


**ACCREDITATION  
STANDARDS FOR  
GRADUATE DEGREE  
PROGRAMS  
IN NUTRITION AND  
DIETETICS (FGP)  
(~~Future Education Model~~)**

June 2019<sup>7</sup>

**Accreditation Council  
for Education in  
Nutrition and Dietetics**  
the accrediting agency for the  
Academy of Nutrition  
and Dietetics



## 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 not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and verification statements, program length and program management.

### REQUIRED ELEMENTS:

- 1.1 The program must be offered in a partnership with a college or university or offered by a college or university. The college or university must be located in the U.S. or its territories, be accredited to offer a graduate degree by a U.S. regional institutional accrediting body for higher education and be in good standing with that accrediting body.
  - a. A partnership is defined as two or more independent organizations, one of which is a regionally-accredited college or university, working together under a formal written agreement to sponsor a single program.
  - b. An organization chart must clearly show the relationship of the graduate degree program to other programs/services offered; in a partnership, organization charts must clearly show the relationship of the graduate degree program to other programs/services offered by the sponsoring organizations and the relationship among the sponsoring organizations.
- 1.2 The program shall have the resources needed to fulfill its stated mission and goals.
  - 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 goals and student outcomes
    - i. Programs offered by partnerships must document the responsibilities of and resources provided by each partnership organization.
    - ii. ~~Programs offering tracks (such as distance, part-time/full-time) must document the resources provided to each track.~~
  - b. Support services resources must include clerical or other staff, physical facilities, access to information or other technologies, student services support, technological support and administrative support.
  - c. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.
- 1.3 The program must award at least a **master's** degree and a verification statement upon completing program requirements **to individuals who enter the program with a bachelor's degree or less**.
  - a. If the program admits individuals with a **master's** degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
- 1.4 The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.
  - a. Organizational policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.
  - b. The program director must:
    1. Have earned a doctoral degree and have three years professional experience post credentialing OR have earned a **master's** degree and have five years professional experience post credentialing.
    2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.

3. Be a full-time employee of the sponsoring organization (or one or more of the sponsoring partnership organizations) as defined by the organization, or a full-time employee of another organization that has been contracted by the sponsoring organization.
  4. Not direct another ACEND-accredited nutrition and dietetics education program.
  5. If the program is offered as a partnership, one individual must serve as program director and have primary responsibility for the program and communication with ACEND.
- c. The program director responsibilities must include, but are not limited to:
1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in **the absence of the director or in cases where the director's full-time** appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.
  2. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
  3. Student recruitment, advisement, evaluation and counseling.
  4. Maintenance of program accreditation including:
    - a. Timely submission of fees, reports and requests for major program changes;
    - b. **Maintenance of the program's student records, including student advising plans**, supervised experiential learning hours and verification statements;
    - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
    - d. **On-going review of program's curriculum to meet the accreditation standards**;
    - e. Facilitation of processes for continuous program evaluation and student [learning outcomes competency](#) assessment;
    - f. Communication and coordination with program faculty, preceptors and others involved with the program and its students; and
    - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam.
- 1.5 The program must determine its length (in years) after taking into consideration didactic learning and required supervised experiential learning- needed by students to demonstrate the required competencies and mandates **from the program's administration or state legislation**. Programs must include both the didactic and supervised experiential learning components integrated into a single program. [Programs offering tracks must document any differences that exist in program length among the tracks.](#)

## STANDARD 2: 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 graduates for practice as a Registered Dietitian Nutritionist. The mission, goals and objectives must reflect the program.

### REQUIRED ELEMENTS:

- 2.1 The program must have a mission that distinguishes it from other programs in the sponsoring organization(s), is compatible with the mission statement or philosophy of the sponsoring organization(s) and states its preparation of graduates for practice as a Registered Dietitian Nutritionist.
- 2.2 The program must have at least two goals focused on program outcomes **that reflect the program's mission**.
- 2.3 ~~The program must establish one program objective, or more as needed, to evaluate achievement of each of the program's goals and demonstrate that the program is operating in the interest of students and the public.~~
- 2.4—The program must set the following required program objectives, ~~and~~ align them with their program goals and demonstrate that the program is operating in the interest of students and the public:
  - a. Program Specific: The program must establish one or more program specific objectives for each of the program's goals.
  - a.b. ACEND Required: The program must include the following objectives under one or more of their program's goals. ACEND required objectives must be evaluated annually using an average of data from the previous three years.
    1. Program Completion: The program must develop an objective that states ~~that "a~~At least 80% of program ~~students-graduates will~~ complete program/degree requirements within \_\_\_\_\_ years (-150% of the program length). ~~(as defined in years).~~
    2. Graduate Employment: The program must develop an objective that states "Of graduates who seek employment, \_\_\_\_\_ the percent of program graduates who are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation".
    3. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate preparation for entry-level practice.
    4. Registration Exam:
      1. The program must develop an objective that states ~~the~~ \_\_\_\_\_ percent of program graduates who are expected to take the Commission on Dietetics Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion".
      2. The program must develop an objective that "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%". ~~states at least 80% of graduates over a five-year period pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt. If less than five years of pass-rate data are available, programs will be evaluated on data available.~~

## STANDARD 3: Program Evaluation and Improvement

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

### REQUIRED ELEMENTS:

- 3.1 A program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:
  - 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 if 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.
  
- 3.2 The program must evaluate itself based on its program evaluation plan and provide evidence that:
  - a. Data on actual program outcomes ~~for each track~~ are collected ~~separately~~ according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
  - b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
  - c. The ACEND-required targets for program completion and credentialing exam pass rate are met.
  - d. Program changes have been made to improve outcomes for any objectives that do not meet the program-specified or ACEND-required target.
  - e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.
  
- 3.3 Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, resources). Short- and long-term strategies must be developed and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

## STANDARD 4: Curriculum and Learning Activities

The competencies must be the basis on which the program's curriculum is built. Demonstration of competence must be integrated in the coursework and supervised experiential learning activities throughout the program.

### REQUIRED ELEMENTS:

4.1 The Curriculum Map template must be used to document:

- a. Each competency (see Appendix A).
- b. Performance indicators ~~(see Appendix A) for each competency on which summative assessment occurs in the curriculum, included in the curriculum that help develop the competency (see Appendix A).~~
- c. Course(s) (including supervised experiential learning) ~~in which students' assessment of will complete the competencies and~~ performance indicators ~~will occur.~~
- d. How the curriculum:
  1. is sequentially and logically organized,
  2. progresses from introductory to more advanced learning experiences and
  3. builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.

~~e. If differences exist in curriculum among tracks, separate curriculum maps must be developed.~~

4.2 **The program's curriculum must provide learning** experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.

- a. Learning experiences must prepare students for professional practice with clients/-patients with various conditions, including, but not limited to overweight and obesity; disordered eating; developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
- b. Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures, genders and across the life cycle including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning experiences must use a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.

## STANDARD 5: Competency Assessment and Curriculum Improvement

The program must continuously assess achievement of competencies. The program must have a written assessment plan and use the plan to collect and analyze data. The results of the assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.

### REQUIRED ELEMENTS:

- 5.1 The program must have a plan for assessment of competencies (Appendix A) that identifies formative and summative assessment methods used, courses and/or supervised experiential learning activities in which assessment will occur, process for tracking individual student's demonstration of performance indicators/competencies, targets for demonstrating competence and data analysis.

~~A competency assessment plan must be written, reviewed at least annually and updated as needed. The plan must include the following components:~~

- ~~a.—Each competency (see Appendix A).~~
- ~~b.—Assessment methods used for formative and/or summative assessment of each competency.~~
- ~~c.—Target for achieving competency for each assessment method.~~
- ~~d.—Courses and/or supervised experiential learning activities in which assessment will occur.~~
- ~~e.—Timeline for collecting formative and/or summative assessment data. Programs are expected to assess each competency annually.~~
- ~~f.—Summary of data analysis.~~

- 5.2 Formal curriculum review must routinely occur and:

- a. Use results of program evaluation and competency assessment to determine strengths and areas for improvement.
- b. Include input from students and other stakeholders as appropriate.
- c. Include assessment of comparability of educational experiences and consistency of competency achievement when different courses, delivery methods (such as distance education), tracks or sites for supervised experiential learning are used to accomplish the same educational objectives.
- d. Result in actions to maintain or improve student learning.

## STANDARD 6: Faculty and Preceptors

The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice.

### REQUIRED ELEMENTS:

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



## STANDARD 7: Supervised Experiential Learning Sites

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised experiential learning 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 experiential learning compatible with the competencies that students are expected to achieve.

### REQUIRED ELEMENTS:

#### 7.1 Supervised experiential learning site requirements:

- a. The program 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 experiential learning facilities.
- b. Agreements must delineate the rights and responsibilities of both the program and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.

## STANDARD 8: Information to Prospective Students and the Public

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

### REQUIRED ELEMENTS:

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

## STANDARD 9: Policies and Procedures

The program must have written policies and procedures that protect the rights of enrolled students and are consistent with current organizational practice. Additional policies and procedures specific to the program and supervised experiential learning components must be provided to students on a timely basis such as in a program handbook or on **the program's website**. The quality of services that are provided to students must be adequate to address their needs.

### REQUIRED ELEMENTS:

9.1 Programs are required to have policies and procedures for program operations including:

- a. Admission Requirements: Programs must establish criteria to determine student potential for success in the program.
- b. **Monitoring Student Performance:** The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
- c. Student Retention: Students with minimal chances of success in the program must be counseled into career paths that are appropriate to their ability.
- d. Supervised Experiential Learning Documentation: The program must establish procedures for tracking **individual student's supervised** experiential learning hours in professional work settings and other supervised experiential learning, such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.

~~e. Programs offering tracks must document policies that differ among each track.~~

9.2 The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a program handbook or on a program website:

- 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 experiential learning.
- d. Drug testing and criminal background checks, if required by the supervised experiential learning facilities.
- e. Requirement that students doing supervised experiential learning must not be used to replace employees.
- f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
- g. The process for filing and handling complaints about the program from students and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
- h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and organization have been exhausted.
- i. If the program grants credit, supervised experiential **learning hours or direct assessment for student'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. Annual formative and/or summative assessment of student competence and regular reports of performance and progress.
- k. Program retention and remediation procedures; Students 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~~ including maximum amount of time allowed for completing program requirements in effect at the time student enrolls.
- n. Verification statement requirements and procedures ensuring that all students 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.
- p. Withdrawal and refund of tuition and fees.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of student information, including identifying information used for distance learning.
- s. Student access to their own student files.
- t. Access to student support services, including health services, counseling, tutoring, testing and financial aid resources.

## Appendix A: Competencies and Performance Indicators

Unit 1: Foundational Knowledge	
Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.	
Competencies	Example Performance Indicators
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. 1.1.2 Demonstrates general understanding of nutrition and genetics, as it relates to health conditions. 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g. genes, proteins, metabolites) and microbes with disease states. 1.1.5 Identifies the influence of food consumption on the development of diseases.
1.2 Applies an understanding of anatomy, physiology, and biochemistry.	1.2.1 Analyzes the impact of food and nutrition on physiological processes. 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.
1.3 Applies knowledge of microbiology and food safety.	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility.
1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease.	1.5.1 Examines nutritional biochemical indicators specific to the disease process. 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. 1.5.4 Analyzes the correlation between mental health conditions and nutritional health.
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing and access to food. 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition.

Unit 1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.7 Integrates the principles of cultural competence within own practice and when directing services.	1.7.1 Demonstrates knowledge of the cultural competence models. 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. 1.7.4 Identifies and implements strategies to address cultural biases and differences. 1.7.5 Applies culturally sensitive approaches and communication skills. 1.7.6 <b>Develops awareness of one's own personal beliefs, values and biases to better</b> serve clients/patients of different cultures and backgrounds.
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions.
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition.
1.10 Applies knowledge of math and statistics.	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. 1.10.3 Applies math skills to perform food and nutrition calculations.
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.	1.11.1 Interprets and communicates medical terminology to non-health professional audiences. 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication.
1.12 Demonstrates knowledge of and is able to manage food preparation techniques.	1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. 1.12.2 <b>Converts recipes and ingredients based on client/patient's preferences or dietary</b> needs. 1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. 1.12.4 Evaluates recipes using sensory evaluation methods.

Unit1: Foundational Knowledge (cont.)	
Competencies	Example Performance Indicators
1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.	<p>1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet.</p> <p>1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format.</p> <p>1.13.3 Operates nutrition informatics systems in practice.</p> <p>1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making.</p> <p>1.13.5 Proficiently uses technology and informatics skills to aggregate data and enhance practice and client/patient care.</p>
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.	<p>1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle.</p> <p>1.14.2 Identifies nutritional risk factors across the life cycle.</p> <p>1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations.</p> <p>1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness.</p>
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.	<p>1.15.1 Recognizes and communicates the cause of disease and nutrition risks.</p> <p>1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations.</p> <p>1.15.3 Examines the influence of the determinants of health on health and wellness.</p> <p>1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.</p> <p>1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention.</p>
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.	<p>1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade.</p> <p>1.16.2 Examines the impact of global food supply and sustainability and related factors.</p> <p>1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries.</p>

Unit 2: Client/Patient Services	
Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.	
Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.	2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. 2.2.4 Prioritize care based on results of screening considering complexity of care needs.
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.	<p><u>Nutrition Assessment</u></p> 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. 2.3.3 Conducts a nutrition focused physical exam. 2.3.4 Takes a food and nutrition related medical history. 2.3.5 Assesses physical activity and history of physical activity. 2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. 2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement). 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. 2.3.10 <b>Determines barriers that might influence a client/patient's nutritional status.</b> 2.3.11 Determines accuracy and currency of nutrition assessment data. 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements.  <p><u>Diagnosis</u></p> 2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. 2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. 2.3.15 Prioritizes the nutrition diagnosis(es).



Unit 2: Client/Patient Services (cont.)	
Competencies	Example Performance Indicators
2.3 (cont.)	<p><u>Intervention</u></p> <p>2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members.</p> <p>2.3.17 Orders nutrition prescriptions to address nutritional goals.</p> <p>2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members.</p> <p><u>Monitoring/Evaluation</u></p> <p>2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis.</p> <p>2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention.</p> <p>2.3.21 <b>Assesses client/patient's compliance with</b> nutrition intervention.</p> <p>2.3.22 <b>Identifies barriers to meeting client/patient's nutrition goals and makes</b> recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others.</p> <p>2.3.23 <b>Summarizes impact of nutrition interventions on client/patient's nutrition outcomes,</b> considering client/patient-centered care.</p> <p>2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes.</p> <p>2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals.</p> <p><u>Documentation</u></p> <p>2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies.</p> <p>2.3.27 Demonstrates coding and billing procedures to obtain payment for nutrition services under alternate health care payment models.</p>
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.	<p><u>Medical Nutrition Therapy</u></p> <p>2.4.1 Manages medical nutrition therapy for clients/patients.</p> <p>2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management.</p> <p>2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets.</p> <p>2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements.</p> <p>2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice.</p>

Unit 2: Client/Patient Services (cont.)

Competencies	Example Performance Indicators
2.4 (cont.)	<p><u>Education</u></p> <p>2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials.</p> <p>2.4.7 Assesses audience’s readiness to learn and identifies barriers to learning.</p> <p>2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.</p> <p>2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences.</p> <p>2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience.</p> <p>2.4.11 Communicates complex nutrition information to broad and diverse audiences.</p> <p>2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required.</p> <p><u>Psychological Counseling and Therapies</u></p> <p>2.4.13 <b>Assesses client/patient’s nutritional needs and appropriateness for the</b> recommended counseling or therapy.</p> <p>2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions.</p> <p>2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy.</p> <p>2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship.</p> <p>2.4.17 Demonstrates awareness of various appropriate counseling techniques</p> <p>2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as required.</p> <p>2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling <b>therapy or client/patient’s mental health issues are beyond personal competence or</b> professional scope of practice.</p>
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.	<p>2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy.</p> <p>2.5.2 Demonstrates awareness of food and drug interactions.</p> <p>2.5.3 Assesses client/patient factors <b>to determine the client/patient’s indication for the</b> nutrition-related pharmacotherapy.</p> <p>2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy.</p> <p>2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes.</p> <p>2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice.</p> <p>2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing.</p> <p>2.5.8 Applies the principles of safe drug administration.</p> <p>2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments.</p> <p>2.5.10 Consults and refers/transfers client/patient to the appropriate health professional <b>when client/patient’s needs are beyond personal competence or professional scope</b> of practice.</p>

Unit 3: Food Systems Management	
Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.	
Competencies	Example Performance Indicators
<p>3.1 Directs the production and distribution of quantity and quality food products.</p>	<p>3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals.</p> <p>3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation.</p> <p>3.1.3 Communicates the <b>organization’s mission and how work activities impact the services and organization.</b></p> <p>3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work.</p> <p>3.1.5 Implements systems to report on local, state and federal compliance.</p> <p>3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction.</p> <p>3.1.7 Establishes a culture that is ethical and free of safety and health hazards.</p> <p>3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability.</p>
<p>3.2 Oversees the purchasing, receipt and storage of products used in food production and services.</p>	<p>3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices.</p> <p>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources.</p> <p>3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations.</p> <p>3.2.4 Acts as a departmental and organizational liaison between contractual parties involved.</p> <p>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</p> <p>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations.</p> <p>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</p>
<p>3.3 Applies principles of food safety and sanitation to the storage, production and service of food.</p>	<p>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</p> <p>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the <b>organization’s mission and policies.</b></p> <p>3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain.</p> <p>3.3.4 Takes into consideration food allergies when preparing menus and foods.</p>
<p>3.4 Applies and demonstrates an understanding of agricultural practices and processes.</p>	<p>3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact.</p> <p>3.4.2 Understands the local and global food markets and applicable nutrition regulations.</p> <p>3.4.3 Identifies and supports partnerships with local and global food growers and producers.</p>

Unit 4: Community and Population Health Nutrition	
Applies community and population nutrition health theories when providing support to community or population nutrition programs.	
Competencies	Example Performance Indicators
<p>4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.</p>	<p>4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population.</p> <p>4.1.2 Conducts community and population based assessments considering all relevant factors.</p> <p>4.1.3 Identifies the resources and connects with partners needed for sustainability of the program.</p> <p>4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population.</p> <p>4.1.5 Interprets and uses nutrition surveillance and global health and safety data.</p> <p>4.1.6 Evaluates the program using measurement indicators and outcomes.</p> <p>4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program.</p>
<p>4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.</p>	<p>4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations.</p> <p>4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health.</p> <p>4.2.3 Analyzes political interests and their impact on program development, goals and objectives.</p>

Unit 5: Leadership, Business, Management and Organization	
Demonstrates leadership, business and management principles to guide practice and achieve operational goals.	
Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice.	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation 5.1.2 Demonstrates understanding of social cues and team dynamics. 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. 5.1.4 Develops conversational and interpersonal skills. 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. 5.1.6 Understands the mentoring role and practices mentoring and precepting others.
5.2 Applies principles of organization management.	<u>Planning</u> 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. <u>Organizing</u> 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. 5.2.4 Sets and monitors clear targets for team members, departments and the organization aligned with common objectives and goals. 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. <u>Management</u> 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. <u>Controls</u> 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. 5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. 5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. 5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met.

Unit 5: Leadership, Business, Management and Organization (cont.)	
Competencies	Example Performance Indicators
5.2 (cont.)	<p><u>Time Management</u></p> <p>5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others.</p> <p>5.2.18 Prioritizes activities to effectively manage time and workload.</p> <p><u>Motivation and Recognition</u></p> <p>5.2.19 Promotes team involvement and values the skills of each member.</p> <p>5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly.</p> <p>5.2.21 Takes innovative approaches to build support and maintain a diverse workforce.</p> <p>5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict.</p>
5.3 Applies project management principles to achieve project goals and objectives.	<p>5.3.1 Leads the development and completion of a project plan and budget.</p> <p>5.3.2 Identifies the project strengths, weaknesses, opportunities and threats.</p> <p>5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization.</p> <p>5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions.</p>
5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives.	<p>5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice.</p> <p>5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions.</p> <p>5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact.</p> <p>5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement.</p> <p>5.4.5 Applies change management theories and principles to effectively implement change.</p>
5.5 Develops and leads implementation of risk management strategies and programs.	<p>5.5.1 Assesses potential and real risks to an individual, group and or organization.</p> <p>5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization.</p> <p>5.5.3 Develops risk management plans and protocols.</p>

Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles and critical thinking into practice.	
Competencies	Example Performance Indicators
6.1 Incorporates critical thinking skills in practice.	6.1.1 Considers multiple factors when problem solving. 6.1.2 Incorporates the thought process used in critical thinking models. 6.1.3 Engages in reflective practice to promote change and continuous learning.
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. 6.2.3 Identifies and demonstrates appropriate research methods. 6.2.4 Interprets and applies research ethics and responsible conduct in research. 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). 6.2.7 Translates and communicates research findings and conclusions through a variety of media.
6.3 Applies current research and evidence-informed practice to services.	6.3.1 Uses research terminology when communicating with other professionals and publishing research. 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and credibility of information. 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning.

Unit 7: Core Professional Behaviors	
Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.	
Competencies	Example Performance Indicators
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. 7.1.4 Applies client/patient-centered principles to all activities and services. 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information.
7.2 Uses effective communication, collaboration and advocacy skills.	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience.