and is a non-thesis degree program.

Online MS Nutrition and Dietetic Programs in Northeast Region

Program	Degree	Duration	Program Cost	Credits
Adelphi Univ., NY Canisius College, NY College of St. Elizabeth, NJ	MS Nutrition (thesis)	varies	\$35,870	34
College of St. Elizabeth, NJ	MS Applied Nutrition (thesis)	1 yr varies	\$25,245	33
Indiana Univ. of Pennsylvania, PA	Nutrition (thesis/non-thesis)	varies	\$31,920	30
Northeastern Univ., MA	MS Food and Nutrition (thesis/non-thesis)	varies	\$14,586-25,857	33-39
Sage Graduate School, NY	MS Applied Nutrition (non-thesis)	2-3 yrs	\$26,730	30
SUNY Oneonta, NY	MS Applied Nutrition (non-thesis)	3-4 semesters	\$21,080-23,120	31-34
Stony Brook Univ., NY	MS Applied Nutrition (non-thesis)	3 semesters	\$18,991-31,735	36
Univ. of Bridgeport, CT	MS Nutrition and Dietetics (non-thesis)	2 yrs	\$14,796-27,540	36
Univ. of St. Joseph, CT	MS Human Nutrition (thesis/non-thesis)	2-3 yrs	\$32,780	44
	MS Nutrition (non-thesis)	2 yrs	\$19,800	30

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.

There will be no impact on other public higher education institutions in Rhode Island with the addition of the MS in Dietetics Program. Since no other public higher education institution in the state has a graduate program in either Nutrition or Dietetics, this new program will only draw students from out of state and will offer RI students a new opportunity.

D3. Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit a Joint Admissions Agreement transition plan or the

reason(s) the new program is not transferable. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* which can be found at www.ribghe.org/publicreg.htm.)

No transfer articulation agreement has been developed because there are not any other RI public institutions of higher education that have a MS in Nutrition or a MS in Dietetics degree program.

- D4. Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

There are no cooperative arrangements because there are no institutions in the region offering similar programs with the exception of SUNY-Oneonta. As URI and SUNY-Oneonta are unlikely to draw the same student base, no arrangements were made.

- D5. If external affiliations are required, identify providing agencies (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**

There are no external affiliations.

- D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

The MS in Dietetics will not be available under the New England Board of Higher Education's Regional Student Program. This is an online program, and the tuition cost of online programs at URI is at a single rate and not based on residency.

- E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

- E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

- a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and

present to the Academic and Student Affairs Committee its student outcomes for that particular program.

NFS 560 – Introduction to Clinical Practice: Overview of clinical topics including medical terminology, nutrition care process, counseling and hydration status. Introduces topics covered more extensively in medical nutrition therapy courses. (Online 2)

NFS 561 - Advanced Medical Nutrition Therapy in Dietetics 1: Development of skills necessary to implement nutrition care for patients with GI disorders, cardiovascular disease, diabetes, and allergies. Application of the nutrition care process to clinical settings is emphasized. (Online 3, Practicum 1)

NFS 562 - Advanced Medical Nutrition Therapy in Dietetics 2: Development of skills necessary to implement nutrition care for patients with renal disease, HIV, and cancer. Application of the nutrition care process to clinical settings is emphasized. (Online 3, Practicum 1)

NFS 563 - Advanced Medical Nutrition Therapy in Dietetics 3: Development of skills necessary to implement nutrition care for pediatric and geriatric patients, and for patients with pulmonary disease and weight issues. Application of the nutrition care process to clinical settings is emphasized. (Online 3, Practicum 1)

NFS 564 – Foodservice Operations: Management of the foodservice operations in a hospital environment including menu development, purchasing systems, production and service of food, and food safety and sanitation. (Online 3, Practicum 1)

NFS 565 - Community Nutrition and Health Promotion: Explores theories explaining nutrition related behaviors coupled with strategies for promoting behavior change among diverse populations, building on skills in interpreting nutrition information for planning, implementing and evaluating community interventions. (Online 3, Practicum 1)

NFS 566 – Clinical Nutrition Management: Management of hospital dietary departments including accreditation requirements, financial procedures, human resources practices, and reimbursement techniques. (Online 3)

NFS 567 – Introductory Dietetic Research - Critical analysis of credible dietetics research and the identification of gaps in current dietetics literature. Methods for completing dietetics research with an emphasis on research ethics. (Online 2)

NFS 568 – Intermediate Dietetic Research - Identification of a dietetics research question, development of a hypothesis, and creation of a research proposal to be completed in the Specialty Rotation. (Online 2)

NFS 569 – Advanced Dietetic Research - Completion of a research paper and a research poster to communicate the results of the project completed in the Specialty Rotation. Focus on the presentation of the findings in research and clinical settings. (Online 2)

NFS 570 – Research in Dietetic Specialization: Research project conducted in dietetic specialization. Data collection, analysis and presentation of results in table and graph format. (Online 2, Practicum 2)

The assessment plan (attached) details how the 4 program goals and 17 student learning outcomes are met in the 11 required courses. The Program has been assigned to Assessment Reporting Cohort II with the first assessment report due in May, 2017 following the Plan timeline for assessment activities, and will include data from the first student cohort to complete the program, 2015-2016. A combination of unit post-tests and assignments will be used to evaluate learning outcomes. Our general outcome measures are that 95% of students are expected to earn an 80% or above on objective assessments (unit post-tests) and 90% of students are expected to earn a 4.0/5.0 or above on assignment rubrics.

b. Required courses in area of specialization and options, if any

There is no area of specialization or options in the MS in Dietetics Program.

c. Course distribution requirements, if any, within program, and general education requirements

The MS in Dietetics is a graduate program and thus does not have any course distribution or general education requirements. The Program requires students successfully complete all 11 courses (35 credits) and a comprehensive exam.

d. Total number of free electives available after specialization and general education requirements are satisfied.

There are no free electives; students must complete all 11 required courses (35 credits).

e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

The MS in Dietetics requires 35 credits for completion. This is consistent with the University requirement of a minimum of 30 credits for a Masters degree. The MS in Dietetics Program is comparative to other programs available in the region as seen in the table presented in Section D1. The Program is similar in number of credits offered (35 credits vs. 30-44 credits at other institutions), length (14 month, 7 terms vs. 3 semesters to 3 years of 15-week semesters at other institutions), and the thesis requirement (80% of programs at other institutions offer a non-thesis option).

- f. Identify any courses that will be delivered or received by way of distance learning. (Refer to www.ribghe.org/publicreg.htm for the Standards for Distance Learning in the Rhode Island System of Public Higher Education.)**

All of the 11 courses required for the MS in Dietetics Program will be delivered by distance learning. The Program Director and NFS faculty have worked closely with the URI Office of Online Education in the development of this program.

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

The MS in Dietetics Program is designed to match the experiences in accredited dietetic internship programs that are required for students to become Registered Dietitians. The Academy of Nutrition and Dietetics, the professional organization, has determined that the new minimum academic requirement for a Registered Dietitian will now be at the Masters level, and that dietetic internships must culminate at the Masters level (Academy of Nutrition and Dietetics, 'Moving Forward: A Vision for the Continuum of Dietetics Education, Credentialing and Practice', 2013). Implementation of these new requirements is just beginning, with the first draft of the new accreditation standards due out in Fall 2014. The MS in Dietetics will meet any new accreditation requirements.

- E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**

The proposed Online MS in Dietetics has 4 broad program goals and 17 student learning outcomes. These goals and student learning outcomes are the current accreditation requirements of Registered Dietitians.

Goal 1: The Program will emphasize the scientific and evidence base of practice, including integrating scientific information and research into practice. Students will be able to:

1. Locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions
2. Use current information technologies to locate and apply evidence-based guidelines and protocols

Goal 2: The Program will develop professional practice expectations in students, including beliefs, values, attitudes, and behaviors appropriate for the professional dietitian level of practice. Students will be able to:

3. Demonstrate effective and professional oral and written communication and documentation

4. Demonstrate counseling techniques to facilitate behavior change
5. Apply professional guidelines to a practice scenario
6. Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.

Goal 3: The Program will include clinical and customer services, including the development and delivery of information, products, and services to individuals, groups, and populations.

Students will be able to:

7. Use the nutrition care process to make decisions, to identify nutrition-related problems, and determine and evaluate nutrition interventions
8. Develop interventions to affect change and enhance wellness in diverse individuals and groups
9. Develop an educational session or program/educational strategy for a target population

Goal 4: The Program will include practice management and use of resources, including the strategic application of principles of management and systems in the provision of services to individuals and organizations. Students will be able to:

10. Apply management theories to the development of programs or services
11. Evaluate a budget and interpret financial data
12. Apply the principles of human resource management to different situations
13. Apply food safety principles related to food, personnel, and consumers
14. Analyze data for assessment and evaluate data to use in decision-making
15. Explain the impact of a public policy position on dietetics practice
16. Explain the impact of health care policy and different health care delivery systems on food and nutrition services
17. Explain the coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program)

The proposed Online MS in Dietetics has 4 broad program goals and 17 student learning outcomes. These goals and student learning outcomes are the current accreditation requirements of Registered Dietitians. Please see E3 above.

b. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

The MS in Dietetics program has developed a complete assessment plan following the guidelines used at the University of Rhode Island. This plan includes the development of program goals, mapping of courses to student learning outcomes, and a timetable for assessment activities going forward. The curriculum map lists each course and identifies if a

student learning outcome is introduced, reinforced, or emphasized from the course material provided. The timetable identifies specific assignments completed in the individual courses, the student learning outcomes associated with the assignment, the assessment methods, and how the assessment will inform the program. The URI Office of Student Learning Outcomes, Assessment, and Accreditation has approved the assessment plan for the Program (Sept. 2014).

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

The MS in Dietetics Program is designed with NFS faculty serving as course managers, but not necessarily as the course instructors. The faculty will determine the content and develop the materials for each course, with a specific department faculty member responsible for each course. Each course will be taught by either that department faculty member or by an instructor who has expertise in the course area who will provide the pre-determined course content. NFS faculty will update their courses each year. It is anticipated that as the Program increases in size that additional full-time faculty will be added to teach the courses, paid by the tuition paid for the program. Using this system, existing NFS faculty control the online program and ensure its quality, but are also able to fulfill their responsibilities in the current programs. As a result of this design, estimating the FTE requirements is difficult. This estimate is based on a single cohort of students, as the faculty will need to manage a course, but not teach it multiple times. The estimated total FTE's is 2.25: 0.75 FTE for management (Department Chair, Graduate Program Director, and Assistant Program Director) and 1.5 FTE for instruction (35 total credits divided by 24 credits per year teaching expectation). Of the 11 courses, 5 courses are managed by tenure-track faculty and the remaining courses are managed by specialized NFS faculty members who do not hold tenure track positions. A small percentage of time of two NFS faculty members will be reassigned to the Program; the remaining faculty time will be new positions. Revenues generated by the Program will finance these new positions.

The NFS faculty assigned to the proposed MS in Dietetics include:

- **Cathy English, PhD, RD, LDN, Professor and Department Chair** – Dr. English will serve as the Online Program Director and has a 10% appointment to this position. She has over 30 years of experience in dietetics education and teaches the foodservice area in the undergraduate program. Dr. English will be responsible for the foodservice management area of the online program (NFS 564 and 566).
- **Ingrid Lofgren, PhD, RD, Associate Professor and Director of the NFS Graduate Program.** Dr. Lofgren teaches macronutrient metabolism at the undergraduate and graduate level and serves as the major professor for several MS and PhD students each year. As Graduate Program Director, Dr. Lofgren will have a 12.5% appointment to the Program. She will be responsible for the research area of the online program (NFS 567, 568, and 569).
- **Linda Sebelia MS, RD, LDN – Adjunct Professor and Director of URI SNAP-Ed Program.** Ms. Sebelia teaches community nutrition and nutrition education courses in the undergraduate

program and directs the community nutrition SNAP-Ed program that provides Master’s thesis projects for many Nutrition graduate students annually. She will be responsible for the Community Nutrition course in the online program (NFS 565).

- **Jennifer Arts PhD, RD, LDN – Lecturer.** Dr. Arts completed her PhD in Nutrition in 2014 and is beginning her academic career. She will be teaching introductory nutrition and foods courses for the Department beginning this fall, and has release time to continue developing the Program. Dr. Arts will serve as the Assistant Director of the Online Program and will be responsible for the introductory course and the supervision of the specialty rotation in the online program (NFS 560 and 570).
- **Kimberly Kones MS, RD, LDN – Lecturer.** Ms. Kones teaches the clinical nutrition courses in the undergraduate program to both Dietetics and Pharmacy students. Ms. Kones had over 20 years of experience in clinical nutrition, including serving as department head of the largest hospital in the state of Rhode Island, before beginning her academic career at URI 8 years ago. Ms. Kones will be responsible for the clinical nutrition courses in the online program (NFS 561, 562, and 563).

F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.

Valerie Degidio is the support staff for the Department of Nutrition and Food Sciences. Ms. Degidio will be reassigned to the MS in Dietetics Program with a 25% time appointment (0.25 FTE).

F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. (Include the salary and benefits information on the budget form that can be found at www.ribghe.org/publicreg.htm.)

Below is a table showing the annual costs for faculty and support staff for the first four years of the Program. These values are taken from the RIOHE budget form and detailed in the Budget Justification (attached). The values for “Other” include Lecturers, Per Course Instructors, and Graduate Assistants.

	Year 1 2015-16		Year 2 2016-17		Year 3 2017-18		Year 4 2018-19	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
Personnel Services								
Administrators	0	0	0	0	0	0	0	0
Faculty	104339	19973	111814	20572	113848	21189	145425	21825
Fringe	31640	7468	32589	7692	33567	7922	40284	8160

Support Staff	0	11698	0	12049	0	12411	0	12783
Fringe	0	10156	0	10461	0	10775	0	11098
Other	59531	0	132532	0	260524	0	338762	0
Fringe	0	0	29540	0	65204	0	70591	0
Total Personnel	195510	49295	306475	50774	473143	52297	595062	53866

F4. Provide assurance that the institution’s chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

The Associate Dean of the College of the Environment and Life Sciences has reviewed the faculty and staff projections and agree on the adequacy of the estimates. The Director of Human Resources has also reviewed this proposal.

G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

The primary source of students for the proposed MS in Dietetics is enrollment in dietetic internship programs. These will be new students to URI and will not draw students from existing programs. There are 250 dietetic internship programs nationally, with only 42 currently culminating in a graduate degree. These 208 programs enroll close to 3,000 students annually. Since this is an online program, it is feasible that all 3,000 could be potential students. Realistically, the proposed MS in Dietetics will develop relationships with a small group of dietetic internships and recruit students from these programs. In addition, it is likely that current Registered Dietitians who have not completed Masters degrees would be interested in our Program to remain competitive with new graduates. The proposed Program has been designed in a manner to enroll such students as a separate cohort, with additional admission criteria. It is difficult to accurately estimate the potential number of students in this group, but a conservative estimate is over 5,000 students. There are 67,400 Registered Dietitians nationally, with about half having earned MS degree; it is unclear how many completed their degree requirements in past 7 years, however. (Bureau of Labor Statistics)

G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. (Depending on the nature of

the program, use the FTE or part-time estimates of enrollment on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

Students will be admitted to the proposed Program in cohorts of approximately 20 students. Each cohort of students will complete the group of 11 courses in order, beginning in July and ending in the end of August using the new 7-week term format. The courses they will take will be offered in the order that matches their dietetic internship rotations allowing for the experiential requirements of the Program to be achieved. There is no full-time or part-time option; the students must take the 11 courses in order of their internship rotations. The proposed Program will admit one cohort of students in 2015-16 academic year, and increase by one cohort each year until 2019.

2015-16, 1 cohort (total of 20 students)
2016-17, 2 cohorts (total of 40 students)
2017-18, 3 cohorts (total of 60 students)
2018-19, 4 cohorts (total of 80 students)

G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.

Students enrolled in the proposed MS in Dietetics will be fully enrolled students and thus will have access to the programs and services as all students. Because this will be the first 100% online MS program at URI, the Office of Online Education has been working with other URI offices to ensure that our students will have appropriate access even though they are not physically on a URI campus. An example of this is Enrollment Services where meetings have begun to ensure that students will have remote access to registration and financial aid. These meetings will continue over this upcoming year to ensure that the students have appropriate access to programs and services.

The University does provide technical support to students completing online courses through the computer helpdesk, online help with Sakai, and online help from the library. The URI helpdesk (401-874-4357) can help students with most technical problems with access to online materials presented through Sakai. Information on how to access and use Sakai will be presented in the introductory materials provided to the student and in the first course in the curriculum. A tutorial on how to use Sakai will be provided on the homepage of each course (www.uri.edu/Sakai). The University Library has online live research help through the Information and Research Help Desk. Students can contact professionals at the Help Desk via live chat boxes embedded in its website (<http://web.uri.edu/library/>). Finally, in addition to the general support provided by the University, the Department of Nutrition and Food Sciences will provide general support for the online program via peer-to-peer email contact (uri.nfs.online@gmail.com).

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

Students may be admitted to the proposed Program only if they are currently enrolled in an accredited dietetic internship program or are Registered Dietitians who have completed their degree requirements in the past 7 years. As this is a highly competitive field, this will limit some of the traditional admission and retention issues. Our program will require a minimum 3.0 GPA. Students will complete the standard URI Graduate School application process, with some materials (such as reference letters) being used from the DICAS (national dietetic internship application system) program. If the student is a Registered Dietitian, he/she will need to provide all of the required admission materials in addition to a separate form showing that the credential is less than 7 years old and is currently valid. A catalog description for the proposed MS in Dietetics Program follows.

At the end of each semester, Dr. Jennifer Arts - Assistant Director of the Program will review the academic records of the enrolled students. Students in the proposed Program are required to follow the standard URI Graduate School requirements (such as grades in courses, etc.). Dr. Arts will contact any student not meeting the minimum requirements of the Graduate School and a resolution will be determined.

URI Catalog Description - Master of Science – Dietetics

The MS in Dietetics Program is a 100% online program designed to provide academic training for students who are currently completing ACEND-accredited dietetic internship programs. The required courses will integrate with internship rotations to provide comprehensive study of each area of Dietetics. Registered Dietitians who have completed an ACEND-accredited dietetic internship program within the past 7 years may apply but will need to provide credentialing information. Additional program information can be found on our department website (www.uri.edu.XXX).

Admission Requirements: Concurrent enrollment in a dietetic internship program accredited by ACEND, and completion of a Didactic Program in Dietetics accredited by ACEND with an overall minimum GPA of 3.0. Students who are Registered Dietitians and who have completed a dietetic internship program accredited by ACEND within the past 7 years are eligible to apply but must complete an additional application.

Program Requirements: (35 credits): The following 11 courses are required: NFS 560 – Introduction to Clinical Practice (2 credits); NFS 561 - Advanced Medical Nutrition Therapy in Dietetics 1 (4 credits); NFS 562 - Advanced Medical Nutrition Therapy in Dietetics 2 (4 credits); NFS 563 - Advanced Medical Nutrition Therapy in Dietetics 3 (4 credits); NFS 564 – Foodservice Operations (4 credits); NFS 565 - Community Nutrition and Health Promotion (4 credits); NFS 566 – Clinical Nutrition Management (3 credits); NFS 567 – Introductory Dietetic Research (2 credits); NFS 568 – Intermediate Dietetic Research (2 credits); NFS 569 – Advanced Dietetic Research (2 credits); NFS 570 – Research in Dietetic Specialization (4 credits). Successful completion of a comprehensive exam.

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

There are no funds available for assistantships, scholarships, or fellowships for students enrolled in the proposed Program.

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

The MS in Dietetics Program will be a degree program offered by the Department of Nutrition and Food Sciences. As such, the administrative reporting lines for the proposed Program are Chair of the Department of Nutrition and Food Sciences, Dean of the College of the Environment and Life Sciences, and Provost of the Office of Academic Affairs. Internally, the MS in Dietetics Program will have a Director and an Assistant Director. As a graduate program, the Director of Graduate Programs in the NFS Department will also have some administrative responsibility for the program.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

Cathy English, Program Director and Department Chair (10% time)
Jennifer Arts, Assistant Program Director (50% time)
Ingrid Lofgren, NFS Graduate Program Director (12.5% time)
John Kirby, CELS Dean (0% time)
Donald DeHayes, Provost, Academic Affairs (0% time)

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

The following people have administrative responsibilities for the Program. Existing resources will pay for the administrative responsibilities of Drs. English and Lofgren; the administrative cost of Dr. Arts will be a new resource. The values presented below are for Year 1 (2015-16). Values for all four years can be found on the RIOHE budget form (attached).

Cathy English, Program Director and Department Chair (10% time, \$14,348, existing resource)
Jennifer Arts, Assistant Program Director (50% time, \$42,754, new resource)
Ingrid Lofgren, NFS Graduate Program Director (12.5% time, \$13,092, existing resource)
John Kirby, CELS Dean (0% time, existing resource)
Donald DeHayes, Provost, Academic Affairs (0% time, existing resource)

I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

- 11. Estimate the number and cost of relevant print electronic and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies, the standards of the Association of College and Research Libraries, and/or any other recognized measures of general library adequacy in terms of collections, staff, space and operations.**

The URI Library has sufficient electronic resources for the proposed Program. Review of the catalog shows over 30 nutrition and dietetics-related journals with full-text access. These journals include: Journal of the Academy of Nutrition and Dietetics, American Journal of Clinical Nutrition, Journal of Nutrition, Journal of Nutrition Education and Behavior, Journal of Parenteral and Enteral Nutrition, and Food and Nutrition Research just to name some of the journals more commonly used in the field. The Academy of Nutrition and Dietetics (professional organization) does not have a recommendation for measure of general library adequacy. The URI Library reviewed the 11 course proposals for the Program and determined that it has adequate resources for the students.

- 12. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.**

The proposed MS in Dietetics Program is 100% online so no traditional instructional equipment is needed. Students will be required to have Internet access and all course materials will be provided via Sakai. There is money in our budget for the purchase of computer technology for the course managers and instructors. There is also money in the budget for the development of specialized computer services through URI Media and Technology Services. Finally, the Office on Online Education will continue to provide their expertise in the development of our online curriculum.

- 13. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)**

The estimated annual expenditures for instructional resources are limited because this is a 100% online program. The expenditures include money for computer hardware for the course instructors, computer services provided by URI Media and Technology Services, and computer software licenses for instructional purposes. These will all be new resources, paid from tuition dollars generated by the Program. These costs are summarized below.

2015-16 - \$18,000
2016-17 - \$30,000
2017-18 - \$35,000
2018-19 - \$35,000

I4. Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and they are in agreement on the adequacy of estimates.

The College of the Environment and Life Sciences and the Office of the Provost have reviewed this document and are in agreement on the adequacy of estimates for the instructional resources needed for the proposed MS in Dietetics Program. The URI Library faculty has also reviewed this proposal.

J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statues.

The proposed MS in Dietetics Program will be offered 100% online. As a result, there is no need for additional facilities and capital equipment other than office space for the Assistant Program Director and any instructors. The Department of Nutrition and Food Sciences has an office currently available for this position.

All course materials provided to students online will be compliant with the requirements of the Americans with Disabilities Act. The Office of Online Education is working with the Department faculty to ensure this. The Online Course Proposal form, included for each course proposed for this Program, details how materials will be compliant with federal regulations.

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]

Not applicable. There are no new or renovated facilities necessary.

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

None. There are no new program facilities or capital equipment needed.

J4. Indicate whether the needed facilities are included in the institution's master plan.

Not applicable. There are no new or renovated facilities needed.

J5. Provide assurance that the institution’s chief academic officer has worked with the facilities director (or equivalent) in the development of assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of estimates.

Not applicable. There are no new or renovated facilities needed.

K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

The RIOHE budget form is attached. In addition, a Budget Justification is included as well as a spreadsheet showing all calculations. These documents show that the Program essentially breaks even in Year 1 with an enrollment of 20 students, and then generates revenue going forward as enrollment increases.

Below is the summary section of the RIOHE budget form, show the estimated revenue and expenses of the Program.

BUDGET SUMMARY OF NEW PROGRAM

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
Total revenue	306,400	613,200	980,400	1,308,000
Total expenses	262,805	387,249	560,440	683,928
Excess/Deficiency	43,595	225,951	419,960	624,072

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

NOTE: Excel budget forms, which are self-calculating, may be downloaded from the RIOHE website at www.ribghe.org/publicreg.htm. Contact RIOHE’s Academic and Student Affairs division for assistance in completing the forms.

The RIOHE budget form is attached. Below is a section of the form estimating the revenue for the Program. As shown, the Program plans to enroll 20, 40, 60, and 80 students in successive years from 2015-16 to 2018-19. As a new online program that is designed to match an accredited dietetic internship program, tuition will be charged as a program fee rather than based on credits. There will be no residency differential as the students will never reside on the URI campus. It is also critical to use a single program fee to remain competitively priced with other online MS program. This tuition policy follows the Board of Governors for Higher Education Policy F – 15.0 (Amended April 14, 2014): Tuition Policy for Employer Sponsored and Selected Special Learning Programs. Program will cost \$15,000 in years 1 and 2, and \$16,000 in years 3 and 4. The students will also pay the following fees: registration fee (\$60), technology fee (\$105 based on \$3 per credit), transcript fee (\$45), and the document fee (\$110). This \$320 one-time charge is estimated to increase 3% per year.

REVENUE ESTIMATES

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
Full-Time Tuition Rate: Online	15000	15000	16000	16000
Mandatory Fees per Student	320	330	340	350
FTE # of New Students: Online	20	40	60	80
Tuition and Fees	Newly Generated Revenue	Newly Generated Revenue	Newly Generated Revenue	Newly Generated Revenue
<u>First Year Students</u>				
Tuition	300000	600000	960000	1280000
Mandatory Fees	6,400	13,200	20,400	28,000
Total Tuition and Fees	306400	613200	980400	1308000

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

The Department of Nutrition and Food Sciences will reallocate 0.225 FTE faculty time to the Program; 10% of the time of Cathy English (NFS Department Chair) and 12.5% of the time of Ingrid Lofgren (NFS Graduate Program Director). In addition, 25% time of the NFS department staff person (Valerie Degidio) will be redeployed to the Program. All remaining resources will be obtained from the revenue (tuition dollars) generated by the Program. There will be no program eliminations.

K4. Provide assurance that the institution's chief academic officer has worked with budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.

The Associate Director of Finance for the College of the Environment and Life Sciences provided the original data for the budget. The Dean of the College of the Environment and Life Sciences has reviewed the budget. The Office of Budget and Financial Planning has reviewed the budget and the response letter is included.

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

The following measures will be used to evaluate the Program. Both internal and external evaluations are planned. All evaluations will be performed annually.

1. Enrollment of Students – Values available on eCampus, reviewed by Program Director.
2. Course Evaluations (IDEA) – Evaluations completed by students enrolled in each course, results reviewed by the NFS Department Chair.
3. Program Evaluation by Students – Anonymous surveys sent to students upon program completion via SurveyMonkey, administered by the Assistant Director and reviewed by the Program Director.
4. Program Evaluation by Dietetic Internship Preceptors – Anonymous surveys sent to dietetic internship personnel supervising students in the experiential learning component of courses (preceptors), administered by the Assistant Director and reviewed by the Program Director.
5. Program Evaluation by Student Employers – Anonymous surveys sent to the employers of students 6 months following completion of the Program, administered by the Assistant Director and reviewed by the Program Director.

L2. Describe and quantify the program's criteria for success.

The following criteria will be used for success:

1. Enrollment of Students – 20, 40, 60, and 80 students enrolled in years 1-4
2. Course Evaluation – Overall ratings of each course will be at least good (a minimum of 3 on the scale of 1-5)
3. Program Evaluation by Students – Overall rating on the quality of the program, and on all the subset measures, will be at least good (a minimum of 3 on a scale of 1-5)
4. Program Evaluation by Dietetic Internship Preceptors – Overall rating on the quality of the program, and on all the subset measures, will be at least good (a minimum of 3 on a scale of 1-5)
5. Program Evaluation by Employers – Overall rating on the quality of the program, and on all the subset measures, will be at least good (a minimum of 3 on a scale of 1-5)

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

It is unclear at this time whether a MS program, mandated under the new requirements to become a Registered Dietitian, will need to be accredited. If it is possible for the proposed MS in Dietetics Program to be accredited, the Program will seek accreditation. The specialized accreditation agency is the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606.

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

The Program Director will communicate the results of the evaluation to relevant parties each year, and use these data and input to improve the program. The relevant parties at URI include the Department of Nutrition and Food Sciences faculty and Department Chair, the Dean of the College of the Environment and Life Sciences, and the Office of the Provost. In addition, the Program Director will schedule an annual meeting with the course managers to review the data and plan for the upcoming year.

THE
UNIVERSITY
OF RHODE ISLAND

DIVISION OF
ACADEMIC AFFAIRS

LEARNING, ASSESSMENT, AND ONLINE EDUCATION

Edwards Hall, 64 Upper College Road, Kingston, RI 02881 USA p: 401.874.4218 f: 401.874.4133

Diane J. Goldsmith, Ph.D.
Director

August 20, 2014

Dr. Nassar Zawia
Dean of the Graduate School

Dear Dr. Zawia:

I am writing to support the development of a new online Masters in Dietetics program as proposed by the Department of Nutrition and Food Sciences. Consistent with URI's Academic Plan, the University is beginning a carefully considered process to offer 100% online certificates and degrees targeted at adult learners where there is demand for such programs regionally and potentially nationally. This new Masters in Dietetics fits this profile perfectly as it will allow students to complete their internships around the country, while simultaneously engaged in a rigorous academic masters degree program completely online.

The Office of Online Education has been involved with this program from its inception. Staff in this office have and will continue to work closely with the faculty in the department on developing curricula and courses that meet the best practices of online course design. Nutrition faculty have also participated in our Online Teaching Fellows courses.

Cathy English and I have worked closely on the administrative issues that will be impacted by fully online programs. As we are also developing an RN to BS online program to launch slightly before or with the Dietetics program, we have met together with staff in a variety of offices including Enrollment Services, IT, and Budget to work out issues which impact both undergraduate and graduate programs such as a single online academic calendar. Cathy is also collaborating with this office on the NEASC substantive approval process and obtaining state authorizations to allow out of state students to enroll in this program.

The faculty and staff in my office and I are very excited about this program and hope that it becomes a model for online programs that bring URI's excellent faculty teaching to a high quality curriculum to working adults who are looking for new employment or advancement in targeted areas.

I would be happy to meet with you and/or the Graduate Council, if there are additional questions.

Sincerely,

Dr. Diane J. Goldsmith

LIBRARY IMPACT STATEMENT (New Program Proposal)
LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Program: MS in Dietetics

Department, College: Nutrition and Food Sciences, CELS

Faculty Member: Cathy English

Date returned to Faculty: August 26, 2014

Librarian Completing Assessment: Julia Lovett

Collection Management Officer: Joanna Burkhardt

The new MS in Dietetics will be an entirely online program, designed to integrate online academic coursework with existing internship programs. There will be 11 required courses, four of which include research assignments. The Libraries currently provide access to all journals listed as "critical" throughout the program, as well as most journals listed on individual course syllabi. For resources not available through the Libraries, the instructors will need to provide a copy to students through e-reserves or another means. By and large, the Libraries provide electronic access to a good core collection of resources in the Nutrition and Food Sciences field that will support students' research projects.

Instructors have done a good job of noting, on course syllabi, that library reference help is available via the virtual service desk. For courses involving research, an instruction session in library resources is also available and would benefit students. For assignments requiring citation management, the Libraries subscribe to and support RefWorks citation management tool (please contact Amanda Izenstark for assistance).

After reviewing the program proposal, Library Questionnaire, and each course proposal individually, I conclude that the Libraries can fully support the new MS in Dietetics program through existing resources.

DATE: September 17, 2014

TO: Nasser Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for MS Dietetics Program

In accordance with a request at our meeting on August 18, 2014, attended by Laura Beauvais, Kathy English and myself, the Budget and Financial Planning Office has reviewed the proposal for the MS in Dietetics Program.

According to the proposal provided, there will be no new funding required by the University. The program utilizes existing resources and the program is expected to contribute positively to the University's revenue in future years.

Rates for the program will be established in accordance with the Board's F-15.0 tuition policy for employer sponsored and selected special learning programs targeting adult students at the three schools.

Please let us know if you require any further information.

cc: Donald DeHayes
Cliff Katz
Dean Libutti
Laura Beauvais
Diane Goldsmith
John Kirby
Cathy English
Cheryl Hinkson
Colleen Robillard

MS in Dietetics Program

Use this form for programs that can be pursued on a full-time basis or through a combination of full-time and part-time attendance

REVENUE ESTIMATES

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
Full-Time Tuition Rate: Online	15000	15000	16000	16000
Mandatory Fees per Student	320	330	340	350
FTE # of New Students: Online	20	40	60	80
Tuition and Fees	Newly Generated Revenue	Newly Generated Revenue	Newly Generated Revenue	Newly Generated Revenue
First Year Students				
Tuition	300000	600000	960000	1280000
Mandatory Fees	6,400	13,200	20,400	28,000
Total Tuition and Fees	306400	613200	980400	1308000
Grants	0	0	0	0
Contracts	0	0	0	0
Other Revenues (specify)	0	0	0	0
Total	306,400	613,200	980,400	1,308,000

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

MS in Dietetics Program

Use this form for programs that can be pursued on a full-time basis or
through a combination of full-time and part-time attendance

EXPENDITURE ESTIMATES

	Year 1 2015-16		Year 2 2016-17		Year 3 2017-18		Year 4 2018-19	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
Personnel Services								
Administrators	0	0	0	0	0	0	0	0
Faculty	104339	19973	111814	20572	113848	21189	145425	21825
Fringe	31640	7468	32589	7692	33567	7922	40284	8160
Support Staff	0	11698	0	12049	0	12411	0	12783
Fringe	0	10156	0	10461	0	10775	0	11098
Others	59531	0	132532	0	260524	0	338762	0
Fringe	0	0	29540	0	65204	0	70591	0
Total Personnel	195510	49295	306475	50774	473143	52297	595062	53866
Operating Expenses								
Instructional Resources	10000	0	20000	0	25000	0	25000	0
Other (URI Media/Tech)	8000	0	10000	0	10000	0	10000	0
Total Operating Expenses	18000	0	30000	0	35000	0	35000	0
Capital								
Facilities	0	0	0	0	0	0	0	0
Equipment	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total Capital	0	0	0	0	0	0	0	0
Net Student Assistance								
Assistantships	0	0	0	0	0	0	0	0
Fellowships	0	0	0	0	0	0	0	0
Stipends/Scholarships	0	0	0	0	0	0	0	0
Total Student Assistance	0	0	0	0	0	0	0	0
Total Expenditures	213,510	49,295	336,475	50,774	508,143	52,297	630,062	53,866
	262,805		387,249		560,440		683,928	

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

MS in Dietetics Program

Use this form for programs that can be pursued on a full-time basis or through a combination of full-time and part-time attendance

BUDGET SUMMARY OF NEW PROGRAM

	Year 1	Year 2	Year 3	Year 4
	2015-16	2016-17	2017-18	2018-19
Total revenue	306,400	613,200	980,400	1,308,000
Total expenses	262,805	387,249	560,440	683,928
Excess/Deficiency	<u>43,595</u>	<u>225,951</u>	<u>419,960</u>	<u>624,072</u>

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

Description		Year 1	Year 2	Year 3	Year 4
		7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18	7/1/18-6/30/19
FACULTY - NEW RESOURCES					
Clinical Assistant Professor Salary (AY) (Coordinator)	53,868	53,868	55,484	57,149	-
Clinical Assistant Professor Fringe	58.7%	31,640	32,589	33,567	-
Clinical Assistant Professor Salary (SUM)		11,971	12,330	12,700	-
Clinical Associate Professor Salary (AY) (Director)	71,824	-	-	-	78,484
Clinical Associate Professor Fringe	49.4%	-	-	-	40,284
Clinical Associate Professor Salary (SUM)		-	-	-	17,441
NFS Faculty Consultant		38,500	44,000	44,000	49,500
TOTAL SALARY		104,339	111,814	113,848	145,425
TOTAL FRINGE		31,640	32,589	33,567	40,284
FACULTY - EXISTING RESOURCES					
Ingrid Lofgren salary	69,732	8,716	8,978	9,247	9,525
Ingrid Lofgren fringe	50.2%	4,376	4,507	4,642	4,781
Cathy English salary	112,560	11,256	11,594	11,942	12,300
Cathy English fringe	27.5%	3,092	3,185	3,280	3,379
TOTAL SALARY		19,973	20,572	21,189	21,825
TOTAL FRINGE		7,468	7,692	7,922	8,160
SUPPORT STAFF - EXISTING RESOURCES					
Valerie Degidio salary	46,793	11,698	12,049	12,411	12,783
Valerie Degidio fringe	86.8%	10,156	10,461	10,775	11,098
OTHER PERSONNEL - NEW RESOURCES					
A/Y Lecturer Salary	44,000	-	45,320	93,359	96,160
A/Y Lecturer Fringe	65.2%	-	29,540	60,852	62,678

Description		Year 1	Year 2	Year 3	Year 4
		7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18	7/1/18-6/30/19
Per Course Instructors - 4cr	5,500	55,000	82,500	93,500	126,500
A/Y PhD Grad Assistantship salary		-	-	19,600	40,768
A/Y PhD Grad Assistantship fringe	~14%-16%^	-	-	3,018	6,527
A/Y PhD Grad Assistantship tuition		-	-	31,744	52,120
A/Y Grad (5 hours/wk)		4,531	4,712	4,900	5,096
SUM PhD Grad salary		-	-	17,421	18,118
SUM PhD Grad fringe	7.65%	-	-	1,333	1,386
TOTAL SALARY		59,531	132,532	260,524	338,762
TOTAL FRINGE		0	29540	65204	70591
OPERATING EXPENSES - NEW RESOURCES					
Computer, Travel, Software)		10,000	20,000	25,000	25,000
URI Media and Technology Services		8,000	10,000	10,000	10,000
TOTAL OPERATING		18,000	30,000	35,000	35,000
TOTAL SALARY		195,540	276,967	407,971	518,794
TOTAL FRINGE		49,264	80,282	117,468	130,133
TOTAL OPERATING		18,000	30,000	35,000	35,000
Total Projected Expenses		262,804	387,249	560,439	683,928

Budget Justification MS in Dietetics Program

Program Description: The MS in Dietetics is a 14-month, non-thesis program designed to integrate with accredited dietetic internship programs that are required for the training of Registered Dietitians. The 11 required courses are taught 100% online and are delivered in seven 7-week semesters. The majority of courses provide the theoretical information for the experiential learning occurring during the dietetic internship program. These 4-credit courses include 1-2 credits of experiential learning and are offered in an order that matches the corresponding dietetic internship rotations. The remaining courses train students in research methodology and will prepare them to effectively evaluate their independent projects that are completed during the specialty rotation.

Timeline: The budget year for the Program is difficult to accurately reflect because the Program is not offered following the traditional academic year schedule and is 14 months in length. This online program will be presented in seven 7-week semesters, beginning in July and finishing at the end of the following August. To further confuse the budget years, two class years will overlap in one term (July to late-August). In other words, during July and August, one group of student will be starting the Program (their Term 1) while a second group of students will be finishing the Program (their Term 7). As a result, annual revenue is based on one class year but includes some expenses (two additional courses) from the next class year. When the number of students in two class years is the same (beginning 2018-19), this will not affect the net income; the net income is slightly lower in the years 2015-2018 however.

Enrollment Estimates: The program will be offered to cohorts of approximately 20 students. The Program will begin with one cohort in 2015-16 and add one additional cohort in each successive year until the Program's maximum of 80 students is reached in the 2018-19 year. Discussions with dietetic internship program directors confirm this anticipated demand for the Program.

Tuition Revenue Estimates: Tuition will be set following the Board of Governors for Higher Education Policy F – 15.0 (Amended April 14, 2014): Tuition Policy for Employer Sponsored and Selected Special Learning Programs. The cost for the Program (11 required courses) will be a flat fee of \$15,000 in years 2015-16 and 2016-17, increasing to \$16,000 in 2017-18 and 2018-19. There will be no residency differential; the Program will follow the new online fee schedule. Tuition will be paid in two lump sums.

Fees: The students will pay the following fees: registration fee (\$60), technology fee (\$105 based on \$3 per credit), transcript fee (\$45), and the document fee (\$110). This \$320 one-time charge will be paid at the beginning of the Program. The following annual budgets show this value, increased 3% per year.

Revenue Share: The Program will operate based on the revenue received from tuition dollars. Revenue will be distributed to the Program according to the institution's internal policy.

Personnel Costs (existing dollars): The Department of Nutrition and Food Sciences will contribute the following existing dollars to manage the new Program: NFS Department Chair (10%), NFS Graduate Director (12.5%), and NFS support staff (25%).

Personnel Costs (new dollars)

- Program Director – Hired to run the Program and teach 3 courses per year. This will be a clinical assistant professor position.
- Course Managers – NFS faculty will design and manage all the courses that will then be taught by either NFS faculty or per course instructors. There is money in the budget for the NFS faculty to update the courses annually.
- Lecturers – As the Program grows in size, full-time Lecturers will be hired to teach 6 courses (4 credits each) per year.
- Per Course Instructors – Courses not taught by the NFS faculty, the Program Director, and the Lecturers will be taught by per course instructors.
- Graduate Assistantships – The Program will provide up to two graduate assistantships to PhD students to assess the new online program and new online teaching strategies. In addition, these students will teach in the Program (3 courses per year). The Program will offer one assistantship beginning in 2017-18 and a second assistantship beginning in 2018-19.
- Graduate Student – A current graduate student will be paid 5 additional hours per week above his/her assistantship to help maintain and enhance the Sakai course sites and the Program websites.

Operating Costs (new dollars): - Operating costs include travel to dietetic internship programs that will provide our experiential learning sites. There are likely to be at least 3-4 meetings per year. In addition, the Program will need to purchase computers for the Lecturers and Per Course Instructors to use. Finally, the curriculum will require the Program to purchase software licenses for student use of large software systems (Nutrition Care Manual is one example).

URI Media and Technology Office (new dollars): – As a new online program, we plan to extensively utilize the computer expertise on campus to develop course materials including creating advanced computer simulation exercises. While the Office is likely to provide us some support at no charge, we anticipate a great need for the Office at least in the first 5 years of the Program.

2015-16 (A/Y 2015-16 plus summer 2016)

Justification: The Program enrolls one cohort of students from July 2015 to August 2016, and 2 cohorts beginning July 2016. Existing personnel costs include the NFS Department Chair, the NFS Graduate Program Director, and the NFS support staff. The MS in Dietetics Director will manage the Program and teach 3 courses; thus, 10 per course instructors are needed to deliver the curriculum. The NFS faculty consultants are paid over the summer to update course materials. A part-time graduate student is included to help maintain the 11 Sakai course sites and the Program's two websites. Operating costs include travel to dietetic internship programs that will provide our experiential learning sites, the purchase of computer hardware, and the maintenance of computer software licenses for student instruction. The URI Media and Technology Office will be engaged to develop simulations and for technology expertise. The revenue estimates the tuition cost of \$15,000 for 20 students, with fees. Costs for 2 additional courses for the next program year are included (total of 4 courses, minus 2 from previous year's budget). A net income of approximately \$44,000 is anticipated.

Enrollment

Group A = 1 cohort = 20 students (begins July, 2015 in previous year's budget)

9 courses

Group B = 2 cohorts = 40 students (begins July, 2016)

4 courses

Costs

Staff	\$ 244,804
Program Director (Clinical Asst. Prof) (2 courses, management)	
Program Director summer (1 course, management)	
NFS Department Chair (10% time)	
NFS Graduate Director (12.5% time)	
NFS Support Staff (25% time)	
Per Course Instructors (10 courses)	
NFS Faculty Consultants (\$3,500 per course)	
Graduate student (5 hour help line)	
Operating (computers, travel)	10,000
URI Media and Technology	8,000
Total Cost	\$262,804

Revenue	\$306,400
Tuition (\$15,000 * 20 students = \$300,000)	
Fees (\$320 * 20 students = \$6,400)	

Net Income	\$43,596
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2016-17 (A/Y 2016-17 plus summer 2017)

Justification: The Program enrolls two cohorts of students from July 2016 to August 2017, and 3 cohorts beginning July 2017. Existing personnel costs include the NFS Department Chair, the NFS Graduate Program Director, and the NFS support staff. The MS in Dietetics Director will manage the Program and teach 3 courses. A full-time Lecturer is hired to teach 6 courses (each 4 credits); thus, 15 per course instructors are needed to deliver the curriculum. The NFS faculty consultants are paid over the summer to update course materials. A part-time graduate student is included to help maintain the 11 Sakai course sites and the Program's two websites. Operating costs include travel to dietetic internship programs that will provide our experiential learning sites, the purchase of computer hardware, and the maintenance of computer software licenses for student instruction. The URI Media and Technology Office will be engaged to develop simulations and for technology expertise. The revenue estimates the tuition cost of \$15,000 for 40 students, with fees. Costs for 2 additional courses for the next program year are included (total of 6 courses, minus 4 from previous year's budget). A net income of approximately \$226,000 is anticipated.

Enrollment

Group B = 2 cohorts = 40 students (begins July, 2016)

18 courses

Group C = 3 cohorts = 60 students (begins July, 2017)

6 courses

Costs

Staff	\$357,249
Program Director (Clinical Asst. Prof) (2 courses, management)	
Program Director summer (1 course, management)	
NFS Department Chair (10% time)	
NFS Graduate Director (12.5% time)	
NFS Support Staff (25% time)	
Lecturer (6 courses)	
Per Course Instructors (15 courses)	
NFS Faculty Consultants (\$4,000 per course)	
Graduate student (5 hour help line)	
Operating (computers, travel)	20,000
URI Media and Technology	10,000

Total Cost **\$387,249**

Revenue **\$613,200**

Tuition (\$15,000 * 40 students = \$600,000)

Fees (\$330 * 40 students = \$13,200)

Net Income **\$225,951**

2017-18 (A/Y 2017-18 plus summer 2018)

Justification: The Program enrolls 3 cohorts of students from July 2017 to August 2018, and 4 cohorts beginning July 2018. Existing personnel costs include the NFS Department Chair, the NFS Graduate Program Director, and the NFS support staff. The MS in Dietetics Director will manage the Program and teach 3 courses. A second full-time Lecturer is hired to teach 6 courses (each 4 credits). A PhD assistantship is funded this year to help in Program teaching, and to test and evaluate online teaching methodologies and the overall program delivery. A total of 17 per course instructors are needed to deliver the curriculum. The NFS faculty consultants are paid over the summer to update course materials. Operating costs (travel and computers), graduate student support, and technological support from the URI Media and Technology Office continue at slightly increased values to reflect the increased enrollment. The revenue estimates the tuition cost of \$16,000 for 60 students, with fees. Costs for 2 additional courses for the next program year are included (total of 8 courses, minus 6 from previous year's budget). A net income of approximately \$420,000 is anticipated.

Enrollment

Group C = 3 cohorts = 60 students (begins July, 2017)
27 courses
Group D = 4 cohorts = 80 students (begins July, 2018)
8 courses

Costs

Staff	\$525,439
Program Director (Clinical Asst. Prof) (2 courses, management)	
Program Director summer (1 course, management)	
NFS Department Chair (10% time)	
NFS Graduate Director (12.5% time)	
NFS Support Staff (25% time)	
2 Lecturers (12 courses)	
1 PhD Grad Assistantship (3 courses)	
Per Course Instructors (17 courses)	
NFS Faculty Consultants (\$4,000 per course)	
Graduate student (5 hour help line)	
Operating (computers, travel)	25,000
URI Media and Technology	10,000

Total Cost **\$560,439**

Revenue **\$980,400**

Tuition (\$16,000 * 60 students = \$960,000)
Fees (\$340 * 60 students = \$20,400)

Net Income **\$419,961**

2018-19 (A/Y 2018-19 plus summer 2019)

Justification: The Program reaches its maximum of 4 cohorts of students. Existing personnel costs include the NFS Department Chair, the NFS Graduate Program Director, and the NFS support staff. The MS in Dietetics Director will manage the Program and teach 3 courses. Two full-time Lecturers continue to teach 6 courses each. A second PhD assistantship is funded this year to help in Program teaching, and to test and evaluate online teaching methodologies and the overall program delivery. A total of 23 per course instructors are needed to deliver the curriculum. The NFS faculty consultants are paid over the summer to update course materials. Operating costs (travel, computers, and software licenses), graduate student support, and technological support from the URI Media and Technology Office continue at slightly increased values to reflect the increased enrollment. The revenue estimates the tuition cost of \$16,000 for 80 students, with fees. A net income of approximately \$624,000 is anticipated.

Enrollment

Group D = 4 cohorts = 80 students (begins July, 2015)
36 courses
Group E = 4 cohorts = 80 students (begins July, 2019)
8 courses

Costs

Staff	\$648,928
Program Director (Clinical Assoc. Prof) (2 courses, management)	
Program Director summer (1 course, management)	
NFS Department Chair (10% time)	
NFS Graduate Director (12.5% time)	
NFS Support Staff (25% time)	
2 Lecturers (12 courses)	
2 PhD Grad Assistantship (6 courses)	
Per Course Instructors (23 courses)	
NFS Faculty Consultants (\$4,500 per course)	
Graduate student (5 hour help line)	
Operating (computers, travel)	25,000
URI Media and Technology	10,000
<u>Total Cost</u>	\$683,928

<u>Revenue</u>	\$1,308,000
Tuition (\$16,000 * 80 students = \$1,280,000)	
Fees (\$350 * 80 students = \$28,000)	

<u>Net Income</u>	\$624,072
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Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

II. Curriculum Mapping: Across the top of the matrix, list courses and other requirements for the program. Order the requirements from right to left in rough chronological sequence, and append a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the map key below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

Program:		Course Numbers/Program Requirements**:														
<div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff; margin-bottom: 10px;"> Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized </div> <p>Student Learning Outcomes (Competencies) by Goal: Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</p>		In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, and comprehensive examinations.														
		NFS 560 Intro. Practice	NFS 561 Clinical Nutrition 1	NFS 562 Clinical Nutrition 2	NFS 563 Clinical Nutrition 3	NFS 564 Foodservice Oper.	NFS 565 Community Nutr.	NFS 566 Clinical Mgt.	NFS 567 Research 1	NFS 568 Research 2	NFS 569 Research 3	NFS 570 Specialization				
Goal #1	1.1 - Locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions.	I	R	R	R	R	R	R	I	R	E	E				
	1.2 - Use current information technologies to locate and apply evidence-based guidelines and protocols.	I	R	R	R	R	R	R	I	R	E	E				
Goal #2	2.1 – Demonstrate effective and professional oral and written communication and documentation.	I	R	R	R	R	E	R	I	R	E	E				
	2.2 – Demonstrate counseling techniques to facilitate behavior change.	I	E	E	E		R									

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

**Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs**

	2.3 – Apply professional guidelines to a practice scenario.	I	E	E	E	R	E	R								
	2.4 – Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.	I	E	E	E	R	R	R				R				
Goal #3	3.1 – Use the Nutrition Care Process to make decisions, to identify nutrition-related problems, and determine and evaluate nutrition interventions.	I	E	E	E		R									
	3.2 – Develop interventions to affect change and enhance wellness in diverse individuals and groups.		IRE	RE	RE		E									
	3.3 – Develop an educational session or program/educational strategy for a target population.		RE	RE	RE	R	IRE									
Goal #4	4.1 – Apply management theories to the development of programs or services.					E	IR	E								
	4.2 – Evaluate a budget and interpret financial data.					R	R	IRE								
	4.3 – Apply the principles of human resource management to different situations.					R	R	IRE								
	4.4 – Apply food safety principles related to food, personnel, and consumers.					IRE										

Updated: 6.2013

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**Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs**

	<p>4.5 – Analyze data for assessment and evaluate data to use in decision-making.</p> <p>4.6 – Explain the impact of a public policy position on dietetics practice.</p> <p>4.7 – Explain the impact of health care policy and different health care delivery systems on food and nutrition services.</p> <p>4.8 – Explain the coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.</p>		E	E	E	IR	IR	IRE	I	R	E	RE					

*Add lines as necessary

Updated: 6.2013

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Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

III. Assessment Timeline: Indicates when and how student learning will be assessed based on clear statements of learning outcomes and expectations. Refer to the curriculum map to draft a student learning outcomes assessment timeline. Specify a 6-year plan for assessment (3 two-year periods) in which you will assess all of your program's Goals with at least one student learning outcome representing each Goal.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period (by number, i.e. 1.1 etc.)?	WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
Assessment Reporting Period 1 2015-17 (One year of data collection only. The first year of the Program is July 2015 to August 2016. The second year of the program will not be completed by the due date of	All outcomes	Student evaluations at end of program	Students will be given an anonymous survey upon program completion asking them to rate their understanding of each of the 17 student learning outcomes.	Students will rate their understanding of each of the 17 student learning outcomes as at least good (3.0 on a scale of 1-5).
	All outcomes	Employer evaluations 6 months after student graduation	Employers of our graduates will be given an anonymous survey asking them to rate the graduate on his/her demonstration of each of the 17 student learning outcomes.	Employers will rate the graduates' demonstration of each of the 17 student learning outcomes as at least good (3.0 on a scale of 1-5).
	1.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8	Pre and post tests in NFS 561, 562, 563, 564, 565, and 566	Students will complete pre and post assessments in each class. Questions on the assessments will be linked to the course units and	90% of students will show at least a 50% improvement in understanding of course material, linked to individual outcomes, from pre to

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

the report.)	1.1, 1.2, 2.1, 4.5	NFS 568, 569, and 570	individual student learning outcomes. Students complete a capstone project in their specialty rotation (NFS 570). The research methodology and evaluation techniques are provided in NFS 568 and 569. The capstone results are presented in a research paper, a scientific poster, and a podcast.	post assessment. 95% of students will earn 80% or above on each post assessment, linked to individual outcomes. Using a rubric, 90% of students will use appropriate scientific literature, and research methodology, and will use the effective communication techniques in the presentation of capstone results in a paper, scientific poster, and podcast (scale 4.0/5.0). Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual outcomes.
Assessment Reporting Period 2 2017-19	All outcomes	Student evaluations at end of program	Students will be given an anonymous survey upon program completion asking them to rate their understanding of each of the 17 student learning outcomes.	Students will rate their understanding of each of the 17 student learning outcomes as at least good (3.0 on a scale of 1-5).
	All outcomes	Employer evaluations 6 months after student graduation	Employers of our graduates will be given an anonymous survey asking them to rate the graduate on	Employers will rate the graduates' demonstration of each of the 17 student learning outcomes as at

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

**Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs**

	1.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8	Pre and post tests in NFS 561, 562, 563, 564, 565, and 566	his/her demonstration of each of the 17 student learning outcomes. Students will complete pre and post assessments in each class. Questions on the assessments will be linked to the course units and individual student learning outcomes.	least good (3.0 on a scale of 1-5). 90% of students will show at least a 50% improvement in understanding of course material, linked to individual outcomes, from pre to post assessment. 95% of students will earn 80% or above on each post assessment, linked to individual outcomes.
	1.1, 1.2, 2.1, 4.5	NFS 568, 569, and 570	Students complete a capstone project in their specialty rotation (NFS 570). The research methodology and evaluation techniques are provided in NFS 568 and 569. The capstone results are presented in a research paper, a scientific poster, and a podcast.	Using a rubric, 90% of students will use appropriate scientific literature, and research methodology, and will use the effective communication techniques in the presentation of capstone results in a paper, scientific poster, and podcast (scale 4.0/5.0). Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual outcomes.
	2.1, 2.2	NFS 560	Students complete a mock counseling session, which is videoed and evaluated by class members.	Using a rubric, 90% will be able to demonstrate effective counseling skills (scale 4.0/5.0). Rubric items will include criteria tied to

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

**Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs**

	1.1, 2.1, 2.3, 2.4, 3.2, 3.3, 4.6	NFS 565	Students complete a needs assessment for a community nutrition education program.	individual outcomes. Expectations are based on the individual outcomes. Using a rubric, 90% will use appropriate methods in the development of the needs assessment. Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual outcomes.
Assessment Reporting Period 3 2019-21	All outcomes	Student evaluations at end of program	Students will be given an anonymous survey upon program completion asking them to rate their understanding of each of the 17 student learning outcomes.	Students will rate their understanding of each of the 17 student learning outcomes as at least good (3.0 on a scale of 1-5).
	All outcomes	Employer evaluations 6 months after student graduation	Employers of our graduates will be given an anonymous survey asking them to rate the graduate on his/her demonstration of each of the 17 student learning outcomes.	Employers will rate the graduates' demonstration of each of the 17 student learning outcomes as at least good (3.0 on a scale of 1-5).
	1.2, 2.3, 2.4, 3.1,	Pre and post tests in NFS 561, 562,	Students will complete pre and	90% of students will show at least a

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

	3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8	563, 564, 565, and 566	post assessments in each class. Questions on the assessments will be linked to the course units and individual student learning outcomes.	50% improvement in understanding of course material, linked to individual outcomes, from pre to post assessment. 95% of students will earn 80% or above on each post assessment, linked to individual outcomes.
	1.1, 1.2, 2.1, 4.5	NFS 568, 569, and 570	Students complete a capstone project in their specialty rotation (NFS 570). The research methodology and evaluation techniques are provided in NFS 568 and 569. The capstone results are presented in a research paper, a scientific poster, and a podcast.	Using a rubric, 90% of students will use appropriate scientific literature, and research methodology, and will use the effective communication techniques in the presentation of capstone results in a paper, scientific poster, and podcast (scale 4.0/5.0). Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual outcomes.
	1.2, 2.2, 3.1, 3.2, 3.3, 4.5	NFS 551, 562, 563	Students complete a nutrition care plan for a client with a specific disease state. Nutrition care plans are developed in each of the three courses.	Using a rubric, 90% of students will use appropriate goals, interventions, and strategies in the development of a nutrition care plan (scale 4.0/5.0). Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual

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**Graduate Program Student Learning Outcomes Assessment Plan
For Accredited and Non-Accredited Programs**

	4.2, 4.5	NFS 566	Students will develop a budget as part of a business plan.	<p>outcomes.</p> <p>Using a rubric, 90% of students will be able to develop a budget and evaluate appropriate benchmark values (scale 4.0/5.0). Rubric items will include criteria tied to individual outcomes. Expectations are based on the individual outcomes.</p>
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ⁱ If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation 874-9517; 874-9379

ⁱⁱ Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, cutting and pasting will be required.

Updated: 6.2013

**Although the courses are sequentially numbered, they are not necessarily taken in order. As a result, the I, R, E designations may seem confusing. NFS 561-565 are courses that are integrated with dietetic internship programs and thus students take them concurrently with their internship rotations. They can be taken in any order in terms 2-6. NFS 570 is also integrated in with an internship rotation and this course is completed in term 7. NFS 560 will always be taught in the first term and NFS 566 in the last term. The research course sequence (NFS 567-569) will be taught in order, offered in terms 1, 6, and 8.

Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

The Graduate School requests that each program have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This assessment plan will help programs determine the extent to which these outcomes are successfully being met through courses and other program requirements. As part of the plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.^{i ii}


Program Information:

Program:	MS in Dietetics
Academic year plan submitted:	2014-15
Degree(s):	MS
Department Chair:	Cathy English
Program Director:	Cathy English
Accredited Program:	<input checked="" type="checkbox"/> No* <input type="checkbox"/> Yes, next accreditation report due:
Published learning outcomes (provide URL):	Upon approval, will be published on department website.

I. Program Goals: Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal

#1	The Program will emphasize the scientific and evidence base of practice, including integrating scientific information and research into practice.
#2	The Program will develop professional practice expectations in students, including beliefs, values, attitudes, and behaviors appropriate for the professional dietitian level of practice.
#3	The Program will include clinical and customer services, including the development and delivery of information, products, and services to individuals, groups, and populations.
#4	The Program will include practice management and use of resources, including the strategic application of principles of management and systems in the provision of services to individuals and organizations.

* ¹The program goals and student learning outcomes were developed by our national accrediting organization. This program is designed to match experiential learning in accredited dietetic internship programs.

Elaine <efinan@mail.uri.edu> 
To: Cathy English <cathy@mail.uri.edu>
MS in Dietetics (Online): Assessment Documentation

September 4, 2014 12:27 PM

1 Attachment, 145 KB

Dear Cathy,

On behalf of the Office of Student Learning, congratulations on the thoroughness of your assessment documentation. There is a clearly defined commitment to using multiple measures of student learning among the metrics for evaluating the success of MS in Dietetics program. The inclusion of a Graduate Program Assessment Plan compliments the program proposal and further supports the program's commitment to reflection and program improvement.

We wish you the very best in your next steps toward program approval.

Sincerely,

Elaine

Elaine Finan

Assistant Director
Office of Student Learning, Outcomes Assessment and Accreditation
University of Rhode Island
64 Upper College Road
Edwards Hall
Kingston, RI 02881
T: (401)874-9503



[Assessment...doc \(145 KB\)](#)