

ACEND Accreditation Standards

For Nutrition and Dietetics Technician Programs (DT)

Adopted July 29, 2016; Effective June 1, 2017

Updated January 26, 2018; Effective July 1, 2018

**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the
Academy of Nutrition
and Dietetics



July 29, 2016

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Updates:

1/08/2018: Combined REs 3.3 and 3.4, Revised RE 4.2, Reversed order of RE 5.1 and 5.2

Standard 1: Program Characteristics and Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length and program management.

REQUIRED ELEMENTS:

- 1.1** The program must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.
- 1.2** The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the nutrition and dietetics technician education program to other programs/services.
- 1.3** The program must demonstrate that it has the administrative, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its goals. Programs offering tracks (such as distance, part-time/full-time) must document the financial support and learning resources provided to each track.
 - a. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program and student outcomes.
 - b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.
- 1.4** The program must award at least an associate's degree and verification statement upon completing program requirements to individuals who enter program without a degree.
 - a. If the program admits individuals with an associate's degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
- 1.5** The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.
 - a. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
 - b. The program director must:
 1. Have earned at least a master's degree.
 2. Be credentialed as a registered dietitian nutritionist or a nutrition and dietetics technician, registered by the Commission on Dietetic Registration.
 3. Have a minimum of three years professional experience post credentialing.
 4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.
 5. Not direct another ACEND-accredited nutrition and dietetics education program.

Standard 1: cont.

- c. The program director responsibilities must include, but are not limited to:
 1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
 2. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
 3. Student recruitment, advisement, evaluation and counseling.
 4. Maintenance of program accreditation, including:
 - a. Timely submission of fees, reports and requests for major program changes;
 - b. Maintenance of the program's student records, including student advising plans and verification statements;
 - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
 - d. On-going review of program's curriculum to meet the accreditation standards;
 - e. Communication and coordination with program faculty, preceptors and others involved with the program;
 - f. Facilitation of processes for continuous program evaluation and student learning outcomes assessment and
 - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.
- 1.6** The program must determine its length (in years) after taking into consideration competencies and learning activities that students must accomplish, required hours of supervised practice, and mandates from the program's administration or state legislation. Programs offering tracks must document any differences that exist in program length among the tracks.
- a. The program must specify the program length (in years). The program must document that students complete at least 450 hours of supervised practice experiences with a minimum of 350 hours in professional work settings; a maximum of 100 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional settings, simulation, case studies and role playing.
 - b. At least 350 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.

Standard 2: Consortia

Two or more independent institutions or organizations combining to sponsor a single program are termed a program consortium and must meet additional organizational structure criteria.

REQUIRED ELEMENTS:

- 2.1** The consortium must consider itself a single education program.
- 2.2** A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.
- 2.3** One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.
- 2.4** Each member organization in the consortium must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.
- 2.5** An organization chart must clearly show the relationship of each member of the consortium to the total program.

Standard 3: Program Mission, Goals and Objectives

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for practice as a nutrition and dietetics technician, registered. The mission, goals and objectives must be congruent and support the program.

REQUIRED ELEMENTS:

- 3.1** The program must have a mission that distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of entry-level nutrition and dietetics technicians, registered.
- 3.2** The program must have at least two goals focused on program outcomes that are consistent with the program's mission.
- 3.3** The program must set the following program objectives, align them with their program goals and demonstrate that the program is operating in the interest of students and the public:
 1. Program Specific: The program must establish one or more program specific objectives for each of the program's goals.
 2. ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
 1. Program Completion: The program must develop an objective that states "At least 80% of program students complete program/degree requirements within ___ years (150% of the program length)".
 2. Graduate Employment: The program must develop an objective that states "Of graduates who seek employment, ___ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
 3. Graduate Performance on Registration Exam:
 - a. The program must develop an objective that states "___ percent of program graduates take the CDR credentialing exam for nutrition and dietetics technicians within 12 months of program completion".
 - b. The program must develop an objective that states "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for nutrition and dietetics technicians is at least 70%".
 4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.

Standard 4: Program Evaluation and Improvement

The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.

REQUIRED ELEMENTS:

- 4.1** An ongoing program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:
- Each program goal.
 - Objective(s) that will be used to evaluate achievement of each program goal.
 - Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
 - Groups from which data will be obtained; both internal and external stakeholders must be represented (graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
 - Evaluation methods that will be used to collect the data.
 - Individuals responsible for ensuring that data are collected.
 - Timeline for collecting the necessary data. Data on ACEND-required objectives are to be collected annually.
- 4.2** The program must evaluate itself based on its program evaluation plan and provide evidence that:
- Data on actual program outcomes for each track are collected separately according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
 - Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
 - The targets set for program-specified and ACEND-required objectives are met.
 - Program changes have been made to improve outcomes for any objective(s) not meeting the program-specified or ACEND-required target.
 - Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.
- 4.3** Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

Standard 5: Curriculum and Learning Activities

The Core Knowledge and Competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

REQUIRED ELEMENTS:

- 5.1** The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a nutrition and dietetics technician, registered.
- a. The program's curriculum must include the following required components of the program's curriculum, including prerequisites:
 1. General understanding of the scientific basis of nutrition and dietetics, exposure to research literature and application to technical practice
 2. Oral and written communication skills sufficient for entry into technical practice
 3. Principles and techniques of effective interviewing and education methods for diverse individuals and groups
 4. Governance applicable to the technical level of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings
 5. Principles of medical nutrition therapy and the Nutrition Care Process including principles and methods of nutrition screening for referral to the registered dietitian nutritionist, collection of assessment data, nutrition interventions and monitoring strategies appropriate for the technician level of practice
 6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
 7. Principles of applied food science and techniques of food preparation
 8. Principles of procurement, production, distribution and service of food
 9. Applied management principles required to deliver food and nutrition programs
 10. Applied principles of human resource management
 11. Legislative and regulatory policy related to nutrition and dietetics operations
 12. Quality management of food and nutrition services;
 - 13.** Health care delivery (such as accountable care organizations, managed care, medical homes) and policies which impact technical practice of dietetics
 - 14.** Applied concepts of chemistry, anatomy, physiology, microbiology related to food safety, mathematics, fundamentals of nutrition and nutrition across the life span
 - 15.** Cultural competence and human diversity; human behavior, psychology, sociology or anthropology

Standard 5: cont.

- b. The program's curriculum must prepare students with the following core knowledge and competencies:
1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Knowledge

Upon completion of the program, graduates are able to:

- KNDT 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions related to the dietetics technician level of practice.
- KNDT 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
- KNDT 1.3 Apply critical thinking skills.

Competencies

Upon completion of the program, graduates are able to:

- CNDT 1.1 Access data, references, patient education materials, consumer and other information from credible sources.
- CNDT 1.2 Evaluate information to determine if it is consistent with accepted scientific evidence.
- CNDT 1.3 Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.
- CNDT 1.4 Implement actions based on care plans, protocols, policies and evidence-based practice.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional nutrition and dietetics technician level of practice.

Knowledge

Upon completion of the program, graduates are able to:

- KNDT 2.1 Demonstrate effective and professional oral and written communication skills sufficient for entry into technical practice.
- KNDT 2.2 Demonstrate effective interviewing and education methods for diverse individuals and groups.
- KNDT 2.3 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings.
- KNDT 2.4 Identify and describe the work of interprofessional teams and the roles of others with whom the nutrition and dietetics technician, registered collaborates in the delivery of food and nutrition services.
- KNDT 2.5 Demonstrate an understanding of cultural competence/sensitivity.
- KNDT 2.6 Explain legislative and regulatory policies related to nutrition and dietetics technician level of practice.
- KNDT 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
- KNDT 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Standard 5: cont.

Competencies

Upon completion of the program, graduates are able to:

- CNDT 2.1 Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.
 - CNDT 2.2 Use clear and effective oral and written communication.
 - CNDT 2.3 Prepare and deliver sound food and nutrition presentations to a target audience.
 - CNDT 2.4 Demonstrate active participation, teamwork and contributions in group settings.
 - CNDT 2.5 Function as a member of interprofessional teams.
 - CNDT 2.6 Refer situations outside the nutrition and dietetics technician scope of practice or area of competence to a registered dietitian nutritionist or other professional.
 - CNDT 2.7 Participate in professional and community organizations.
 - CNDT 2.8 Demonstrate professional attributes in all areas of practice.
 - CNDT 2.9 Show cultural competence in interactions with clients, colleagues and staff.
 - CNDT 2.10 Perform self-assessment and develop goals for self-improvement throughout the program.
 - CNDT 2.11 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
 - CNDT 2.12 Participate in advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
 - CNDT 2.13 Practice and/or role play mentoring and precepting others.
3. Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

Knowledge

Upon completion of the program, graduates are able to:

- KNDT 3.1 Use the Nutrition Care Process for nutrition screening for referral to the registered dietitian nutritionist, collection of assessment data, nutrition interventions and monitoring strategies appropriate for the technician level of practice.
- KNDT 3.2 Implement interventions to effect change and enhance wellness in diverse individuals and groups.
- KNDT 3.3 Present an educational session to a target population.
- KNDT 3.4 Describe the processes involved in delivering quality food and nutrition services.

Competencies

Upon completion of the program, graduates are able to:

- CNDT 3.1 Perform nutrition screening and identify clients or patients to be referred to a registered dietitian nutritionist.
- CNDT 3.2 Perform specific activities of the Nutrition Care Process as assigned by registered dietitian nutritionists in accordance with the Scope of Nutrition and Dietetics Practice for individuals, groups and populations in a variety of settings.
- CNDT 3.3 Provide nutrition and lifestyle education to well populations.
- CNDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the general population.
- CNDT 3.5 Develop nutrition education materials for disease prevention and health improvement that are culturally and age appropriate and designed for the literacy level of the audience.

Standard 5: cont.

- CNDT 3.6 Perform supervisory functions for purchasing, production and service of food that meets nutrition guidelines, cost parameters and health needs.
- CNDT 3.7 Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.

4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Knowledge

Upon completion of the program, graduates are able to:

- KNDT 4.1 Participate in the human resource management process.
- KNDT 4.2 Explain budgeting principles and techniques.
- KNDT 4.3 Apply safety principles related to food, personnel and consumers.
- KNDT 4.4 Identify health care delivery systems and policies that impact nutrition and dietetics technician practice.

Competencies

Upon completion of the program, graduates are able to:

- CNDT 4.1 Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.
- CNDT 4.2 Perform supervisory, education and training functions.
- CNDT 4.3 Use current nutrition informatics technology to develop, store, retrieve and disseminate information and data.
- CNDT 4.4 Participate in development of a plan for a new service including budget.
- CNDT 4.5 Implement and adhere to budgets.
- CNDT 4.6 Assist with marketing clinical and customer services.
- CNDT 4.7 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

5.2 A curriculum map must be developed that:

- a. Identifies didactic courses and supervised practice experiences, which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge and competencies.
- b. Sequentially and logically organizes the progression of didactic courses and supervised practice experiences from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.
- c. Culminates in experiences to demonstrate entry-level competence.

5.3 The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge and competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated KNDT/CNDT.

- a. Learning activities must prepare students for technical practice with patients/clients with various conditions.
- b. Learning activities must prepare students to implement selected components of the Nutrition Care Process under the supervision of the registered dietitian nutritionist with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement

The program must continuously assess achievement of student learning outcomes (SLO). The program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

REQUIRED ELEMENTS:

- 6.1** An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:
- a. Core competency statements.
 - b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core competencies.
 - c. Didactic courses and/or supervised practice rotation(s) in which assessment will occur.
 - d. Individuals responsible for ensuring that assessment occurs.
 - e. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once. SLOs that are not met must be assessed annually until resolved.
- 6.2** The program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the program's SLO assessment plan.
- 6.3** Formal curriculum review must routinely occur and:
- a. Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
 - b. Include input from students and other stakeholders as appropriate.
 - c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), tracks or supervised practice sites are used to accomplish the same educational objectives.
 - d. Result in actions to maintain or improve student learning.

Standard 7: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

REQUIRED ELEMENTS:

- 7.1** The program must provide evidence that qualified and appropriately credentialed faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.
- 7.2** The requirements for program faculty and preceptors must include:
- a. Program faculty (faculty within the academic unit), including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
 - b. Preceptors must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising students.
 - c. Program faculty, including the program director, and preceptors must show evidence of continued competence appropriate to their teaching or precepting responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
 - d. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.
- 7.3** The orientation and training requirements for program faculty and preceptors must include:
- a. New program faculty members, instructors, preceptors and teaching assistants must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics technician program.
 - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation and input from students.
 - c. Program faculty members, instructors and teaching assistants and preceptors must receive training on the ACEND Standards and required knowledge and competencies.

Standard 8: Supervised Practice/Experiential Learning Sites

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that sites are able to provide supervised practice learning experiences compatible with the competencies that students are expected to achieve.

REQUIRED ELEMENTS:

8.1 Supervised practice site requirements:

- a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process, and timeline for evaluation of adequacy and appropriateness of supervised practice facilities.
- b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.
- d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the program's organization).

Standard 9: Information to Prospective Students and the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students and the public at large.

REQUIRED ELEMENTS:

- 9.1** Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations.
- 9.2** All sources of information for prospective students and the public must provide current and consistent information and each information source must provide a reference to where complete program information can be found.
- 9.3** Information about the program must be readily available to prospective students and the public via a website and must include at least the following:
 - a. Accreditation status, including the full name, address, phone number and website of ACEND must appear on the program's website homepage.
 - b. Description of the program, including program's mission, goals and objectives.
 - c. A statement that program outcomes data are available upon request.
 - d. Information about the requirements and process to become a nutrition and dietetics technician, registered (NDTR), including education, supervised practice, passage on the CDR credentialing exam and state certification/licensure, if applicable; and how the program fits into the process.
 - e. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of student identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any institutional fees and tuition.
 - f. Application and admission requirements for all tracks for which the program is accredited.
 - g. Academic and program calendar or schedule.
 - h. Graduation and program completion requirements for all tracks for which the program is accredited.
 - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
 - j. Guidance about distance education components, if applicable.
 - k. If students are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described.

Standard 10: Policies and Procedures

The program must have written policies and procedures that protect the rights of students and are consistent with current institutional practice.

REQUIRED ELEMENTS:

- 10.1** Programs are required to have policies and procedures for program operations including:
- a. Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
 - b. Student Performance Monitoring: The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
 - c. Student Retention: Students with a minimal chance of success in the program must be counseled into career paths that are appropriate to their ability.
 - d. Supervised Practice Documentation: The program must establish procedures for tracking individual student's supervised practice hours in professional work settings, simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
- 10.2** The following policies and procedures specific to nutrition and dietetics technician programs must be provided to students, such as in a program handbook or on a program website. Programs offering tracks must document policies that differ between each track:
- a. Insurance requirements, including those for professional liability.
 - b. Liability for safety in travel to or from assigned areas.
 - c. Injury or illness while in a facility for supervised practice.
 - d. Drug testing and criminal background checks, if required by the supervised practice facilities.
 - e. Requirement that students doing supervised practice must not be used to replace employees.
 - f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
 - g. The process for filing and handling complaints about the program from students and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
 - h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted.
 - i. If the program grants credit, supervised practice hours or direct assessment for students' prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
 - j. Formal assessment of student learning and regular reports of performance and progress.
 - k. Program retention and remediation procedures; students must have access to remedial instruction such as tutorial support.

Standard 10: cont.

- l. Disciplinary/termination procedures.
- m. Graduation and/or program completion requirements for all tracks including maximum amount of time allowed for completing program requirements applicable at the time student enrolls.
- n. Verification statement requirements and procedures ensuring that all students completing requirements established by the program receive verification statements.
- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
- p. Withdrawal and refund of tuition and fees, if applicable.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including information used for identifying students in distance learning.
- s. Student access their own student file.
- t. Access to student support services, including health services, counseling and testing and financial aid resources.