CAAM-HP Nutrition Education Database

# Section II – Students

## [Name of school]

## [Date of submission]

**GUIDELINES FOR SCHOOLS**

This data base section has been prepared as an editable template in Microsoft Word format

Shaded text boxes and tables are provided as guidelines for entering text in response to each item.

Where additional documents are requested, a place has been provided for the school to indicate a reference to an appendix

In some cases, tables may need to be expanded or duplicated and column or row headings may need to be adjusted to conform to terminology used by the school

Schools should make every effort to be concise in their responses while ensuring that each required item is addressed adequately

##### Part A: Admissions

1. Mean Admission scores for *new* (not repeating) first-year students during each of the past three years. State the examinations or other methods used and summarise in the table.

|  |  |  |  |
| --- | --- | --- | --- |
| Examination/ Criteria | Current Year | 1 Year Prior | 2 Years Prior |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Mean GPA for *new* (not repeating) first-year students during each of the past three years. State how the GPA is calculated and place the mean in the table.

|  |  |  |
| --- | --- | --- |
| Current Year | 1 Year Prior | 2 Years Prior |
|  |  |  |

1. For each of the last three years, the number of admissions applications considered by the admissions committee, applicants interviewed, offers of admission issued, student acceptances and entries for their first year of study.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Year | 1 Year Prior | 2 Years Prior |
| Applications |  |  |  |
| Interviews |  |  |  |
| Offers made |  |  |  |
| Acceptances |  |  |  |
| Entrants |  |  |  |

1. For the most recent academic year, the percentage of first-year students and of all students in the following categories – national, regional, extra-regional. National refers to a country sponsoring the school and/or in which the school is located. Region refers to non-nationals but from CARICOM countries.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Nationals % | Regional % | Extra-regional % |
| First-year |  |  |  |
| All Students |  |  |  |

1. Gender distribution (percentage) in the first-year class and in the total school enrolment.

|  |  |  |
| --- | --- | --- |
|  | Female % | Male % |
| First-year |  |  |
| All Students |  |  |

1. If available, for the most recent year the percentage by ethnicity of the students admitted. Give the most recent census data and add the categories as appropriate (Asian, black, white, etc. other)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Year] |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |

1. For the three most recent academic years, the percentage of first-year students and percentage of all students who withdrew or were dismissed from the school.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Past Year | 1 Year Prior | 2 Years Prior |
| First-year |  |  |  |
| Total |  |  |  |

1. For the past three academic years, total tuition and fees for entering national, regional and extra-regional students and the percent of institution scholarship students in those years.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Year  | 1 Year Prior | 2 Years Prior |
| National |  |  |  |
| Regional |  |  |  |
| Extra-regional |  |  |  |
| Transfer and Elective |  |  |  |
| Total tuition & fees |  |  |  |
| Percent Scholarships |  |  |  |

1. Provide a list of scholarships available to students.

**Part B: Narrative Data and Tables**

**NS.1 Students must meet the minimum admission criteria defined by the university for its degree programme and as deemed essential preparation for completing the nutrition curriculum.**

**NS.2 The nutrition programme must develop and publish policies, criteria, and procedures for the selection and admission of students that are made readily available to potential applicants and their academic advisors.**

*The nutrition programme's publications, advertising, and student recruitment present a comprehensive and accurate representation of the vision, mission, goals, and objectives of the programme, and the school's criteria for selection and the admissions process.*

**NS.3 The nutrition programme and parent university informational materials must describe the requirements for admission, and the qualifying degree as offered on-site, off-site or through distance education, such as on-line programmes.**

1. Outline the minimum matriculation requirements deemed essential to apply for the nutrition programme.
2. Summarize the selection and admissions policy utilized by the nutrition programme/parent institution.
3. Summarize the various strategies utilized and informational materials developed and disseminated for the recruitment of candidates for the nutrition programme.

**NS.4 The nutrition programme should develop and publish technical standards for the admission of persons with disabilities in consonance with any legal requirements in the jurisdiction where the school is established.**

1. Provide in an appendix, a copy of any technical standards that have been developed for the admission of disabled applicants.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**NS.5 The final responsibility for selecting students for admission to the nutrition programme should reside with a duly constituted faculty committee.**

1. Briefly describe the process of student selection, beginning with receipt of application forms and processing through screening/interview procedures, tender of acceptance and matriculation. Outline the criteria for selection and indicate how they are published and disseminated.
2. Describe the size and composition of the admission’s committee, how members are chosen and how long they serve. Who makes the final decision about admissions? Describe any circumstances in which committee decisions have been overruled or rejected.
3. Briefly describe the methods used to document and evaluate non-academic, personal or professional attributes of applicants. If a standard for is used for interviewing candidates, supply a copy of the form and describe how it is used.

**NS.6 The nutrition programme should have a pool of applicants sufficiently large and possessing the published qualifications to fill its entering class.**

**NS.7 The size and characteristics of the student intake must be related to the capacity of the nutrition programme at all stages of the education process.**

**The size of the entering class and of the student body as a whole is determined not only by the number of qualified applicants, but also the adequacy of critical resources:**

* *Finances*
* *Size of the faculty and the variety of specialties they represent*
* *Library and information systems resources*
* *Number and size of classrooms, student laboratories, and clinical experience sites and facilities*
* *Student services*
* *Instructional equipment*
* *Space for the faculty*

**NS.8 The nutrition programme should select from among its qualified applicants students who demonstrate the intelligence, integrity, personal and emotional characteristics necessary for them to become effective and competent nutrition professionals.**

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1. For each of the last three years, the number of admissions applications considered by the admissions committee, applicants interviewed, offers of admission issued, student acceptances and entries for their first year of study.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Year | 1 Year Prior | 2 Years Prior |
| Applications |  |  |  |
| Interviews |  |  |  |
| Offers made |  |  |  |
| Acceptances |  |  |  |
| Entrants |  |  |  |

1. Number of students enrolled in each academic year of the programme. If there are separate campuses list each separately.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **Total** |
|  |  |  |  |  |  |

1. Describe the considerations which determine the number of students offered admission. Give any quantitative data/ratios used for such factors as stated above, e.g. Faculty/student ratios.

**NS.9 The nutrition programme should have policies and practices ensuring the gender, racial, cultural, and economic diversity of its students.**

*The extent of diversity needed depends on both the institution’s and programme’s vision, mission, goals, the expectations of the community in which it operates, and its implied or explicit social contract at the national and/or regional level.*

**a**. Describe any initiatives designed to facilitate the achievement of institutional goals for student diversity. Include copies of policies, if any, that specifically address the gender, racial, cultural, and economic diversity of the student body.

1. **Visiting and Transfer Students**

**NS.10 Institutional resources to accommodate the requirements of any visiting or transfer students must not significantly diminish the resources available to existing enrolled students.**

**NS.11 Transfer students from other faculty, departments or institutions for selected courses should possess qualifications equivalent to the students they will join in the courses.**

1. Complete the following table for each of the past three academic years:

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of:** | **Last Year** | **1 Year Prior** | **2 Years Prior** |
| Students transferring into second year |  |  |  |
| Students transferring into third year |  |  |  |
| Students transferring into fourth year |  |  |  |
| Visiting students taking elective courses |  |  |  |

**S.12 Transfer students should not be accepted into the final year of the programme except under exceptional circumstances.**

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1. If the school has admitted one or more transfer students to the final year of the programme during any of the past three academic years, describe the circumstances.

**NS.13 The accepting institution and/or nutrition programme must verify the credentials of visiting students, formally register and maintain a complete roster of such students, approve their assignments, and provide evaluations to their parent schools.**

*Registration of visiting students allows the programme accepting them to establish protocols or requirements for health records, immunization, exposure to infectious agents or environmental hazards, insurance, and liability protection comparable to those of their own enrolled students.*

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1. Describe the process of selecting students for admission to advanced standing or transfer.
2. If any transfer or advanced standing students were admitted during the current academic year, complete the following table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mean GPA** | **Mean Admission Score** | **No. Nationals** | **No. Regional students** | **No. extra-regional students** |
| **Year 2** |
| Transfers  |  |  |  |  |  |
| 2nd year class |  |  |  |  |  |
| **Year 3** |
| Transfers  |  |  |  |  |  |
| 3rd year class |  |  |  |  |  |
| **Year 4** |
| Transfers  |  |  |  |  |  |
| 4th year class |  |  |  |  |  |

1. **Student Services**
2. ***Academic and Career Counselling***

**NS.14 The system of academic advisory services for students should integrate the efforts of faculty members, programme director/coordinator, and student affairs officers with the school's counselling and tutorial services.**

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1. Describe your academic advisory system for students. Describe any programmes designed to assist entering students in adapting to the demands of the programme of study.
2. Complete the following table for the most recently concluded academic year:

|  |  |
| --- | --- |
| **Number of Students in each year who:** | **Class Year** |
| **1st**  | **2nd**  | **3rd**  | **4th** | **5th**  | **Total** |
| Withdrew or were dismissed |  |  |  |  |  |  |
| Transferred to another school |  |  |  |  |  |  |
| Repeated the entire academic year |  |  |  |  |  |  |
| Repeated one or more required courses |  |  |  |  |  |  |
| Moved to a decelerated curriculum |  |  |  |  |  |  |
| Took leave of absence due to academic problems |  |  |  |  |  |  |
| Took leave of absence for academic enrichment (incl. research/joint degree programmes) |  |  |  |  |  |  |
| Took a leave of absence for personal reasons |  |  |  |  |  |  |

1. What percentage of students who experience academic difficulty (repetition of all or part of the year move to a decelerated curriculum, leave of absence due to academic problems) typically continue to do so after remedial action has been taken? Summarize the most common reasons for academic difficulty.

**NS.15 There should be a system to assist students in career choice and application to any extra-mural or postgraduate programmes, and to guide students in choosing elective courses.**

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**a.** Describe the system utilized for career choice and application to any extra-mural or postgraduate programmes, and to guide students in choosing elective courses.

**NS.16 The process of applying for extra-mural and postgraduate programmes must not disrupt the education of the students.**

1. Describe the process in place to screen applicants for extra-mural and postgraduate programmes. Include the systems/mechanisms in place to ensure that there is no disruption to the education of the students.

**NS.17 There must be a system in place to review and approve students’ proposed extra-mural programmes and to ensure the return of performance appraisal by the host programme**.

1. Describe the system in place to ensure that the performance appraisal is returned to the host programme.

**NS.18 The institution and/or programme should develop financial aid resources that minimize any student indebtedness, and provides students with essential financial aid and management counselling**.

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1. Describe any financial aid or assistance provided by the parent institution which students in this programme may access.
2. Summarize the financial aid counselling available to students in this programme.

**NS.19 The institution and/or programme must have a system of confidential counselling and health services for its students that includes programmes to promote their well-being and facilitate their adjustment to the physical and emotional demands of the nutrition programme being pursued**.

1. Describe the system available for confidential counselling and health services available to students in this programme.
2. Summarize any programmes organized by the institution designed to facilitate students’ adjustment to the physical and emotional demands of the nutrition programme being pursued.

**NS.20 Confidential counselling or health reports should not normally be used in**

 **academic evaluations or the promotion of students.**

1. Describe the mechanisms available to ensure confidentiality of the counselling and health reports to ensure that they are not used in the evaluation or promotion of students.

**S.21 Health and disability insurances should be available to all students.**

1. Describe the health and disability insurances available to all students. Include the scope of benefits and premium costs.

**NS.22 The nutrition programme must have policies addressing students’ exposure to infectious and environmental hazards and should follow the guidelines in the jurisdiction in which they study in determining appropriate management, including immunization.**

*The nutrition programme institutes these policies by:*

* *Education of students about methods of prevention and control of cross-infection;*
* *Procedures for care and treatment after exposure, including definition of financial responsibility; and*
* *All registered students (including visiting students) are informed of these policies before undertaking any educational activities that would place them or patients at risk.*

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1. Describe institutional policies regarding student exposure to infectious and environmental hazards, including the following:
* education of students about methods of prevention
* procedures for care and treatment after exposure, including definition of financial responsibility
* effects of infectious and/or environmental disease or disability on student educational activities
1. In the course of their education, when are students briefed on policies and procedures for prevention of and exposure to infectious diseases?

**The Learning Environment**

**NS.23 The nutrition programme must define and publish the standards of conduct for the teacher-student relationship, and have written policies for addressing violations of these standards.**

*Mechanisms for reporting violations of these standards, such as incidents of harassment or abuse, assure that they can be registered by the student and investigated without prejudice to the student or faculty.*

*The policies specify mechanisms for the prompt handling of such complaints and promote educational activities aimed at preventing inappropriate behaviour.*

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1. Supply a copy of any formal statement of the standards of conduct expected in the teacher-learner relationship.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. Provide a copy of any formal or informal policies and procedures for handling allegations of student mistreatment, including avenues for reporting such incidents and mechanisms for investigating them. What evidence is there to indicate the effectiveness of such policies?
2. Describe educational policies and programmes implemented by the school or other university officials to avoid or prevent student mistreatment.
3. Summarize the due process protections in place when taking an adverse academic action involving a student, including appeal opportunities.

**NS.24 There should be no discrimination on the basis of gender, sexual orientation, age, race, religion, or creed in the admissions process and throughout the programme.**

1. Describe any circumstances where applicants or students are given differential consideration on the basis of gender, sexual orientation, age, race, creed, or religion.

**NS.25 The nutrition programme must publish for all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action.**

1. Attach a copy of the school’s standards and procedures for the assessment, advancement, and graduation of students, and the procedures for disciplinary action.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. How are these standards and procedures publicized to faculty members and students?

**NS.26 Students records should be confidential and available only to members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.**

1. Describe the general content of the student record files. Where are student records maintained? Who, other than the student, is authorized to examine or review such records?

**NS.27 Students must be allowed to review and challenge their records.**

1. Describe the procedure students must follow in order to review or challenge their records.
2. Does each required course and clerkship provide students with an opportunity to review their performance, and if necessary appeal an examination or course grade?
3. Are failing grades recorded in a student’s record if deficiencies are satisfactorily remediated? How are grades in repeating or remedial courses considered in computing a student’s grade point average?

**NS.28 Both the institution and programme should ensure that students have adequate study space, lounge areas, and personal lockers or other secure storage facilities.**

1. Describe the quantity, quality, and accessibility of student study space, lounge, and relaxation areas. Do the nutrition and dietetics students share such space or facilities with other student groups?
2. What storage facilities are available for students’ personal possessions and valuables (e.g., microscopes, computing equipment)?
3. **Student Assessment**

**NS.29 The nutrition programme’s written policy must ensure ongoing assessment of students’ performance in the cognitive, affective, and psychomotor domains at all levels of the educational programme.**

1. Briefly describe the policies and procedures in place to ensure the use of on going

 assessment strategies which incorporate or represent the cognitive, affective and

 psychomotor domains.

1. Attach a copy of the school’s policy on assessment as an appendix.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**NS.30 The nutrition programme must define and document the methods of assessment, including the criteria for progression in the programme.**

*Assessments should be both summative and formative. Summative assessment results guide student progression, and formative assessment results guide students in the learning process.*

*Assessment methods should be clear, concise and known to students.*

**NS.31 The nutrition programme should ensure consistency in the application of the assessment methods throughout the programme.**

**NS.32 The reliability and validity of assessment methods should be evaluated and updated as required.**

1. Briefly describe the criteria established for progression in the programme.
2. Outline the methods and strategies utilized to inform students of the nature of assessments to be utilized per course within the programme.
3. Briefly summarize the procedures undertaken by the parent institution and or the programme to ensure the reliability and validity of the assessment methods and strategies utilized during the programme of study.

**NS.33 There must be written policies for student transfer, withdrawal, and termination.**

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1. Attach a copy of the school’s policy on transfer, withdrawal and termination of students as an appendix.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**NS.34 There must be a formal and transparent process for taking any action that adversely affects the status of the student.**

*The process includes timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to promotion, graduation, or dismissal.*

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1. Summarize the due process protections in place when taking an adverse academic decision and or action involving a student. Include appeal opportunities.
2. Describe the methods through which faculty and students are made aware of the related policies and or procedures.
3. **Student Representation**

**NS.35 The nutrition programme should have student representation on appropriate committees, policy development activities and other matters relevant to the students.**

*Students participate in the early detection and correction of problems and deficiencies associated with inter alia, course delivery including clinical experiences.*

*There is evidence to show that students actively participate on select committees, and other appropriate activities in the governance of the programme and in the ongoing efforts to improve programme quality.*

* 1. Describe the committees and other activities which include student representatives.
	2. Outline how these representatives are chosen and their length of service.

**NS.36 Students should actively participate on select committees, and other appropriate activities in the governance of the nutrition programme’s implementation and in the ongoing efforts to improve programme quality.**

*Minutes of appropriate committees showing the membership and participation of students should be available.*

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1. **Provide the Terms of reference for the select committees on which student representatives are included. Attach copies as appendix.**

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. **Provide copies of minutes of related meetings held within the last scholastic year. Attach copies as appendix.**

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

**END OF SECTION II**