

ACEND Accreditation Standards

For Nutrition and Dietetics Internship Programs (DI)

Adopted September 1, 2021; Effective June 1, 2022

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

the accrediting agency for the
Academy of Nutrition
and Dietetics



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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 and/or verification statements, program length and program management.

REQUIRED ELEMENTS:

- 1.1** The program must be offered by a college or university, health care facility, federal or state agency, or as a consortium with a college or university, health care facility, federal or state agency.
 - a. A consortium is defined as two or more independent institutions working together under a formal written agreement to sponsor a single program. The consortium must consider itself a single education program.
 - b. Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE).
 - c. Hospitals must be accredited by The Joint Commission (TJC), Det Norske Veritas (DNV), Healthcare Facilities Accreditation Program (HFAP) or other approved national accreditation organization or state agency.
 - d. Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by TJC, DNV, HFAP or other approved national accreditation organization.
 - e. Other health-care-related facilities must be licensed by a federal agency or an agency of the state in which it is located or accredited by TJC, DNV, HFAP or other approved national accreditation organization.
 - f. Existing ACEND-accredited business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below:
 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.
 3. Provide statements covering the past five years from a licensed public accountant that indicate a review of the company's financial statements shows no irregularities and a positive net worth.
 4. Have an entity external to the program that provides oversight for the program's operations.
- 1.2** The program must be integrated within the administrative structure of the sponsoring organization, show this structure, such as in an organizational chart, and indicate where the program will be housed. In a consortium, an organizational chart must clearly show the relationship of each member of the consortium to the program and where the program will be housed.
- 1.3** The program must demonstrate that it has the administrative, clerical and other staff, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its mission and goals. If any portion of the program is offered through distance education, the program must demonstrate that technology and resources are adequate to support a distance-learning environment. Programs offering an Individualized Supervised Practice Pathway (ISPP) must document the financial support and learning resources provided to the ISPP.

- a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty, preceptors and staff.
- b. 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 intern outcomes.
 - 1. Programs offered in a consortium must clearly define financial and other resource contributions of each member to the total program.
- c. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

1.4 The internship must:

- a. Be a post baccalaureate program that:
 - 1. Admits only individuals who have a verification statement from a Didactic Program in Dietetics (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a master's degree granted by a U.S. accredited college/university or foreign equivalent,
and/or
 - 2. Admits only individuals with a DPD or FDE verification statement and has a process to ensure interns complete a graduate degree by the end of the program.
 - 3. Meets the requirements listed above on or before December 31, 2023
- b. Award a verification statement to individuals who have earned a graduate degree and completed program requirements.

1.5 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, and provide effective leadership for the program, the program faculty, and the interns. 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 or external entity.

- a. For programs offered in a consortium:
 - 1. One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.
 - 2. 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.
- b. Institutional policies related to 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.
- c. The program director must:
 - 1. Have earned at least a master's degree.
 - 2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.
 - 3. Have a minimum of three years professional experience post credentialing.
 - 4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.
 - 5. Not direct another ACEND-accredited nutrition and dietetics education program.
- d. 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 interns (such as program admission, retention and completion policies).
3. Intern 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 intern records, including intern advising plans, supervised practice hours and verification statements;
 - c. Maintenance of complaints about the program received from interns or others, including disposition of the complaint;
 - d. On-going review of program's curriculum to meet the accreditation standards;
 - e. Communication and coordination with program faculty, preceptors and others involved with the program and its interns;
 - f. Facilitation of processes for continuous program evaluation, and
 - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

1.6 The program must establish its length and provide the rationale for the program length based on competencies and learning activities that interns must accomplish, required hours of supervised practice, and mandates from the program's administration and state legislation.

- a. The program must be planned so that interns complete at least 1000 hours of supervised practice experiences with a minimum of 700 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional work settings and in alternate supervised experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.
- b. At least 700 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.

1.7 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, the program must provide a default reduction plan, as specified by USDE.

Standard 2: Program Mission, Goals, Objectives, and Program Evaluation and Improvement

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare interns for practice as a Registered Dietitian Nutritionist. The program must have a program evaluation plan to continuously evaluate the achievement of its mission, goals and objectives use the plan to collect data, improve the program based on findings and update the plan accordingly.

REQUIRED ELEMENTS:

- 2.1** A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted and must include the following components:
- a. The program mission. The program mission must be specific to the program, distinguishes it from other programs in the organization, and be compatible with the mission statement or philosophy of the sponsoring organization.
 - b. The program goals. The program must have at least two goals focused on program outcomes for graduates that are consistent with the program's mission.
 - c. The program objectives. The program objectives must measure the full intent of the mission and goals and are used to evaluate achievement of each program goal.
 1. The program must align the following ACEND-required objectives with their program goals and demonstrate that the program is operating in the interest of interns and the public. The program must set reasonable target measures when the targets are not specified. Required objectives must be evaluated annually using an average of data from the previous three years.
 - a. Program Completion: The program must develop an objective that states "At least 80% of interns complete program requirements within ___ (150% of planned program length)".
 - b. Graduate Employment: "Of graduates who seek employment, at least ___ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
 - c. Graduate Performance on Registration Exam:
 1. "At least ___percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
 2. "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%".
 - d. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.
 - d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
 - e. 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).
 - f. Evaluation methods that will be used to collect the data.
 - g. Individuals responsible for ensuring that data are collected.

h. Timeline for collecting the necessary data.

2.2 The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:

- a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives. ISPP data, if applicable, are collected, summarized and analyzed separately.
- b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
- c. The targets set for ACEND-required objectives are met.
- d. Program changes have been made to improve outcomes for unmet objective(s).
- e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

2.3 Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (such as policies, procedures, curriculum, teaching methods, 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 3: Curriculum and Learning Activities

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

REQUIRED ELEMENTS:

3.1 The program's curriculum must be designed to ensure the breadth and depth of requisite skills needed for entry-level practice as a registered dietitian nutritionist.

a. The program's curriculum must prepare interns with the following core competencies:

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
 - CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
 - CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
 - CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
 - CRDN 1.5 Incorporate critical-thinking skills in overall practice.
2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
- CRDN 2.4 Function as a member of interprofessional teams.
- CRDN 2.5 Work collaboratively with NDRs and/or support personnel in other disciplines.
- CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- CRDN 2.7 Apply change management strategies to achieve desired outcomes.
- CRDN 2.8 Demonstrate negotiation skills.
- CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.
- CRDN 2.10 Demonstrate professional attributes in all areas of practice.

- CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
 - CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
 - CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
3. Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
 - CRDN 3.2 Conduct nutrition focused physical exams.
 - CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation)
 - CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.
 - CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
 - CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
 - CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
 - CRDN 3.8 Design, implement and evaluate presentations to a target audience.
 - CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
 - CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
 - CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
 - CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
 - CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
 - CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
- CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).
- CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.
- CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
- CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
- CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
- CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Competencies

Upon completion of the program, graduates are able to:

- CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
- CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
- CRDN 5.5 Demonstrate the ability to resolve conflict.
- CRDN 5.6 Promote team involvement and recognize the skills of each member.
- CRDN 5.7 Mentor others.
- CRDN 5.8 Identify and articulate the value of precepting.

3.2 A curriculum map must be developed that:

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

- 3.3** The program's curriculum must provide learning activities to attain the breadth and depth of the core competencies. Syllabi for courses taught within the academic unit and supervised practice rotations must include the CRDNs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the CRDNs.
- a. Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
 - b. Learning activities must prepare interns to implement the Nutrition Care Process with various populations and diverse cultures.
 - c. Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that interns have the skills to recognize biases in self and others and embrace the diversity of the human experience.
 - d. Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate learning objectives.
 1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between interns and faculty.

Standard 4: Student Learning Assessment and Curriculum Improvement

The program must continuously assess student achievement of required core competencies. The program must collect and analyze aggregate data on student core competency attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

REQUIRED ELEMENTS:

- 4.1** The program must have a plan for on-going assessment of interns' attainment of core competencies. The plan must identify summative assessment methods used, as well as courses and/or supervised practice learning activities in which assessment will occur and the process for tracking individual interns' demonstration of core competencies.
- 4.2** The program must document that data on intern core competency attainment are collected, summarized and analyzed for use in curricular review and improvement.
- 4.3** Formal curriculum review must routinely occur and:
 - a. Use results of program evaluation and data on intern core competency attainment to determine strengths and areas for improvement.
 - b. Include input from interns and other stakeholders as appropriate.
 - c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), or supervised practice sites are used to accomplish the same educational objectives.
 - d. Result in actions to maintain or improve intern learning.

Standard 5: Faculty and Preceptors

The program must have qualified faculty and preceptors in sufficient numbers 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, must show evidence of continuing competence appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

REQUIRED ELEMENTS

- 5.1** The program must provide evidence that qualified and appropriately credentialed faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of the program goals and objectives.
- 5.2** The requirements for program faculty (faculty within the academic unit) must include:
- Program faculty, 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.
 - Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.
 - Program faculty and instructors must be provided orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies. Program faculty must be trained in the use of distance education pedagogy and recommended practices.
 - Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.
- 5.3** The requirements for program preceptors must include:
- 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, in the area in which they are supervising interns and must be qualified to serve as educators and professional role models.
 - Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies.
 - Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.
- 5.4** Formal evaluation of program faculty and preceptors must routinely occur:
- The program must have a process for the periodic review, including input from interns, of the effectiveness of faculty and preceptors.
 - Program faculty, instructors and preceptors must receive feedback, and training as needed, based on program evaluation and input from interns.

Standard 6: Supervised Practice 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 the adequacy and appropriateness of facilities to ensure that sites are able to provide supervised practice learning experiences compatible with the competencies that interns are expected to achieve.

REQUIRED ELEMENTS:

6.1 Supervised practice site requirements:

- a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process and timeline for evaluation of the adequacy and appropriateness of supervised practice facilities.
- b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing interns.

Standard 7: Information to Prospective Students and the Public

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

REQUIRED ELEMENTS:

- 7.1** Program policies, procedures, practices, and materials related to intern recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently. Program shall demonstrate by tangible action their commitment to enrolling a diverse student body.
- 7.2** All information to prospective interns and the public must provide current, accurate and consistent. Each information source must provide a reference to where complete program information can be found.
- 7.3** Information about the program must be readily available to prospective interns 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, computer matching information, if applicable, supervised practice, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process.
 - e. Estimated cost to interns, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs.
 - f. Application and admission requirements including computer matching information.
 - g. Academic and program calendar or schedule.
 - h. Graduation and program completion requirements.
 - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
 - j. Guidance about distance education components, such as technology requirements, if applicable.
 - k. If interns are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described, including the program's role and responsibility to assist interns to ensure timely completion of the program.
 - l. A description of the criteria and policies and procedures used to evaluate and award credit for prior learning experiences, such as coursework or supervised practice hours and the types and sources from which credit will not be accepted.

Standard 8: Policies and Procedures for Enrolled Students

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

REQUIRED ELEMENTS:

- 8.1** Programs are required to have policies and procedures for program operations including:
- a. Intern Performance Monitoring: The program's system of monitoring 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 intern.
 - b. Intern Remediation and Retention: Concerns about an intern's performance in meeting program requirements are addressed promptly and adequately to facilitate the intern's progression in the program.
 - c. Supervised Practice Documentation: The program must establish procedures for tracking individual intern's supervised practice hours in professional work settings and in alternate practice activities such as, simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
 - d. Equitable Treatment: The program must establish policies to support the diverse needs of interns, ensure an inclusive environment, and to ensure equitable treatment by program faculty and preceptors of interns from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, and age.
- 8.2** The following policies and procedures specific to nutrition and dietetics programs must be provided to interns in a single comprehensive document, 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 practice.
 - d. Drug testing and criminal background checks, if required by the supervised practice facilities.
 - e. Requirement that interns doing supervised practice must not be used to replace employees.
 - f. When 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 interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of 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 or supervised practice hours for students' prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
 - j. Process for assessment of intern learning and regular reports of performance and progress.

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