

ACEND Accreditation Standards

For Nutrition and Dietetics

Foreign Dietitian Education Programs (FDE)

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** If accreditation or a quality assurance process has been established by the country's professional association or regulatory board for nutrition or dietetics, the program must be recognized by this process before applying to ACEND for candidacy for accreditation and it must be housed in a college or university meeting the following sponsoring institution criteria:
 - a. Colleges and universities outside the United States that are part of a U.S.-based educational system must be accredited in good standing by a U.S. regional institutional accrediting body for higher education.
 - b. Colleges and universities that are not part of the U.S.-based educational system must be authorized under applicable law by the country's ministry of education or equivalent public entity to provide an educational program beyond secondary education.
 - c. The institution must acknowledge that ACEND Standards are educational standards based on dietetics practice in the United States and that program graduates will not be eligible to sit for the U.S. registration exam to practice in the United States, unless graduates have met additional requirements for supervised practice in the United States, its territories, possessions or military bases; thereby, demonstrating the attainment of all U.S. competencies and the ability to provide safe and effective care within U.S. cultural practices in both regulated and non-regulated work settings. (ACEND does not seek input from the dietetics profession outside the United States in forming these Standards for dietetics education programs; therefore, quality measures may not reflect professional preparation required in countries outside the United States and its territories.)
 - d. If the sponsoring institution is a non-English language institution, the institution must provide all program documents (application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.
- 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 dietitian 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, undergraduate/graduate) 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.

Standard 1: cont.

- 1.4** The program must culminate in at least a baccalaureate or graduate degree equivalent to a baccalaureate or graduate degree conferred by a U.S. regionally accredited college or university and award a verification statement to students upon completion of program requirements.
- a. The program must be in operation and have graduated at least one class of students that has completed all requirements for the program and degree as stated in these accreditation standards.
 - b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and supervised practice required for completion of the graduate degree.
- 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 a degree equivalent to a master's degree conferred by a U.S. regionally accredited college or university.
 2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration or has completed formal education and training in food, nutrition, or dietetics and is verified by the country's professional association and/or national regulatory body for nutrition or dietetics.
 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.
 - 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 and
 - f. Facilitation of processes for continuous program evaluation and student learning outcomes assessment.

Standard 1: cont.

- 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 government 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 1200 hours of supervised practice experiences with a minimum of 900 hours in professional work settings; a maximum of 300 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 900 of the supervised practice hours must be conducted in in the program's home country or its territories, possessions or military.
- 1.7** A new program applicant must submit a formal request to the ACEND board of directors if it believes that it cannot meet any standard or any competency listed in Standard 5 for reasons related to the country's education system, health-care system or cultural practices. For each standard or competency that cannot be met, the request must include:
- a. The standard or competency number and its description.
 - b. A detailed explanation of why the standard or competency cannot be met.
 - c. A detailed recommendation for an equivalent standard or competency to replace it.

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 dietitian. 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 dietitians.
- 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:
 - a. Program Specific: The program must establish one or more program specific objectives for each of the program's goals.
 - b. 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 Dietitian Registration Exam, if such exam is offered in the country:
 - a. The program must develop an objective that states "___ percent of program graduates take the country's dietitian credentialing exam 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 country's dietitian credentialing exam is at least 80%".
 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 (such as 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 and at least one concentration must be identified, all 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 dietitian.
- a. The program's curriculum must include the following required components, including prerequisites:
 1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice
 2. Communication skills sufficient for entry into professional practice
 3. Principles and techniques of effective education, counseling and behavior change theories and techniques
 4. 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
 5. Principles of medical nutrition therapy and the Nutrition Care Process
 6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
 7. Management theories and business principles required to deliver programs and services
 8. Continuous quality management of food and nutrition services
 9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice;
 10. Health care delivery systems (such as accountable care organizations, managed care, medical homes)
 11. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems
 12. Food science and food systems, environmental sustainability, techniques of food preparation and development and modification and evaluation of recipes, menus and food products acceptable to diverse populations
 13. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan
 14. 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:

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

Competencies

Upon completion of the program, graduates are able to:

- CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
- CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
- CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
- CRDN 1.6 Incorporate critical-thinking skills in overall practice.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

Knowledge

Upon completion of the program, graduates are able to:

- KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- KRDN 2.2 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 describe interprofessional relationships in various practice settings.
- KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.
- KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
- KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.
- KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and advocating for issues impacting the nutrition and dietetics profession.
- KRDN 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:

- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
 - CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
 - CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
 - CRDN 2.4 Function as a member of interprofessional teams.
 - CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.
 - CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
 - CRDN 2.7 Apply leadership skills to achieve desired outcomes.
 - CRDN 2.8 Demonstrate negotiation skills.
 - CRDN 2.9 Participate in professional and community organizations.
 - CRDN 2.10 Demonstrate professional attributes in all areas of practice.
 - CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
 - CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.
 - CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
 - CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
 - CRDN 2.15 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:

- KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
- KRDN 3.2 Develop an educational session or program/educational strategy for a target population.
- KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
- KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services.
- KRDN 3.5 Describe basic concepts of nutritional genomics.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2 Conduct nutrition focused physical exams.
- CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.

Standard 5: cont.

- CRDN 3.4 Design, implement and evaluate presentations to a target audience
- CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
- CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.
- CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
- CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs 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:

- KRDN 4.1 Apply management theories to the development of programs or services.
- KRDN 4.2 Evaluate a budget and interpret financial data.
- KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.
- KRDN 4.4 Apply the principles of human resource management to different situations.
- KRDN 4.5 Describe safety principles related to food, personnel and consumers.
- KRDN 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 4.1 Participate in management of human resources.
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- CRDN 4.3 Conduct clinical and customer service quality management activities.
- CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
- CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
- CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
- CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
- CRDN 4.10 Analyze risk in nutrition and dietetics practice.

Standard 5: cont.

- c. The curriculum must include at least one program-defined concentration that builds on the core knowledge and competencies and develops entry-level depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities.

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, core knowledge and competencies and program-defined concentration 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, core knowledge and competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated KRDN/CRDN.

- a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare students to implement the Nutrition Care Process 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 and program-defined concentration 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 and program-defined concentration 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 demonstrate 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 government 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, teaching assistants and preceptors must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
 - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation and feedback from students.
 - c. Program faculty members, instructors, 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 dietitian, including education, supervised practice, passage on the credentialing exam, 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, 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 (government 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 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 to their own student file.
- t. Access to student support services, including health services, counseling and testing and financial aid resources.