Strategies used to assess student learning include direct measures such as examinations, case studies, research papers, presentations, assignments, and projects including mock job interviews and counseling sessions. In FOS4041 Food Science an oral research presentation and a food additives paper assess professional communication skills. Also in FOS4041 a research paper is used to assess student's use of professional literature to make evidence-based practice decisions. Using a variety of learning approaches including lectures, case studies, and guest speakers, students are prepared to apply the nutrition care process in a clinical and community setting. A capstone Business Plan project prepares students for entry-level employment in the area of food management. A community-based transformational learning experience transcending four core nutrition courses equips students with the skills to deliver programs and services in the area of community nutrition and is reflective of the high value that nutrition faculty place on community service. In the senior year, a capstone course helps to instill in graduates the concepts of professional practice, ethics, and lifelong learning. Students engage with nutrition faculty who are experts in the areas of cultural competency, metabolic syndrome, pediatric obesity, and eating disorders. In addition, students are encouraged to join national and local associations including the Jacksonville Dietetic Association, to meet and network with nutrition professionals.

Indirect measures are used to assess learning as well, including senior exit surveys, alumni surveys, and internship director surveys. For example, the annual Senior Exit Survey is used to assess the student's perception of whether they have effective and professional oral and

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**Program Mission Statement**

Through excellence in teaching, research, and service, the University of North Florida (UNF) provides a high quality didactic and experiential learning environment that produces Nutrition and Dietetics program graduates who achieve registered dietitian status, professional employment related to the major, and/or further education. Nutrition students complete a rigorous, evidenced-based curriculum that includes 12 prerequisite and 20 major requirement courses preparing them for dietetic internships, professional employment, and/or graduate education. Using a variety of learning approaches including lectures, case studies, and guest speakers, students are prepared to apply the nutrition care process in a clinical and community setting. A capstone Business Plan project prepares students for entry-level employment in the area of food management. A community-based transformational learning experience transcending four core nutrition courses equips students with the skills to deliver programs and services in the area of community nutrition and is reflective of the high value that nutrition faculty place on community service. In the senior year, a capstone course helps to instill in graduates the concepts of professional practice, ethics, and lifelong learning. Students engage with nutrition faculty who are experts in the areas of cultural competency, metabolic syndrome, pediatric obesity, and eating disorders. In addition, students are encouraged to join national and local associations including the Jacksonville Dietetic Association, to meet and network with nutrition professionals.

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**Student Learning Outcomes**

Graduates will be able to:

**Content/Discipline-Specific Knowledge/Skills**

- Identify problems and evaluate nutrition interventions, including medical nutrition therapy, for disease prevention and treatment.
- Demonstrate proficiency in food safety and sanitation.
- Apply management and business principles to the development, marketing, and delivery of a nutrition program or service.
- Develop a nutrition education lesson plan for a target population.

**Communication Skills**

- Demonstrate effective and professional oral communication skills.
- Show effective and professional written communication skills.
- Show effective and efficient communication skills when working as part of a team.

**Critical Thinking Skills**

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

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**Assessment Approaches**

Strategies used to assess student learning include direct measures such as examinations, case studies, research papers, presentations, assignments, and projects including mock job interviews and counseling sessions. In FOS4041 Food Science an oral research presentation and a food additives paper assess professional communication skills. Also in FOS4041 a research paper is used to assess student's use of professional literature to make evidence-based practice decisions. Comprehensive case studies in DIE3213 and DIE3246, Nutrition Therapy I and II, respectively, gauge the use of the four-step nutrition care process for disease prevention and treatment, and assess the student's ability to locate evidence-based guidelines and protocols, and apply them to practice using critical thinking. Results from the National Restaurant Association's ServSafe Examination administered to all seniors demonstrate proficiency in food safety and sanitation. In the senior capstone class students complete a reflective self-assessment and an e-portfolio with the aim to professionally market themselves to internship directors and prospective employers. A Business Plan project in DIE4125 Management of Food and Nutrition Services II assesses student's ability to develop, market, and deliver a nutrition program or service. Indirect measures are used to assess learning as well, including senior exit surveys, alumni surveys, and internship director surveys. For example, the annual Senior Exit Survey is used to assess the student's perception of whether they have effective and professional oral and
written communication skills, and whether they are competent in the use of the nutrition care process. This survey also creates an opportunity for students to anonymously identify the nutrition program's strengths and weaknesses.