

CADE Newsletter

Commission on Accreditation for Dietetics Education

March 2009

2008-2009 CADE Board

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FROM THE CADE CHAIR



Dear Colleagues:

The old expression “I have good news and bad news” may be corny, but it fits. The good news is that the CADE board and staff are working diligently to improve CADE’s processes and procedures to add value to what you do, while saving you time and effort. The bad news is that data from the 2008 computer matching process confirms what many students knew and what many educators suspected: There is a serious shortage of internship sites which may prevent even qualified students from getting into dietetic internship and consequently access into the profession. Is all hope lost???? No, but like the U.S. economy, our community may have to make some difficult choices to turn things around. This issue of the CADE newsletter will give you background on the challenges that educators and students are facing along with information about how CADE is changing to collaborate with educators to make our system better.

Currently the CADE Board is in the process of developing a strategic plan. At the January meeting the board members and staff members spent a day dedicated to team building and exploring issues for strategic planning. Simply put, strategic planning will determine where CADE is going over the next year or more and how it’s going to get there. A strong strategic planning process is a powerful management technique that CADE can use to establish and move towards improved outcomes for dietetics education.

“We must learn to view change as a natural phenomenon—to anticipate it and to plan for it.”—Lisa Taylor

At the January CADE Board meeting, the board decided to take steps to make ongoing improvements to CADE’s internal and external operation. One of the changes voted on by the board is to reduce the number of face-to-face meetings from four to three annually. In addition, CADE reduced the volume of paper used at the meeting by using laptop computers. This was a first for CADE and it will be continuing in the future. As we are encountering increasingly tough challenges, both internal and external, CADE will progress and continuously renew itself to meet those emerging challenges.

The CADE Board reconvened an Accreditation Standards committee to assure that the ERAS are reasonable and in keeping with good accreditation practice. The committee reviewed the ERAS and made formatting changes, procedural changes, and clarifications to make them more clear and achievable while trying to retain the overall intent of the 2005 standards committee. CADE plays a significant role in fostering public confidence in the educational enterprise, in maintaining standards, in enhancing institutional effectiveness, and in improving dietetics education. It also provides the basis on which individuals can be assured that accredited institutions have complied with a common set of requirements and standards.

As you can see, much is happening with CADE. These are only a few developments and modifications, and as time continues there may be additional changes. We need to assess what is changing and how it is changing and plan accordingly. In closing I would like to share a quote by Lisa Taylor in relation to change.

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CADE BOARD MEETING REPORT

The Commission on Accreditation for Dietetics Education reports the following from its October 23-24, 2008 and January 22-23, 2009 meetings.

CADE Budget

The Commission on Accreditation for Dietetics Education has a goal of reducing the 2008-09 budget by \$18,500 to address the impact of fiscal issues from the U.S. economy which may result in decreased revenues for this fiscal year. Areas in which changes have been made to promote cost savings are increased use of electronic documents and alternatives to its meeting schedule. At the January Board meeting, the increased use of electronic documents for the meeting agenda reduced the volume of paper by 75% and a revised meeting format allowed more time to discuss issues impacting dietetics education programs such as the shortage of internships and the difficulties some programs face in preparing students to meet the 80% first-time pass rate on the registration examination. The Board voted to hold three, rather than four, face-to-face meetings to accrue additional cost savings.

To more effectively use staff and program director time and resources, beginning with the 2008 Eligibility Requirements and Accreditation Standards, existing programs undergoing a site visit will be asked to submit one document containing all the required information rather than requiring an Eligibility Application followed several months later by a Self-Study Report. Only programs seeking candidacy for accreditation will continue the two-step process.

CADE Strategic Plan

The CADE Strategic Plan was developed in 2003. Since that time ADA Board of Directors revised the ADA Vision, Mission, Values Goals and Strategies, the 2008 Eligibility Requirements and Accreditation Standards were released and recommendations have been received from the Task Force on Education and Future Practice. CADE concluded its January Board meeting with a day dedicated to team building and exploring issues for strategic planning. The next step in developing the strategic plan will be accomplished using a "wiki," that allows all Board members and staff to collaboratively and dynamically edit documents through the Internet. A final draft will be developed on-line through group consensus and will be discussed and adopted at the April 2009 Board meeting.

Accreditation Standards

In response to questions about the 2008 Eligibility Requirements and Accreditation Standards, a statement will be developed to clarify what constitutes "supervised practice." An optional Student Learning Plan template will be developed to help program directors meet requirements in Standard Two.

Proposed New Registration Pathways

Representatives from the Boards of CADE and the Commission on Dietetic Registration (CDR) are reviewing possible options for implementing recommendations 4 and 6 of the Task Force on Dietetics Education and Future Practice.

- Recommendation 4 focuses on creating pathways for Didactic and Coordinated Program student/graduates to establish eligibility to become a DTR.
- Recommendation 6 seeks the development of pathway(s) for individuals with advanced degrees in nutrition and related fields to establish eligibility to become RDs. If CDR creates additional pathways for registration CADE may be impacted by the implementation plans.

Ad Hoc Committee on Second Round Computer Matching

Following the April 2008 computer match, 199 internship programs filled all their positions and of 2150 positions available there were 44 internship programs with 1 to 15 positions open for a total of 190 open positions. An Ad Hoc Committee was formed to complete a SWOT evaluation and review the computer matching timeline. The committee chaired by Catherine English, CADE DPD Program Representative, includes the following members: Janet Beary, CP Director; Jennifer Bueche, DI Director; Golda Ewalt, DI Director; Andrea Hutchins, DPD Faculty; Kelly Kane, DI Director; Francine Steinberg, DPD Director; Matthew Nulty, CADE Student Representative. The Committee did not recommend initiating a formal second round match process due to the relatively small number of open positions and the varying needs of programs related to the application process, but it did support reviewing the timeline for computer matching to determine if a shortened timeline could be instituted. Based on a recommendation from the Committee, the Board voted to investigate an on-line centralized application. The outcomes from the Ad Hoc Committee discussion on the pros and cons of implementation of a centralized application system will be shared with the Dietetics Education Workgroup appointed by the ADA Board of Directors.

Chair Column (continued)

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We must learn to view change as a natural phenomenon—to anticipate it and to plan for it. The future is ours to channel in the direction we want to go... we must continually ask ourselves, "What will happen if...?" or better still, "How can we make it happen?"

Debra Hollingsworth, PhD, RD, LDN



Chair
Commission on Accreditation for Dietetics Education

CADE BOARD MEETING REPORT (continued)

CADE Volunteer Leaders Appointed

The CADE Board elected the following individuals to begin terms on June 1, 2009

CADE Administrator

David Gale, was re-elected to an additional three-year term. Dr. Gale is Dean of College of Health Sciences, Eastern Kentucky University, Richmond, KY. He has served on the Board of Directors of the Commission on Accreditation of Allied Health Education, and as a site visitor for the American Medical Association and Southern Association of Colleges and Schools.

CADE Student

Jason Roberts was selected from students nominated by program directors. Jason will be a senior at the University of Cincinnati Coordinated Program. The CADE student member serves one year and also serves on the ADA Student Council Advisory Committee.

Program Representatives-elect

The following elected program representative-elects will serve one year at which time they become program representatives for two year terms (June 2010-2012).

Janice Cannon, MS, MAA, RD

Clinical Nutrition Manager, Hartford Hospital and Adjunct Professor
Briarwood College, Southington, CT

Janet Debilius, MA, RD, LDN

Dietetic Internship Director
Mid-Atlantic Region Sodexo, Baltimore, MD

Judith Hall, MS, RD, LRD

Assistant Professor, Department Chair, and Director, Coordinated Program
University of North Dakota, Grand Forks, ND

Cheryl Houston, PhD, RD, LD

Associate Professor, Department Chair and Director, Didactic Program in Dietetics
Fontbonne University, St. Louis, MO

CADE Accreditation Decisions

CADE continues to review applications and make accreditation decisions based on the ability of each education program to meet the 2002 and 2008 Accreditation Standards.

At the October 2008 Board meeting, decisions were made on 1 program for candidacy, 19 programs for initial accreditation, 9 programs for continued accreditation, 1 program for substantial equivalency, 2 Program Assessment Reports, 1 request for reconsideration and 2 Interim Reports, and 2 program closing plans.

At the January 2009 Board meeting, decisions were made on 1 program for accreditation, 29 program assessment reports, 4 interim reports, 2 program closing plans, 1 program merger, and 1 request for an extension to facilitate a concurrent site visit.

There are 580 active U.S. Based accredited/approved programs as of February 15, 2009.

Information At A Glance	
Total Number of Active CADE Programs	580
Didactic Programs	224
Coordinated Programs	55
Dietetic Internships	246
Dietetic Technician Programs	55
U.S. Programs Applying for Candidacy	7
International Coordinated Program	2

Welcome to New Programs

The following programs received Provisional Accreditation, Candidacy for Accreditation or Substantial Equivalency status during 2008.

Dietetic Internship

Baptist Health System, San Antonio TX

Dietetic Technician Programs

Hillsborough Community College, Tampa, FL
Santa Rosa Junior College, Santa Rosa, CA
Parkland College, Champaign, IL

International Coordinated Program in Dietetics

Kyung Hee University, Suwon Republic of Korea

Graduate Integrated Program (Demonstration Program)

University of Minnesota, Minneapolis, MN

2008 Five-Year Examination Reports

The five year summary reports for the registration examination for the dietetics education programs will be mailed by the end of March. Examination pass/fail summary statistics are available on the Commission on Dietetic Registration's (CDR) Web site at:

www.cdrnet.org/programdirector/index.html.

CLARITY FROM CADE

This column is a regular feature written by CADE board members and/or staff to answer questions about the accreditation standards and policies. This month's column contains the operational definition of supervised practice.

Clarification on Supervised Practice Hours for DIs, CPs, and DTs:

One of the more significant changes in the 2008 ERAS from the 2002 ERAS was the increase in supervised-practice hours from 900 to 1200 for dietetic internships and coordinated programs. The operational definition of Supervised Practice, found in Section 3 of each set of 2008 ERAS, was slightly modified from the 2002 ERAS. The underlined portions of the definition below indicate the additions made in 2008 (there were no other changes):

Supervised Practice—planned learning experiences in which knowledge, understanding and theory are applied to real-life situations; may be augmented by role-playing, simulation, case studies and/or other experiences in which students/interns actually perform tasks that contribute to acquisition of the competencies. (2008 ERAS)

It is the position of the CADE Board that there was no intent to have a program count supervised-practice hours any differently than was done for the 2002 ERAS. The definition now, and in 2002, is explicit in stating that the experiences are those in which the students/interns actually perform tasks.

In the 2008 ERAS, Section 1: Eligibility Requirements for Dietetic Internships, Coordinated Programs and Dietetic Technician Programs, the requirement is for *supervised practice*. CADE has always considered time in which the student/intern is assigned to be working in a facility and engaged in real-life situations, but not continually in the physical presence of a preceptor, to be supervised practice. Time spent by students/interns working at a place and time of their own choosing to complete assignments is not considered to be in compliance with the operational definition and intent of *supervised practice*. The augmentation of supervised practice with *role-playing, simulation, case studies and other experiences* is intended to provide programs with flexibility so that, in the absence of the availability of a real-life situation, all students/interns have learning opportunities to develop required competencies. The use of alternatives to real-life situations is not intended to replace real-life situations when the real-life situations are otherwise available.

To determine whether an alternative to a real-life situation could be considered supervised practice, a program should be able to demonstrate the following: The program must be able to explain:

- how they have determined that this experience is comparable to the real-life experience;
- why the experience is used in place of a real-life experience in a supervised-practice facility;

- how the experience contributes to acquisition of one or more competencies; and
- how the preceptor will maintain contact with the intern/student.

The program must also be able to provide evidence that there

- are clear expectations established prior to the learning experience/activity of what the intern/student is expected to accomplish;
- is a pre-determined amount of time that is being counted toward supervised practice (regardless of how long it takes the student to actually complete); and
- is an established method for how and when the work is reviewed with the preceptor when completed.

Aligning CADE with USDE Practices for Accreditation Agencies

Effective with the 2008 ERAS, CADE will begin adjusting its accreditation procedures to be better aligned with U.S. Department of Education (USDE) practices for accreditation agencies. One area of significant change for the CADE board will be to reduce or eliminate the number of decisions that are deferred until another meeting. The use of deferrals suggests that an agency's procedures are not effective, because information that should have been gathered by the time the board meets is not available. A preferable approach is for the board to make an accreditation decision and state the USDE-specified timeframe in which all evidence of compliance must be provided when the information is missing or the program is not in compliance with a standard. Other areas of CADE's current procedures will also be modified to meet USDE practices and accreditation best practices.

- Site teams will visit a sample of any supervised practice sites and potentially distance campuses.
- Site teams will consistently receive tours of educational facilities (e.g., classrooms, labs, etc.).
- Teams will have an opportunity to meet with faculty individually on a confidential basis.
- Programs will be asked to notify faculty, students, and the public of a CADE evaluation in order to provide opportunity for comment.
- CADE terminology, especially in regard to accreditation status will be simplified and standardized.

Accreditation Standards Committee Update

Fine Tuning CADE's 2008 ERAS with a New Look

On March 1, 2009, CADE's 2008 Eligibility Requirements and Accreditation Standards became effective. Some program directors have indicated concerns about the impact of the new ERAS, and while all programs will be expected to meet the requirements of the standards, the CADE board is taking steps to make sure that the standards are implemented in a fair and reasonable manner.

In view of data regarding the shortage of practice sites, the CADE board has concluded that some dietetics programs may be unable to meet aspects of CADE's 2008 ERAS for reasons beyond their control. As a result, the CADE board reconvened an Accreditation Standards committee to assure that the ERAS are reasonable and in keeping with good accreditation practice. The committee reviewed the ERAS and made formatting changes, procedural changes, and clarifications to make them more clear and achievable while trying to retain the overall intent of the 2005 standards committee. A description of the committee's activities is listed below:

Formatting Changes

Lists of evidence (not technically part of accreditation standards) that programs must provide to CADE when demonstrating compliance were placed in a separate guidance document for developing self-study reports. This will make the standards document easier to read and allow the development of more useful guidance and templates to programs that are going through the self-study process.

The Eligibility Requirements and Accreditation Standards criteria were grouped and named according to their purpose. This will allow individuals to discuss similar criteria by name, making them easier to learn and reference. An additional benefit of this approach is that it will be easier to quantify the degree to which programs are meeting the standards and thereby monitor improvements within a program or perform comparative and contrastive analyses across programs. This is particularly important for assessing the long-term effectiveness of the standards.

In order to label the evaluation requirements logically, some criteria in the eligibility-requirements on supervised practice sites were moved and grouped in a new location within the eligibility requirements. The criterion on budget was also moved and grouped with criteria related to program structure. All the criteria for the eligibility requirements were, then, numbered sequentially under each named group. In contrast, the original order and numbering for criteria within the standards were retained in spite of grouping and naming. The new names for the groups of criteria for the ERAS are shown below:

Eligibility Requirements (U.S. Programs)

- Program Structure and Finances
- Required Program Characteristics
- Requirements for Supervised Practice
- Requirements for Program Directors
- Title IV Compliance for Dietetic Internships
- Consortia

Eligibility Requirements for International Programs

- Program Structure and Finances
- Prior Recognition and Operation
- Required Program Characteristics
- Requirements for Supervised Practice
- Requirements for Program Directors
- Consortia

Accreditation Standards—U.S. and International Programs

Standard 1: Program Planning and Outcomes Assessment

- Program Mission
- Program Goals
- Program Outcomes
- Program Assessment
- On-going Program Improvement

Standard 2: Curriculum & Student Learning Outcomes

- Learning Activities
- Program Concentrations
- Curriculum Plan
- Curriculum Length
- Learning Assessment
- On-going Curricular Improvement

Standard 3: Program Management

- Qualifications of the Program Director
- Responsibilities of the Program Director
- Program Resources
- Faculty
- Preceptors
- Continuing Professional Development
- Supervised-Practice Facilities
- Program Information
- Policies and Procedures
- Program Handbook

Procedural Changes

Explicit, numeric benchmarks on employment rate, supervised-practice application rate, supervised-practice acceptance rate and pass rate were removed from the text of the standards and placed into policies and procedures. Although programs are still required to meet these benchmarks through policies and procedures, moving them will allow for future adjustments to take place if the benchmarks prove to be unattainable for reasons outside the control of the programs. This approach protects programs from adverse accreditation action while maintaining the intent of the standards, by permitting the CADE board to consider environmental factors affecting programs and students relative to the benchmarks, it facilitates the refinement of existing benchmarks and allows more accurate quality indicators to be added without having to wait five years for a formal standards revision, and it can promote innovation, by allowing benchmarks to be developed that consider new initiatives or innovative practices where implementation might have a short-term negative impact on a program's outcomes.

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Accreditation Standards Committee Update (continued)

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Clarification

It was noted that several programs, including international programs, are unable to meet DI/CP/ICP Criterion 2.1.4 that requires students to go on supervised-practice rotations at the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), because no WIC sites are within reasonable traveling distance. As a result, the criterion was amended to allow students to gain the knowledge and competencies in alternate supervised-practice settings when a WIC Program is not accessible. This clarification makes the criterion universally achievable by programs, thereby maintaining the intent of the 2005 standards committee.

Original: Supervised practice learning activities occur in various settings, including acute and critical care, outpatient, long-term care, a wellness program, public health/community (must include schools and WIC), and others determined by the program (DI/CP/ICP 2.1.4)

Clarified: Supervised practice learning activities occur in various settings, including acute and critical care, outpatient, long-term care, a wellness program, public health/community (schools and WIC or WIC-equivalent supervised-practice settings), and others determined by the program (DI/CP/ICP 2.1.4)

The effort to simplify and clarify the ERAS is being accompanied by parallel efforts to simplify procedures and clarify guidance and forms used in CADE's self-study process. Although the ERAS document developed by the 2005 standards committee will continue to be available, new, simplified guidance documents and forms are being developed for use by programs and site visitors on a voluntary basis. These documents will be open for educators to provide feedback which will be used for revisions.

- *Self Study Template for 2008 Eligibility Requirements and Accreditation Standards (2009):* This packet includes forms and instructions for providing the evidence needed to assist programs in preparing the self-study report and for the on-site visit.
- *Evaluation Forms for 2008 Eligibility Requirements and Accreditation Standards:* This form will be used by site visitors for reviewing programs.

The changes, especially those regarding numeric benchmarks and clarifications to WIC, were designed to prevent unintended adverse action against programs while maintaining the intent of the 2005 standards committee. Nevertheless, the CADE board recognizes that even making small changes to accreditation standards after they have been formally approved is atypical. So, to assure that appropriate procedures are followed, CADE will accept public comment on the changes for one year and will update the standards as needed, thereafter.

A Third of Students Didn't Get Internships and Some Programs Are Outperforming Others

Most students and educators are aware that there is a shortage of internship sites; however, many do not know the actual magnitude of the shortage. An analysis of data on dietetics programs from January 2007 through November 2007 showed that 3,795 individuals applied for 2520 internship positions, a shortage of 1275 sites or 33%. Effectively, one third of students paid for an education to become Registered Dietitians, when there was no possibility of this ever occurring. Unfortunately, the situation is expected to only get worse. For the protection of students and programs, DPD programs will be expected to inform all current and prospective dietetics students, verbally and in writing (through program catalogs, student handbooks or other public/published documents, etc.) of the internship shortage and that acceptance into an internship is not guaranteed.

Despite the fact that the average national pass rate for first-time candidates on the registration examination for dietitians has remained relatively stable at approximately 80% over the past five years, data for individual programs suggest that some programs are outperforming others. When each program is ranked by its average student performance based on type, 33% of DI, 38% of CP, and 42% of DPD programs fell below the 80% first-time pass rate. Similarly, the average national pass rate for first-time candidates on the registration examination for dietetic technicians over the past five years has averaged around 66%, whereas 65% of DT programs fell below the 80% pass rate. The CADE board will be taking steps to update programs and students with the most current data as they become available. The board will also be working to collaborate with the educational community to resolve these and other issues in a manner that protects the public interest, students and ensures the viability of educational programs.

Please visit the CADE Web Page at

<http://www.eatright.org/cade>

for more information.

Dietetic Internship Application and Computer Matching Information

Online computer match application process

D&D Digital is continuing to use the Website features for applicants and DI Directors participating in the April 2009 computer-matching process. Based on greater participation in the online process for the November 2008 and April 2009 match, we will discontinue the paper/mail option for applicants in the future. A completely online process will streamline the steps, shorten the matching-time period, and provide results to applicants and program directors sooner than it is possible to do now. Additional information will be made available as the 2010 computer match dates are finalized.

DI Directors, please update your program recruitment materials to include the online process for registering for the computer match if you have not done so already.

April 2009 computer match reminders

As in recent years, more applicants are participating in the match than there are available internship openings. DI directors are reminded to rank all qualified applicants rather than limit their lists to the number of available positions. This will increase the potential for filling most, if not all, DI positions currently available.

- Program directors must verify, enter or edit matching information and applicant rankings either online on or before **April 1, 2009**.
- Applicants must:
 - access their personal matching results on the D&D Digital Website on **April 20, 2009**.
 - confirm acceptance or rejection of the match, if they receive one, by 5:00 pm (the DI program's time zone) on **April 21, 2009**.
 - access the list of DI programs with open positions, if they are not matched, on the D&D Digital Systems Internet site at www.dnddigital.com on **April 22, 2009**.

Should you have questions please do not hesitate to contact Mary Ann Lusk at mlusk@eatright.org or Sandy Horton at dnd@netins.net.

2009 Computer Matching procedures, statistics and updated calendars are available on the CADE Web page under the Computer Matching tab at www.eatright.org/cade.

Site Visit Dates

Do you know when your program's next review will take place? Do you know that the CADE on-line directory indicates the next review date for each dietetics education program?

For each accredited/approved program in the on-line directory, the program status and next review date are provided directly below the program name and address. The next review date will be for the Program Assessment Report or self-study/site visit, whichever comes first.

Programs scheduled to be site visited in 2009-2010 have been assigned one of three time periods for when the site visit may take place. **The three time periods are:**

January—March

April—June

September—December

These programs will be listed as: Next Review: 9/1/2009, 1/1/2010 or 4/1/10 depending on the time period assigned. Once the site visit is scheduled, the actual site visit date is provided.

Programs scheduled to be site visited 2011 and beyond will be indicated as: 1/1/2011. This means the program has not been assigned a timeframe yet and that the site visit will be scheduled sometime during the year of 2011.

Check out your program's next review date on the CADE Web page at www.eatright.org/cade by selecting the Accredited Education Programs tab. If you have questions regarding your next review date, contact the CADE staff at cade@eatright.org.

Welcome to CADE's New Manager



Please join us in welcoming Janine Ricketts-Byrne, MA, RD, LD as the new Manager, Education Program Accreditation. Janine completed a Bachelor of Science at the University of Illinois at Chicago, Coordinated Undergraduate Program, and a Master of Arts in Adult Corporate Instructional Management Program from Loyola University, Chicago. She previously was certified in Nutrition Support (CNSD) and has practiced in many areas of dietetics: as a clinical dietitian at Loyola University Medical Center; instructor at St. Louis Community College, trainer at Nutrition Education Training Program and long-term care experience at Nutrition Care Systems.

Janine's well-rounded experience as an educator, trainer and in a variety of dietetics practice settings will be an asset to the CADE team. In addition, Janine is fluent in Spanish. She can be reached at 800/877-1600 ext. 4874 or jbyrne@eatright.org.

CADE Participates in DEP Spring Area Meetings

In an effort to improve the quality of communication between CADE and the educational community, representatives from the CADE board and staff will be participating in one-hour open discussion sessions to answer questions from DEP members and to listen to what they have to say about CADE and the state of dietetics education. CADE and DEP are also making plans to jointly sponsor a webinar for all educators who are unable to attend the face-to-face area meetings. The sessions are planned to enable participants to be able to do the following:

1. Explain the scope of CADE, identifying tasks that can and cannot be done by CADE.
2. State the status of several issues that CADE has undertaken in response to dietetic educators' concerns.
3. Ask questions and provide feedback related to dietetic education accreditation issues.

The DEP area coordinators have sent registration information to DEP members and program directors in their geographic area. The dates and locations are as follows:

AREA	DATE	LOCATION	DEP AREA COORDINATOR
1 Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, Wyoming	March 15-17	Asilomar Pacific Grove, CA	Carrie King afcdk@uaa.alaska.edu
2 & 5 Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Tennessee, West Virginia, Wisconsin	April 2-3	Indianapolis, IN	Janice Goodwin janice_goodwin@und.nodak.edu Nancy Burzminski nburzmin@kent.edu
3 & 4 Alabama, Arizona, Arkansas, Florida, Georgia, Kansas, Louisiana, Mississippi, Nevada, New Mexico, Oklahoma, Puerto Rico, South Carolina, Texas, Utah	March 27-28	Dallas, TX	Karen Funderburg kfunderburg@coxinet.net Katherine Davis kdavis@deltastate.edu
6 & 7 Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Vermont, Virginia	April 2-3	Newark, NJ	Nancy Katz nbkatz@umd.edu Khursheed Navder knavder@hunter.cuny.edu

It's Not Too Early—Make 2009 FNCE Plans

October 16 and 17 may seem like a long way off, but these are important dates for program faculty who would like to participate in a CADE workshop preceding the Food & Nutrition Conference & Expo in Denver, Colorado. The registration fees and forms will be in the preliminary FNCE program book that is mailed in June. Workshop registration will close on **September 30**.

The workshop will prepare you to meet the new Eligibility Requirements and Accreditation Standards for entry-level dietitian and dietetic technician programs, using an interactive format that covers how to conduct your self-study process, prepare reports, and interact with CADE reviewers during your on-site review. Prior to attending, participants must complete Web-based modules which include a sample self-study to allow time in the workshop to be used more effectively.

**CADE Staff Directory****cade@eatright.org****800/877-1600, ext. 5400****312/899-0040****Fax: 312/899-4817**

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Calendar of Events—April 2009–November 2009

April 21	DI appointment day
April 23-24	CADE board meeting in Chicago, Illinois
May 19-20	ADA Foundation Scholarship Committee meeting in Evansville, Indiana
July 23-24	CADE board meeting in Chicago, Illinois
September 25	Postmark deadline for submitting November 2009 DI applications/computer matching materials
September 30	Registration deadline for CADE Accreditation Workshop in Denver, Colorado
October 15-16	CADE board meeting in Denver, Colorado
October 16-17	CADE Accreditation Workshop, Denver, Colorado
October 17-20	Food & Nutrition Conference & Expo, Denver, Colorado
November 16	DI appointment day