

GUIDANCE INFORMATION FOR ACEND 2017 ACCREDITATION STANDARDS

**Accreditation Council
for Education in
Nutrition and Dietetics**
the accrediting agency for the
**eat[®]
right.** Academy of Nutrition
and Dietetics

Revised May 7, 2020

Guidance Information for 2017 Standards

This document provides guidance to program directors on implementing and documenting compliance with the ACEND 2017 Accreditation Standards. The document includes the types of information to be included in the self-study narrative, types of exhibits to include in the self-study appendix and additional materials that should be available on site for the review team. Programs applying for candidacy for accreditation are expected to provide all information as described in Guidance Information except where specifically noted.

ACEND staff members are available to provide consultation, guidance and support on meeting ACEND's accreditation standards, policies and procedures. Please email ACEND@eatright.org or call (312) 899-0040 extension 5400.

Acronyms used in document:

ACEND: Accreditation Council for Education in Nutrition and Dietetics

CP: Nutrition and Dietetics Coordinated Program

CDR: Commission on Dietetic Registration

CNDT: Competency for Nutrition and Dietetics Technicians

CRDN: Competency for Registered Dietitian Nutritionists

DI: Nutrition and Dietetics Internship Program

DPD: Nutrition and Dietetics Didactic Program

DT: Nutrition and Dietetics Technician Program

FDE: Foreign Dietitian Education Program

FTE: Full Time Equivalent

IDE: International Dietitian Education Program

ISPP: Individualized Supervised Practice Pathway

KNDT: Knowledge requirement for Nutrition and Dietetics Technicians

KRDN: Knowledge requirement for Registered Dietitian Nutritionists

SLO: Student Learning Outcomes

Changes and clarifications to the Guidance Information document (5/7/2020):

RE 1.2 – clarified Appendix Evidence regarding the names of programs to be included on the organization chart

RE 1.3 – tied resources to maximum accredited enrollment in the Narrative column

RE 1.4 – request an actual foreign equivalency report in Appendix Evidence from FDE and IDE programs

RE 1.5 – clarified year-round coverage for program director, added a Program Director Position Description optional template if the program chooses to use this rather its own job description, and request a foreign equivalency report for program directors who earn an international degree

RE 3.3 – ACEND-required objectives were separated for DI programs to indicate interns and months for the program completion goal (rather than students and years); A checklist for Standard 3 can be found on the website: <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards>

RE 4.1 – Choice of blank Program Evaluation Plan (PEP) template or Optional PEP template with ACEND required objectives included

RE 4.2 – Clarified actual data to include number and percentage and supporting documentation for onsite evidence; Added reference to three-year rolling averages for ACEND-required objectives data

RE 5.2 – Clarified need to include on the curriculum map only professional courses in which knowledge requirements or competencies are assessed

RE 7.2 – Clarified continued competence for faculty and preceptors

RE 7.3 – Clarified training from “ongoing” to “if needed”

RE 8.1 – Removed facility list to include locations where all students and preceptors are located since facilities are listed on the preceptor roster in Standard 7

RE 9.2 – Clarified examples of where program information can be found

RE 9.3 – Added reference to definition of distance education; clarified information regarding licensure/certification; clarified assistance for students/interns who are required to locate supervised practice sites

APPENDIX A – Additions to the Glossary

APPENDIX C – Clarified retention procedures for transcripts

APPENDIX D – New appendix clarifying when DPDs are required to have affiliation agreements

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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 or verification statements, program length and program management.

Required Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>CP, DPD, DT: 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.</p> <p>DI: The program must be housed in a college or university, health care facility, federal or state agency, business or corporation.</p> <ol style="list-style-type: none"> a. Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education. b. Hospitals must be accredited by The Joint Commission, Det Norske Veritas (DNV), Healthcare Facilities Accreditation Program (HFAP) or other approved national accreditation organization. c. Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by The Joint Commission, DNV, HFAP or other approved national accreditation organization. d. Other health-care-related facilities must be licensed by an agency of the state in which it is located or accredited by The Joint Commission, DNV, HFAP or other approved national accreditation organization. e. Business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below: <ol style="list-style-type: none"> 1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years. 2. Be in compliance with all local, state and federal laws and regulations. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Explain how the organization complies with this required element • Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency. (Note: Applications for Candidacy will not be accepted if an accrediting or licensing body has taken action to place on probation, deny, suspend, revoke, withdraw or terminate the institution’s accreditation.) <p>CP, DPD, DPD/ISPP, DT:</p> <ul style="list-style-type: none"> • State the name of the U.S. regional accrediting body and the institution’s current accreditation status <p>DI:</p> <ul style="list-style-type: none"> • State the U.S. accrediting or licensing body or organization providing oversight <p>FDE/IDE:</p> <ul style="list-style-type: none"> • State the name of your country’s accrediting body or a quality-assurance process established by the country’s professional association or regulatory board for nutrition and dietetics <p>Please Note: The ACEND Board placed a moratorium on accepting eligibility applications from proposed dietetic internships that are housed in business entities or publicly- or privately-held corporations without oversight by a regulatory body effective April 7, 2020.</p>	<p>All Programs:</p> <ul style="list-style-type: none"> • Copy of most recent letter or a website screenshot and active website link from the oversight agency website documenting the organization’s status with the oversight agency <p>DI for 1.1 e (for ACEND-accredited business entities only; candidacy applications are not accepted at this time)</p> <ul style="list-style-type: none"> • Documentation, such as a letter or business license from the state indicating that the business is legally organized and stating the date it was authorized to conduct business; a link to a website with the pertinent documentation is acceptable if the link is working and the required information is present. A screenshot of the information should be included in the program’s file • Letter, business license or statement on a state authorized website indicating the business is in good standing • IRS Financial Statements for the past five years; Statement from a licensed public accountant stating that the most recent annual financial statements have been reviewed and that the business was found to have a positive net worth and no irregularities were noted or an annual Financial Statement audited by a licensed public accountant • Evidence of an advisory board that reviews complaints about the program and provides guidance for growth or evidence of an assigned compliance officer who will review complaints 	<p>All Programs:</p> <ul style="list-style-type: none"> • Copies of any reports from the accrediting agency related to accreditation status, if institution is not fully accredited by its accrediting agency

<p>3. Provide statements covering the past five years from a licensed public accountant that indicates a review of the company's financial statements shows no irregularities and a positive net worth.</p> <p>4. Have an entity external to the program that provides oversight for the program's operations.</p> <p>FDE, IDE: 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:</p> <p>a. Colleges and universities outside the United States that are part of the U.S.-based educational system must be accredited in good standing by a U.S. regional institutional accrediting body for higher education.</p> <p>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.</p> <p>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. FDE) (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.)</p> <p>d. If the sponsoring institution is a non-English language</p>		<p>about the program and provide other oversight as needed</p>	
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institution, the institution must provide all program documents (application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.			
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Required Element 1.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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 nutritionist education program (CP, DPD, FDE, IDE) /nutrition and dietetics internship (DI)/nutrition and dietetics technician education program (DT) to other programs/services.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the administrative structure of the institution/organization and where the program is housed 	<p>All Programs:</p> <ul style="list-style-type: none"> A copy of the organization chart that shows the location of the program within the institution and its relationship to other programs within the department. It is not necessary that the chart be an “official” chart from the organization as long as the location of the program and other programs within the department are evident. More than one chart may be needed that shows where the program fits within college/school/department and the institution, as applicable. If specific names of individuals are included on the chart, all program names, including that of the accredited program, must be identified 	

Required Element 1.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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 or pathways must document the financial, support and learning resources provided to each.</p> <p>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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Explain the adequacy of program resources (e.g., administrative, technical, and IT support, financial, physical facilities, learning resources, support services) to meet the needs of all program tracks/pathways and produce the desired outcomes Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program goals and objectives State the maximum enrollment for which the program is 		<p>All Programs:</p> <ul style="list-style-type: none"> Tours of facilities Meeting minutes in which budget and resources are discussed, if applicable Examples of learning resources available to students/interns

Required Element 1.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>b. The program must identify its maximum enrollment to ensure quality, viability and appropriate use of resources of the program.</p>	<p>seeking accreditation and has the resources to support. Explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums for tracks/pathways, if applicable</p>		

Required Element 1.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>CP, DPD: The program must award at least a baccalaureate degree and verification statement upon completing program requirements to individuals who enter program with an associate’s degree or less.</p> <p>a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.</p> <p>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.</p> <p>DI: The internship must be a post baccalaureate degree program that admits only individuals who have a verification statement from a Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a bachelor’s degree granted by a U.S. regionally accredited college/university or foreign equivalent. The program must award a verification statement upon completing program requirements.</p> <p>DT: 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.</p> <p>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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe completion requirements for receipt of verification statement. Information should be provided separately for each track or pathway offered <p>CP, DPD, DT, FDE, IDE:</p> <ul style="list-style-type: none"> State the degree received upon completion of the program and describe completion requirements for receipt of degree. Information should be provided separately for each track or pathway offered. If a non-degree track is offered in addition to the degree track, completion requirements must be described <p>DI:</p> <ul style="list-style-type: none"> Describe how program assures that those admitted to the program have completed an ACEND accredited DPD or FDE program and hold at least a bachelor’s degree granted by a U.S. regionally accredited college/university or foreign equivalent If program offers graduate credit or a degree, state whether verification statement is linked to completion of graduate credit or degree 	<p>CP, DPD, DT, FDE, IDE:</p> <ul style="list-style-type: none"> A copy from catalog or website listing the degree obtained and course requirements and prerequisites <p>DI:</p> <ul style="list-style-type: none"> A copy from catalog or website listing the admission requirements If graduate credit and/or degree awarded, a copy from catalog or website listing the degree obtained and course requirements and prerequisites <p>FDE and IDE:</p> <ul style="list-style-type: none"> Provide a foreign equivalency report from one of CDRs approved agencies for a program graduate after the implementation of the ACEND standards to demonstrate that the degree is equivalent to a degree from a U.S. regionally accredited college or university. 	

<p>FDE, IDE:</p> <p>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.</p> <ol style="list-style-type: none"> 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. 			
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Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs:</p> <p>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.</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Have earned at least a master’s degree (or equivalent FDE/IDE). 2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration. (DT: or nutrition and dietetics technician, registered/IDE, FDE: see Standards) 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Describe how 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 • Describe the program director’s credentials and how the director meets the ACEND requirements for the program director position • Describe the authority and responsibility the director has to manage the program and how the program director’s listed responsibilities are achieved • If the program director position is not a 12-month appointment discuss year-round coverage of the program when the program director is not available. This does not refer to short-term vacations or absences. 	<p>All Programs:</p> <ul style="list-style-type: none"> • Program director’s current curriculum vitae or resume • Formal position description for the program director that includes ACEND responsibilities and clearly specifies the amount of time allocated for program management (e.g. number of hours, percentage of time, amount of course release time) • Use Program Director Position Description (Optional template) <p>CP, DPD, DPD/ISSP, DI, DT, IDE:</p> <ul style="list-style-type: none"> • Photocopy of the program director’s CDR registration card <p>FDE:</p> <ul style="list-style-type: none"> • Photocopy of the program director’s foreign dietitian (or U.S.) credentials, if applicable 	<p>All Programs:</p> <ul style="list-style-type: none"> • Student/intern and graduate files showing adherence to outlined procedures for record keeping • Examples of written communications with program faculty, preceptors and others involved with the program • Meeting minutes discussing accreditation issues

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>3. Have a minimum of three years professional experience post credentialing.</p> <p>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.</p> <p>5. Not direct another ACEND-accredited nutrition and dietetics education program.</p> <p>c. The program director responsibilities must include, but are not limited to:</p> <ol style="list-style-type: none"> 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/interns (such as program admission, retention and completion policies). 3. Student/Intern recruitment, advisement, evaluation and counseling. 4. Maintenance of program accreditation, including: <ol style="list-style-type: none"> a. Timely submission of fees, reports and requests for major program changes; b. Maintenance of the program's student/intern records, including student advising plans and verification statements; c. Maintenance of complaints about the program received from students/interns or others, including disposition of the complaint; d. On-going review of program's curriculum to meet the accreditation standards; 		<p>FDE and IDE:</p> <ul style="list-style-type: none"> • Provide a foreign equivalency report for the program director indicating that the degree is equivalent to a minimum of a master's degree from a U.S. regionally accredited college or university 	

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<ul style="list-style-type: none"> 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 credentialing exam. (not FDE) 			

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>CP, DI, DPD/ISPP, DT, FDE, IDE: The program must determine its length in years (CP, DT, FDE, IDE)/ in months (DI, DPD/ISPP) after taking into consideration competencies and learning activities that students/interns 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.</p> <ul style="list-style-type: none"> a. The program must specify the program length (in years (CP, DT, FDE, IDE)/ in months (DI, DPD/ISPP)). The program must document that students complete at least 1200 (CP, DI, FDE, IDE, DPD/ISPP)/450 (DT) hours of supervised practice experiences with a minimum of 900 (CP, DI, FDE, IDE, DPD/ISPP)/350 (DT) hours in professional work settings; a maximum of 300 (CP, DI, FDE, IDE, DPD/ISPP)/100 (DT) hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional work settings, simulation, case studies and role playing. b. At least 900 (CP, DI, IDE, DPD/ISPP)/350 (DT) of the supervised practice hours must be conducted in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases. (FDE: At least 900 of the supervised practice hours must be 	<p>In your narrative for this Required Element:</p> <p>State the program length:</p> <ul style="list-style-type: none"> • DPD: in years for each track (such as onsite/distance, part-time/full-time, undergraduate/graduate, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway) • CP, DT, FDE, IDE: in years and number of supervised-practice hours for each track (such as remote, onsite/distance, part-time/full-time, undergraduate/graduate, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway). • DI, DPD/ISPP: in months and the number of supervised practice hours for each track (such as remote, onsite/distance, part-time/full-time, degree/non-degree, verification-only) and/or pathway (such as Individualized Supervised Practice Pathway). <p>All Programs:</p> <ul style="list-style-type: none"> • Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program's administration or state legislation) 	<p>CP, DI, DT, DPD/ISPP, FDE, IDE:</p> <ul style="list-style-type: none"> • Planned supervised practice hours (use template titled "Planned Supervised Practice Hours") • If alternate supervised practice hours offered, examples of assignments or learning experience descriptions that will count toward these hours. 	

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>conducted in in the program’s home country or its territories, possessions or military.)</p> <p>c. The program must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period. (DI, DPD/ISPP)</p> <p>DPD: The program must determine its length (in years) after taking into consideration knowledge and learning activities that students must accomplish and mandates from the program’s administration or state legislation. Programs offering pathways or tracks must document any differences that exist in program length among the pathways or tracks.</p>	<ul style="list-style-type: none"> Describe all tracks/pathways for which the program is requesting accreditation and the variation among tracks/pathways such as baccalaureate, graduate, on-campus, distance education, supervised practice for didactic program graduates, certificate, degree, part-time, full-time <p>CP, DI, DT, DPD/ISPP, if applicable:</p> <ul style="list-style-type: none"> Describe planned international experiences available for students/interns, total supervised practice hours provided internationally, and country in which experiences will occur Describe alternate supervised practice experiences required and how they are equivalent to supervised practice. <p>IDE:</p> <ul style="list-style-type: none"> Describe planned US-based experiences available for all students/interns and the total supervised practice hours provided 		

Required Element 1.7	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>DI: A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid, which is not included in the Title IV (student aid) eligibility of a sponsoring college or university, must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program’s default rate exceeds the federal threshold (25 percent over a three-year period or 40% in one year), the program must provide a default reduction plan, as specified by USDE.</p> <p>FDE: 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.</p>	<p>In your narrative for this Required Element:</p> <p>DI: (using ACEND for Title IV funding only)</p> <ul style="list-style-type: none"> Discuss the status of USDE audits, reviews and default rates <p>FDE:</p> <ul style="list-style-type: none"> Identify any standard or competency that cannot be met because of the country’s education system, health care system and/or cultural practices, describe why the standard or competency cannot be met and indicate recommendations for equivalent standards or competencies to replace it 	<p>DI: (with Title IV)</p> <ul style="list-style-type: none"> Copy of default rate information and the default reduction plan, if applicable 	

Required Element 1.7	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>For each standard or competency that cannot be met, the request must include:</p> <ul style="list-style-type: none"> 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 Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The consortium must consider itself a single education program.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart in Required Element 1.2) 	<p>All Programs:</p> <ul style="list-style-type: none"> An active website link to published information about the consortium 	
Required Element 2.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member 	<p>All Programs:</p> <ul style="list-style-type: none"> A copy of formal agreements between the organizations involved 	
Required Element 2.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Identify the individual who serves as the consortium program director 	<p>All Programs:</p> <ul style="list-style-type: none"> Position description of the consortium program director, if different from the position description in Required Element 1.5 	
Required Element 2.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe each coordinator and employment status of each coordinator with the member institution 	<p>All Programs:</p> <ul style="list-style-type: none"> A copy of curriculum vitae/resume for each coordinator 	

Required Element 2.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: An organization chart must clearly show the relationship of each member of the consortium to the total program.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the relationship of each coordinator to the consortium program director 	<p>All Programs:</p> <ul style="list-style-type: none"> An organization chart showing the relationship of each member of the consortium to the total program, if different from the organization chart in Required Element 1.2 	

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 registered dietitian nutritionist (CP, DI, IDE)/nutrition and dietetics technician, registered (DT)/dietitian (FDE)/students for supervised practice leading to eligibility for the CDR credentialing exam to become a registered dietitian nutritionist (DPD). The mission, goals and objectives must be congruent and support the program.

Required Element 3.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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 registered dietitian nutritionists (CP, DI, IDE, DPD/ISSP)/dietitians (FDE)/nutrition and dietetics technicians, registered (DT)/students for supervised practice leading to eligibility for the CDR credentialing exam to become a registered dietitian nutritionist (DPD).</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Provide the mission statements for: <ul style="list-style-type: none"> ○ the institution ○ the college and/or department in which the program resides, and ○ the program, itself • Ensure that the mission clearly indicates preparation of entry-level registered dietitian or entry-level registered dietitian nutritionist (CP, DI, IDE)/ preparation of entry-level dietitians (FDE)/ preparation of students for supervised practice leading to eligibility for the CDR credentialing exam to become registered dietitian Nutritionists (DPD)/ preparation of entry-level nutrition and dietetics technician, registered or entry-level dietetic technician, registered (DT). (Refer to the Standard 3 checklist in on the ACEND website) • Analyze the congruence of the program’s mission statement with the institution, college and/or department missions • If the mission has changed during the accreditation cycle, explain the rationale; may reference evidence provided for Standard 4 <i>[Not applicable to programs applying for candidacy]</i> 		<p>All Programs:</p> <ul style="list-style-type: none"> • Minutes from planning meetings or other documentation discussing development of mission

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The program must have at least two goals focused on program outcomes that are consistent with the program’s mission.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • State your program goals. • Discuss how the goals support the program’s mission 		<p>All Programs: Minutes from planning meetings or other documentation discussing development</p>

	<ul style="list-style-type: none"> Note: Provide program goals that are well constructed (i.e. are specific, measurable, attainable, realistic, time related) and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. The goals must use the term “graduates” and must not use the terms “students” or “interns”. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals. 		of goals
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Required Element 3.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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.</p> <ol style="list-style-type: none"> Program Specific: The program must establish one or more program specific objectives for each of the program’s goals 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: <p>CP and IDE:</p> <ol style="list-style-type: none"> 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)”. 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”. Graduate Performance on Registration Exam: <ol style="list-style-type: none"> The program must develop an objective that states “ ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion”. 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 dietitian nutritionists is at least 80%”. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> For each goal, provide one or more program specific objective used to evaluate achievement of that program goal; align each objective with the appropriate program goal. Ensure each objective includes a target measure and discuss how target measures were determined . Provide ACEND-required program objectives, aligning them to the appropriate program goal. Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public. Note: ACEND-required program objectives must be written verbatim when listed in quotation marks in the standard. They may be aligned to any of the program’s goals as appropriate; they do not need to all be included under the same goal. Each program goal must include at least one program specific objective. Note: Programs should avoid affixing a number of years to the ACEND-required objectives (e.g. Over a five-year period, ...) because they are then not written verbatim. 		<p>All Programs: Minutes from planning meetings or other documentation discussing development of objectives</p>

<p>4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</p> <p>DI:</p> <ol style="list-style-type: none"> 1. Program Completion: The program must develop an objective that states “At least 80% of program interns complete program/degree requirements within ____ months (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: <ol style="list-style-type: none"> a. The program must develop an objective that states “ ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists 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 dietitian nutritionists is at least 80%”. 4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice. <p>DPD/ISPP:</p> <ol style="list-style-type: none"> 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)” (as defined in years (DPD)/months (ISPP)). 2a. Graduate Application and Acceptance into Supervised Practice <ol style="list-style-type: none"> a. The program must develop an objective that states “ ____percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation”. (DPD) b. The program must develop an objective that states “ ____percent of graduates are admitted into a supervised practice program within 12 months of graduation”. (DPD) 2b. 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”.(ISPP) 3. Graduate Performance on Registration Exam: <ol style="list-style-type: none"> a. The program must develop an objective that states “ ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion”. (ISPP) 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 dietitian nutritionists is at least 80%”. (DPD & ISPP) 			
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<p>DPD/ISPP (cont.):</p> <p>4a. Supervised Practice Program Director Satisfaction: The program must develop an objective for supervised practice program director’s satisfaction with graduate’s preparation for supervised practice. (DPD)</p> <p>4b. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.(ISPP)</p> <p>DPD:</p> <p>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)”</p> <p>2. Graduate Application and Acceptance into Supervised Practice:</p> <p>a. The program must develop an objective that states “____percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation”.</p> <p>b. The program must develop an objective that states “____percent of graduates are admitted into a supervised practice program within 12 months of graduation”.</p> <p>3. Graduate Performance on Registration Exam:</p> <p>a. 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 dietitian nutritionists is at least 80%”.</p> <p>4. Supervised Practice Program Director Satisfaction: The program must develop an objective for supervised practice program director’s satisfaction with graduate’s preparation for supervised practice.</p> <p>DT:</p> <p>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)”</p> <p>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”.</p> <p>3. Graduate Performance on Registration Exam:</p> <p>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”.</p> <p>b. The program must develop an objective that states “The program’s one-year pass rate</p>			
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<p>DT (cont.): (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%”.</p> <p>4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</p> <p>FDE</p> <p>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)”</p> <p>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”.</p> <p>3. Graduate Performance on Dietitian Registration Exam, if such exam is offered in the country:</p> <p>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”.</p> <p>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 county’s dietitian credentialing exam is at least 80%”.</p> <p>4. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</p>			
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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 Element 4.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:</p> <ol style="list-style-type: none"> a. Each program goal. b. Objective(s) that will be used to evaluate achievement of each program goal. c. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved. d. 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). e. Evaluation methods that will be used to collect the data. f. Individuals responsible for ensuring that data are collected. g. Timeline for collecting the necessary data. Data on ACEND-required objectives are to be collected annually 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. <i>[Programs applying for candidacy describe how process will occur]</i> • Discuss changes, if any, which have been made in the plan since the last accreditation review (PAR or self-study report.) <i>[Not applicable to programs applying for candidacy]</i> 	<p>All Programs:</p> <ul style="list-style-type: none"> • Most recently reviewed Program Evaluation Plan listing all program goals and objectives, the data to be collected for all program goals and objectives, groups from which data will be collected, methods used to collect data, individuals responsible for data collection and the timeline for data collection (use template titled "Program Evaluation Plan") • Note: Programs have the option of choosing between two Program Evaluation Plan templates. 	<p>All Programs:</p> <ul style="list-style-type: none"> • Minutes from planning meetings or other documentation discussing review of program evaluation plan <i>[Not applicable to programs applying for candidacy]</i>

Required Element 4.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The program must evaluate itself based on its program evaluation plan and provide evidence that:</p> <ol style="list-style-type: none"> Data on actual program outcomes for each pathway or 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 targets. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Analyze degree of achievement of program goals and objectives, including trends observed in the data <i>[Not applicable to programs applying for candidacy]</i> Discuss factors impacting achievement of program goals and objectives <i>[Not applicable to programs applying for candidacy]</i> If the program has separate tracks/pathways outcome data must be gathered for each separately, and when provided for review, the data and actions must be included in a separate analysis for each track/pathway If the program is a consortium, describe the role of each institution in the program evaluation process Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment Note: To calculate program completion divide all students who finish the program (nominator) by all students who start the program (denominator); this includes students who drop out at any point after starting the program. Reminder: Data for all ACEND-required objectives must be provided as three-year rolling averages effective July 1, 2018. Three-year rolling averages should be indicated as 2016-2018, 2017-2019, 2018-2020, etc. Note: Pearson VUE exam pass rate results are already provided as three-year rolling averages. 	<p>All Programs:</p> <ul style="list-style-type: none"> Evidence that the program reviews its plan on an annual basis; History of Annual Review contains entries on the first page of the plan Actual data (including the number “n” and percentage) collected for each program objective, which must be provided in the final column in the Program Evaluation Plan”) <i>[Not applicable to programs applying for candidacy since no data have been collected]</i> Examples of tools used to collect evaluation data such as, surveys, evaluations, etc. 	<p>All Programs:</p> <ul style="list-style-type: none"> Minutes from planning meetings or other documentation discussing review of program evaluation results <i>[Not applicable to programs applying for candidacy]</i> Completed evaluation surveys and/or other documentation supporting the data in the PEP (e.g., computer match results, completion records, focus groups, interviews, etc.) <i>[Not applicable to programs applying for candidacy]</i> Institutional documents demonstrating integration with institution assessment, if applicable

Required Element 4.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan <i>[Programs applying for candidacy must discuss how the improvement plan will link to the Program Evaluation Plan]</i> 	<p>All Programs:</p> <ul style="list-style-type: none"> Most recent plan documenting continuous program improvement (use template titled "Continuous Program Improvement Plan") <i>[Programs applying for candidacy must submit this plan with anticipated strengths and challenges]</i> 	<p>All Programs:</p> <ul style="list-style-type: none"> Minutes from planning meetings or other documentation discussing identification of program strengths and areas of improvement and development of short- and long-term strategies

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 (CP, DI, FDE, IDE, DPD/ISPP), all] within the context of the mission and goals of the program.

Required Element 5.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: 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 registered dietitian nutritionist (CP, DPD/ISPP, DI, IDE); nutrition and dietetics technician, registered (DT); dietitian (FDE); entry to supervised practice to become a registered dietitian nutritionist (DPD).</p> <p>a. The program’s curriculum must include the required components (CP, DPD, DT, FDE, IDE) and must prepare students with the core knowledge (CP, DPD, DT, FDE, IDE) and competencies (CP, DI, DT, FDE, IDE, DPD/ISPP) listed in the <i>2017 Accreditation Standards</i>.</p> <p>b. The curriculum must include at least one program-defined concentration that builds on the core knowledge and competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities (CP, DI, FDE, IDE, DPD/ISPP).</p>	<p>In your narrative for this Required Element:</p> <p>DPD, DT:</p> <ul style="list-style-type: none"> Narrative not required for curriculum requirements and required knowledge and competencies as elements are addressed in the curriculum map and the student learning outcomes assessment plan. <p>CP, DI, DPD/ISPP, FDE, IDE:</p> <ul style="list-style-type: none"> State the concentration and its corresponding program specific competencies (minimum of two) and learning activities. Describe why the concentration was chosen. Describe how the concentration competencies build on ACEND’s core competencies and develop additional depth. 	<p>CP, DPD, DT, FDE, IDE: Course descriptions as published in the catalog [<i>Programs applying for candidacy provide draft copy of course descriptions that will be published in the catalog</i>]</p>	

Required Element 5.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: A curriculum map must be developed that:</p> <p>a. Identifies didactic courses (CP, DPD, DT, FDE, IDE) and supervised practice experiences (CP, DI, DT, FDE, IDE, DPD/ISPP) and experiential learning experiences, if used (DPD), which occur in various settings or practice areas that students/interns will complete to meet the required curriculum components (CP, DPD, DT, FDE, IDE), core knowledge (CP, DPD, DT, FDE, IDE), core competencies (CP, DI, DT, FDE, IDE, DPD/ISPP) and</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the program’s curriculum including all pathways and tracks. Discuss and provide examples of how the program didactic and/or supervised practice courses or rotations are organized, sequenced and integrated. 	<p>All Programs: Note: Curriculum map does not need to include courses outside the accredited program (e.g., freshman courses in a 2-year junior-senior DPD)</p> <p>DPD:</p> <ul style="list-style-type: none"> A curriculum map of didactic courses aligned with required curriculum 	<p>All Programs:</p> <ul style="list-style-type: none"> All syllabi for didactic courses in program curriculum All supervised practice courses/rotations descriptions in program curriculum

<p>program-defined concentration competencies (CP, DI, FDE,IDE, DPD/ISPP).</p> <p>b. Sequentially and logically organizes the progression of didactic courses and/or 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/or competency by completion of the program. (all programs)</p> <p>c. Culminates in experiences to demonstrate entry-level competence (CP, DI, DT, FDE,IDE, DPD/ISPP)</p>	<ul style="list-style-type: none"> • Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities. • Discuss and provide examples of how the curriculum facilitates student/intern achievement of the learning objectives and expected depth and breadth of knowledge and/or competency. • Describe any differences based on track, pathway, international experiences, etc. <p>CP, DI, DT, FDE, IDE, DPD/ISPP:</p> <ul style="list-style-type: none"> • Describe the culminating experiences and explain how they enable students/interns to demonstrate entry-level competence. 	<p>components and core knowledge (use templates titled “KRDN Curriculum Map” and “RDN Required Component Checklist”)</p> <p>DI, DPD/ISPP:</p> <ul style="list-style-type: none"> • A curriculum map of supervised practice experiences aligned with core and program defined concentration competencies (use template titled “CRDN Curriculum Map”) • Supervised practice rotation schedule(s) for all tracks or pathways showing how supervised practice experiences progress from introductory to demonstration of entry-level competence <p>CP, FDE, IDE:</p> <ul style="list-style-type: none"> • A curriculum map of didactic courses and supervised practice experiences aligned with required curriculum components, core knowledge and core and program-defined concentration competencies (use templates titled “KRDN/CRDN Curriculum Map” and “RDN Required Component Checklist”) • Supervised practice rotation schedule(s) for all tracks or pathways showing how supervised practice experiences progress from introductory to demonstration of entry-level competence <p>DT:</p> <ul style="list-style-type: none"> • A curriculum map of didactic and supervised practice experienced aligned with core competencies (use templates titled “KNDT/CNDT Curriculum Map” and “NDTR Required Component Checklist”) • Supervised practice rotation schedule(s) for all tracks or options showing how supervised practice experiences progress from introductory to demonstration of entry-level competence 	<ul style="list-style-type: none"> • Access to textbooks noted in the course syllabi, either digital or hard copy • Minutes from planning meetings or other documentation that show discussions of planning curriculum and concentration, as appropriate, • Examples of completed student or intern projects as evidence of breadth and depth in the curriculum and educational approaches used <i>[Not applicable to programs applying for candidacy]</i>
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Required Element 5.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components, core knowledge, core competencies and/or 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/KNDT/CNDT.</p> <ol style="list-style-type: none"> a. Learning activities must prepare students/interns for professional practice with patients/clients with various conditions (DT), including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases (CP, DPD, DI, FDE, IDE, DPD/ISPP). b. Learning activities must prepare students/interns 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. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives. 	<p>All Programs:</p> <ul style="list-style-type: none"> • Summary of where learning activities occur (use template titled “RDN Summary of Learning Activities” (CP, DI, DPD, FDE, IDE, DPD/ISPP) or “NDTR Summary of Learning Activities” (DT)) <p>CP, DT, FDE, IDE:</p> <ul style="list-style-type: none"> • Minimum of three course syllabi showing learning activities with the associated knowledge • Minimum of three supervised practice course syllabi or rotation descriptions showing learning activities with the associated competencies <p>DPD</p> <ul style="list-style-type: none"> • Minimum of three course syllabi showing learning activities with the associated knowledge requirements <p>DI, DPD/ISPP:</p> <ul style="list-style-type: none"> • Minimum of three supervised practice course syllabi or rotation descriptions showing course objectives and learning activities with the associated competencies 	

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 Element 6.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:</p> <ol style="list-style-type: none"> Core knowledge (DPD), core competency (CP, DI, DT, FDE, IDE, DPD/ISPP) and/or program-defined concentration competency (CP, DI, FDE, IDE, DPD/ISPP) statements. 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. Didactic courses and/or supervised practice rotation(s) in which assessment will occur. Individuals responsible for ensuring that assessment occurs. 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. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the process for annual review of the SLO plan and discuss updates made to the plan, if any <i>[Programs applying for candidacy must discuss the process the program plans to use for annual review of the SLO Plan]</i> Note: The specific activities in the learning objectives should relate to the knowledge requirement or competency. Usually an entire course grade or rotation grade would be too broad to cover a specific knowledge requirement or competency. If a particular assignment covers more than the knowledge or competency being measured, only that part of the assignment, quiz or project that reflects the learning activity should be included in the target measure. 	<p>All Programs:</p> <ul style="list-style-type: none"> Examples of assessment tools such as rotation evaluations, rubrics, portfolios, etc. <i>[Programs applying for candidacy must provide the SLO Plan with all columns filled out with the exception of the final column for data collection]</i> <p>DPD:</p> <ul style="list-style-type: none"> Most recently reviewed student learning outcomes assessment plan (use template titled "KRDN Student Learning Outcomes Assessment Plan") that lists each of the core knowledge statements, the learning objectives for each, didactic course(s) in which assessment will occur, individuals responsible for ensuring that assessment occurs and timeline for collecting data <p>CP, DI, FDE, IDE, DPD/ISPP:</p> <ul style="list-style-type: none"> Most recently reviewed student learning outcomes assessment plan (use template titled "CRDN Student Learning Outcomes Assessment Plan") that lists each of the required core and program-defined concentration competency statements, the learning objectives for each, supervised practice rotation in which assessment will occur, individuals responsible for ensuring that assessment occurs and timeline for collecting data 	

		DT: <ul style="list-style-type: none"> Most recently reviewed student learning outcomes assessment plan (use template titled “CNDT Student Learning Outcomes Assessment Plan”) that lists each of the required core competency statements, the learning objectives for each, supervised practice rotation in which assessment will occur, individuals responsible for ensuring that assessment occurs and timeline for collecting data 	
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Required Element 6.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the program’s SLO assessment plan.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe how data on achievement of learning objectives were collected and analyzed according to the student learning outcomes assessment plan <i>[Programs applying for candidacy must describe how the process will occur.]</i> Analyze the extent to which students/interns achieved student learning objectives since the last accreditation review (PAR or self-study) <i>[Not applicable to programs applying for candidacy]</i> 	<p>All Programs:</p> <ul style="list-style-type: none"> Actual results of student achievement of each learning objective since the last accreditation review (PAR or self-study) (entered into the final column of the CRDN, KRDN or CNDT Student Learning Outcomes Assessment Plan that was provided for RE 6.1) <ul style="list-style-type: none"> 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 Actual results of student achievement of learning outcomes in different tracks/pathways, if offered <i>[Not applicable to programs applying for candidacy]</i> 	<p>All Programs:</p> <ul style="list-style-type: none"> Completed formative and summative student/intern evaluations used to assess achievement of learning objectives <i>[Not applicable to programs applying for candidacy]</i> Examples of projects completed by students/interns demonstrating achievement of learning objectives <i>[Not applicable to programs applying for candidacy]</i>

Required Element 6.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: Formal curriculum review must routinely occur and:</p> <ol style="list-style-type: none"> Use results of program evaluation and student learning assessment to determine strengths and areas for improvement. Include input from students/interns and other stakeholders as appropriate. 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. Result in actions to maintain or improve student/intern learning. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the curriculum review process including timeframe and how input from students/interns is incorporated <i>[Programs applying for candidacy must describe how the curriculum review process will occur]</i> State curriculum strengths and limitations and discuss how results of program evaluation and student learning assessment were used to determine strengths and limitations <i>[Not applicable to programs applying for candidacy]</i> Discuss how comparability of educational experiences and consistency of learning objectives are assessed and maintained <i>[Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.]</i> Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning <i>[Not applicable to programs applying for candidacy]</i> 		<p>All Programs:</p> <ul style="list-style-type: none"> Minutes from meetings or other documentation of the program's curriculum review process <i>[Not applicable to programs applying for candidacy]</i> Examples of input collected from students about the curriculum <i>[Not applicable to programs applying for candidacy]</i>

Standard 7: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors/practitioners, if used, 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/practitioners, if used, 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 Element 7.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The program must provide evidence that qualified and appropriately credentialed faculty and preceptors/practitioners, if used, are sufficient to ensure implementation of the program’s curriculum and the achievement of the program objectives and student learning outcomes.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Discuss the adequacy of qualified and credentialed faculty and preceptors/practitioners, if used, for achievement of the program objectives and student learning outcomes • Describe the process used to ensure the faculty and preceptors/practitioners, if used, including those used for international rotations, if appropriate, are qualified for their role in the program as an educator and/or preceptor. Include discussion of how preceptors/practitioners, if used, who are selected by students/interns are determined to be qualified to serve as a preceptor. 	<p>All Programs:</p> <ul style="list-style-type: none"> • List of faculty members within the academic unit, with their credentials and courses taught (use the template titled “Faculty Roster”) • List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled “Preceptor Roster”). Include preceptors and facilities where students/interns are placed for the academic year in which the site visit takes place. It is adequate to list only the lead preceptors who manage other preceptors in a facility. 	

Required Element 7.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The requirements for program faculty and preceptors must include:</p> <ol style="list-style-type: none"> 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. Preceptors/practitioners, if used 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/interns. Program faculty, including the program director, and preceptors/practitioners, if used 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. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the sponsoring organization’s criteria for appointment and how the program ensures that faculty meet those criteria. Faculty and preceptors/practitioners, if used, are not required to hold an RDN or NDTR credentials, unless required for their position Describe how the program ensures preceptors meet state licensure laws and federal requirements. Describe the process used to ensure continued competence appropriate to the teaching or precepting responsibilities (e.g., a renal preceptor should have evidence of continued competence in renal.) Describe the process used by the institution and/or the program for periodic review of preceptors/practitioners, if used, and faculty, including opportunities for student/intern input 		<p>All Programs:</p> <ul style="list-style-type: none"> Evidence, such as a vitae/resume, of the program faculty demonstrating credentials and continued competence appropriate to teaching responsibilities <p>All programs with supervised practice and DPDs with experiential learning sites:</p> <ul style="list-style-type: none"> Evidence of preceptor credentials and continued competence appropriate to precepting responsibilities such as optional “Preceptor Qualifications” template, curriculum vitae/resume, or summary of continuing education related to precepting responsibilities)

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The orientation and training requirements for program faculty and preceptors must include:</p> <ol style="list-style-type: none"> New program faculty members, instructors, teaching assistants, and preceptors/practitioners, if used, must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program. Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive feedback, and training as needed, based on program evaluation and input from students. Program faculty members, instructors, teaching assistants and preceptors/practitioners, if used, must receive training on the ACEND Standards and required knowledge and competencies. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe the orientation, including the process and timeline, for new program faculty members, instructors, teaching assistants and preceptors/practitioners providing supervised practice/experiential learning to mission, goals, objectives and educational philosophy of the nutrition and dietetics program and student/intern learning outcomes. Note: A program’s educational philosophy can refer to the program’s mission and goals and how the program functions. It may include education-related issues such as methods of teaching and learning. Provide a description and timeline for training based on program evaluation and input from students, if needed, of current faculty members, instructors, and teaching assistants and preceptors/practitioners, if used, providing supervised practice/experiential learning Discuss how faculty members, instructors, teaching assistants and preceptors receive feedback and how program, preceptor and student/intern evaluations have influenced ongoing training provided to faculty members, instructors, preceptors/ practitioners, if used and teaching assistants <i>[Not applicable to programs applying for candidacy]</i> Discuss how and when training on ACEND’s accreditation standards and required knowledge and competencies has been conducted for all faculty members, instructors, teaching assistants and preceptors/practitioners, if used 	<p>All Programs:</p> <ul style="list-style-type: none"> Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to mission, goals, objectives and educational philosophy of the nutrition and dietetics program Examples of training agendas that include information on the ACEND Standards and required knowledge and/or competencies 	<p>All Programs:</p> <ul style="list-style-type: none"> Evidence that orientation and training has been completed Samples of completed preceptor and student/intern evaluations <i>[Not applicable to programs applying for candidacy]</i>

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.

(Experiential learning is not required in Nutrition and Dietetics Didactic Programs (DPD). However, if students are required by the program or institution to complete experiential learning activities at facilities outside the sponsoring institution, the program will be expected to be compliant with this standard. DPD only)

Required Element 8.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: Supervised practice/experiential learning site requirements:</p> <ol style="list-style-type: none"> 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/ experiential learning sites. 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/interns. 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). 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice/experiential learning sites including distance sites or sites chosen by students/interns • If international experiences are provided, describe the selection criteria and evaluation process for those sites • Discuss any situation where affiliation agreements are not required (such as a site being part of the program's organization or mutual agreement between the program's institution and supervised practice/experiential learning facility on waiving the requirement for a formal affiliation agreement) <p>DPD:</p> <ul style="list-style-type: none"> • Refer to appendix D for guidance on when affiliation agreements are required 	<p>All Programs:</p> <ul style="list-style-type: none"> • Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation • Policies and procedures that outline the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice/experiential learning sites, including distance sites, sites selected by students/interns and international sites and any situation where affiliation agreements are not required • Policies and procedures for maintaining written agreements with institutions, organizations and/or agencies where students/interns are placed for supervised practice 	<p>All Programs:</p> <ul style="list-style-type: none"> • Written agreements for all facilities where current students/interns will be placed for supervised practice/experiential learning throughout the academic year, signed by the appropriate individuals from each organization • Evidence, such as email communication that both parties agree that an affiliation agreement is not necessary if the situation does not warrant an agreement • Examples of completed facility evaluations <i>[Not applicable to programs applying for candidacy]</i>

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 Element 9.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: Program policies, procedures, practices, and materials related to student/intern recruitment and admission must comply with state and federal laws and regulations.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Discuss how program policies, procedures, practices, and materials related to student/intern recruitment and admission comply with state and federal laws and regulations 		

Required Element 9.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: All sources of information for prospective students/interns 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.</p>	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe where complete program information can be found (i.e., website, brochure, handbook, etc.) If the program’s handbook contains the information for prospective students and the public, a statement on the program’s website must state what required information can be found in the handbook and direct the viewer to the handbook. 	<p>All Programs:</p> <ul style="list-style-type: none"> Any printed materials, such as brochures or catalogs, that are used to publicize the program, if applicable <i>[Programs applying for candidacy provide draft materials]</i> 	

Required Element 9.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: Information about the program must be readily available to prospective students/interns and the public via a website and must include at least the following:</p> <ol style="list-style-type: none"> Accreditation status, including the full name, address, phone number, and website of ACEND on the program’s website homepage. Description of the program, including program’s mission, goals and objectives. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> <i>[Programs applying for candidacy should provide draft website information]</i> If the program has different tracks/pathways, information should describe the options available and requirements (such as cost, admission requirements) for each If the program has a distance education track, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs 	<p>All Programs:</p> <ul style="list-style-type: none"> Completed checklist with location of information for prospective students and the public (use template titled “Information to Prospective Students and the Public Checklist”) 	

<p>c. A statement that program outcomes data are available upon request.</p> <p>d. Information about the requirements and process to become a registered dietitian nutritionist (CP, DI, DPD, IDE)/nutrition and dietetics technician, registered (DT)/dietitian (FDE), including education, supervised practice, passage on the CDR credentialing exam and state certification/licensure, if applicable; and how the program fits into the process.</p> <p>e. Cost to student/intern, 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.</p> <p>f. Application and admission requirements for all pathways and tracks for which the program is accredited.</p> <p>g. Academic and program calendar or schedule.</p> <p>h. Graduation and program completion requirements for all pathways and tracks for which the program is accredited.</p> <p>i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.</p> <p>j. Computer matching information, if applicable.</p> <p>k. Guidance about distance education components, if applicable.</p> <p>l. If students/interns are required to locate their own supervised practice/experiential learning sites and/or preceptors, requirements for this must be described.</p>	<p>for distance programming</p> <ul style="list-style-type: none"> • If program offers international rotation, information should describe the option, including costs • If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program’s website must provide active links to this information • Describe how all the listed information is made readily available (no more than three clicks from the program home page) to prospective students/interns and the public at large • Describe the process for updating and maintaining accuracy and consistency of the information listed. If the program requires students/interns to locate their own supervised practice sites, the assistance provided by the program to ensure required rotations can be completed must be described. <p>CP, DI, DPD, IDE, DPD/ISPP:</p> <ul style="list-style-type: none"> • Note for 9.3.d: RDN programs must mention that RDNs are required to be licensed/certified in some states and indicate whether this requirement is applicable in the state in which the program resides • NOTE for 9.3.k: See glossary of terms for definition of distance education 		
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Standard 10: Policies and Procedures

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

Required Element 10.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: Programs are required to have policies and procedures for program operations including:</p> <ol style="list-style-type: none"> Admission Requirements: Programs must establish criteria to determine student potential for success in the program. Student/Intern Performance Monitoring: The program’s system of monitoring student/intern 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/intern. Student/Intern Retention: Students/Interns with minimal chances of success in the program must be counseled into career paths that are appropriate to their ability. Supervised Practice Documentation (CP, DI, DT, FDE, IDE, DPD/ISPP): The program must establish procedures for tracking individual student’s/ intern’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. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> Describe admission criteria used to determine student/intern potential for success in the program Describe the program’s system of monitoring student/intern performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student/intern Discuss how students/interns with minimal chances of success in the program are counseled into career paths that are appropriate to their ability Describe the program’s procedures for tracking individual student’s/intern’s supervised practice hours in professional work settings, simulation, case studies and role playing 	<p>All Programs:</p> <ul style="list-style-type: none"> Website link to or copy of program policies related to admissions requirements, student performance monitoring, student retention, and supervised practice documentation <p>CP, DI, DT, FDE, IDE, DPD/ISPP:</p> <ul style="list-style-type: none"> Program’s form used to track supervised practice hours <p>CP, FDE, IDE:</p> <ul style="list-style-type: none"> Completed checklist with location of all policies, including policies that might be unique to specific tracks/pathways (use template titled “CP, FDE and IDE Policy and Procedure Checklist”) Link to or copy of the program handbook <p>DI, DPD/ISPP:</p> <ul style="list-style-type: none"> Completed checklist with location of all policies, including policies that might be unique to specific tracks/pathways (use template titled “DI and DPD/ISPP Policy and Procedure Checklist”) Link to or copy of the program handbook <p>DPD:</p> <ul style="list-style-type: none"> Completed checklist with location of 	<p>CP, DI, FDE, IDE, DPD/ISPP:</p> <ul style="list-style-type: none"> Completed forms tracking supervised practice hours for individual students <i>[Not applicable to programs applying for candidacy]</i>

		<p>all policies, including policies that might be unique to specific tracks/pathways (use template titled "DPD Policy and Procedure Checklist")</p> <ul style="list-style-type: none"> • Link to or copy of the program handbook <p>DT:</p> <ul style="list-style-type: none"> • Completed checklist with location of all policies, including policies that might be unique to specific tracks/pathways (use template titled "DT Policy and Procedure Checklist") • Link to or copy of the program handbook 	
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Required Element 10.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All Programs: The following policies and procedures specific to nutrition and dietetics programs must be provided to students/interns, such as in a program handbook or on a program website. Programs offering tracks/pathways must document policies that differ between each track/pathway:</p> <ol style="list-style-type: none"> 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/experiential learning. d. Drug testing and criminal background checks, if required by the supervised practice/experiential learning facilities. e. Requirement that students/interns doing supervised practice/experiential learning must not be used to replace employees. f. When students/interns 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/interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student/intern 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 student's/intern's 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/intern learning and regular reports of performance and progress. 	<p>In your narrative for this Required Element:</p> <p>All Programs:</p> <ul style="list-style-type: none"> • Describe how and when written policies and procedures are provided to students/interns enrolled in all tracks/pathways of the program • Discuss how the quality of services that are provided to students/interns are adequate to address their needs • Explain the program or institution's process for filing and handling complaints about the program that includes recourse to an administrator other than the program director • State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution <i>[Not applicable to programs applying for candidacy]</i> • Clarify whether credit for prior learning is given and if so, describe the process • Explain any additional details about implementation of policies that are not described in the policies • If program offers international rotation, information should describe policy and procedures specific to this experience 		<p>All Programs:</p> <ul style="list-style-type: none"> • Student/Intern files with evidence of how the policies and procedures are being implemented <i>[Not applicable to programs applying for candidacy]</i> • Examples of how prior learning is assessed for course or supervised-practice credit, if applicable • Examples of how retention and remediation procedures and disciplinary/termination procedures have been applied, if applicable • Documents showing adherence to outlined procedures if complaints have been received <i>[Not applicable to programs applying for candidacy]</i> • Chronological record of students' complaints, including the resolution, for past seven years <i>[Not applicable to programs applying for candidacy]</i>

<ul style="list-style-type: none"> k. Program retention and remediation procedures; students/interns must have access to remedial instruction such as through tutorial support. l. Disciplinary/termination procedures. m. Graduation and/or program completion requirements for all tracks and pathways including maximum amount of time allowed for completing program requirements in place at the time student/ intern enrolls. n. Verification statement requirements and procedures ensuring that all students/interns completing requirements as 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/intern. p. Withdrawal and refund of tuition and fees. q. Program schedule, vacations, holidays and leaves of absence. r. Protection of privacy of student/intern information, including information used for identifying students/interns in distance learning. s. Student/intern access to their own student/intern file. t. Access to student/intern support services, including health services, counseling and testing and financial aid resources 			
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APPENDIX A: GLOSSARY

Accreditation	A voluntary, non-governmental system of evaluation which includes a self-study report and an on-site evaluation by peer reviewers that is used to verify the quality of service provided by academic programs and institutions and to protect the public interest.
Accreditation Action	Any decision made by ACEND affecting the accreditation status of a program. These actions are: 1) grant pre-candidacy, 2) grant candidacy, 3) grant accreditation, 4) continue accreditation, 5) continue accreditation on a reduced term 6) place on probation 7) withdraw accreditation, or 8) deny candidacy or accreditation. See the ACEND Policy and Procedure Manual for further details about each accreditation action.
Accreditation Rating	A rating (meets or does not meet) used for evaluating program compliance with ACEND Standards.
Accreditation Term	The maximum amount of time that ACEND allows programs to remain accredited. ACEND has a 7-year accreditation term.
ACEND®	The Accreditation Council for Education in Nutrition and Dietetics is recognized by the US Department of Education as the specialized program accrediting agency for education programs in nutrition and dietetics. ACEND operates administratively autonomously from the Academy of Nutrition and Dietetics.
ACEND Board	The governing unit of ACEND that grants final accreditation awards.
Additional Evidence Needed	A rating used for evaluating compliance with ACEND Standards that indicates that one or more compliance problems with an ACEND Standard have been identified, and that the program needs to provide more explanation or documentation to demonstrate compliance.
Affiliation Agreement	A legally binding document between an education program and a person or organization, who is providing supervised-practice or experiential learning experiences, which delineates the responsibilities of all parties and the relationships between them.
All Required Evidence Provided	A rating used for evaluating compliance with ACEND Standards that indicates there is sufficient evidence to demonstrate that the program meets the Standards.
Alternate Experience	An activity that resembles or imitates real-life work experiences through guided, participative experiences that evoke or replace substantial aspects of the real world in a fully interactive manner. It is used to demonstrate competence and measure learning.
Appeal	The right and process available to a program or institution for a review of an adverse action.
Case Study	Written scenario based on realistic experiences and data that can be used to demonstrate competence in a particular area, by requiring solutions to problems that involve recommending appropriate strategies for resolving the problems, weighing the pros and cons of options or strategies, and formulating a rationale for the final resolution.
Code of Ethics	A formal statement of the values and ethical principles guiding a profession outlining commitments and obligations of the practitioner to patients, clients, society, self and the profession.
Commission on Dietetic Registration (CDR)	The credentialing agency, recognized by the National Commission for Certifying Agencies, who serves the public by establishing and enforcing standards for certification/recertification for professionals in nutrition and dietetics and issuing credentials to individuals who meet these standards.
Competence	An individual's skills and abilities.

Competency	Synthesis of knowledge, skills, abilities, behaviors and other characteristics an individual must demonstrate in order to function successfully in practice; Performance of skills, abilities and behaviors that are used as a predictor of professional performance.
Compliance	The extent to which a program or institution conforms and adheres to accreditation standards.
Combined Program	A program that combines an ACEND accredited program, such as a nutrition and dietetics internship, with another non-ACEND accredited programs such as a master’s degree program.
Concentration	An area of program focus, within the context of the mission and goals of the program, which builds on the core knowledge and competencies and begins to develop additional depth necessary for future proficiency in a particular area.
Coordinated Program in Dietetics (CP) (see <i>Nutrition and Dietetics Coordinated Program</i>)	
Credentialing	The formal recognition of professional or technical competence through registration, certification or licensure.
Critical Thinking	The ability to objectively analyze and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to form beliefs and guide action about an issue or situation.
Cultural Competence	Understanding, appreciating, and working with individuals from cultures other than one’s own while reflecting a self-awareness and acceptance of cultural differences, knowledge of other’s culture, and adaptation of interpersonal skills to interact effectively.
Didactic Instruction	Teaching approaches that rely on information being provided to students in a structured manner through a second-hand source such as a teacher, readings or other media rather than through demonstration, laboratory or other forms of experiential learning.
Didactic Program in Dietetics (DPD) (see <i>Nutrition and Dietetics Didactic Program</i>)	
Dietetic Internship Program (DI) (see <i>Nutrition and Dietetics Internship Program</i>)	
Dietetic Technician Program (DT) (see <i>Nutrition and Dietetics Technician Program</i>)	
Distance Education	Delivery of 30% or more of didactic courses in the professional curriculum where students are physically separated from instructors and learning synchronously or asynchronously through live or recorded media.
Entry-Level	The term used to specify performance expected of the nutrition and dietetics practitioner in the first three years of practice.
Evaluation Team (see <i>Program Reviewers</i>)	
Evidence-Based	Using documented scientific evidence to inform professional practice.
Evidence-Informed	Using the best available research and practice knowledge to inform professional practice.
Experiential Learning	An approach to learning that relies on students obtaining knowledge and skills through direct experience usually outside of the classroom in real-world settings, includes reflection and self-analysis, and provides opportunities for students to learn from their successes and mistakes. ACEND Standards do not require experiential learning in a Didactic Program in Dietetics.

External Stakeholder	Individuals not directly involved in an education program, such as employers of graduates, nutrition and dietetics practitioners, professionals from other disciplines and communities of interest and other program directors.
Foreign Dietitian Education Program (FDE)	
	An education program, located in a country outside of the US, that provides the required nutrition and dietetics coursework and at least 1200 hours of required supervised practice experiences, in the country in which the program is located, to meet ACEND’s core knowledge and competency requirements to become a credentialed practitioner. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to apply for a US-based supervised practice experience in order to be eligible to take the CDR credentialing examination.
Formative Assessment	Evaluation of student learning at particular points in time during the instructional period, such as the midpoint of the activity. A primary focus of formative data is to identify areas that may need improvement prior to completion of the instructional unit or program.
Future Education Model Associate Degree Program (FA)	
	An associate degree level education program that provides the required nutrition and dietetics coursework and supervised experiential learning to meet ACEND’s competency requirements to become a Nutrition Health Associate.
Future Education Model Bachelor’s Degree Program (FB)	
	A bachelor’s degree level education program that provides the required nutrition and dietetics coursework and supervised experiential learning to meet ACEND’s competency requirements to be eligible to become a Nutrition and Dietetics Technician, Registered (NDTR). A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR NDTR credentialing examination.
Future Education Model Graduate Degree Program (FG)	
	A graduate degree level education program that provides the required nutrition and dietetics coursework and supervised experiential learning to meet ACEND’s competency requirements to be eligible to become a Registered Dietitian Nutritionist (RDN). A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR RDN credentialing examination.
Goal	A general statement of what a program must achieve to support its mission. Achievement of a goal should be defined by a series of objectives that logically relate to and support the goal. In nutrition and dietetics education, program goals are generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession.
Individualized Supervised Practice Pathway (ISPP)	
	Individualized supervised practice experience offered through an ACEND accredited nutrition and dietetics program.
Informatics (see “ <i>Nutrition Informatics</i> ”)	
Institutional Accreditation	The evaluation and accreditation of an institution, usually by a regional or national accreditor.
Interim Report	Narrative and/or statistical report sent by the program between accreditation reviews for the purpose of updating ACEND on progress towards meeting Standards.

International Dietitian Education Program (IDE)

An education program, located in a country outside of the US, that provides the required nutrition and dietetics coursework and at least 1200 hours of required supervised practice experiences (at least 900 of which are in the US) to meet ACEND's core knowledge and competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.

Interprofessional Education Occasions when two or more professions learn from and about each other to improve collaboration and the quality of services provided.

Learning Activities Projects, assignments, case studies, group activities, etc. designed by an educator or preceptor to engage students in the learning process or that permit interns to demonstrate competence.

Learning Objective Specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of knowledge and/or competencies (the expected or desired result).

Learning Resources Tools and materials (textbooks, study guides, workbooks, computers, software, journals, etc.) that are available to help enhance student learning.

Licensure A process by which an agency or government grants permission to an individual to engage in a given occupation upon demonstrating that the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety and welfare are reasonably well protected.

Logic The ability to reason, analyze and construct valid arguments.

Major Program Change (see "*Substantive Program Change*")

Management Plans Strategies for running a program on a day-to-day basis that relate to achieving or maintaining program goals. Management plans may change from year to year, whereas a program's mission and goals will remain constant over time.

Mission Statement A formal statement of an organization's core purpose and focus that typically remains unchanged over time. Achievement of the mission should be provable by the achievement of goals which are in turn supported by specific program objectives. In nutrition and dietetics education, the mission statement typically 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 nutrition and dietetics practitioners.

National Advisory Committee on Institutional Quality and Integrity (NACIQI)

The committee that advises the U.S. Secretary of Education on issues related to accreditation including the recognition of accrediting agencies such as ACEND.

Nutrition and Dietetics Educators and Preceptors (NDEP)

An organizational unit of the Academy of Nutrition and Dietetics that serves the needs of members who are interested in or engaged in educating nutrition and dietetics practitioners.

Nutrition Care Process A systematic problem-solving method consisting of four distinct steps: (a) Nutrition Assessment, (b) Nutrition Diagnosis, (c) Nutrition Intervention, and (d) Nutrition Monitoring and Evaluation that are used for critically-thinking through decisions to address nutrition-related problems and provide safe and effective quality nutrition care.

Nutrition and Dietetics Coordinated Program (CP)

An education program that provides the required nutrition and dietetics coursework and at least 1200 hours of required supervised practice experiences to meet ACEND's core knowledge and competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.

Nutrition and Dietetics Didactic Program (DPD)

An education program that provides the required nutrition and dietetics coursework to meet ACEND's core knowledge requirements to prepare graduates for a Nutrition and Dietetics Internship Program. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to apply for a supervised practice experience in order to be eligible to take the CDR credentialing examination.

Nutrition and Dietetics Internship Program (DI)

An education program that provides at least 1200 hours of required supervised practice experiences to meet ACEND's competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.

Nutrition and Dietetics Technician Program (DT)

An education program that provides the required nutrition and dietetics coursework and at least 450 hours of required supervised practice experiences to meet ACEND's core knowledge and competency requirements to become a nutrition and dietetics technician, registered. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.

Nutrition Informatics

The effective retrieval, organization, storage and optimum use of information, data and knowledge for food and nutrition related problem solving and decision making.

Observation (see "Shadowing")**People First Language**

Language used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: "a person who ...", "a person with ..." or, "person who has..." A CDC-prepared handout indicates People First Language and Language to Avoid and is found here: https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf An example of people-first language is "A person with diabetes..." rather than "A diabetic..."

Preceptor

A practitioner who serves as faculty for students/interns during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.

Prior Learning Assessment

An evaluation that grants credit or hours of experience for content or skills that the student/intern has previously mastered.

Program

A formal plan of study leading to a degree and/or verification statement that is accredited by ACEND. The six program types are: Foreign Dietitian Education Programs (FDE), International Dietitian Education Programs (IDE), Nutrition and Dietetics Coordinated Programs (CP), Nutrition and Dietetics Didactic Programs (DPD) and Nutrition and Dietetics Internship Programs (DI).

Program Director

The individual responsible for assuring that accreditation standards, policies and procedures are met at an ACEND-accredited program.

Program Evaluation

The analysis and use of data by educators or administrators to make decisions about improvements in a program. This evaluation typically compares the intended results (program objectives) with the actual results (program outcomes).

Program Length

The amount of time in calendar years (months for DI programs) for completion of the program.

Program Objective

A statement of the expected or desired program results that includes qualitative or quantitative measures to evaluate program outcomes.

Program Outcome

The actual result of program activities as measured by the program objective.

Program Reviewers	A group of individuals appointed by ACEND with the task of reviewing program reports and/or visiting programs for the purpose of verifying information in the Self-Study Report.
Qualitative Measure	A subjective measure of quality, i.e. how well students/interns/graduates perform, such as a rating of performance.
Quantitative Measure	An objective measure of quantity, i.e. how many students/interns/graduates achieve an outcome, such as a percentage or number.
Readily Available	When information can be accessed by the public without disclosure of identity or contact information and is no more than three ‘clicks’ away from the program’s home webpage
Regional Accreditor	An agency that accredits institutions of higher education (e.g., colleges and universities). In the United States, the regional agencies (Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and College) generally accredit institutions that are within specific geographic areas.
Remote Site	A supervised practice site that is 100 miles or more from the sponsoring organization.
Required Element	Subcomponent of the Accreditation Standards that programs must meet to show compliance with the Standard.
Research	An activity that includes all components of the scientific method, i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.
Role-Playing	A type of alternate experience activity that involves performing a particular role and assuming the attitudes, behaviors and skills expected of someone in that role that can be used to demonstrate competence in a particular area.
Service Learning	A form of education that occurs through community service followed by assessment and self-reflection.
Shadowing (job)	An activity that provides students with the opportunity to observe an experienced employee in the workplace performing routine job tasks.
Simulations	A type of alternate experience that imitates real situations or processes that can be used to demonstrate competence in a particular area.
Site Visit	The part of an accreditation review in which individuals, appointed by ACEND, visit a program for the purpose of verifying information in the Self-Study Report.
Sponsoring Institution	The organization or entity that is responsible for a nutrition and dietetics program.
Standards	Minimum levels of quality on which ACEND evaluations and accreditation decisions are based.
Student Identified Site	When students are required to find their own supervised experiential learning sites for $\geq 10\%$ of supervised experiential learning hours, regardless of whether the sites are local or remote.
Student Learning Outcome (SLO)	The actual result of the learning activity or intervention as measured by the learning objective with a targeted measure.
Student Learning Outcomes Assessment	The process of comparing the intended results (learning objectives) with the actual results (student learning outcomes) in order to make decisions about improvements.

Student Learning Outcomes Assessment Plan

A document that provides an overview of the process of student learning outcomes assessment. The plan details the required knowledge or competencies expected of students, learning objectives used to assess student achievement, didactic courses and/or supervised practice rotation(s) in which assessment will occur, individuals responsible for ensuring that assessment occurs and timeline for collecting assessment data. The plan is used to assess student/intern achievement of knowledge or competency and inform curriculum review and improvement.

Substantive Program Change

Changes in an ACEND accredited program's administration, structure or other aspects as defined in the ACEND Policy and Procedure Manual.

Summative Assessment Data

Evaluation of student learning at the end of an instructional unit or program.

Supervised Practice

Planned learning experiences (including activities in professional work settings and alternate supervised experiences such as simulation, case studies and role playing) in which students/interns perform tasks over defined periods of time to demonstrate mastery of ACEND competencies. Learning activities performed by interns that are not typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised-practice hours in professional work settings.

Target Measure

The benchmark that determines when a student or intern has satisfactorily attained the required knowledge or is able to demonstrate competence

Tracks

Different routes or pathways resulting in the same outcome, with clearly defined admission and/or completion requirements that differ, such as a part-time versus full-time track, undergraduate versus graduate, distance versus on-site didactic learning, local versus remote supervised practice, or Individualized Supervised Practice Pathway (ISPP).

Verification Statement

A form completed by the program director, indicating that a student/intern has successfully fulfilled the requirements for completion of an ACEND-accredited program.

APPENDIX B: GUIDELINES FOR USING THE ACEND[®] LOGO

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is the national agency for accreditation of nutrition and dietetics education programs. The ACEND Logo is the exclusive property of the Academy of Nutrition and Dietetics (Academy) and is protected by law. It may not be reproduced or published outside of the authorized uses listed below without prior written approval from the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

Accreditation Council for Education in Nutrition and Dietetics



“ACEND Logo”

These guidelines are for use by ACEND-accredited programs in nutrition and dietetics wishing to use the ACEND logo to disclose their accreditation status in promotional, advertising, instructional or reference materials, or on their web sites. Any person or entity using the ACEND Logo in whole or in part, acknowledges that Academy of Nutrition and Dietetics is the sole owner of the Logo and agrees that it will not interfere with Academy's rights in the Logo, including challenging Academy or ACEND's use, registration of, or application to register such Logo alone or in combination with other words, anywhere in the world, and that it will not harm, misuse, or bring into disrepute any AND trademark or service mark. The goodwill derived from using any part of an Academy trademark or service mark exclusively inures to the benefit of and belongs to Academy. Except for the limited right to use as expressly permitted under these Guidelines, no other rights of any kind are granted hereunder, by implication or otherwise. If there are any questions regarding these guidelines or any authorized user would like to receive electronic copies of the ACEND Logo please contact an ACEND representative:

Accreditation Council for Education in Nutrition and Dietetics Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995

Tel: (312) 899-0040, ext. 5400

Fax: (312) 899-4817

E-Mail: ACEND@eatright.org URL: www.eatrightPRO.org/ACEND

A. Authorized Use of the ACEND Logo and ACEND[®] Registration Mark

- 1. Identification as an ACEND-Accredited Degree Program in Nutrition and Dietetics:** An ACEND-accredited degree program in nutrition and dietetics may use the ACEND Logo in printed and electronic formats. Such use must always be in close conjunction with a prescribed statement identifying the name of institution's nutrition and dietetics program and its accreditation status. The prescribed

statements, as specified below from Section 2.5 of the Policy and Procedure Manual, should be prominently disclosed by the dietetics program in its promotional and descriptive materials, such as its catalog or bulletin. **The use of the term ACEND® shall display the appropriate registration designation, i.e.,®.**

- a. **Accreditation.** References to a program that is accredited should state only the following:

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

 the accrediting agency for the
Academy of Nutrition
and Dietetics

[Name of Institution]'s [Accredited Program Name] is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995, (312) 899-0040 ext 5400.
[Http://www.eatrightPRO.org/ACEND](http://www.eatrightPRO.org/ACEND).

- b. **Pre-accreditation (Candidate Status).** References to a program that has been granted candidate status should display the following accreditation statement:

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

 the accrediting agency for the
Academy of Nutrition
and Dietetics

[Name of Institution]'s [Accredited Program Name] has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995, (312) 899-0040 ext 5400.
[Http://www.eatrightPRO.org/ACEND](http://www.eatrightPRO.org/ACEND).

A new program that has been determined to be eligible to enroll students or accepting interns as the result of an on-site evaluation visit, but has not had a graduating class may be granted candidate status. The granting of candidate status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having candidate status have the same rights and privileges as graduates of an accredited program.

- c. **Probation.** Reference to a program that has been placed in a probationary status should state the following:

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

 the accrediting agency for the
Academy of Nutrition
and Dietetics

The accreditation of [Name of Institution]'s [Accredited Program Name] has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995, (312) 899-0040 ext 5400.
[Http://www.eatrightPRO.org/ACEND](http://www.eatrightPRO.org/ACEND).

For an explanation of probationary status, consult the director of the nutrition and dietetics program.

B. Unauthorized Use of the ACEND Logo

- 1. ACEND Logo:** You may not use the ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol in connection with web sites, products, packaging, manuals, promotional/advertising materials, presentations or for any other purpose, except as authorized above without prior written approval from the ACEND.
- 2. Company, Product, or Service Name:** You may not use or register, in whole or in part the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol or an alteration thereof, as or as part of a company name, trade name, product name, or service name except as specifically noted in these guidelines.
- 3. Variations, Takeoffs or Abbreviations:** You may not alter or use the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol as design elements or incorporate them into any other design, graphic or illustration for any purpose.
- 4. Disparaging Manner:** You may not use an ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol in a disparaging manner or in any manner that would impinge upon the integrity of ACEND or the Academy.
- 5. Endorsement or Sponsorship:** You may not use ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol in a manner that would indicate or imply ACEND's or the Academy's affiliation with or endorsement, sponsorship or support of a third party product or service.
- 6. Merchandise Items:** You may not manufacture, sell or give-away merchandise items, such as T-shirts and mugs, bearing the ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol except pursuant to express, prior written approval of ACEND and/or the Academy.
- 7. Website Link:** You may not use the ACEND Logo to link to a website.

APPENDIX C: ACEND DOCUMENT RETENTION PROCEDURES

A. VERIFICATION STATEMENTS AND TRANSCRIPTS

1. **Verification Statements for Program Graduates:** Verification statements must be signed in an ink color other than black, or with a digital signature that can be authenticated. As soon as possible after program completion, program graduates should be issued six paper copies or provided a copy via email with an authenticated digital signature, which is the most secure method, or a hand-signed copy scanned in color. ACEND requires that accredited programs retain indefinitely all verification statements that they award. Verification statements may be stored in hard copy or electronically. If documents are stored electronically, they should be scanned and transmitted in color or with an authenticated digital signature so that authenticity can be verified.
2. **Transcripts for Program Graduates (CP, DT, DI granting graduate degree, DPD, FDE, IDE):** Starting in 2017, all programs must have available for review during accreditation site visits final transcripts, for graduates from the past seven years, that state the degree and date conferred or a letter from the registrar or dean confirming the individual met all academic degree requirements and financial obligations and is cleared to graduate. They can be stored in hard copy, online through the university system or in CDR's Registration Eligibility Processing System (REPS). On site, ACEND program reviewers do not need to see "official" transcripts, only transcripts that are not marked as "unofficial" per CDR requirements. Refer to Question 4 at <https://www.cdrnet.org/reps-faq>
3. **Nutrition and Dietetics Internship Admission Documents:**
 - a. The following must be provided by each intern before they begin the program.
 1. A signed DPD verification statement. An original paper copy of the verification statement or color electronic copy is acceptable.
 2. An official transcript stating the degree and date conferred. A transcript submitted through DICAS may be used, if it is an official transcript and includes the date the degree was awarded. Alternatively, the following can be used provided the degree conferral date precedes the date of the start of the internship: a letter on university letterhead from the registrar or dean confirming the individual has met all financial obligations and academic degree requirements, including thesis if applicable, and stating the date the degree was or will be conferred.
 - b. Starting in 2017, the following must be retained for seven years by the DI Program and available for review for current interns and graduates.
 1. The DPD verification statement
 2. Evidence of degree conferral from a regionally accredited institution
 - a. If these documents have been uploaded into REPS (March 1, 2016 or later), the program may access them through REPS for accreditation review, if needed. However, documentation for the current class of interns that has not been uploaded into REPS should be retained until they have been uploaded. After CDR and ACEND requirements have been met, transcripts and verification statements of admitted students should be stored or destroyed according to institutional policies.
 - b. For individuals with a degree from an institution outside the US, a Foreign Degree Equivalency statement from an Independent Foreign Degree evaluation agency approved by CDR confirming the graduate's degree is equivalent to at least a bachelor's degree from a US regionally accredited college or university can replace the official transcript.

B. COMPLAINTS

1. The program must maintain a chronological record of complaints from students and others, including the resolution, for a period of seven years.

C. OTHER DOCUMENTS

1. ACEND does not prescribe the additional documents that the program must retain. However, the program needs to retain sufficient evidence to demonstrate ongoing program evaluation and curriculum assessment, compliance with the standards and adherence to program policies. Each program needs to determine what evidence will best document these practices of the program and support the information provided in the next self-study report.

2. Programs should consider retaining documents such as completed surveys, meeting minutes, advising documents, applications for admitted students, assessment of prior learning documents and meeting minutes for the seven-year period since the last review to have available onsite during the site visit review. In addition, programs should consider retaining copies of syllabi, student files, examples of projects, tests and evaluations, orientation and training records and affiliation agreements for at least the past several years to have available onsite during the site visit review. Records may be stored electronically. For the documents that are more than seven years old, the programs should follow the institution's record retention policy.

APPENDIX D: DIDACTIC PROGRAMS IN DIETETICS AND AFFILIATION AGREEMENTS

Standard 8 of the 2017 Accreditation Standards for DPD programs states “Experiential learning is not required in Nutrition and Dietetics Didactic Programs. However, if students are required by the program to complete experiential learning activities at facilities outside the sponsoring institution, the program must have policies and procedures to maintain written agreements with the institutions, organizations and/or agencies providing those experiential learning activities. 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 learning experiences compatible with the learning that students are expected to achieve.”

This standard focuses only on situations where a DPD routinely places students at a particular location for specified experiential learning. Such a routine placement would require an affiliation agreement between the program and that facility. For example, if a DPD makes arrangements with Hospital A and requires that students spend a designated amount of time with registered dietitian nutritionists at Hospital A to learn how they perform the nutrition care process, that DPD would need to have an affiliation agreement with Hospital A.

However, programs would not be required under this standard to have an affiliation agreement with a facility when the student is the one finding the facility to gain experience, unless the facility required such an agreement. For example, DPDs would not be required to have an affiliation agreement (unless the facility required it) when the program required that students gain experiences but students were allowed to find their own sites in which to shadow, do volunteer work or provide service learning hours to gain that experience. An affiliation agreement is required if the program sets up the required experiential learning with a specific site regardless of whether students are meeting a KRDN during the experience.