


# **GUIDANCE INFORMATION FOR ACEND 2022 ACCREDITATION STANDARDS**

Revised August 2024

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

## Guidance Information for 2022 Standards

This document provides guidance to program directors on implementing and documenting compliance with the ACEND 2022 Accreditation Standards. The document includes the types of information to be included in the self-study narrative, types of exhibits to include in the self-study appendix and additional materials that should be available on site for the review team. Programs applying for candidacy for accreditation are expected to provide all information as described in Guidance Information except where specifically noted.

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

### Acronyms used in document:

ACEND: Accreditation Council for Education in Nutrition and Dietetics

CP: Nutrition and Dietetics Coordinated Program

CDR: Commission on Dietetic Registration

CNDT: Competency for Nutrition and Dietetics Technicians

CRDN: Competency for Registered Dietitian Nutritionists

DI: Nutrition and Dietetics Internship Program

DPD: Nutrition and Dietetics Didactic Program

DT: Nutrition and Dietetics Technician Program

FDE: Foreign Dietitian Education Program

FTE: Full Time Equivalent

ISPP: Individualized Supervised Practice Pathway

KNDT: Knowledge requirement for Nutrition and Dietetics Technicians

KRDN: Knowledge requirement for Registered Dietitian Nutritionists

SLO: Student Learning Outcomes

**NOTE:** For any program offering an ISPP, refer to *2022 ISPP Guide for Reports* in [Appendix D](#) for additional guidance.

**Additional Appendix Evidence for Candidacy Programs:** The United States Department of Education's revised criteria state that accreditors must require candidacy programs to submit a teach-out plan to ensure that enrolled students would be able to complete program requirements if the program did not achieve full accreditation or voluntarily withdrew from accreditation. A teach-out plan must be submitted with the self-study report as an appendix. ACEND has developed a [Teach-Out Plan Template](#) that can be found on the ACEND website for you to document the proposed program's teach-out plan.

#### Changes and clarifications to the Guidance Information Document (April 2023)

RE 1.1 – Clarified expectations for candidacy programs to describe status of program approval process.

RE 1.3 – Clarified purpose of resources for continued development and training for program faculty, preceptors and staff.

RE 1.4 – Clarified expectations for programs to describe status of degree approval process.

RE 2.1 – Clarified narrative for Program Evaluation Plan.

RE 3.1 – Moved RDN/NDTR Required Components Checklist template(s) from appendix evidence for RE 3.2 to RE 3.1.

RE 4.1 – Moved on site examples of evidence of the process that is done to track student/intern achievement of the core knowledge and/or competencies from RE 4.2 to RE 4.1.

RE 5.1 – Clarified expectations for programs applying for candidacy regarding adequate preceptors, preceptor roster and onsite evidence.

RE 6.1 – Clarified expectations for programs applying for candidacy regarding onsite evidence.

RE 8.1 – Clarified expectations for policy on equitable treatment.

Glossary – updated the definition for distance education, Nutrition and Dietetics Internship Program (DI) and onsite.

Appendix C: ACEND Document Retention Procedures – updated the Verification Statements for Program graduates' policy.

#### Changes to the Guidance Information Document (June 2023)

Glossary – updated the definition for regular and substantive interaction and removed remote site.

#### Changes to the Guidance Information Document (February 2024)

RE 1.1 – Clarified USDE requirements for free-standing DI programs regarding state authorization to function as an educational institution.

RE 1.4 – Clarified expectations for programs with an associated graduate degree and when programs accept students/interns with a graduate degree previously earned.

RE 1.6 – Clarified expectations to include clinical as a major rotation for programs with supervised practice leading to the RDN credential.

RE 1.7 – Clarified narrative and appendix requirements for free-standing DI programs related to Title IV financial aid.

RE 2.1 – Moved examples of tools used to collect evaluation data from appendix evidence for RE 2.2 to RE 2.1. Clarified expectations for program completion objectives for programs with different program lengths.

RE 3.1 – Moved narrative on how curriculum facilitates achievement of learning objectives and expected depth and breadth from RE 3.2 to RE 3.1. Moved examples of completed student or intern projects as evidence of breadth and depth in the curriculum and educational approaches to onsite evidence for RE 3.2 to RE 3.1.

RE 3.3 – Clarified requirement to include learning activities that prepare students/interns for practice to implement the Nutrition Care Process with high acuity conditions for programs with supervised practice leading to the RDN credential.

RE 5.1 – Clarified expectations for programs applying for candidacy regarding adequate preceptors and the onsite evidence.

RE 6.1 - Clarified expectations for programs applying for candidacy regarding onsite evidence.

RE 7.3 – Clarified expectations for policies of prior assessed learning and the website.

APPENDIX D – 2022 ISPP Guide for Reports – Updated description for RE 1.4 to clarify that programs must only accept students with a doctoral degree into the ISPP option.

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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 Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP:</b> The program must be housed in a college or university or offered in a consortium with a college or university. The college or university 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).</p> <p>a. For programs located outside the United States and its territories:</p> <ol style="list-style-type: none"> <li>1. If accreditation or a quality assurance process has been established by the country's professional association or regulatory board for nutrition or dietetics, the program must be recognized by this process before applying to ACEND for candidacy for accreditation and it must be housed in a college or university.</li> <li>2. Colleges and universities that are not part of the U.S.-based educational system must be authorized under applicable law by the country's ministry of education or equivalent public entity to provide an educational program beyond secondary education.</li> <li>3. If the native language of the sponsoring institution is not English, the institution must provide all program documents (application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.</li> </ol>	<p><b>Note:</b> Programs must submit the self-study report narrative in one searchable PDF file formatted using the Adobe bookmark feature. The self-study report narrative provided for the Required Element should reference the location of any corresponding evidence in the appendices PDF.</p> <p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Explain how the organization is in compliance with this required element. Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency. (Note: Applications for Candidacy will not be accepted if an accrediting or licensing body has taken action to place on probation, deny, suspend, revoke, withdraw or terminate the institution's accreditation.)</li> <li>• <i>[Candidacy programs only]</i> If the program is not yet approved within the state and/or institution, the program must describe where the program is in the process in gaining approvals and the status of the approval process within the institution and the state.</li> <li>• <i>[Consortium only]</i> State the two or more independent institutions working together under a formal written agreement to sponsor a single program.</li> </ul> <p><b>CP:</b></p> <ul style="list-style-type: none"> <li>• State the name of the U.S. institutional accrediting body and the institution's current accreditation status.</li> <li>• <i>[International programs not recognized by a U.S. institutional accreditor]</i> State the name of your country's accrediting body or a quality-assurance process established by the country's professional association or regulatory board for nutrition and dietetics.</li> </ul>	<p><b>Note:</b> Programs must submit all appendix evidence in two searchable PDF files formatted using the Adobe bookmark feature. One set of appendices will include all supporting evidence with the exception of syllabi and/or rotation description. Syllabi and/or rotation descriptions are to be included in a separate bookmarked PDF.</p> <p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Copy of most recent letter or a website screenshot and active website link from the oversight agency website documenting the organization's status with the oversight agency.</li> </ul> <p><b>International Programs:</b></p> <ul style="list-style-type: none"> <li>• Evidence of recognition by the country's nutrition and dietetics professional association or regulatory agency, if applicable <b>(CP only)</b>.</li> <li>• A copy of evidence that the university is authorized to operate under applicable law by the country's ministry of education or other entity <b>(CP and FDE)</b> if not recognized by a U.S. institutional accrediting body.</li> </ul> <p><b>DI for 1.1 f (for ACEND-accredited business entities only; candidacy applications are not accepted at this time)</b></p> <ul style="list-style-type: none"> <li>• Documentation, such as a letter or business license from the state indicating that the business is legally organized and stating the date it was authorized to conduct business; a link to a website with the pertinent documentation is acceptable if the link is working and the required information is</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Copies of any reports from the accrediting agency related to accreditation status, if institution is not fully accredited by its accrediting agency.</li> </ul>

	<p><b>DPD, DT:</b></p> <ul style="list-style-type: none"> <li>State the name of the U.S. institutional accrediting body and the institution's current accreditation status.</li> </ul>		
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Required Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>b. 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.</p> <p><b>DPD, DT:</b> The program must be housed in a college or university or offered in a consortium with a college or university. The college or university 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).</p> <p>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.</p> <p><b>DI:</b> 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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p><b>DI:</b></p> <ul style="list-style-type: none"> <li>State the U.S. accrediting or licensing body or organization providing oversight.</li> </ul> <p><b>FDE:</b></p> <ul style="list-style-type: none"> <li>State the name of your country's accrediting body or a quality-assurance process established by the country's professional association or regulatory board for nutrition and dietetics.</li> </ul> <p>Note: The ACEND Board placed a moratorium on accepting eligibility applications from proposed dietetic internships that are housed in business entities or publicly- or privately-held corporations without oversight by a regulatory body effective April 7, 2020.</p> <p>Note: CDR has updated their language around the requirements to become a registered dietitian to more closely align with USDE's recent change with no longer recognizing regional accreditors. Please ensure updated language is being used in program materials.</p> <p><b>Old language:</b> US regionally accredited college or university <b>New Language:</b> College or university recognized by the US Department of Education (USDE)</p>	<p>present. A website screenshot should be included.</p> <ul style="list-style-type: none"> <li>Letter, business license or statement on a state authorized website indicating the business is in good standing.</li> <li>IRS Financial Statements for the past five years; Statement from a licensed public accountant stating that the most recent annual financial statements have been reviewed and that the business was found to have a positive net worth and no irregularities were noted or an annual Financial Statement audited by a licensed public accountant.</li> <li>Evidence of an advisory board that reviews complaints about the program and provides guidance for growth or evidence of an assigned compliance officer who will review complaints about the program and provide other oversight as needed.</li> </ul> <p><b>For Free-Standing DI Programs ONLY:</b> Documentation, such as a letter, certificate, permit or email from the state indicating the program is authorized to function as an educational institution or exempt.</p> <p><b>Consortium:</b></p> <ul style="list-style-type: none"> <li>Copy of the formal written consortium agreement between the organizations involved.</li> </ul>	



Required Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years.</li> <li>2. Be in compliance with all local, state and federal laws and regulations.</li> <li>3. Provide statements covering the past five years from a licensed public accountant that indicates a review of the company's financial statements shows no irregularities and a positive net worth.</li> <li>4. Have an entity external to the program that provides oversight for the program's operations.</li> </ol> <p><b>FDE:</b> If accreditation or a quality assurance process has been established by the country's professional association or regulatory board for nutrition or dietetics, the program must be recognized by this process before applying to ACEND for candidacy for accreditation.</p> <p>a. The program must be housed in a college or university meeting the following sponsoring institution criteria:</p> <ol style="list-style-type: none"> <li>1. Colleges and universities outside the United States that are part of a U.S.-based educational system must be accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE).</li> <li>2. Colleges and universities that are not part of the U.S.-based educational system must be authorized under applicable law by the country's ministry of education or equivalent public entity to provide an educational program beyond secondary education.</li> <li>3. If the native language of the sponsoring institution is not English, the institution must provide all program documents</li> </ol>			

Required Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>(application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.</p> <p>b. 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.</p>			

Required Element 1.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> 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.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Describe the administrative structure of the institution/organization and where the program is housed.</li> <li>• <i>[Consortium only]</i> Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart).</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• A copy of the organization chart that shows the location of the program within the institution and its relationship to other programs within the department. <ul style="list-style-type: none"> <li>○ It is not necessary that the chart be an “official” chart from the organization as long as the location of the program and other programs within the department are evident. More than one chart may be needed that shows where the program fits within college/school/department and the institution, as applicable.</li> <li>○ All programs within the department, including that of the accredited program, must be identified by name in the chart.</li> </ul> </li> </ul> <p><b>Consortium:</b></p> <ul style="list-style-type: none"> <li>• An organization chart showing the relationship of each member of the consortium to the total program, if different.</li> </ul>	

Required Element 1.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> The program must demonstrate that it has the administrative, clerical or 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 (CP, DI, DPD).</p> <ol style="list-style-type: none"> <li>a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty, preceptors and staff.</li> <li>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 student outcomes. <ol style="list-style-type: none"> <li>1. Programs offered in a consortium must clearly define financial and other resource contributions of each member to the total program.</li> </ol> </li> <li>c. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of all program options (including distance education, if applicable) and produce the desired outcomes.</li> <li>• Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program mission and goals.</li> <li>• Describe how the budget and resources are adequate to support program faculty, preceptors and staff for training on diversity, equity and inclusion, distance education and other professional development topics to produce desired outcomes for the program.</li> <li>• State the maximum enrollment for which the program is seeking accreditation and discuss the adequacy of resources to support the enrollment. Explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums and adequacy of resources for ISPP, if applicable.</li> <li>• <i>[Consortium Only]</i> Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.</li> </ul>		<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Tours of facilities.</li> <li>• Meeting minutes in which budget and resources are discussed, if applicable.</li> <li>• Examples of learning resources available to students/interns.</li> </ul>

Required Element 1.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP:</b> 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 baccalaureate degree or less. The degree must be equivalent to a master’s degree conferred by a U.S. accredited college or university.</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Describe completion requirements for receipt of verification statement. Information should be provided separately for each option (such as ISPP) offered.</li> <li>• If the program is offering a degree that is not yet approved within the state/country and/or institution, the program must describe where the program is in the process in gaining approvals for granting a degree and the status of</li> </ul>	<p><b>CP, DPD, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• A copy from catalog or website listing the degree obtained and course requirements and prerequisites.</li> </ul> <p><b>DI:</b></p> <ul style="list-style-type: none"> <li>• A copy from catalog or website listing the admission requirements.</li> <li>• If graduate degree awarded, a copy from catalog or website listing the degree obtained and program completion requirements.</li> </ul>	

Required Element 1.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>b. Existing programs must meet the requirements listed above on or before December 31, 2023.</p> <p>c. International programs must be in operation and have graduated at least one class of students that has completed all requirements for the program and degree as stated in these accreditation standards.</p> <p><b>DPD:</b> The program must award at least a baccalaureate degree and a verification statement upon completing program requirements to individuals who enter the program with an associate degree or less.</p> <p>a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.</p> <p>b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge must be achieved through prerequisite or graduate courses required for completion of the graduate degree.</p> <p><b>DI:</b> The internship must:</p> <p>a. Be a post baccalaureate degree program that:</p> <ol style="list-style-type: none"> <li>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, <p>and/or</p> <li>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.</li> <li>3. Meets the requirements listed above on or before December 31, 2023</li> </li></ol> <p>b. Award a verification statement to individuals who have earned a graduate degree and completed program requirements.</p> <p><b>DT:</b> The program must award at least an associate degree and a verification statement upon completing program requirements to individuals who enter the program without a degree.</p>	<p>the approval process within the institution and the state/country, as applicable.</p> <ul style="list-style-type: none"> <li>• Note: The master's degree must be in a major course of study in human nutrition, foods and nutrition, dietetics, public health, food systems management, or an equivalent course of study (including MBA, MEd and other relevant degrees).</li> </ul> <p><b>CP:</b></p> <ul style="list-style-type: none"> <li>• State the degree received upon completion of the program and describe completion requirements for receipt of degree. Information should be provided separately for each option offered. If a non-degree option is offered in addition to the degree option, completion requirements must be described.</li> </ul> <p><b>DPD, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• State the degree received upon completion of the program and describe completion requirements for receipt of degree. Information should be provided separately for each option offered. If a non-degree option is offered in addition to the degree option, completion requirements must be described.</li> </ul> <p><b>DI:</b></p> <ul style="list-style-type: none"> <li>• Describe how program assures that those admitted to the program have completed an ACEND accredited DPD or FDE program and hold at least a bachelor's degree granted by a U.S. accredited college/university or foreign equivalent.</li> <li>• If program offers a graduate degree, state the degree received upon completion of the program and describe completion requirements for receipt of the degree. If a non-degree option is offered in addition to the degree option, completion requirements must be described.</li> </ul>	<p><b>FDE:</b> Provide a foreign equivalency report from one of CDRs approved agencies for a program graduate after the implementation of the ACEND standards to demonstrate that the degree is equivalent to a degree from a U.S. accredited college or university.</p>	

Required Element 1.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>a. If the program admits individuals with an associate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.</p> <p><b>FDE:</b> The program must culminate in at least a baccalaureate or graduate degree equivalent to a baccalaureate or graduate degree conferred by a U.S. accredited college or university and award a verification statement to students upon completion of program requirements.</p> <p>a. The program must be in operation and have graduated at least one class of students that has completed all requirements for the program and degree as stated in these accreditation standards.</p> <p>b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and supervised practice required for completion of the graduate degree.</p>			

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> 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 students. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.</p> <p>a. For programs offered in a consortium:</p> <ol style="list-style-type: none"> <li>1. One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.</li> <li>2. Each member organization in the consortium must designate a coordinator (who may be the program</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Describe how institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.</li> <li>• State time allocation for program management.</li> <li>• Describe the program director’s credentials and how the director meets the ACEND requirements for the program director position.</li> <li>• Describe the authority and responsibility the director has to manage the program and how the program director’s listed responsibilities are achieved.</li> <li>• If the program director position is not a 12-month appointment discuss year-round coverage of the program when the program director is not available. This does not refer to short-term vacations or absences.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Program director’s current curriculum vitae or resume.</li> <li>• Formal position description for the program director that includes ACEND responsibilities and clearly specifies the amount of time allocated for program management (e.g., number of hours, percentage of time, amount of course release time).</li> <li>• Optional: Use <a href="#">Program Director Position Description Template</a>.</li> </ul> <p><b>CP, DPD, DI, DT:</b></p> <ul style="list-style-type: none"> <li>• Evidence of CDR registration status, such as photocopy of the program director’s CDR registration card or printout from CDR website verifying registration status.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Student/intern and graduate files showing adherence to outlined procedures for record keeping.</li> <li>• Examples of written communications with program faculty, preceptors and others involved with the program.</li> <li>• Meeting minutes discussing accreditation.</li> </ul>

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>director) for the program within that organization who is employed by the organization.</p> <p>b. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director</p> <p>c. The program director must:</p> <ol style="list-style-type: none"> <li>1. Have earned at least a master’s degree (<b>CP, DI, DPD, DT</b>)/a degree equivalent to a master’s degree conferred by a U.S. accredited college or university (<b>FDE</b>).</li> <li>2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration. (<b>DT</b>: dietitian nutritionist or a nutrition and dietetics technician, registered/<b>FDE</b>: or has completed formal education and training in food, nutrition, or dietetics and is verified by the country’s professional association and/or national regulatory body for nutrition or dietetics) <ol style="list-style-type: none"> <li>a. (<b>CP</b>) International programs only: The program director must be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration (CDR) or by an accrediting agency in a country that is registration eligible with CDR under the terms of their reciprocity agreement (i.e., Canada, Ireland, the Netherlands and the Philippines).</li> </ol> </li> <li>3. Have a minimum of three years professional experience post credentialing.</li> <li>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.</li> <li>5. Not direct another ACEND-accredited nutrition and dietetics education program.</li> </ol> <p>d. The program director responsibilities must include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of</li> </ol>	<p><b>Consortium:</b></p> <ul style="list-style-type: none"> <li>• Identify the individual who serves as the consortium program director.</li> <li>• Identify the individual(s) other than the program director who serve as consortium coordinator(s).</li> <li>• Describe the employment status of each coordinator with the member institutions.</li> <li>• Describe the relationship of the coordinator(s) to the consortium program director.</li> </ul>	<p><b>FDE:</b></p> <ul style="list-style-type: none"> <li>• Photocopy of the program director’s foreign dietitian (or U.S.) credentials, if applicable.</li> <li>• Provide a foreign equivalency report for the program director indicating that the degree is equivalent to a minimum of a master’s degree from a U.S. accredited college or university.</li> </ul> <p><b>Consortium:</b></p> <ul style="list-style-type: none"> <li>• A copy of curriculum vita/resume for each coordinator other than the program director.</li> </ul>	

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>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.</p> <ol style="list-style-type: none"> <li>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).</li> <li>3. Student/Intern recruitment, advisement, evaluation and counseling.</li> <li>4. Maintenance of program accreditation, including: <ol style="list-style-type: none"> <li>a. Timely submission of fees, reports and requests for major program changes;</li> <li>b. Maintenance of the program’s student/intern records, including student advising plans, supervised practice hours (not DPD) and verification statements;</li> <li>c. Maintenance of complaints about the program received from students/interns or others, including disposition of the complaint;</li> <li>d. On-going review of program’s curriculum to meet the accreditation standards;</li> <li>e. Communication and coordination with program faculty, preceptors and others involved with the program and its students/interns;</li> <li>f. Facilitation of processes for continuous program evaluation; and</li> <li>g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam. (<b>not FDE</b>)</li> </ol> </li> </ol>			

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
CP:	CP/DI/DT:	CP, DI, DT, FDE:	

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must establish its length and provide the rationale for the program length based on competencies and learning activities that students must accomplish, required hours of supervised practice and mandates from the program’s administration and state legislation.</p> <p>a. The program must be planned so that students 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.</p> <p>b. For U.S. based programs, 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.</p> <p>c. For international programs, supervised practice hours must be conducted in a work setting in the country where the program is located or in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.</p> <p><b>DI:</b></p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• State the program length and number of supervised practice hours including the number of hours in professional work settings versus alternate supervised experiences.</li> <li>• Briefly describe the rationale for the program length (considering learning activities that students/interns must accomplish, required hours of supervised practice (if applicable) and mandates from the program’s administration or state legislation).</li> <li>• State the major rotations and describe how the program ensures the majority of the rotation hours (&gt;50%) are completed onsite (in-person). <b>Note for CP/DIs:</b> Clinical rotations must be indicated as a major rotation with &gt;50% of hours completed onsite (in-person) in in-patient, acute-care settings such as hospitals, long-term care facilities, and renal dialysis centers.</li> <li>• Describe alternate supervised practice experiences and how they are equivalent to supervised practice, if applicable.</li> <li>• Describe planned international experiences available for students/interns, total supervised practice hours provided internationally, and country in which experiences will occur.</li> </ul> <p><b>FDE:</b></p> <ul style="list-style-type: none"> <li>• State the program length and number of supervised practice hours including the number of hours in professional work settings versus alternate supervised experiences.</li> <li>• Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program’s administration or government legislation, and country’s professional association or regulatory board for nutrition or dietetics).</li> </ul>	<ul style="list-style-type: none"> <li>• Planned supervised practice hours (use template titled “<a href="#">Planned Supervised Practice Hours</a>”). (Note the major rotations with an asterisk on the template).</li> <li>• Note: The program must be consistent with the planned hours provided to ACEND on the Planned Supervised Hours template and the program completion requirements provided to prospective students on the website and enrolled students in the handbook.</li> </ul>	



Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>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.</p> <p><b>DT:</b> The program must establish its length and provide the rationale for the program length based on competencies and learning activities that students must accomplish, required hours of supervised practice, and mandates from the program’s administration and state legislation.</p> <p>a. The program must be planned so that students complete at least 450 hours of supervised practice experiences with a minimum of 350 hours in professional work settings; a maximum of 100 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional work settings and in alternate supervised experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.</p> <p>b. At least 350 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.</p> <p><b>FDE:</b> The program must establish its length and provide the rationale for the program length based on competencies and learning activities that students must accomplish, required hours of supervised practice and mandates from the program’s administration, government legislation and country’s professional association or regulatory board for nutrition or dietetics.</p> <p>a. The program must be planned so that students complete at least 700 hours of supervised practice experiences with a minimum of 500 hours in professional work settings; a maximum of 200 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional settings and in alternate supervised experiences.</p>	<ul style="list-style-type: none"> <li>Describe alternate supervised practice experiences and how they are equivalent to supervised practice, if applicable.</li> </ul> <p><b>DPD:</b></p> <ul style="list-style-type: none"> <li>State the program length.</li> <li>Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised practice (if applicable) and mandates from the program’s administration or state legislation).</li> </ul>		

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>DPD:</b> The program must establish its length and provide the rationale for the program length based on knowledge and learning activities that students must accomplish and mandates from the program’s administration and state legislation.</p>			

Required Element 1.7	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>DI:</b> A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid, which is not included in the Title IV (student aid) eligibility of a sponsoring college or university, must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program’s default rate exceeds the federal threshold (25 percent over a three-year period or 40 percent in one year), the program must provide a default reduction plan, as specified by USDE.</p> <p><b>FDE:</b> A new program applicant must submit a formal request to the ACEND board of directors if it believes that it cannot meet any required element or any competency listed in Standard 3 for reasons related to the country’s education system, health-care system or cultural practices. For each required element or competency that cannot be met, the request must include:</p> <ol style="list-style-type: none"> <li>The required element or competency number and its description.</li> <li>A detailed explanation of why the required element or competency cannot be met.</li> <li>A detailed recommendation for an equivalent required element or competency to replace it.</li> </ol>	<p><b>DI (Free-standing programs ONLY):</b></p> <ul style="list-style-type: none"> <li>• In the past seven years, have any of your students accessed Title IV financial aid? (Answer Yes or No and explain below; NA is not acceptable) <ul style="list-style-type: none"> <li>○ If the program has elected to participate in Title IV financial aid, was ACEND accreditation used to establish eligibility to participate in Title IV? If not, provide the institutional accreditor.</li> <li>○ If ACEND is identified as the gatekeeper for Title IV financial aid, the program must comply with all USDE requirements to participate in Title IV financial aid listed below: <ul style="list-style-type: none"> <li>▪ Provide the number of students who accessed Title IV funding during this review.</li> <li>▪ Describe how the program informs students of their responsibility for timely repayment of financial aid.</li> <li>▪ Provide evidence that Title IV financial aid is managed and distributed according to the USDE regulations to include: 1) recent student loan default data and default reduction plan, if applicable, 2) recent composite score, and 3) results of most recent financial or compliance audits.</li> </ul> </li> </ul> </li> </ul> <p><b>FDE:</b></p> <ul style="list-style-type: none"> <li>• Identify any required element or competency that cannot</li> </ul>	<p><b>Free-Standing DI using ACEND accreditation to participate in Title IV funding must also provide:</b></p> <ul style="list-style-type: none"> <li>• Copy of default rate information, composite score, and the default reduction plan, if applicable.</li> <li>• Results of the institution’s (hospital, business, etc.) financial or compliance audits.</li> </ul>	

<b>Required Element 1.7</b>	<b>Narrative to Support Achievement</b>	<b>Appendix Evidence</b>	<b>Onsite Evidence</b>
	be met because of the country's education system, health care system and/or cultural practices, describe why the required element or competency cannot be met and indicate recommendations for equivalent required elements or competencies to replace it.		

## 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 students/interns for practice as a Registered Dietitian Nutritionist (CP, DI)/Nutrition and Dietetics Technician, Registered (DT)/for careers in nutrition and dietetics (DPD, FDE). 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 Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted and must include the following components:</p> <ol style="list-style-type: none"> <li>a. The program mission. The program mission must be specific to the program, distinguishes it from other programs in the sponsoring organization and be compatible with the mission statement or philosophy of the sponsoring organization.</li> <li>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.</li> <li>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.               <ol style="list-style-type: none"> <li>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 students/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:</li> </ol> </li> </ol> <p><b>CP:</b></p> <ol style="list-style-type: none"> <li>a. Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length)”.</li> <li>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”.</li> <li>c. Graduate Performance on Registration Exam:               <ol style="list-style-type: none"> <li>1. “At least ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion”.</li> <li>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%”.</li> </ol> </li> <li>d. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</li> </ol>	<p><b>All Programs:</b></p> <p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• Provide the mission statements for:           <ul style="list-style-type: none"> <li>○ the institution</li> <li>○ the college and/or department in which the program resides, and</li> <li>○ the program, itself</li> </ul> </li> <li>• Explain how the mission supports the program’s intent to prepare students/interns for nutrition and dietetics practice and careers.</li> <li>• Discuss the compatibility of the program’s mission statement with the sponsoring organization.</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• State your program goals.</li> <li>• Discuss how the goals support the program’s mission.</li> </ul> <p>Note: Provide program goals that are well constructed and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. The goals must use the term “graduates” and must not use the terms “students” or “interns”. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals.</p>	<ul style="list-style-type: none"> <li>• Most recently reviewed Program Evaluation Plan listing entries for the history of annual review, program mission, goals and objectives, the data to be collected for all program goals and objectives, groups from which data will be collected, methods used to collect data, individuals responsible for data collection and the timeline for data collection (use program specific template titled “<a href="#">Program Evaluation Plan</a>”)</li> <li>• Examples of tools used to collect evaluation data such as surveys, evaluations, etc.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Minutes from planning meetings or other documentation discussing development of mission, goals, objectives and review of program evaluation plan.</li> <li>• Historical data used to determine target measures.</li> </ul>

Required Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>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).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p> <p><b>DI:</b></p> <p>a. Program Completion: “At least 80% of interns complete program requirements within ____ (150% of planned program length)”.</p> <p>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”.</p> <p>c. Graduate Performance on Registration Exam:</p> <ol style="list-style-type: none"> <li>1. “At least ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion”.</li> <li>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%”.</li> </ol> <p>d. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</p> <p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>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).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p> <p><b>DPD:</b></p> <p>a. Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length)”.</p> <p>b. Graduate Application and Acceptance into Supervised Practice:</p>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Provide ACEND-required program objectives, aligning them to the appropriate program goal.</li> <li>• Provide additional objectives that measure the full intent of the program’s mission and goals if applicable.</li> <li>• Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students/interns and the public.</li> <li>• Note: ACEND-required program objectives must be written verbatim when listed in quotation marks in the standard. They may be aligned to any of the program’s goals as appropriate; they do not need to all be included under the same goal.</li> <li>• Note: Programs with clearly different length options must have two separate program completion objectives in the program completion row; however, in the last column of the PEP, the program should provide one set of data.</li> <li>• Note: Programs should avoid affixing a number of years to the ACEND-required objectives (e.g., Over a five-year period, ...) because they are then not written verbatim.</li> </ul> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• Describe the process for the annual review of the program evaluation plan and the stakeholders involved in the review. <i>[Programs applying for candidacy describe how process will occur]</i>.</li> <li>• Discuss changes, if any, which have been made in the plan since the last accreditation review. <i>[Not applicable to programs applying for candidacy]</i>.</li> </ul>		

Required Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>1. "At least ___ percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation".</p> <p>2. "Of program graduates who apply to a supervised practice program, at least ___ percent are admitted within 12 months of graduation".</p> <p>c. Graduate Performance on Registration Exam: "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".</p> <p>d. Satisfaction with Graduate Performance: The program must develop an objective for evaluation of graduate's performance in supervised practice, graduate program or employment within 12 months of graduation.</p> <p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>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).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p> <p><b>DT:</b></p> <p>a. Program Completion: "At least 80% of students complete program requirements within ____ (150% of planned program length)".</p> <p>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".</p> <p>c. Graduate Performance on Registration Exam:</p> <p>1. "At least ___ percent of program graduates take the CDR credentialing exam for nutrition and dietetics technicians within 12 months of program completion".</p> <p>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 nutrition and dietetics technicians is at least 70%".</p> <p>d. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.</p> <p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>e. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers,</p>			

Required Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p> <p><b>FDE:</b></p> <p>a. Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length)”.</p> <p>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”.</p> <p>c. Graduate Performance on Dietitian Registration Exam if such exam is offered in the country:</p> <ol style="list-style-type: none"> <li>1. “At least ____ percent of program graduates take the country’s dietitian credentialing exam within 12 months of program completion”.</li> <li>2. “The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the country’s dietitian credentialing exam is at least 80%”.</li> </ol> <p>d. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate’s preparation for entry-level practice.</p> <p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>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).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p>			

Required Element 2.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:</p> <ol style="list-style-type: none"> <li>a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing achievements with objectives. ISPP data, if applicable, are collected, summarized and analyzed separately (CP/DI/DPD).</li> <li>b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.</li> <li>c. The targets set for ACEND-required objectives are met.</li> <li>d. Program changes have been made to improve outcomes for unmet objective(s).</li> <li>e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Analyze degree of achievement of program goals and objectives, including trends observed in the data <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>• Discuss factors impacting achievement of program goals and objectives <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>• Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment.</li> <li>• [Consortium only] If the program is a consortium, describe the role of each institution in the program evaluation process.</li> <li>• Note: To calculate program completion divide all students/interns who finish the program (nominator) by all students/interns who start the program (denominator); this includes students/interns who drop out at any point after starting the program.</li> <li>• Reminder: Data for all ACEND-required objectives must be provided as three-year rolling averages from the last three years and over the seven-year accreditation cycle. To avoid gaps in data, for example, if you had a site visit in 2021, the three-year rolling averages should be indicated as 2019-2021, 2020-2022, 2021-2023, etc. because the data from 2021 forward is included in each of those rolling averages.</li> </ul> <p>Note: Pearson VUE exam pass rate results are already provided as three-year rolling averages.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Actual data (including both the number “n” and percentage) collected for each program objective, which must be provided in the final column in the Program Evaluation Plan”) <i>[Not applicable to programs applying for candidacy since no data have been collected]</i>.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Minutes from planning meetings or other documentation discussing review of program evaluation results <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>• Completed evaluation surveys and/or other documentation supporting the data in the PEP (e.g., computer match results, completion records, focus groups, interviews, Pearson VUE reports, etc.) <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>• Institutional documents demonstrating integration with institution assessment, if applicable.</li> </ul>



Required Element 2.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b></p> <p>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.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan <i>[Programs applying for candidacy must discuss how the improvement plan will link to the Program Evaluation Plan].</i></li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Most recent plan documenting continuous program improvement (use template titled "<a href="#">Continuous Program Improvement Plan</a>") <i>[Programs applying for candidacy must submit this plan with anticipated strengths and areas for improvement].</i></li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Minutes from planning meetings or other documentation discussing identification of program strengths and areas for improvement and development of short- and long-term strategies.</li> </ul>

### Standard 3: Curriculum and Learning Activities

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

Required Element 3.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DPD, DT, FDE:</b> The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for: entry-level practice as a registered dietitian nutritionist (<b>CP</b>); nutrition and dietetics technician, registered (<b>DT</b>); dietitian (<b>FDE</b>); entry to supervised practice to become a registered dietitian nutritionist (<b>DPD</b>).</p> <ol style="list-style-type: none"> <li>a. The program’s curriculum must include the required components, including prerequisites (refer to the <i>2022 Accreditation Standards</i>).</li> <li>b. The program’s curriculum must prepare students with the core knowledge (<b>CP, DPD, DT, FDE</b>) and competencies (<b>CP, DT, FDE</b>) (refer to the <i>2022 Accreditation Standards</i>).</li> </ol> <p><b>DI:</b> 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.</p> <ol style="list-style-type: none"> <li>a. The program’s curriculum must prepare interns with the core competencies (refer to the <i>2022 Accreditation Standards</i>).</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Discuss and provide examples of how the curriculum facilitates student/intern achievement of the learning objectives and expected depth and breadth of knowledge and/or competency.</li> </ul>	<p><b>CP, DPD, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• Course descriptions as published in the catalog [<i>Programs applying for candidacy provide draft copy of course descriptions that will be published in the catalog</i>].</li> <li>• Required curriculum components (use template titled “<a href="#">RDN Required Component Checklist</a>” or “<a href="#">NDTR Required Components Checklist</a>”).</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Examples of completed student or intern projects as evidence of breadth and depth in the curriculum and educational approaches used [<i>Not applicable to programs applying for candidacy</i>].</li> </ul>

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DI, DT, FDE:</b> A curriculum map must be developed that:</p> <ol style="list-style-type: none"> <li>a. Identifies didactic courses (<b>CP, DT, FDE</b>) and supervised practice experiences (<b>DI, CP, DT, FDE</b>), which occur in various settings or practice areas that students/interns will complete to meet the required curriculum components (<b>CP, DT, FDE</b>), core knowledge (<b>CP, DT, FDE</b>) and competencies (<b>DI, CP, DT, FDE</b>).</li> <li>b. Sequentially and logically organizes the progression of didactic courses (<b>except DI</b>) and supervised practice experiences from</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Describe the program’s curriculum.</li> <li>• Discuss and provide examples of how the program didactic and/or supervised practice courses or rotations are organized, sequenced and integrated.</li> <li>• Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.</li> </ul>	<p><b>All Programs:</b> Note: Curriculum map does not need to include courses outside the professional courses in the accredited program (e.g., freshman courses in a 2-year junior-senior DPD).</p> <p><b>DPD:</b></p> <ul style="list-style-type: none"> <li>• A curriculum map of didactic courses</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Textbooks, either digital or hard copy, noted in course syllabi.</li> <li>• Minutes from planning meetings or other documentation that show</li> </ul>

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>introductory to more advanced learning activities and builds on previous knowledge (<b>except DI</b>) or experience to achieve the expected depth and breadth of knowledge (<b>except DI</b>) and competency by completion of the program.</p> <p>c. Culminates in experiences to demonstrate entry-level competence.</p> <p><b>DPD:</b> A curriculum map must be developed that:</p> <p>a. Identifies didactic courses which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge.</p> <p>b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.</p>	<ul style="list-style-type: none"> <li>Describe any differences in curriculum of core knowledge and/or competency are attained through an ISPP and/or optional international experiences, if applicable.</li> </ul> <p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Describe the culminating experiences and explain how they enable students/interns to demonstrate entry-level competence.</li> </ul>	<p>aligned with core knowledge (use template titled "<a href="#">KRDN Curriculum Map</a>").</p> <p><b>DI:</b></p> <ul style="list-style-type: none"> <li>A curriculum map of supervised practice experiences aligned with core competencies (use template titled "<a href="#">CRDN Curriculum Map</a>").</li> <li>Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence and demonstrate the program has adequate placement for its requested maximum enrollment.</li> </ul> <p><b>CP, FDE:</b></p> <ul style="list-style-type: none"> <li>A curriculum map of didactic courses and supervised practice experiences aligned with core knowledge and competencies (use template titled "<a href="#">KRDN/CRDN Curriculum Map</a>").</li> <li>Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence and demonstrate the program has adequate placement for its requested maximum enrollment.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>A curriculum map of didactic and supervised practice experienced aligned with core competencies (use template titled "<a href="#">KNDT/CNDT Curriculum Map</a>").</li> <li>Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence and demonstrate the program has adequate placement for its requested</li> </ul>	<p>discussions of curricular planning.</p>

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
		<p>maximum enrollment.</p> <p><b>Expectations for Curriculum Map</b></p> <ul style="list-style-type: none"> <li>• Curriculum map must reflect the CRDNs, KRDNs, or CNDTs noted in the Assessment Table (RE 4.1). <ul style="list-style-type: none"> <li>○ The map may reflect the knowledge and competencies that are relevant in courses or rotations as determined by the program.</li> </ul> </li> </ul>	

Required Element 3.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components, core knowledge and competencies. Syllabi for courses taught within the academic unit and supervised practice rotations (<b>CP, DI, DT, FDE</b>) must include the KRDNs/CRDNs/KNDTs/CNDTs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the KRDNs/CRDNs/KNDTs/CNDTs.</p> <ol style="list-style-type: none"> <li>a. Learning activities must prepare students/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.</li> <li>b. Learning activities must prepare students/interns to implement the Nutrition Care Process with various populations and diverse cultures.</li> <li>c. Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that students/interns have the skills to recognize biases in self and others and embrace the diversity of the human experience. <b>(International Programs, as applicable)</b></li> <li>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.</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.</li> <li>• Describe how the program assures regular and substantive interaction between students/interns and faculty occur in distance courses, if applicable.</li> </ul> <p><b>CP, DI:</b></p> <ul style="list-style-type: none"> <li>• Note: The program must include learning activities that prepare students/interns for practice to implement the Nutrition Care Process with patients with high acuity conditions in in-patient, acute-care settings such as hospitals, long-term care facilities, and renal dialysis centers.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• Summary of where learning activities occur (use template titled “<a href="#">RDN Summary of Learning Activities</a>” (CP, DI, DPD, FDE, DPD/ISPP) or “<a href="#">NDTR Summary of Learning Activities</a>” (DT)).</li> </ul> <p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>• All course syllabi and/or supervised practice rotations descriptions must be provided in a separate third PDF document and not as part of the appendices. In a PDF bookmarked document, place them in chronological order as they are offered in the curriculum. <i>(Programs applying for candidacy provide draft rotation descriptions or syllabi for each course in the curriculum).</i></li> </ul> <p><b>Expectations for Course Syllabi/Rotation Descriptions</b></p> <ul style="list-style-type: none"> <li>• Ensure the learning activity/assessment method used for core knowledge or competency assessment table is present</li> </ul>	<p>Examples of completed assignments that show the learning activities described in the template.</p>

<p>1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students/interns and faculty.</p>		<p>on the corresponding syllabi/rotation description.</p> <ul style="list-style-type: none"><li>• Ensure the activity noted in the Summary of Learning Activities Template is present in the corresponding syllabi/rotation description.</li><li>• KRDN/CRDN/CNDT/KNDT and learning activity/assessment method do not have to be side-by-side on the syllabi/rotation description, but both must be present.</li></ul>	
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## Standard 4: Student Learning Assessment and Curriculum Improvement

The program must continuously assess student/intern achievement of required core knowledge (CP, DPD, DT, FDE) and competencies (CP, DI, DT, FDE). The program must collect and analyze aggregate data on student/intern core knowledge (CP, DPD, DT, FDE) and competency attainment (CP, DI, DT, FDE). The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

Required Element 4.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DT, FDE:</b> The program must have a plan for on-going assessment of students' attainment of core knowledge and 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 student's demonstration of core knowledge and competencies.</p> <p><b>DI:</b> 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 intern's demonstration of core competencies.</p> <p><b>DPD:</b> The program must have a plan for on-going assessment of student's attainment of core knowledge. The plan must identify summative assessment methods used, as well as courses and learning activities in which assessment will occur and the process for tracking individual student's demonstration of core knowledge.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe the program's plan for on-going assessments of students'/interns' attainment of core knowledge and/or competencies and discuss updates made to the plan, if any.</li> <li>Describe the process for tracking individual student's/intern's demonstration of core knowledge and competencies.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Examples of assessment tools such as exams, rotation evaluations, rubrics, projects, portfolios, etc. listed on the Assessment Table.</li> </ul> <p><b>DPD:</b></p> <ul style="list-style-type: none"> <li>Completed RDN Core Knowledge Assessment Table (use template titled "<a href="#">RDN Core Knowledge Assessment Table</a>") that lists each of the core knowledge statements, didactic course(s) in which assessment will occur, and the specific, required assessment method(s) used to measure student achievement of core knowledge.</li> </ul> <p><b>CP, DI, FDE:</b></p> <ul style="list-style-type: none"> <li>Completed RDN Core Competency Assessment Table (use template titled "<a href="#">RDN Core Competency Assessment Table</a>") that lists each of the required competency statements, the course or supervised practice rotation in which assessment will occur, and the specific, required assessment method(s) used to measure achievement of competency.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>All assessment methods documented in 4.1-4.2 Assessment Table (Assessment methods may be detailed in course syllabi or provided separately).</li> <li>Example of evidence of the process that is done to track student/intern achievement of the core knowledge and/or competencies for those assessments noted in column C of the Assessment Table. <i>[Not applicable to programs applying for candidacy].</i></li> </ul>

Required Element 4.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
		<p><b>DT:</b></p> <ul style="list-style-type: none"> <li>Completed NDTR Core Competency Assessment Table (use template titled "<a href="#">NDTR Core Competency Assessment Table</a>") that lists each of the required competency statements, the course or supervised practice rotation in which assessment will occur, and the specific, required assessment method(s) to measure achievement of competency.</li> </ul>	

Required Element 4.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DT, FDE:</b> The program must document that data on student core knowledge and competency attainment are collected, summarized and analyzed for use in curricular review and improvement.</p> <p><b>DI:</b> The program must document that data on intern core competency attainment are collected, summarized and analyzed for use in curricular review and improvement.</p> <p><b>DPD:</b> The program must document that data on student core knowledge attainment are collected, summarized and analyzed for use in curricular review and improvement.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe how data on achievement of core knowledge and competency attainment were collected and analyzed for use in curricular review and improvement. <i>[Programs applying for candidacy must describe how the process will occur].</i></li> <li>Analyze the extent to which students/interns achieved the core knowledge and/or competencies since the last accreditation review <i>[Not applicable to programs applying for candidacy].</i></li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>If previous assessment has occurred under the 2017 Standards, programs must provide a copy of their 2017 Standards SLO plan with data to provide evidence of ongoing assessment.</li> </ul>	

Required Element 4.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DT, FDE:</b> Formal curriculum review must routinely occur and:</p> <ol style="list-style-type: none"> <li>Use results of program evaluation and data on student core knowledge and competency attainment to determine strengths and areas for improvement.</li> <li>Include input from students and other stakeholders as appropriate.</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe the curriculum review process including timeframe and how input from students/interns is incorporated <i>[Programs applying for candidacy must describe how the curriculum review process will occur].</i></li> <li>State curriculum strengths and areas for improvement and discuss how results of program evaluation and knowledge</li> </ul>		<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Minutes from meetings or other documentation of the program's curriculum review process <i>[Not applicable to programs applying</i></li> </ul>

Required Element 4.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>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.</p> <p>d. Result in actions to maintain or improve student learning.</p> <p><b>DI:</b> Formal curriculum review must routinely occur and:</p> <p>a. Use results of program evaluation and data on intern core competency attainment to determine strengths and areas for improvement.</p> <p>b. Include input from interns and other stakeholders as appropriate.</p> <p>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.</p> <p>d. Result in actions to maintain or improve intern learning.</p> <p><b>DPD:</b> Formal curriculum review must routinely occur and:</p> <p>a. Use results of program evaluation and data on student core knowledge attainment to determine strengths and areas for improvement.</p> <p>b. Include input from students and other stakeholders as appropriate.</p> <p>c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) are used to accomplish the same educational objectives.</p> <p>d. Result in actions to maintain or improve student learning.</p>	<p>and/or competency assessment were used to determine strengths and limitations. <i>[Not applicable to programs applying for candidacy].</i></p> <ul style="list-style-type: none"> <li>• Discuss how comparability of educational experiences and consistency of learning outcomes are assessed and maintained <i>[Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes].</i></li> <li>• Discuss how the program ensures comparability of educational experiences and consistency of learning outcomes for distance education students/interns, if applicable.</li> <li>• Provide examples of how the curriculum review process has resulted in actions to maintain or improve student/intern learning. <i>[Not applicable to programs applying for candidacy].</i></li> <li>• <i>[Candidacy programs only]:</i> Describe how the curriculum review process will occur and plans to ensure comparability of educational experiences and consistency of learning outcomes.</li> </ul>		<p><i>for candidacy]</i></p> <ul style="list-style-type: none"> <li>• Examples of input collected from students/interns about the curriculum <i>[Not applicable to programs applying for candidacy].</i></li> </ul>



## 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 Element 5.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> 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.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Discuss the adequacy of qualified and credentialed faculty and preceptors (<b>CP, DT, DI, FDE</b>) to ensure implementation of the program’s curriculum and achievement of the program goals and objectives. <i>CP, DI, DT, FDE: [Programs applying for candidacy must describe the plans for adequate preceptors for the planned enrolled students/interns].</i></li> <li>Describe the process used to ensure the faculty and preceptors including those used for international rotations (<b>CP, DT, DI, FDE</b>), and those selected by students/interns are qualified for their role in the program.</li> </ul>	<p><b>CP, DPD, DT, FDE (DI, if applicable):</b></p> <ul style="list-style-type: none"> <li>List of faculty members within the academic unit, with their credentials and courses taught (use the template titled “<a href="#">Faculty Roster</a>”).</li> </ul> <p><b>CP, DT, DI, FDE:</b></p> <ul style="list-style-type: none"> <li>List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled “<a href="#">Preceptor and Facility Roster</a>”). Include preceptors and facilities where students/interns are placed for the academic year in which the site visit takes place. It is adequate to list only the lead preceptors who manage other preceptors in a facility. Note: This template is also used to demonstrate compliance with Standard 6, RE 6.1. <i>(Programs applying for candidacy must provide a roster of preceptors they have secured at the time of self-study submission).</i></li> </ul>	<p><b>CP, DI, DT, FDE:</b> <i>(Candidacy programs only)</i> Show evidence of plans for adequate preceptors such as progress of written agreements with facilities including fully or partially executed agreements, communications to potential preceptors detailing expectations, preceptors expressing interest or confirming intent to accept students/interns.</p>

Required Element 5.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DPD, DT, FDE (DI, if applicable):</b> The requirements for program faculty (faculty within the academic unit) must include:</p> <ol style="list-style-type: none"> <li>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</li> </ol>	<ul style="list-style-type: none"> <li><b>CP, DPD, DT, FDE (DI, if applicable):</b> Describe the sponsoring organization’s criteria for faculty appointment and how the program ensures that faculty meet those criteria. Faculty are not required by ACEND to hold an RDN or NDTR credential, unless required for their position.</li> </ul>	<ul style="list-style-type: none"> <li><b>CP, DPD, DT, FDE (DI, if applicable):</b> Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to ACEND standards, knowledge and/or competencies, and the program’s mission, goals, objectives</li> </ul>	<ul style="list-style-type: none"> <li><b>CP, DPD, DT, FDE (DI, if applicable):</b> Evidence that orientation and training has been completed (agenda,</li> </ul>

Required Element 5.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>which they teach or must meet the institution’s policy for education and/or equivalent experience.</p> <p>b. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.</p> <p>c. 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.</p> <p>d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.</p>	<ul style="list-style-type: none"> <li>Describe the process used to ensure faculty’s continued competence appropriate to the teaching responsibilities.</li> <li>Describe the orientation, including the process and timeline, for new program faculty members, and instructors to mission, goals, objectives and ACEND’s accreditation standards and required knowledge and competencies.</li> <li>Provide a description and timeline for ongoing training of current faculty members and instructors.</li> <li>Provide a description of how faculty and instructors are trained on the use of distance education pedagogy and recommended practices.</li> <li>Discuss how and when training on strategies to recognize biases in self and others has been conducted for all faculty members and instructors within the academic unit and how that training addresses strategies to reduce instances of microaggressions and discrimination. <b>(International Programs, as applicable).</b></li> </ul>	<p><i>[Programs applying for candidacy provide draft materials].</i></p> <ul style="list-style-type: none"> <li>Examples of training provided to program faculty on the use of distance education pedagogy and recommended practices. Note: this training can be provided by the university of institution and not the program itself <i>[Programs applying for candidacy provide draft materials].</i></li> <li>Examples of training agendas that demonstrate faculty are trained on the strategies to recognize and monitor biases in self and others and how to reduce instances of microaggressions and discrimination <i>[Programs applying for candidacy provide draft materials].</i> <b>(International Programs, as applicable)</b></li> </ul>	<p>outline, and/or materials covered in orientation).</p> <ul style="list-style-type: none"> <li>Evidence, such as a curriculum vitae/resume, of the program faculty demonstrating credentials and continued competence appropriate to teaching responsibilities.</li> </ul>

Required Element 5.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DI, DT, FDE:</b></p> <p>The requirements for program preceptors must include:</p> <p>a. The education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal <b>(FDE: government)</b> regulations or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models.</p> <p>b. Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies.</p> <p>c. Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.</p>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Describe how program ensures preceptors meet state licensure laws and federal <b>(FDE: government)</b> requirements. Note: Preceptors are not required by ACEND to hold an RDN or NDTR credential, unless required for their position.</li> <li>Describe the orientation, including the process and timeline, for new preceptors to mission, goals, objectives and ACEND’s accreditation standards and required knowledge and competencies.</li> <li>Discuss how and when training on strategies to recognize biases in self and others has been conducted for all preceptors and how that training addresses strategies to reduce instances of microaggressions and discrimination. <b>(International Programs, as applicable)</b></li> </ul>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to mission, goals, objectives of the program, and the ACEND Standards and required knowledge and/or competencies <i>[Programs applying for candidacy provide draft materials].</i></li> <li>Examples of training agendas that demonstrate preceptors are trained on the strategies to recognize and monitor biases in self and others and how to reduce instances of microaggressions and discrimination. <b>(International Programs, as applicable)</b></li> </ul>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Evidence that orientation and training has been completed (agenda, outline, and/or materials covered in orientation) <i>[Not required of programs applying for candidacy].</i></li> <li>Evidence of preceptor credentials (use individual curriculum vitae/resume or optional template</li> </ul>

	<b>DPD: Not Applicable, no narrative needed</b>		titled " <a href="#">Preceptor Qualifications</a> ").
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<b>Required Element 5.4</b>	<b>Narrative to Support Achievement</b>	<b>Appendix Evidence</b>	<b>Onsite Evidence</b>
<p><b>CP, DI, DT, FDE:</b> Formal evaluation of program faculty and preceptors must routinely occur:</p> <ol style="list-style-type: none"> <li>a. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty and preceptors.</li> <li>b. Program faculty, instructors and preceptors must receive feedback, and training as needed, based on program evaluation and input from students.</li> </ol> <p><b>DPD:</b> Formal evaluation of program faculty must routinely occur:</p> <ol style="list-style-type: none"> <li>a. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty.</li> <li>b. Program faculty and instructors must receive feedback, and training as needed, based on program evaluation and feedback from students.</li> </ol>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• Describe the process used by the institution and/or the program for periodic review of faculty and preceptors, including opportunities for student/intern input.</li> <li>• Discuss how faculty members, instructors and preceptors receive feedback from evaluations and input from students/interns.</li> <li>• Describe how program, preceptor and student/intern evaluations have influenced ongoing training provided to faculty members, instructors and preceptors.</li> </ul> <p><b>DPD:</b></p> <ul style="list-style-type: none"> <li>• Describe the process used by the institution and/or the program for periodic review of faculty, including opportunities for student input.</li> <li>• Discuss how faculty members and instructors receive feedback from evaluations and input from students.</li> <li>• Describe how program and student evaluations have influenced ongoing training provided to faculty members and instructors.</li> </ul>		<p><b>CP, DI, DPD, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• Samples of completed faculty and preceptor evaluations completed by students/interns <i>[Not applicable to programs applying for candidacy]</i>.</li> </ul> <p><b>DPD:</b></p> <ul style="list-style-type: none"> <li>• Samples of completed faculty evaluations completed by students <i>[Not applicable to programs applying for candidacy]</i>.</li> </ul>

## 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 students/interns are expected to achieve. **(Not Applicable to DPD)**

Required Element 6.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>CP, DI, DT, FDE:</b></p> <p>Supervised practice site requirements <b>(Not applicable to DPD)</b>:</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.</li> <li>c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students/interns.</li> </ol>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice sites including distance sites or sites chosen by students/interns.</li> <li>• If affiliation agreements are not available for any supervised practice facility, please explain why.</li> </ul> <p>Note: Programs need affiliation agreements for all facilities unless 1) the site is part of the program’s organization or 2) the experience is shadowing, volunteering, field trips, or any other experiences where interns are observing or 3) virtual experiences where interns are not assessing or interacting with patients or clients. Programs will need to address these instances in a narrative.</p> <ul style="list-style-type: none"> <li>• If international experiences are provided, describe the selection criteria and evaluation process for those sites. If the international experiences are optional, and include competencies that students must attain, describe how those learning activities are comparable to those completed by the students who opt out of the international experiences.</li> </ul> <p><b>DPD: Not Applicable, no narrative needed</b></p>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• List of all facilities in which current students/interns are placed for supervised practice (use the template titled <a href="#">“Preceptor and Facility Roster”</a>). Note: This template is also used to demonstrate compliance with Standard 5, RE 5.1.</li> <li>• Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation.</li> <li>• Policies and procedures that outline:             <ul style="list-style-type: none"> <li>○ The selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of supervised practice/experiential learning sites, including distance sites, sites selected by students/interns and international sites.</li> <li>○ The maintenance of written agreements with institutions, organizations and/or agencies where students/interns are placed for supervised practice.</li> </ul> </li> </ul>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>• Written agreements for all facilities where current students/interns will be placed for supervised practice throughout the academic year, signed by the appropriate individuals from each organization. <i>[Not applicable to programs applying for candidacy].</i></li> <li>• Examples of completed facility evaluations <i>[Not applicable to programs applying for candidacy].</i></li> </ul>

## Standard 7: Information to Prospective Students and the Public

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

Required Element 7.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> Program policies, procedures, practices, and materials related to student/intern recruitment and admission must comply with state and federal laws and regulations (<b>CP, DI, DT, DPD</b>)/country's laws and regulations (<b>FDE</b>). Recruitment and admission practices must be applied fairly and consistently. Program shall demonstrate by tangible action their commitment to enrolling a diverse student body.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Discuss how program policies, procedures, practices, and materials related to student/intern recruitment and admission comply with state and federal laws and regulations (<b>CP, DI, DT, DPD</b>)/country's laws and regulations (<b>FDE</b>).</li> <li>Describe the tangible actions, such as documented conversations in meeting minutes, changes to admission requirements, policies or other verifiable activities, the program is taking that demonstrate their commitment to enrolling a diverse student body.</li> </ul> <p>Note: ACEND is not requiring quotas for diverse students, but instead looking at a program's <u>efforts</u> to have a diverse student body.</p>		

Required Element 7.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> All information to prospective students/interns and the public must be current, accurate and consistent. Each information source must provide a reference to where complete program information can be found.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe where complete program information can be found (i.e., website, brochure, handbook, etc.) and how program materials are updated to ensure accuracy and consistency.</li> <li>If the program's handbook contains the information for prospective students/interns and the public, a statement on the program's website must state what required information can be found in the handbook and direct the viewer to the handbook.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Any printed materials, such as brochures or catalogs, that are used to publicize the program, if applicable. <i>[Programs applying for candidacy provide draft materials].</i></li> </ul>	

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b></p>	<p><b>All Programs:</b></p>	<p><b>All Programs:</b></p>	

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Information about the program must be readily available to prospective students/interns and the public via a website and must include at least the following:</p> <ol style="list-style-type: none"> <li>Accreditation status, including the full name, address, phone number, and website of ACEND on the program’s website homepage.</li> <li>Description of the program, including program’s mission, goals and objectives.</li> <li>A statement that program outcomes data are available upon request.</li> <li>Information about the requirements and process to become a registered dietitian nutritionist (RDN) (<b>CP, DI, DPD</b>)/nutrition and dietetics technician, registered (NDTR) (<b>DT</b>)/dietitian (<b>FDE</b>), including education, computer matching information, if applicable (<b>DI, DPD</b>), supervised practice, the CDR credentialing exam (<b>CP, DI, DT, DPD</b>)/passage on the credentialing exam (<b>FDE</b>), state licensure/certification, states for which the program meets State requirements for licensure/certification (<b>CP, DI, DT, DPD</b>)/licensure/certification (<b>FDE</b>), and how the program fits into the process.</li> <li>Estimated cost to students/interns, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs.</li> <li>Application and admission requirements (<b>CP, DT, DPD, FDE</b>)/ including computer matching information (<b>DI</b>).</li> <li>Academic and program calendar or schedule.</li> <li>Graduation and program completion requirements.</li> <li>Availability of financial aid and loan deferments (federal (<b>FDE: government</b>) or private), scholarships, stipends and other monetary support, if applicable.</li> <li>Guidance about distance education components, such as technology requirements, if applicable.</li> <li>If students/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 students/interns to ensure timely completion of the program. (<b>Not applicable to DPD</b>)</li> </ol>	<ul style="list-style-type: none"> <li><i>[Candidacy programs only]</i> Provide draft website information and describe where complete program information will be found if granted accreditation.</li> <li>NOTE for 7.3.j: See glossary of terms for definition of distance education.</li> </ul> <p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Describe the program’s role and responsibility to assist students/interns in identifying supervised practice sites and/or preceptors, to ensure timely completion of the program, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Completed checklist with location of information for prospective students and the public (use template titled <a href="#">“Information to Prospective Students and the Public Checklist”</a>). <i>[Programs applying for candidacy provide draft website materials.]</i></li> </ul> <p><b>Notes All Programs:</b></p> <ul style="list-style-type: none"> <li>Information should be readily available (no more than three clicks from the program’s home page).</li> <li>If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program’s website must provide active links to this information.</li> <li>If program offers international rotation, website information should describe the option, including costs associated.</li> <li>If the program offers distance education, website information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.</li> <li>Note for 7.3.l If the program does not award credit for prior learning experiences, such as coursework or supervised practice hours, the program must indicate that it has no policy for assessing prior learning or competence on the website.</li> </ul> <p><b>Notes CP, DI, DPD:</b></p> <ul style="list-style-type: none"> <li>Note for 7.3.d ("state licensure/certification"): RDN/DT programs must mention that RDNs/NDTRs are required to be licensed/certified in some states and indicate whether this requirement is applicable in the state in which the</li> </ul>	

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>I. 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.</p>		<p>program resides. Program can refer to state licensure requirements found on the <a href="#">CDR's website</a>.</p> <ul style="list-style-type: none"> <li>Note for 7.3.d ("states for which the program meets State requirements for licensure/certification"): Programs can include a link to the CDR web page that has a <a href="#">listing</a> of state and U.S. territory licensure and certification/laws.</li> <li>Note for 7.3.d ("process to become a registered dietitian nutritionist"): Distance DPDs only, that accept international students, need to explain that after the student enrolls that they will need a visa to come to the US to complete an internship.</li> </ul>	

### 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 Element 8.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> Programs are required to have policies and procedures for program operations including:</p> <p>a. Student/Intern Performance Monitoring: The program's system of monitoring student/intern performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student/intern.</p> <p>b. Student/Intern Remediation and Retention: Concerns about a student's/intern's performance in meeting program requirements are addressed promptly and adequately to facilitate student's/intern's progression in the program.</p>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe the program's system of monitoring student/intern performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student/intern.</li> <li>Discuss how and when students/interns with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.</li> <li>Describe the program's procedures for tracking individual student's/intern's supervised practice hours in professional work settings, simulation, case studies and role playing.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Website link to or copy of program policies related to student/intern performance monitoring, student/intern retention, and supervised practice documentation. <i>[Programs applying for candidacy provide draft information].</i></li> </ul> <p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Program's form used to track supervised practice hours.</li> </ul>	<p><b>CP, DI, DT, FDE:</b></p> <ul style="list-style-type: none"> <li>Completed forms tracking supervised practice hours for individual students/interns. <i>[Not applicable to programs applying for candidacy].</i></li> </ul>

<p>c. Supervised Practice Documentation (<b>CP, DI, DT, FDE</b>): The program must establish procedures for tracking individual student’s/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. <b>(Not applicable to DPD)</b></p> <p>d. Equitable Treatment: The program must establish policies to support the diverse needs of students/interns, ensure an inclusive environment, and to ensure equitable treatment by program faculty and preceptors of students/interns from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, and age.</p>	<ul style="list-style-type: none"> <li>Describe program policies that address the diverse needs of students/interns and ensure equitable treatment by program faculty and preceptors of students/interns from all backgrounds.</li> </ul> <p>Note for 8.1d: the program does not need to have all backgrounds indicated in the policy. The policy in place must ensure that the program is practicing an inclusive environment within the diverse group (i.e., students and faculty have a voice, changes are made to address inclusion and equitable treatment, etc.).</p>		
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Required Element 8.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p><b>All Programs:</b> The following policies and procedures specific to nutrition and dietetics programs must be provided to students/interns in a single comprehensive document, such as in a program handbook or on a program website:</p> <ol style="list-style-type: none"> <li>Insurance requirements, including those for professional liability. <b>(Not applicable to DPD)</b></li> <li>Liability for safety in travel to or from assigned areas. <b>(Not applicable to DPD)</b></li> <li>Injury or illness while in a facility for supervised practice. <b>(Not applicable to DPD)</b></li> <li>Drug testing and criminal background checks, if required by the supervised practice facilities. <b>(Not applicable to DPD)</b></li> <li>Requirement that students/interns doing supervised practice must not be used to replace employees. <b>(Not applicable to DPD)</b></li> <li>When students/interns are paid compensation as part of the program, policies must be in place to define the compensation practices.</li> <li>The process for filing and handling complaints about the program from students/interns and preceptors that includes recourse to an administrator other than the program director</li> </ol>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Describe how and when written policies and procedures are provided to students/interns enrolled in the program.</li> <li>State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution. <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>Explain any additional details about implementation of policies that are not described in the policies.</li> <li>If the program offers an international rotation, information should describe policies and procedures specific to this experience.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Completed Policy and Procedure Checklist with location of all policies, including any institutional policies. (use program type specific “<a href="#">Policy and Procedure Checklist</a>” template).</li> <li>Copy of or direct active link to program handbook where policies are located. <i>[Programs applying for candidacy provide draft information]</i>.</li> </ul>	<p><b>All Programs:</b></p> <ul style="list-style-type: none"> <li>Student/Intern files with evidence of how the policies and procedures are being implemented. <i>[Not applicable to programs applying for candidacy]</i>.</li> <li>Examples of how prior learning is assessed for course or supervised-practice credit, if applicable.</li> <li>Examples of how retention and remediation procedures have been applied, if applicable. <i>[Not applicable to programs applying for candidacy]</i>.</li> </ul> <p>Note: RE 8.1b – The</p>



Required Element 8.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>and prevents retaliation. The program must maintain a record of student/intern complaints for a period of seven years, including the resolution of complaints.</p> <p>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.</p> <p>i. If the program grants credit or supervised practice hours for students'/interns' 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.</p> <p>j. Process for assessment of student/intern learning and regular reports of performance and progress.</p> <p>k. Program retention and remediation procedures; students/interns must have access to remedial instruction such as tutorial support.</p> <p>l. Disciplinary/termination procedures.</p> <p>m. Graduation and/or program completion requirements, including maximum amount of time allowed for completing program requirements applicable at the time student/intern enrolls.</p> <p>n. Verification statement requirements and procedures ensuring that all students/interns completing requirements established by the program receive verification statements.</p> <p>o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student/intern.</p> <p>p. Withdrawal and refund of tuition and fees.</p> <p>q. Program schedule, vacations, holidays and leaves of absence.</p> <p>r. Protection of privacy of student/intern information, including information used for identifying students/interns in distance learning.</p> <p>s. Student/Intern access to their own student/intern file.</p> <p>t. Access to student/intern support services, including health services, counseling, tutoring and testing and financial aid resources.</p>			<p>policy is being followed to assist the student/intern as soon as their challenge or the concern is identified; timely support.</p> <p>Note: RE 8.2k – The policy is provided to students/interns and the policy includes remedial instruction and/or tutoring.</p> <ul style="list-style-type: none"> <li>• Examples of how disciplinary/termination procedures have been applied, if applicable. <i>[Not applicable to programs applying for candidacy].</i></li> <li>• Documents showing adherence to outlined procedures if complaints have been received. <i>[Not applicable to programs applying for candidacy].</i></li> <li>• Chronological record of students' complaints, including the resolution, for past seven years. <i>[Not applicable to programs applying for candidacy].</i></li> </ul>

## APPENDIX A: GLOSSARY

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

certification/recertification for professionals in nutrition and dietetics and issuing credentials to individuals who meet these standards.

<b>Competence</b>	An individual's skills and abilities.
<b>Competency</b>	Synthesis of knowledge, skills, abilities, behaviors and other characteristics an individual must demonstrate in order to function successfully in practice; Performance of skills, abilities and behaviors that are used as a predictor of professional performance.
<b>Competency Assessment</b>	The process of evaluating student demonstration of mastery of required competencies.
<b>Compliance</b>	The extent to which a program or institution conforms and adheres to accreditation standards.
<b>Combined Program</b>	A program that combines an ACEND accredited program, such as a nutrition and dietetics internship, with another non-ACEND accredited programs such as a master's degree program.
<b>Computer Assisted Learning (CAL)</b>	Any use of computers to aid or support the education or training of people. CAL can test attainment at any point, provide faster or slower routes through the material for people of different aptitudes, and can maintain a progress record for the instructor.
<b>Concentration</b>	An area of program focus, within the context of the mission and goals of the program, which builds on the core knowledge and competencies and begins to develop additional depth necessary for future proficiency in a particular area.
<b>Coordinated Program in Dietetics (CP)</b>	<i>(see Nutrition and Dietetics Coordinated Program)</i>
<b>Core Knowledge and/or Competency Assessment</b>	The process of evaluating student demonstration of mastery of required core knowledge and/or competencies.
<b>Credentialing</b>	The formal recognition of professional or technical competence through registration, certification or licensure.
<b>Critical Thinking</b>	The ability to objectively analyze and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to form beliefs and guide action about an issue or situation.
<b>Cultural Competence</b>	Understanding, appreciating, and working with individuals from cultures other than one's own while reflecting a self-awareness and acceptance of cultural differences, knowledge of other's culture, and adaptation of interpersonal skills to interact effectively.
<b>Didactic Instruction</b>	Teaching approaches that rely on information being provided to students in a structured manner through a second-hand source such as a teacher, readings or other media rather than through demonstration, laboratory or other forms of experiential learning.
<b>Didactic Program in Dietetics (DPD)</b>	<i>(see Nutrition and Dietetics Didactic Program)</i>
<b>Dietetic Internship Program (DI)</b>	<i>(see Nutrition and Dietetics Internship Program)</i>
<b>Dietetic Technician Program (DT)</b>	<i>(see Nutrition and Dietetics Technician Program)</i>
<b>Directing</b>	Setting outcomes, defining results, providing resources and overseeing managers who will help assure the objectives are achieved.

<b>Distance Education</b>	Delivery of didactic courses in the professional curriculum where students are physically separated from instructors and learning synchronously or asynchronously through live or recorded media. “There must be regular and substantive interaction between students and instructors for a course to be considered distance education and not a correspondence course.” (USDE)
<b>Effective Leadership</b>	When an ACEND-accredited program is well managed, including that data are collected, students/interns are taken care of and responded to in a timely manner, and review of program documentation is completed.
<b>Entry-Level</b>	The term used to specify performance expected of the nutrition and dietetics practitioner in the first three years of practice.
<b>Evaluation Team</b>	(see <i>Program Reviewers</i> )
<b>Evidence-Based</b>	Using documented scientific evidence to inform professional practice.
<b>Evidence-Informed</b>	Using the best available research and practice knowledge to inform professional practice.
<b>Experiential Learning</b>	An approach to learning that relies on students obtaining knowledge and skills through direct experience usually outside of the classroom in real-world settings, includes reflection and self-analysis, and provides opportunities for students to learn from their success and mistakes.
<b>External Stakeholders</b>	Individuals not directly involved in an education program, such as employers of graduates, nutrition and dietetics practitioners, professionals from other disciplines and communities of interest and other program directors.
<b>Foreign Dietitian Education Program (FDE)</b>	An education program, located in a country outside of the US, that provides the required nutrition and dietetics coursework and at least 700 hours of required supervised practice experiences with a minimum of 500 hours in professional work settings (a maximum of 200 hours in alternate supervised experiences), in the country in which the program is located, to meet ACEND’s core knowledge and competency requirements to become a credentialed practitioner. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to apply for a US-based supervised practice experience in order to be eligible to take the CDR credentialing examination.
<b>Formative Assessment</b>	Evaluation of student learning at particular points in time during the instructional period, such as the midpoint of the activity. A primary focus of formative data is to identify areas that may need improvement prior to completion of the instructional unit or program.
<b>Free-standing Dietetic Internship Program</b>	ACEND-accredited free-standing Dietetic Internship (DI) programs are those that are located in hospitals, county boards of health, other health facilities, school systems and existing ACEND-accredited business entities or publicly- or privately-held corporations. DI programs located in institutions that are recognized by the US Department of Education to establish Title IV eligibility are not considered free-standing; such as DI programs located in colleges or universities, and programs located in medical centers recognized as higher education institutions and accredited by a regional or national accreditor.
<b>Future Education Model Graduate Degree Program (GP)</b>	A graduate degree level education program that provides the required nutrition and dietetics coursework and supervised experiential learning to meet ACEND’s competency requirements to be eligible to become a Registered Dietitian Nutritionist (RDN). A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR RDN credentialing examination.

<b>Goal</b>	A general statement of what a program must achieve to support its mission. Achievement of a goal should be defined by a series of objectives that logically relate to and support the goal. In nutrition and dietetics education, program goals are generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession.
<b>Individualized Supervised Practice Pathway (ISPP)</b>	Individualized supervised practice experience offered through an ACEND accredited nutrition and dietetics program.
<b>Informatics</b> (see “ <i>Nutrition Informatics</i> ”)	
<b>Institutional Accreditation</b>	The evaluation and accreditation of an institution, usually by a regional or national accreditor.
<b>Interim Report</b>	Narrative and/or statistical report sent by the program between accreditation reviews for the purpose of updating ACEND on progress towards meeting Standards.
<b>Interprofessional Education</b>	Occasions when two or more professions learn from and about each other to improve collaboration and the quality of services provided.
<b>Learning Activities</b>	Projects, assignments, case studies, group activities, etc. designed by an educator or preceptor to engage students in the learning process or that permit interns to demonstrate competence.
<b>Learning Objective</b>	Specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of knowledge and/or competencies (the expected or desired result).
<b>Learning Resources</b>	Tools and materials (textbooks, study guides, workbooks, computers, software, journals, etc.) that are available to help enhance student learning.
<b>Licensure</b>	A process by which an agency or government grants permission to an individual to engage in a given occupation upon demonstrating that the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety and welfare are reasonably well protected.
<b>Logic</b>	The ability to reason, analyze and construct valid arguments.
<b>Major Program Change</b> (see “ <i>Substantive Program Change</i> ”)	
<b>Managing</b>	Determining how, when and by whom tasks are to be completed and supervising employees to assure they are completed.
<b>Management Plans</b>	Strategies for running a program on a day-to-day basis that relate to achieving or maintaining program goals. Management plans may change from year to year, whereas a program’s mission and goals will remain constant over time.
<b>Mission Statement</b>	A formal statement of an organization’s core purpose and focus that typically remains unchanged over time. Achievement of the mission should be provable by the achievement of goals which are in turn supported by specific program objectives. In nutrition and dietetics education, the mission statement typically distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of nutrition and dietetics practitioners.
<b>National Advisory Committee on Institutional Quality and Integrity (NACIQI)</b>	The committee that advises the U.S. Secretary of Education on issues related to accreditation including the recognition of accrediting agencies such as ACEND.
<b>Nutrition and Dietetics Educators and Preceptors (NDEP)</b>	An organizational unit of the Academy of Nutrition and Dietetics that serves the needs of members who are interested in or engaged in educating nutrition and dietetics practitioners.

<b>Nutrition Care Process</b>	A systematic problem-solving method consisting of four distinct steps: (a) Nutrition Assessment, (b) Nutrition Diagnosis, (c) Nutrition Intervention, and (d) Nutrition Monitoring and Evaluation that are used for critically-thinking through decisions to address nutrition-related problems and provide safe and effective quality nutrition care.
<b>Nutrition and Dietetics Coordinated Program (CP)</b>	An education program that provides the required nutrition and dietetics coursework and at least 1200 hours of required supervised practice experiences to meet ACEND’s core knowledge and competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.
<b>Nutrition and Dietetics Didactic Program (DPD)</b>	An education program that provides the required nutrition and dietetics coursework to meet ACEND’s core knowledge requirements to prepare graduates for a Nutrition and Dietetics Internship Program. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to apply for a supervised practice experience in order to be eligible to take the CDR credentialing examination.
<b>Nutrition and Dietetics Internship Program (DI)</b>	An education program that provides at least 1000 hours of required supervised practice experiences to meet ACEND’s competency requirements to become a registered dietitian nutritionist. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.
<b>Nutrition and Dietetics Technician Program (DT)</b>	An education program that provides the required nutrition and dietetics coursework and at least 450 hours of required supervised practice experiences to meet ACEND’s core knowledge and competency requirements to become a nutrition and dietetics technician, registered. A verification statement is issued to individuals who successfully complete the program in order to be eligible to take the CDR credentialing examination.
<b>Nutrition Informatics</b>	Refer to <a href="#">page 53 of the Academy's Definition of Terms List</a> .
<b>Onsite</b>	The intern or student and preceptor are in the same physical location. For example, telehealth can be considered on-site if the preceptor and student or intern are in person at the same location; however, if the student or intern and the preceptor are virtual, this would not be considered onsite.
<b>People First Language</b>	Language used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: “a person who ...”, “a person with ...” or, “person who has...” A CDC-prepared handout indicates People First Language and Language to Avoid and is found here: <a href="https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/communicating-with-people.pdf">https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/communicating-with-people.pdf</a> . An example of people-first language is “A person with diabetes...” rather than “A diabetic...”
<b>People with Disabilities</b>	The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability.
<b>Preceptor</b>	A practitioner who serves as faculty for students/interns during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.
<b>Prior Learning Assessment</b>	An evaluation that grants credit or hours of experience for content or skills that the student/intern has previously mastered.

<b>Program</b>	A formal plan of study leading to a degree and/or verification statement that is accredited by ACEND. The six program types are: Foreign Dietitian Education Programs (FDE), International Dietitian Education Programs (IDE), Nutrition and Dietetics Coordinated Programs (CP), Nutrition and Dietetics Didactic Programs (DPD) and Nutrition and Dietetics Internship Programs (DI).
<b>Program Director</b>	The individual responsible for assuring that accreditation standards, policies and procedures are met at an ACEND-accredited program.
<b>Program Evaluation</b>	The analysis and use of data by educators or administrators to make decisions about improvements in a program. This evaluation typically compares the intended results (program objectives) with the actual results (program outcomes).
<b>Program Length</b>	The amount of time in calendar years (months for DI programs) for completion of the program.
<b>Program Objective</b>	A statement of the expected or desired program results that includes qualitative or quantitative measures to evaluate program outcomes.
<b>Program Outcome</b>	The actual result of program activities as measured by the program objective.
<b>Program Reviewers</b>	A group of individuals appointed by ACEND with the task of reviewing program reports and/or visiting programs for the purpose of verifying information in the Self-Study Report.
<b>Qualitative Measure</b>	A subjective measure of quality, i.e., how well students/interns/graduates perform, such as a rating of performance.
<b>Quantitative Measure</b>	An objective measure of quantity, i.e., how many students/interns/graduates achieve an outcome, such as a percentage or number.
<b>Readily Available</b>	When information can be accessed by the public without disclosure of identity or contact information and is no more than three 'clicks' away from the program's home webpage
<b>Regional Accreditor</b>	An agency that accredits institutions of higher education (e.g., colleges and universities). In the United States, the regional agencies (Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and College) generally accredit institutions that are within specific geographic areas.
<b>Regular and Substantive Interaction</b>	Engaging students/interns on a regular basis in teaching, learning and assessment, consistent with the content under discussion, and includes at least two of the following: providing direct instruction; assessing or providing feedback on a student's/intern's coursework; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by ACEND. A regular and substantive interaction between the student and the program director/instructor must be reasonably frequent and consistent (at least once per week; may include advising), primarily initiated by the program director/instructor, related to the dietetic program/course, and provide useful/meaningful information to the student/intern.
<b>Required Element</b>	Subcomponent of the Accreditation Standards that programs must meet to show compliance with the Standard.
<b>Research</b>	An activity that includes all components of the scientific method, i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.
<b>Role-Playing</b>	A type of alternate experience activity that involves performing a particular role and assuming the attitudes, behaviors and skills expected of someone in that role that can be used to demonstrate competence in a particular area.
<b>Simulations</b>	A type of alternate experience that imitates real situations or processes that can be used to demonstrate competence in a particular area.

<b>Site Visit</b>	The part of an accreditation review in which individuals, appointed by ACEND, visit a program for the purpose of verifying information in the Self-Study Report.
<b>Sponsoring Institution</b>	The organization or entity that is responsible for a nutrition and dietetics program.
<b>Standards</b>	Minimum levels of quality on which ACEND evaluations and accreditation decisions are based.
<b>Student Identified Site</b>	When students are required to find their own supervised practice sites for $\geq 10\%$ of supervised practice hours.
<b>Substantive Program Change</b>	Changes in an ACEND accredited program's administration, structure or other aspects as defined in the ACEND Policy and Procedure Manual.
<b>Summative Assessment</b>	Evaluation of student learning at the end of an instructional unit or program.
<b>Supervised Practice</b>	Planned learning experiences (including activities in professional work settings and alternate supervised experiences such as simulation, case studies and role playing) in which students/interns perform tasks over defined periods of time to demonstrate mastery of ACEND competencies. Learning activities performed by interns that are not typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised-practice hours in professional work settings.
<b>Telehealth</b>	Refer to page 59 of the Academy's <a href="#">Definition of Terms List</a> .
<b>Verification Statement</b>	A form completed by the program director, indicating that a student/intern has successfully fulfilled the requirements for completion of an ACEND-accredited program.
<b>Waived Point-of-Care Laboratory Testing (POCT)</b>	A test that is used in a diagnostic setting that is remote from a centralized laboratory facility. Waived testing is laboratory testing that employs specific test methods designated under the Clinical Laboratory Improvement Amendments (CLIA) of the Food and Drug Administration (FDA) as "waived." Waived testing is designated by CLIA as simple tests that carry a low risk for an incorrect result.



## APPENDIX B: GUIDELINES FOR USING THE ACEND<sup>®</sup> LOGO

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

### Accreditation Council for Education in Nutrition and Dietetics



"ACEND Logo"

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

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

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

Fax: (312) 899-4817

E-Mail: [ACEND@eatright.org](mailto:ACEND@eatright.org) URL: [www.eatrightPRO.org/ACEND](http://www.eatrightPRO.org/ACEND)

#### A. Authorized Use of the ACEND Logo and ACEND<sup>®</sup> Registration Mark

- 1. Identification as an ACEND-Accredited Degree Program in Nutrition and Dietetics:** An ACEND-accredited degree program in nutrition and dietetics may use the ACEND Logo in printed and electronic formats. Such use must always be in close conjunction with a prescribed statement identifying the name of institution's nutrition and dietetics program and its accreditation status. The prescribed statements, as specified below from Section 2.5 of the Policy and Procedure Manual, should be prominently disclosed by the dietetics program in its promotional and descriptive materials, such as its catalog or bulletin. **The use of the term ACEND<sup>®</sup> shall display the appropriate registration designation, i.e.,<sup>®</sup>.**

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

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



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

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

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



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

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

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

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



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

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

**B. Unauthorized Use of the ACEND Logo**

1. **ACEND Logo:** You may not use the ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol in connection with web sites, products, packaging, manuals, promotional/advertising materials, presentations or for any other purpose, except as authorized above without prior written approval from the ACEND.

2. **Company, Product, or Service Name:** You may not use or register, in whole or in part the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol or an alteration thereof, as or as part of a company name, trade name, product name, or service name except as specifically noted in these guidelines.
3. **Variations, Takeoffs or Abbreviations:** You may not alter or use the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol as design elements or incorporate them into any other design, graphic or illustration for any purpose.
4. **Disparaging Manner:** You may not use an ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol in a disparaging manner or in any manner that would impinge upon the integrity of ACEND or the Academy.
5. **Endorsement or Sponsorship:** You may not use ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol in a manner that would indicate or imply ACEND's or the Academy's affiliation with or endorsement, sponsorship or support of a third-party product or service.
6. **Merchandise Items:** You may not manufacture, sell or give-away merchandise items, such as T-shirts and mugs, bearing the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol except pursuant to express, prior written approval of ACEND and/or the Academy.
7. **Website Link:** You may not use the ACEND Logo to link to a website.

## APPENDIX C: ACEND DOCUMENT RETENTION PROCEDURES

### A. VERIFICATION STATEMENTS AND TRANSCRIPTS

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

### B. COMPLAINTS

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

### C. OTHER DOCUMENTS

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

Programs should consider retaining documents such as completed surveys, meeting minutes, advising documents, applications for admitted students, assessment of prior learning documents and meeting minutes for the seven-year period since the last review to have available onsite during the site visit review. In addition, programs should consider retaining copies of syllabi, student files, examples of projects,

tests and evaluations, orientation and training records and affiliation agreements for at least the past several years to have available onsite during the site visit review. Records may be stored electronically. For the documents that are more than seven years old, the programs should follow the institution's record retention policy.

## APPENDIX D: 2022 ISPP GUIDE FOR REPORTS

An Individualized Supervised Practice Pathway (ISPP) is considered a pathway within an ACEND-accredited Dietetic Internship (DI) program, Coordinated Program (CP) or Didactic Program in Dietetics (DPD). If you are approved to have an ISPP, you will be expected to report on the ISPP at the time the program’s next report is due.

- Didactic Programs in Dietetics with an ISPP must use the “DPD-ISPP Self Study Report Template” ensuring both the DPD and the ISPP information is reported.
- Coordinated Programs and Dietetic Internships with an ISPP must use the corresponding Self-Study Report Template for your program type ensuring all information below is included for your ISPP.

All Guidance Information and Templates are available on the ACEND website under 2022 Accreditation Standards at [2022 Standards](#). Please contact your ACEND program manager if you have any questions.

Key Standards with descriptions that need to be addressed in regard to the ISPP during your self-study report:

Standard	Description
<a href="#">Standard 1, Required Element 1.3</a>	Describe resources for the ISPP, including administrative and financial support, learning resources, physical facilities and support services.
<a href="#">Standard 1, Required Element 1.4</a>	<ol style="list-style-type: none"> <li>1. Admits only individuals who have a verification statement from a Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a doctoral degree granted by a U.S. regionally accredited college/university or foreign equivalent, and/or</li> <li>2. Accepts individuals with doctoral degrees without a DPD verification statement.</li> </ol>
<a href="#">Standard 1, Required Element 1.6</a>	The program must address Standard 1, Required Element 1.6, providing information on the number and breakdown of supervised practice hours for the ISPP using template titled “Planned Supervised Practice Hours.”
<a href="#">Standard 2</a>	<p>Although the ISPP does not need to have its own mission and goals, the program must ensure that the current program goals reflect the ISPP and reflect the impact of the program on ISPP graduates. All DPD-ISPP programs must add the following objectives for ISPP graduates only:</p> <ul style="list-style-type: none"> <li>• Graduate Employment: “Of graduates who seek employment, at least ___ percent are employed in nutrition and dietetics or related fields within 12 months of graduation”.</li> <li>• Employer Satisfaction: develop an objective for employer satisfaction with graduate’s preparation for entry-level practice. <ul style="list-style-type: none"> <li>○ An objective stating “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%”.</li> </ul> </li> </ul> <p>The program must include all program goals and objectives including the ISPP specific objectives using the template titled “Program Evaluation Plan” (Required Elements 2.1 and 2.2). ISPP outcome data must be listed separately, and when provided for review, the data and actions must be included in a separate analysis for each pathway.</p> <p><b>Note:</b> Programs typically receive a separate report from Pearson VUE related to your ISPP pass rate. Although pass rates for the main program and ISPP are tracked separately, the program must review their program’s pass rate with the ISPP pass rate. Contact your ACEND manager if you have questions.</p>
<a href="#">Standard 3</a>	<p>The program must map its curriculum around ACEND’s Core Knowledge and Competencies using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.</p> <p>The following templates must be included as separate ISPP templates for DPD-ISPP programs:</p> <ul style="list-style-type: none"> <li>• “CRDN Curriculum Map” (Required Element 3.1/3.2)</li> </ul>

Standard	Description
	<ul style="list-style-type: none"> <li>• “RDN Summary of Learning Activities” (Required Element 3.3)</li> </ul> <p>A sample rotation schedule and all supervised practice course syllabi or rotation descriptions showing course objectives and learning activities with associated competencies must also be included.</p>
<a href="#">Standard 4</a>	<p>The program must continuously assess student achievement of required core competencies. The program must collect and analyze aggregate data on student core competency attainment. DPD-ISPPs must submit the template titled “RDN Core Competency Assessment Table” (Required Elements 4.1 and 4.2) as a separate ISPP template.</p>
<a href="#">Standard 5</a>	<p>The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of the learning activities required in the curriculum and exposure to diversity of practice.</p> <p>The following templates must be included as separate ISPP templates for DPD-ISPP programs:</p> <ul style="list-style-type: none"> <li>• “Preceptor Roster” (Required Element 5.1)</li> <li>• [OPTIONAL] “Preceptor Qualifications” (Required Element 5.3)</li> </ul> <p>The program must also discuss the process for periodic review of the effectiveness of faculty and preceptors and how the program orients faculty and preceptors to the program’s mission, goals, values and educational philosophy.</p>
<a href="#">Standard 6</a>	<p>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 used within the ISPP. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies that students/interns are expected to achieve.</p>
<a href="#">Standard 7</a> and <a href="#">Standard 8</a>	<p>The program must ensure that prospective students, the public and interns are getting the appropriate and accurate information about the program and ISPP. Address any of the standards and guidelines on students/interns and include any additional materials, such as website pages with information to the public about the ISPP, handbooks with ISPP specific policies and procedures, including ISPP admission and completion requirements, tuition/costs and policy for issuing verification statements. If interns are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described.</p> <p>Note: Programs must submit any specific ISPP related materials such as ISPP Handbooks, marketing materials, etc.</p> <p>The program must submit templates titled “Information to the Public” (Required Element 7.3) and “DI and ISPP Policies and Procedures Checklist” (Required Element 8.1 and 8.2).</p>