

GUIDANCE INFORMATION FOR ACEND 2027 ACCREDITATION STANDARDS

August 2026

Guidance Information for 2027 Standards

This guidance document is an appendix to the ACEND Accreditation Standards. The document includes **interpretive guidance**, which is a description of the intent of the Standards and the types of information programs must include in the self-study narrative, types of exhibits to include in the self-study appendix, and additional materials that the program must provide on site for the review team. The list of competencies and performance indicators and the glossary along with other supporting documents can be found on the [ACEND website](#). ACEND staff members are available to provide consultation, guidance, and support on meeting ACEND's accreditation standards, policies, and procedures. Please email ACEND@eatright.org or call (312) 899-0040 extension 5400.

Submission of Program Materials:

Programs must submit three bookmarked PDF documents using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). The first PDF must be the self-study report narrative which references the location of any corresponding appendix evidence in the second PDF document, which must include all appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards under which you are seeking accreditation, as well as any additional materials the program wishes to include to support the narrative. Each Required Element and appendix document within the PDFs must be labeled, (for example, "Required Element 1.2" or "Appendix A") and the text narrative provided for the Required Element should reference the appendix evidence by this labeling. The third PDF document must be all syllabi for the courses taught within the academic unit and/or all rotation descriptions; place and bookmark in chronological order as they are offered in the curriculum. Note: ACEND does not accept PDF documents saved using the Adobe Portfolio feature. Please refer to your site visit letter for instructions on submitting these documents.

If a program uses artificial intelligence (AI) to generate reports or documentation submitted to ACEND, the program is solely responsible for the accuracy of the content and ensuring that such use complies with all applicable state and federal laws and regulations, as well as institutional policies.

Additional Guidance for International Programs:

For any program offering an international dietetics program, refer to *Guidance for Accreditation Supplement for International Programs* in [Appendix B](#) for additional guidance.

Additional Appendix Evidence for Candidacy Programs:

The United States Department of Education's 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 candidacy 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.

Programs applying for candidacy for accreditation are expected to provide all information as described in Guidance Information except where specifically noted.

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Standard 1: Program Characteristics and Resources

Programs accredited 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 leadership.

Required Element 1.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP, DPD, DT, AP: The program must be housed in a college or university or offered in a consortium with a college or university. The college or university located in the U.S. or its territories 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) or by the Council for Higher Education Accreditation (CHEA). 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. 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. SPE: The program must be housed in a college or university, health care facility, federal or state agency, or offered in a consortium with a college or university, health care facility, federal or state agency. a. A consortium is defined as two or more independent institutions working together under a formal written agreement to sponsor a single program. The consortium must consider itself a single education program. b. Colleges and universities located in the U.S. or its territories 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) or by the Council for Higher Education Accreditation (CHEA). Colleges and universities that are not part of the U.S.-based	Interpretive Guidance: All Programs: - All state and institutional approvals are required for the ACEND Board to grant candidacy accreditation. - 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. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Explain how the institution is in compliance with this required element. Describe the impact, if any, of the current status of the program, if the institution is out of compliance with their oversight agency. Candidacy only: - If the program is not yet approved within the state and/or institution, the program must describe where the program is in the process of gaining approvals, including the timeline and the status of the approval process within the institution and the state, as applicable. Consortium only: - State the two or more independent institutions working together under a formal written agreement to sponsor a single program. CP, DPD, DT, AP: - State the name of the U.S. institutional accrediting body	All Programs: - Copy of most recent letter or a website screenshot and active website link from the oversight agency website documenting the institution's status with the oversight agency. Consortium only (1.1a): - Copy of the formal written consortium agreement between the institutions involved. SPE: Free-Standing SPE Programs only (1.1c): - 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. ACEND-accredited business entities only; candidacy applications are not accepted at this time (1.1g) - Documentation, such as a letter or business license from the state indicating that the business is legally organized and states the date it was authorized to conduct business; a link to a website with the pertinent documentation is acceptable if the link is working and the required information is present. A website screenshot should be included. - Letter, business license, or statement on a state authorized website indicating the business is in good standing.	All Programs: Copies of any reports from the accrediting agency related to accreditation status, if institution is not fully accredited by its accrediting agency.

Required Element 1.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
educational system must be authorized under applicable law by the country’s ministry of education or equivalent public entity to provide an educational program beyond secondary education. c. For programs located outside a college or university, the sponsoring institution must be authorized or exempt under applicable law to provide postsecondary education. d. 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. e. 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 or state agency. f. Other health-care-related facilities and government agencies must be licensed or authorized 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. g. Publicly or privately held corporations of health systems (e.g., hospitals, rehabilitation centers, etc.), and existing ACEND-accredited business entities without oversight by one of the regulatory bodies listed above must meet all the requirements below: 1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years 2. Be in compliance with all local, state and federal laws and regulations 3. Provide statements covering the past five years from a licensed public accountant that indicate a review of the company's financial statements shows no irregularities and a positive net worth	and the institution’s current accreditation status. SPE: • State the U.S. accrediting or licensing body or organization providing oversight. International Programs: • See Guidance for Accreditation Supplement for International Programs.	• Internal Revenue Service (IRS) Financial Statements for the past five years; statement from a licensed public accountant stating that the most recent annual financial statements have been reviewed and that the business was found to have a positive net worth and no irregularities were noted or an annual Financial Statement audited by a licensed public accountant. • Evidence of an advisory board that reviews complaints about the program and provides guidance for growth or evidence of an assigned compliance officer who will review complaints about the program and provide other oversight as needed. International programs: • See Guidance for Accreditation Supplement for International Programs	

Required Element 1.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
4. Have an entity external to the program that provides oversight for the program’s operations.			

Required Element 1.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The program must be integrated within the administrative structure of the sponsoring institution, 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.	Interpretive Guidance: All Programs: - It is not necessary that the chart be an “official” chart from the institution 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. - All programs within the department, including that of the accredited program, must be identified in the chart. - The ACEND-accredited program must be listed by program type, e.g., CP, SPE, DPD must be indicated on the chart. Narrative Evidence: All Programs: - Describe the administrative structure of the institution and where the program is housed. Consortium only: - Describe the program consortium and the relationship of each member to the program consortium (refer to organization chart).	All Programs: - A copy of the organization chart(s) that shows the location of the program within the institution and its relationship to other programs within the department. Consortium only: - An organization chart showing the relationship of each member of the consortium to the total program, if different.	

Required Element 1.3	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The program must demonstrate that it has: - Support of the upper-level administration - Adequate resources to accomplish its mission and goals and meet the needs of students. Resources must include: - Clerical or other staff - Technical support - Learning resources - Physical facilities	Narrative Evidence: All Programs: - Explain the adequacy of program resources (e.g., support of upper-level administration, clerical or other staff, technical, learning resources, physical facilities, support services) to meet the needs of all program options (including distance education, if applicable) and produce the desired outcomes. - Describe how the program director provides input into the		All Programs: - Tours of facilities. - Meeting minutes in which budget and resources are discussed, if applicable. - Examples of learning resources available

Required Element 1.3	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
5. Support services c. Sufficient financial resources to support program needs: 1. The program must describe how the program director provides input into the budgeting process, ensuring sufficient resources to achieve the program’s short- and long-term goals 2. Programs offered in a consortium must clearly define the financial and other resource contributions of each member to the total program. d. Adequate technology and resources to support a distance-learning environment if any portion of the program is offered through distance education. e. Adequate resources to support continued development and training for program faculty, preceptors, and staff. (Preceptors- N/A to US-based-DPD and AP) f. Sufficient supervised practice sites available to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as nutrition and dietetics professionals (Not applicable to U.S.-based DPD and U.S./international-based AP). g. The program must report its maximum enrollment to ensure quality, viability, and appropriate use of resources.	budgeting process to ensure sufficient resources are available to achieve the program’s short- and long-term goals. • Describe how the budget and resources are adequate to support program faculty, preceptors (not U.S. DPD and AP), and staff for training on distance education and other professional development topics to produce desired outcomes for the program. • State the annual per cohort maximum enrollment and the total maximum enrollment over the program length 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. CP, SPE, DT: • Describe the process to determine that the program has a sufficient number and variety of quality supervised practice sites and the process used to ensure the sites offer experiences for the students consistent with the goals of the expected experiences to prepare students for their roles and responsibilities as nutrition and dietetics professionals. If any portion of the program is offered through distance education: • Describe how the program uses technology for instructional and other purposes. • Describe how the available instructional technology is adequate to meet the needs of the program. Consortium only: • Describe the formal agreement between institutions in the program consortium, including financial and other resource contributions of each member. International Programs: • See Guidance for Accreditation Supplement for International Programs.		to students.

Required Element 1.4	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP: 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. The graduate degree must be in a major course of study in human nutrition, food and nutrition, dietetics, public health, food systems management, or equivalent. 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. SPE: The program must: a. Be a post-baccalaureate degree program that: - Admits only individuals with a Didactic Program in Dietetics (DPD) verification statement, and the program is affiliated with a degree-granting bridge approved by ACEND to ensure students complete the ACEND-required academic competencies and performance indicators by the end of the program. The bridge graduate degree must be in a major course of study in human nutrition, food and nutrition, dietetics, public health, food systems management, or equivalent and/or - Admits only individuals with a DPD verification statement and have earned, or are in the process of earning, at least a master’s degree granted by a U.S. accredited college/university, or international degree equivalent, and verification for the designated academic competencies and performance indicators by ACEND or an ACEND-accredited Coordinated Program (CP) b. Award a verification statement to individuals who have earned a graduate degree, obtained a verification for the designated academic competencies and performance indicators, and completed program requirements. DPD:	Interpretive Guidance: CP, SPE, Graduate level-DPD: - An equivalent course of study can include Master of Business Administration (MBA), Master of Education (MEd), and other relevant degrees. CP: - Programs should recognize prior education that is equivalent to the competencies of years 1 through 4 when admitting individuals without a DPD Verification Statement. DPD: - Programs should recognize prior education that is equivalent to the competencies of years 1 and 2 when admitting individuals without an AP or DT Verification Statement. Candidacy only: - All state and institutional approvals are required for the ACEND Board to grant candidacy accreditation. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Describe completion requirements for receipt of a verification statement. Information should be provided separately for each option offered. Candidacy only: - If the program is offering a degree that is not yet approved within the state and/or institution, the program must describe where the program is in the process of gaining approvals for granting a degree, including timeline and the status of the approval process within the institution and the state, as applicable. CP, DPD, DT, AP: - 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	CP, DPD, DT, AP: - A copy of the catalog or institution website listing the degree obtained and course requirements and prerequisites. SPE: - A copy of the catalog or institution website listing the admission requirements. - If program affiliated with a degree-granting bridge approved by ACEND, a copy of the catalog or institutional website listing the degree obtained and program completion requirements. International programs: - See Guidance for Accreditation Supplement for International Programs	

Required Element 1.4	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
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. - 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. - If the program awards a graduate degree, the graduate degree must: - Be in a major course of study in human nutrition, food and nutrition, dietetics, public health, food systems management, or an equivalent - Meet all the designated academic competencies and performance indicators of the Coordinated Program (CP). DT, AP: 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. - 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. - Programs with the DT option must award at least a DT verification statement to individuals who complete DT program requirements.	addition to the degree option, completion requirements must be described. SPE: - Describe how program assures that those admitted to the program have completed an ACEND-accredited DPD. - Describe how the program ensures that students complete the designated academic competencies and performance indicators and the ACEND-academic certificate verification is received.		

Required Element 1.5	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: 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 lead the program. Responsibilities and time allocation for program leadership are reflected in a formal position description for the program director and approved by an administrator or external entity (SPE).	Interpretive Guidance: All Programs: - The program director must have authority over the budget allocated to the program. - Program management responsibilities are defined under 1.5.a.5 and 1.5.a.6.a-g. - Training on ACEND Accreditation Standards can include virtual or recorded training provided by ACEND or program reviewer training.	All Programs: - Program director's current curriculum vitae or resume. - Formal position description for the program director that includes ACEND responsibilities and clearly specifies the amount of time allocated for program management (e.g., number of hours, percentage of time, amount of course release time). Program Director Position Description Template.	All Programs: - Student and graduate files showing adherence to outlined procedures for record keeping. - Examples of written communications with program faculty, preceptors

Required Element 1.5	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
a. For programs offered in a consortium: - One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND - Each member institution in the consortium must designate a coordinator (who may be the program director) for the program within that institution who is employed by the institution. For program-specific components of Required Element 1.5, see the applicable program type standards.	- If the program director position is not a 12-month appointment, year-round coverage does not refer to short-term vacations or absences. - The Full Time Equivalent (FTE) for program management can be divided between the program director and more than one individual. If the program delegates the allocation to other individuals, the individual(s) must be qualified for the duties assigned. - Post-dietetics credentialing includes credentialing by an international professional association or regulatory board for nutrition or dietetics. CP, Graduate level DPD: - The retained rights of the program director position are tied to the program. The exemption to have an earned doctoral degree for the program directors with a master's degree is only valid with the program director's current position. If the program director leaves the position, including moving into another program director position in a different institution, the program director must meet the requirement of having an earned doctoral degree. DPD: - Student advisement on educational pathways must include admission expectations when rotations are student-identified. - Student advisement on the Dietetics Application Process (DAP) must include DICAS International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - 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 leadership functions provided by the director. - State time allocation for program management.	- Evidence of Commission on Dietetic Registration (CDR) registration status, such as photocopy of the program director's CDR registration card or printout from CDR website verifying registration status. - Certificate of completion of ACEND Accreditation Standards Training within the last five years. Consortium only: - Copy of curriculum vitae or resume for each coordinator other than the program director. International programs: - See Guidance for Accreditation Supplement for International Programs	and others involved with the program. Meeting minutes discussing accreditation.

Required Element 1.5	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
	- Describe: - The authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved. - The authority of the program director to evaluate and manage the financial resources to achieve the program's outcomes and to support the academic integrity and continued viability of the program. - Year-round coverage of the program when the program director is not available, if the program director position is not a 12-month appointment. CP, SPE, DPD - If the program delegates program management responsibilities to another individual: - Discuss how program management equals the FTE requirements. - Describe the role and responsibilities of each individual responsible for program management. - Describe how the individual sharing program management responsibilities is qualified for the role. Consortium only: - Identify the individual who serves as the consortium program director. - Identify the individual(s) other than the program director who serve as consortium coordinator(s). - Describe the employment status of each coordinator with the member institutions. - Describe the relationship of the coordinator(s) to the consortium program director.		

Required Element 1.6	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The program must establish its length and provide the rationale for the program's length, considering both didactic education (CP, DPD, DT, AP) and learning activities (DPD, DT, AP)/ required supervised practice (CP, SPE) needed for students to demonstrate the required	Interpretive Guidance: CP, SPE: - Expectations for experiences with high-acuity patients: - High-acuity patients are individuals who have serious, complex, or unstable acute or chronic medical conditions that require intensive or continuous	CP, SPE, DT: Planned supervised practice hours (use template titled "Planned Supervised Practice Hours"). (DT: Note the major rotations with an asterisk on the template). International Programs:	

Required Element 1.6	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
competencies and mandates from the program’s institution and state regulation. CP, SPE: - 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; the remaining hours may be in alternate supervised experiences that closely mimic real-world experiences. - 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), military bases, or in an ACEND-accredited international Coordinated Program (CP). - Supervised practice hours completed during the Diet Technician Option of the Associate Program may be assessed for prior learning. - The program must document the planned hours in professional work settings and in alternate supervised experiences. - The program must include rotations in clinical, community, and foodservice settings. - The clinical rotation must include experiences in settings with high-acuity patients, such as hospitals, long-term care facilities, and outpatient clinics with high acuity to ensure exposure to a wide range of clinical conditions and levels of patient acuity. - The majority of the professional work settings hours spent in the clinical rotation must be completed onsite. DT: - 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; the remaining hours may be in alternate supervised experiences. - 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),	monitoring, rapid clinical decision-making, and have frequent changes in their interventions. Skills that students must be exposed to include but are not limited to calculating, monitoring, and adjusting nutrition support (enteral or parenteral), increased knowledge of pharmacotherapies with food and nutrition interactions, interpreting complex lab results, and greater critical thinking and interprofessional collaboration to support multifaceted patient needs. - In-patient high-acuity settings may include hospitals, acute care rehabilitation centers, acute-care long-term care facilities, or skilled nursing facilities. - Out-patient high-acuity settings may include clinics, such as oncology centers and dialysis clinics. - Students do not need experiences in all of the listed high-acuity settings; however, students cannot complete acute care only in out-patient clinics, rather these should be used to support high-acuity experiences completed in in-patient settings. CP, SPE, DT: “...the remaining hours may be in alternate supervised experiences that closely mimic real-world experiences.” Alternate experiences can include simulations, real-play, and high-level case studies. For a complete definition see the glossary. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - State the program length. - Briefly describe the rationale for the program length (considering didactic education (CP, DPD, DT, AP) that students must accomplish, learning activities (DPD, DT, AP) required hours of supervised practice (CP, SPE), and mandates from the program’s administration or state regulation).	See Guidance for Accreditation Supplement for International Programs.	

Required Element 1.6	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
military bases, or in an ACEND-accredited international Associate Program (AP). b. 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.	CP, SPE: - State the number of supervised practice hours including the number of hours in professional work settings versus alternate supervised experiences and hours in clinical, community, and foodservice settings. - Describe how clinical rotations include experiences in settings with high-acuity patients. - Discuss how the program ensures the majority (>50%) of the clinical rotations are completed onsite (in-person). - Describe alternate supervised practice experiences and how they mimic real-world experiences in supervised practice, if applicable. - Describe planned international experiences available for students, total supervised practice hours provided internationally, and country in which experiences will occur. DT: - State the number of supervised practice hours including the number of hours in professional work settings versus alternate supervised experiences. - State the major rotations and describe how the program ensures the majority of the rotation hours (>50%) are completed onsite (in-person). - Describe alternate supervised practice experiences and how they are equivalent to supervised practice, if applicable. - Describe planned international experiences available for students, total supervised practice hours provided internationally, and country in which experiences will occur. International programs: - See Guidance for Accreditation Supplement for International Programs		

Required Element 1.7	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
SPE: A free-standing program: - Must have a program-specific budget to support itself. The budget must document specific line-item revenues and expenses, confirming appropriate allocation and use of financial resources. - That has elected to participate in Title IV student financial aid, and ACEND is identified as the gatekeeper, must document compliance with Title IV responsibilities, including: - Maintain financial documents, including audit and budget processes, confirming appropriate allocation and use of Title IV funds - Have a monitoring process for student loan default rates. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE - Have an appropriate accounting system for management of Title IV financial aid - Inform students of responsibility for timely repayment of Title IV financial aid.	Interpretive Guidance: SPE (Free-standing SPE programs only): - ACEND's primary responsibility to the US Department of Education is the monitoring of programs accessing Title IV Federal Student Aid. - If the program's default rate exceeds the federal threshold (25 percent over a three-year period or 40 percent in one year) a default reduction plan is needed. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: SPE (Free-standing SPE programs only): - 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) - 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. - 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: - Provide the number of students who accessed Title IV funding during this review. - Describe the program's monitoring process for student loan default rates and the accounting system for management of Title IV financial aid. - Describe how the program informs students of their responsibility for timely repayment of financial aid. - 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)	Free-Standing SPE using ACEND accreditation to participate in Title IV funding must also provide: - Copy of default rate information, composite score, and the default reduction plan. - Results of the institution's (hospital, business, etc.) financial or compliance audits. - A program specific budget that demonstrates full support of the program and includes specific line-item revenues and expenses with appropriate allocation and use of financial resources.	- Evidence of student advisement on repayment of Title IV financial aid. - Additional evidence demonstrating compliance with Title IV responsibilities (i.e. meeting minutes discussing financial and budgeting documents)

Required Element 1.7	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
	results of most recent financial or compliance audits.		

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 for practice as a Registered Dietitian Nutritionist (CP, SPE)/ for careers in nutrition and dietetics (DPD, DT, AP). 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	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted, and must include the following components: - The program mission. The program’s mission must be specific to the program, distinguished from other programs in the sponsoring institution, and compatible with the mission statement or philosophy of the sponsoring institution - 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 - The program objectives. The program objectives must measure the full intent of the mission and goals and are used to evaluate the achievement of each program goal - The program must align the following ACEND-required objectives with its program goals and demonstrate that it is operating in the interest of students 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: CP, SPE: - Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length).” - Graduate Employment: “At least ____ percent of graduate survey respondents who report seeking employment are employed in nutrition and dietetics or related fields within 12 months of graduation.” - Graduate Performance on Registration Exam: “At least ____ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.” “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%.”	Interpretive Guidance: All Programs: - Well-constructed program goals are 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”. 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. - The ACEND-required program objectives in the Program Evaluation Plan (PEP) are written as stated in the ACEND Standards and must not be changed. - The objectives may be aligned to any of the program’s goals as appropriate; they do not need to all be included under the same goal. Programs can use additional objectives to ensure the full intent of the mission and goals is measured. - Programs with clearly different length options may 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. - When calculating 150% of planned program length, programs may provide the exact number or round down to the nearest half (0.5); programs may not round up allowing additional time over 150%.	- 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 “Program Evaluation Plan”) - Examples of tools used to collect evaluation data such as surveys, evaluations, etc.	All Programs: - Minutes from planning meetings or other documentation discussing development of mission, goals, objectives and review of program evaluation plan. - Historical data used to determine target measures.

Required Element 2.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved e. Groups from which data will be obtained; both internal and external constituents must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees) f. Evaluation methods that will be used to collect the data g. Individuals responsible for ensuring that data are collected h. Timeline for collecting the necessary data. DPD: a. Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length).” b. Graduate Application, Admission, and Preparedness for RDN Programs (SPE, CP, or nutrition-related graduate program): 1. Application to RDN Programs: “At least ____ percent of program graduates apply for admission to an RDN or graduate program within 12 months of graduation.” 2. Admission to RDN Programs: “At least ____ percent of program graduates who apply to an RDN or a graduate program are admitted within 12 months of graduation.” 3. Graduate Preparedness: The program must develop an objective for evaluation of graduate’s preparedness for RDN or graduate programs within 12 months of graduation. d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved. In addition, the program must provide the one-year pass rate on the CDR RDN credentialing exam report e. Groups from which data will be obtained; both internal and external constituents must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees) f. Evaluation methods that will be used to collect the data g. Individuals responsible for ensuring that data are collected h. Timeline for collecting the necessary data. DT, AP: a. Program Completion: “At least 80% of students complete program requirements within ____ (150% of planned program length).” b. Graduate Employment: “At least ____ percent of graduate survey respondents who report seeking employment are employed in nutrition and dietetics or	International Programs: • See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: • Discuss the compatibility of the program’s mission statement with the sponsoring institution. • Discuss how the goals support the program’s mission. • Describe how objectives with target measures set by the program demonstrate that the program is operating in the interest of students and the public. • Describe the process for the annual review of the program evaluation plan and the constituents involved in the review. <i>[Programs applying for candidacy describe how process will occur].</i> • Discuss changes, if any, which have been made in the plan since the last accreditation review. <i>[Not applicable to programs applying for candidacy].</i> DPD: • Provide the program’s three-year CDR credentialing exam pass rate located in the most recent February Pearson Vue exam pass rate report under “total” in the table “Testers Within One Year of First Attempt”.		

Required Element 2.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
related fields within 12 months of graduation.” c. Graduates Pursuing DPD: “At least _____ percent of graduate survey respondents are enrolled in a DPD within 12 months of graduation.” d. DT Option Only - Graduate Performance on Registration Exam: 1. “At least ____ percent of DT Option graduates take the CDR credentialing exam for nutrition and dietetics technicians within 12 months of program completion.” 2. “The DT Option’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%.” d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved e. Groups from which data will be obtained; both internal and external constituents must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees) f. Evaluation methods that will be used to collect the data g. Individuals responsible for ensuring that data are collected h. Timeline for collecting the necessary data.			

Required Element 2.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that: a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing achievements with objectives b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved c. The targets set for ACEND-required objectives are met d. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.	Interpretive Guidance: All Programs: • To calculate program completion, divide all students who finish the program (numerator) by all students who start the program (denominator); this includes students who voluntarily withdraw (drop out or transfer out) and/or are dismissed at any point after starting the program. Resources for calculating this objective are located on the ACEND website. • 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 2026, the three-year rolling averages should be indicated as 2024-2026, 2025-2027, 2026-2028, etc. because the data from 2026 forward is included in each of those rolling averages. • Pearson VUE exam pass rate results are already provided as	All Programs: • 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>.	All Programs: • Minutes from planning meetings or other documentation discussing review of program evaluation results <i>[Not applicable to programs applying for candidacy]</i>. • Completed evaluation surveys and/or other documentation supporting the data in the PEP (e.g.,

Required Element 2.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
	three-year rolling averages. Narrative Evidence: All Programs: - Analyze degree of achievement of program goals and objectives, including trends observed in the data <i>[Not applicable to programs applying for candidacy]</i>. - Discuss factors impacting achievement of program goals and objectives <i>[Not applicable to programs applying for candidacy]</i>. - Describe how programmatic planning and outcomes evaluation are documented and as appropriate, integrated with institutional planning and assessment. Consortium only: - If the program is a consortium, describe the role of each institution in the program evaluation process.		computer match results, completion records, focus groups, interviews, Pearson VUE reports, etc.) <i>[Not applicable to programs applying for candidacy]</i>. Institutional documents demonstrating integration with institution assessment, if applicable.

Required Element 2.3	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: 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. a. If program objectives are not met, program changes must be identified and actions taken to improve outcomes for unmet objective(s).	Interpretive Guidance: - Not all categories in the Continuous Program Improvement Plan (CPIP) (for example, policies and procedures, faculty, curriculum) need strengths and areas for improvement; however, the program must include both strengths and areas for improvement within the entire plan. - Any unmet objective(s) in the Program Evaluation Plan must be included on the CPIP as an area for improvement. Narrative Evidence: All Programs: - Discuss how the Continuous Program Improvement Plan links with the outcomes presented in the Program Evaluation Plan and describe the changes identified and actions taken to improve outcomes for unmet objectives. <i>[Programs applying for candidacy must discuss how the Improvement Plan will link to the Program Evaluation Plan]</i>.	All Programs: - Most recent plan documenting continuous program improvement (use template titled "Continuous Program Improvement Plan"). Candidacy only: - Although the program will not have data from the program evaluation plan, a Continuous Program Improvement Plan must be submitted with anticipated strengths and areas for improvement based on the self-study process.	All Programs: Minutes from planning meetings or other documentation discussing identification of program strengths and areas for improvement and development of short- and long-term strategies. <i>[Not applicable to programs applying for candidacy]</i>.

Standard 3: Curriculum, Learning Activities, and Competency Assessment

The competencies must be the basis on which the program curriculum, learning activities, and experiences (CP, SPE, DT) are built within the context of the mission and goals of the program. Demonstration of competence must be integrated in the coursework and/or supervised practice activities (CP, SPE, DT)/learning activities (DPD) throughout the program. The program must continuously assess student attainment of required competencies.

Required Element 3.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP, SPE: The program must have a process for assessment of competencies. - The program must identify the: - Summative assessment for each competency - Methods used, as well as courses and/or supervised practice learning activities in which assessment will occur - Process for monitoring achievement of competencies for each student. - Existing programs must incorporate the competencies and performance indicators into the curriculum on or before August 1, 2028. DPD, DT, AP: The program must have a process for assessment of competencies. - The program must identify the: - Summative assessment for each competency - Methods used, as well as courses and learning activities in which assessment will occur - Process for monitoring achievement of competencies for each student. - Existing programs must incorporate the competencies and performance indicators into the curriculum on or before August 1, 2028.	Interpretive Guidance: All Programs: - This Required Element is related to individual student's competence. CP, DPD: - Assessment of competencies from years 1 and 2 (DPD) and 1 through 4 (CP) is not a requirement and they will not be incorporated in the Competency Assessment Table International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Describe the program's process for assessment of students' achievement of competencies and discuss updates made to the process, if any. - Describe the process for tracking individual student's demonstration of competencies. - Describe how the program ensures that a student has met the competency, including remediation, to be able to earn the verification statement at the end of the program. - If program does not yet meet requirements related to incorporating the competencies and performance indicators, describe the plans and timeline to come into compliance by August 1, 2028.	All Programs: - Completed program-specific Competency Assessment Table (use template titled "Competency Assessment Table") that lists each of the required competency statements, the course or supervised practice course/rotation (not DPD) in which assessment will occur, and the specific, required assessment method(s) used to measure student achievement of competency. Three examples of assessment tools such as exams, rotation evaluations, rubrics, projects, portfolios, etc. listed on the Competency Assessment Table. Graduate-level DPD: - In addition to the DPD Competency Assessment Table, submit completed Competency Assessment Table for graduate academic competencies. International Programs: - See Guidance for Accreditation Supplement for International Programs.	All Programs: - All assessment methods documented in 3.1 Competency Assessment Table (Assessment methods may be detailed in course syllabi or provided separately). - Examples of projects completed by students demonstrating achievement of competencies. <i>[Not applicable to programs applying for candidacy]</i>. - Example of evidence of the process that is done to track student achievement of the competencies for those assessments noted in column C of the Assessment Table. <i>[Not applicable to programs applying for candidacy]</i>.

Required Element 3.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The Curriculum Map template must be used to document: - Each competency - Each performance indicator - Course(s) (including supervised practice, if applicable) in which summative assessment of competencies occurs and where performance indicators are covered - How the curriculum: - Is sequentially and logically organized - Progresses from introductory to more advanced learning activities - Builds on previous knowledge, skills, and experience to achieve the expected depth of competence by completion of the program.	Interpretive Guidance: All Programs: - Competencies, performance indicators, practice illustrations, and demonstration of assessment methods can be found in the supplement on the ACEND website. Expectations for Curriculum Map - All performance indicators (PI) must be covered and identified on the curriculum map at least once. A PI may be covered and competencies met in pre-requisites through evaluation of prior learning. - The 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). - The curriculum map indicates where PIs are covered in the curriculum. Reminder, it is the individual competencies that must be assessed, not each PI. - The curriculum map must reflect the competencies noted in the Competency Assessment Table (RE 3.1) at the level expected by ACEND. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Discuss and provide examples of how the program’s courses or rotations are organized, sequenced, and integrated. - Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities. - Discuss and provide examples of how the curriculum facilitates student achievement of the expected depth of competency. - Explain how students demonstrate entry-level competence.	All Programs: - A curriculum map of courses and/or rotations indicating where all the PIs are covered and aligned with Competency Assessment Table (use program-specific template titled “Curriculum Map”). Graduate-level DPD: - In addition to the DPD Curriculum Map, submit completed Curriculum Map for graduate academic competencies. CP, DPD, DT, AP: - 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> CP, SPE, DT: - Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence for its current enrollment. <i>[Not applicable to programs applying for candidacy].</i> International programs: - See Guidance for Accreditation Supplement for International Programs	All Programs: - Textbooks, either digital or hard copy, noted in course syllabi. - Minutes from planning meetings or other documentation that show discussions of curricular planning.

Required Element 3.3	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP: The program’s curriculum must provide learning activities to attain the breadth of the required curriculum competencies and ensure depth at the graduate level needed for entry-level practice as a registered dietitian nutritionist. - Syllabi for courses (including those with supervised practice) taught within the academic unit must include the relevant competencies. - Learning activities must prepare students for entry-level professional practice: SPE: The program’s curriculum must provide learning activities to attain the breadth of the required curriculum competencies needed for entry-level practice as a registered dietitian nutritionist. - Syllabi for courses and rotation descriptions must include the relevant competencies. - Learning activities must prepare students for entry-level professional practice: DPD: The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum competencies needed to prepare students for supervised practice and graduate education. - Syllabi for courses taught within the academic unit must include the relevant competencies. - Learning activities must prepare students for entry-level professional practice: CP, SPE, DPD: - Address various conditions, including, but not limited to: cancer, cardiovascular disease, critical illness, disordered eating, endocrine disorders, gastrointestinal disorders, malnutrition, neurological disorders, overweight/obesity, and renal disease - Implement the Nutrition Care Process with various populations with a range of abilities, cultures, and backgrounds across the life cycle, including infancy, childhood, adolescence, adulthood, pregnancy and lactation, and late adulthood - Meet learner needs and competencies. The curriculum must	Interpretive Guidance: All Programs: Expectations for Course Syllabi/Rotation Descriptions - The program must ensure the learning activity/assessment method used for each competency as indicated on the Competency Assessment Table (RE 3.1) is present on the corresponding syllabi/rotation descriptions. The program may include competencies that are covered or formatively assessed, if they choose, that are not on the competency assessment table. - Competencies and learning activity/assessment method do not have to be side-by-side on the syllabi/rotation description, but both must be present. CP, SPE: - The program must include learning activities that prepare students for practice to implement the Nutrition Care Process with patients with high acuity conditions. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives. - Describe how the program assures regular and substantive interaction between students and faculty occur in distance courses/experiences, as defined in the glossary and if applicable.	All Programs: - Summary of where learning activities occur (use template titled “RDN Summary of Learning Activities” (CP, SPE, DPD) or “NDTR Summary of Learning Activities” (DT)). - All course syllabi and/or supervised practice rotation 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>	Examples of completed assignments that show the learning activities described in the template.

Required Element 3.3	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
incorporate a variety of educational approaches necessary for the delivery of curriculum content 4. If any portion of the program is offered through distance education, the program must ensure regular and substantive interaction between students and faculty. DT, AP: The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum competencies. a. Syllabi for courses (including for DT Option, those with supervised practice) taught within the academic unit must include the relevant competencies. b. Learning activities must prepare students for professional practice: 1. Address various conditions (DT Option only) 2. Implement selected components of the Nutrition Care Process with various populations with a range of abilities, cultures, backgrounds, and eating patterns under the supervision of the registered dietitian nutritionist (DT Option only) 3. Meet learner needs and competencies. The curriculum must incorporate a variety of educational approaches necessary for delivery of curriculum content c. If any portion of the program is offered through distance education, the program must ensure regular and substantive interaction between students and faculty.			

Standard 4: Curriculum Evaluation and Improvement

The program must collect and analyze aggregate data on student competency attainment. The results of the evaluation must be used to improve the curriculum to enhance the quality of education provided.

Required Element 4.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All programs: Formal curriculum review must routinely occur. The program must collect and analyze aggregate data on how the curriculum prepares students for entry-level professional practice (CP, SPE, DT, AP)/ RDN programs (DPD). The results of the aggregate data must be used to evaluate and improve the curriculum to enhance the quality of education provided: - Determine strengths and areas for improvement - Include input from students and other individuals as appropriate - Include assessment of comparability of educational experiences and consistency of competency achievement when different courses, delivery methods (such as distance education), or supervised practice sites (Not DPD) are used to accomplish the same educational objectives - Take actions to maintain or improve student learning.	Interpretive Guidance: - This Required Element is related to aggregate data for achievement of the competencies, prior to remediation. With aggregate data, the program must assess how well an assignment or activity led to achievement of the competency to determine if actions are needed to improve curriculum and the program. Narrative Evidence: All Programs: - Describe how aggregate data on competency attainment prior to remediation were collected and analyzed for use in curricular review and improvement. <i>[Programs applying for candidacy must describe how the process will occur].</i> - Analyze the extent to which students achieved the competencies since the last accreditation review <i>[Not applicable to programs applying for candidacy].</i> - Describe the curriculum review process including timeframe and how input from students is incorporated <i>[Programs applying for candidacy must describe how the curriculum review process will occur].</i> - State curriculum strengths and areas for improvement and discuss how results of program evaluation and competency assessment were used to determine strengths and limitations. <i>[Not applicable to programs applying for candidacy].</i> - Analyze the strengths and limitations of the assessment process since the last accreditation review. <i>[Not applicable to programs applying for candidacy].</i> - Discuss how comparability of educational experiences and		All Programs: - Minutes from meetings or other documentation of the program's curriculum review process <i>[Not applicable to programs applying for candidacy]</i> - Examples of input collected from students about the curriculum <i>[Not applicable to programs applying for candidacy].</i>

Required Element 4.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
	consistency of learning outcomes are assessed and maintained, including those offered through distance education, if applicable <i>[Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes]</i>. • Provide examples of how the curriculum review process has resulted in actions to maintain or improve student learning. <i>[Not applicable to programs applying for candidacy]</i>. Candidacy only: • Describe how the curriculum review process will occur.		

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	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program's curriculum and the achievement of program goals and objectives. a. The requirements for program faculty (faculty within the academic unit) must include the following: CP, DPD: - At least one full-time faculty member (DPD: or equivalent), in addition to the program director, must hold the RDN credential (not applicable to SPE) DT: - The Nutrition Care Process component must be taught by an NDTR or RDN All Programs: - Program faculty must meet the sponsoring institution's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience - Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities - Program faculty must be provided orientation to competency-based education, the program's mission, goals, and objectives, and the ACEND Standards and required competencies	Interpretive Guidance: - Refer to glossary for ACEND's definition of faculty. - Courses must be taught by appropriately credentialed faculty; for example, medical nutrition therapy courses must be taught by an RDN (a Certified Nutrition Specialist [CNS] is not appropriate) and food service courses may be taught by a Certified Dietary Manager (CDM). - Competency-based education training does not have to be training offered by ACEND. - All faculty must be trained on distance education pedagogy and recommended practices regardless of whether the faculty teaches using distance modalities. This training can be provided by the university or institution. CP: - For 5.1.a.1, one RDN must be a full-time faculty member, not a combination of part-time or adjunct faculty. DPD (Undergraduate degree only): - For 5.1.a.1, "At least one full-time faculty member, or equivalent": Part-time or adjunct faculty may count towards one FTE. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: - Discuss the adequacy of qualified and credentialed faculty to ensure implementation of the program's curriculum and achievement of program goals and objectives. - Describe the process used to ensure the faculty are qualified	CP, DPD, DT, AP (SPE, if applicable): - List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to competency-based education, program's mission, goals, objectives, and ACEND's accreditation standards and required competencies <i>[Programs applying for candidacy provide draft materials]</i>. - Examples of training provided to program faculty on the use of distance education pedagogy and recommended practices. <i>[Programs applying for candidacy provide draft materials]</i>.	CP, DPD, DT, AP (SPE, if applicable): - Evidence that orientation and training has been completed (agenda, outline, and/or materials covered in orientation). - Evidence, such as a curriculum vitae/resume, of the program faculty demonstrating credentials and continued competence appropriate to teaching responsibilities.

Required Element 5.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
5. Program faculty must be trained in the use of distance education pedagogy and recommended practices 6. The Nutrition Care Process component must be taught by an RDN. (Not DT) b. Formal evaluation of program faculty must routinely occur: 1. The program must have a process for periodic review, including input from students, of the effectiveness of faculty 2. Program faculty must receive feedback and training as needed, based on program evaluation and input from students.	for their role in the program. • Describe the sponsoring institution’s criteria for faculty appointment and how the program ensures that faculty meet those criteria. • Describe the process used to ensure faculty’s continued competence is appropriate to the teaching responsibilities. • Describe the orientation, including the process and timeline, for new program faculty members to competency-based education, the program’s mission, goals, objectives, and ACEND Standards and required competencies. • Provide a description of how faculty are trained on the use of distance education pedagogy and recommended practices. • Describe the process used by the institution and/or the program for periodic review of faculty, including opportunities for student input and how faculty members receive feedback from those evaluations. • Describe how program and student evaluations have influenced ongoing training provided to faculty members.		

Required Element 5.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP, SPE, International DPD, DT: The program must provide evidence that qualified and appropriately credentialed preceptors are sufficient to ensure implementation of the program’s curriculum and the achievement of program goals and objectives. a. The requirements for program preceptors must include the following: 1. The education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models	Interpretive Guidance: DPD, AP: • Not Applicable, no narrative needed. CP, SPE, DT: • Preceptors are not required by ACEND to hold an RDN or NDTR credential, unless required for their position. • Competency-based education training does not have to be training offered by ACEND. International Programs: • See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: CP, SPE, DT:	CP, SPE, DT: • Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to competency-based education, the program’s mission, goals, objectives, and the ACEND Standards and required competencies, and. <i>[Programs applying for candidacy provide draft materials].</i> International Programs: • See Guidance for Accreditation Supplement for International Programs.	CP, SPE, DT: • Evidence that orientation has been completed (agenda, outline, and/or materials covered in orientation) <i>[Not required of programs applying for candidacy].</i> • Evidence of preceptor credentials (use individual curriculum vitae/resume or

Required Element 5.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
2. Orientation to competency-based education, the program’s mission, goals and objectives, and the ACEND Standards and required competencies. b. Formal evaluation of program preceptors must routinely occur: 1. The program must have a process for periodic review, including input from students, of the effectiveness of preceptors 2. Program preceptors must receive feedback and training as needed, based on program evaluation and input from students.	• Discuss the adequacy of qualified and credentialed preceptors to ensure implementation of the program’s curriculum and achievement of program goals and objectives. • Describe the process used to ensure the preceptors, including those for international rotations, and those selected by students, are qualified for their role in the program. • Describe how program ensures preceptors meet state licensure laws and federal requirements. • Describe the orientation, including the process and timeline, for new preceptors to competency-based education, the program’s mission, goals, objectives, and the ACEND Standards and required competencies. • Describe the process used by the institution and/or the program for periodic review of preceptors, including opportunities for student input. • Discuss how preceptors receive feedback from evaluations and input from students. • Describe how program, preceptor and student evaluations have influenced ongoing training provided to preceptors. International Programs: • See Guidance for Accreditation Supplement for International Programs.		optional template titled “Preceptor Qualifications”). • Samples of completed preceptor evaluations completed by students <i>[Not applicable to programs applying for candidacy]</i>. International Programs: • See Guidance for Accreditation Supplement for International Programs.

Standard 6: Supervised Practice Sites

(Not Applicable to U.S.-Based DPD and AP. International DPD Refer to Guidance for Accreditation Supplement for International Programs)

The program must have policies and procedures for securing sites to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The program must ensure that students have secured geographically accessible rotations for timely completion of the program.

Required Element 6.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP, SPE, International DPD, DT: Supervised practice site requirements. The program must have written policies and procedures: - For site selection and student placement - That outline the issuance and maintenance of written affiliation agreements - Agreements must delineate the rights and responsibilities of both the sponsoring institution and affiliating institutions, organizations and/or agencies - Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students - Issuance of written affiliation agreements must be the responsibility of the program and not the student - That define a timeline for the periodic evaluation of the adequacy and appropriateness of supervised practice facilities.	Interpretive Guidance: CP, SPE, DT: - Programs need affiliation agreements for all supervised practice facilities unless: - the site is part of the program’s organization or - the experience is shadowing, volunteering, field trips, or any other experiences where interns are observing or - virtual experiences where interns are not assessing or interacting with patients or clients. - Periodic evaluation means regular intervals which implies a consistent and reasonably frequent schedule and should not be interpreted as occurring only on rare occasions. - Periodic evaluation is only needed for supervised practice sites that are actively being used. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: CP, SPE, DT: - Discuss the rationale for the interval and timing of the periodic evaluation of the adequacy and appropriateness of sites. - For those exceptions where an affiliation agreement is not needed, explain the rationale. - 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	CP, SPE, DT: - List of all facilities in which current students are placed for supervised practice (use the template titled “Preceptor and Facility Roster”). Note: This template is also used to demonstrate compliance with Standard 5, RE 5.2. - Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation. - Written policies and procedures that outline the requirements of the Required Element 6.1 International Programs: - See Guidance for Accreditation Supplement for International Programs.	CP, SPE, DT: - Written agreements for all facilities where current students 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> - Examples of completed facility evaluations <i>[Not applicable to programs applying for candidacy].</i> International Programs: - See Guidance for Accreditation Supplement for International Programs.

Required Element 6.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
	learning activities are comparable to those completed by the students who opt out of the international experiences. International Programs: See Guidance for Accreditation Supplement for International Programs.		

Required Element 6.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
CP, SPE, International DPD, DT: For programs where students identify their own supervised practice sites and/or preceptors, the program must: - Ensure that clinical rotation sites are secured before students begin their supervised practice component - Have written policies describing the process of securing sites when students are unable to locate a site(s) or preceptor(s) to ensure timely completion of the program.	Interpretive Guidance: Programs with student-identified supervised practice only: - ACEND defines “secured” as the preceptor and facility are evaluated and confirmed and all parties have completed the affiliation agreement including signatures. This is different from assisting students with identifying sites. For instance, a student may identify a preceptor, and the program must evaluate and use its policies to ensure the affiliation is in place (secured). - All clinical rotation sites must be secured prior to starting the supervised practice component. This does not mean that clinical rotation sites must be secured prior to starting the program. This does not apply to non-clinical rotations. International Programs: - See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: CP, SPE, DT: - Discuss how the program ensures that clinical rotation sites are secured before the students begin their supervised practice component. - Summarize the process of securing sites to ensure timely completion of the program when students are unable to locate a site or preceptor. International Programs: - See Guidance for Accreditation Supplement for International Programs.	CP, SPE, DT: - Written policy and procedure that outline the process of securing sites when students are unable to locate a site or preceptor. International Programs: - See Guidance for Accreditation Supplement for International Programs.	CP, SPE, DT: - Program files with evidence of how the policies and procedures are being implemented <i>[Not applicable to programs applying for candidacy]</i> International Programs: - See Guidance for Accreditation Supplement for International Programs.

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	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently.	Interpretive Guidance: All Programs: - ACEND requires that programs comply with ALL state and federal laws. ACEND Standards do not supersede state and federal laws. - The program must show how the policies used for recruitment and admission comply with state and federal laws and regulations. - Information in Required Element 7.1 is related to the program's practices, and information is not required to be on the program's website. Narrative Evidence: All Programs: - Discuss how program policies, procedures, practices, and materials related to student recruitment and admission comply with state and federal laws and regulations.		

Required Element 7.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: All program information to prospective students and the public must be current, accurate, and consistent and provide a reference to where complete program information can be found. Information about the program must be readily available to prospective students and the public via a program website and must include at least the following: - Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage - Description of the program, including the program's mission, goals, and objectives (DT Option only: and the availability of the DT Option, if applicable)	Interpretive Guidance: All Programs: - Information for prospective students and the public includes the program's website and any marketing materials such as brochures or catalogs. - If the program's handbook contains information for prospective students and the public that is required to be on the program's website, a statement on the program's website must include what specific required information can be found in the handbook and direct the viewer to the handbook. - Information should be readily available - If institution information is used, such as a catalog/bulletin,	All Programs: - 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> - Completed checklist with location of information for prospective students and the public (use template titled "Information to Prospective Students and the Public Checklist"). <i>[Programs</i>	

Required Element 7.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
c. A statement that program outcomes data are available upon request along with program contact information d. Information about the requirements and process to become (DT, AP: a nutrition and dietetics technician, registered (NDTR) and) a registered dietitian nutritionist (RDN) including education (DT, AP: pathways (DT, DPD plus SPE-MS, CP)), supervised practice, the CDR credentialing exam, state licensure/certification, states for which the program meets state requirements for licensure/certification, and how the program fits into the process e. Estimated cost to students, including: 1. Estimated cost of tuition and institution fees (such as lab and technology fees) 2. Estimated required program-specific costs, including supplies and services (such as program course fees, drug testing, lab coats, and membership fees) 3. A description of variable costs related to the program (such as books, transportation, housing, and other expenses) f. Availability of financial aid and loan deferments (federal or private), scholarships, stipends, and other monetary support, if applicable g. Application and admission requirements (CP, SPE, DPD: including information on the Dietetics Application Process and Traffic Rules) (SPE: and connection to achieve academic competencies) h. Academic and program calendar or schedule i. Graduation and program completion requirements, including: 1. Requirements to earn a verification statement 2. Maximum time allowed to complete program requirements and/or receive a verification statement j. Guidance about distance education components, such as the expectations for required equipment, competence and skills related to technology, and any other requirements, if applicable k. If students 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	tuition, academic calendar, program's website must include active links to this information. • DPD that accept international students including distance DPD with students located outside the U.S.: For 7.2.d, the process to become a registered dietitian nutritionist must include that the student may need a visa if they plan to complete an ACEND-accredited supervised practice program in the U.S. • For 7.2.d: Program can refer to state licensure requirements found on the CDR's website. • For 7.2.e: ○ Programs may average the cost of each item with a disclaimer that these costs are averages and may be subject to change. ○ If the program has distance components, the program must include estimated costs for any associated fees related to distance education. ○ If program offers international rotation, website information should describe the option, including costs associated. • SPE: For 7.2.g: the connection to achieving academic competencies including information about the graduate bridge programs approved by ACEND. • For 7.2.j: See glossary of terms for definition of distance education. • For 7.2.k: See glossary of terms for definition of geographically accessible. International Programs: • See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs: • 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. Candidacy programs only:	<i>applying for candidacy provide draft website materials.]</i>	

Required Element 7.2	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
secure geographically accessible sites for students to ensure timely completion of the program (Not applicable to U.S.-Based DPD and AP) I. A statement indicating whether prior learning assessment is available for coursework and/or experiences.	• Provide draft website information and describe where complete program information will be found if granted accreditation. CP, SPE, DT: • Describe the program’s role and responsibility to assist students in securing supervised practice sites and/or preceptors, that are geographically accessible to the student to ensure timely completion of the program, if applicable. International Programs: • See Guidance for Accreditation Supplement for International Programs.		

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	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
All Programs: Programs must have policies and procedures specific to nutrition and dietetics programs or refer to institutional policies. The policies must be provided to students in a single comprehensive document, such as in a program handbook or on a program website. Policies and procedures must include: a. Student Support 1. Support for the variety of needs of students 2. Ensuring all students are treated with dignity and respect by program faculty and preceptors 3. Access to student support services, such as health services, counseling, tutoring and testing, and financial aid resources b. Student Performance Monitoring 1. The process of assessment, including academic performance, academic integrity, and professionalism 2. Academic performance concerns are addressed in a timely and adequate manner to facilitate students' progression in the program c. Student Remediation and Retention 1. The process for evaluating the need for remedial instruction and other support 2. The procedure for creating an action plan that delineates where program expectations have not been met and the actions needed to satisfy program requirements d. Confidentiality 1. Protection of privacy of student information, including students in distance learning	Interpretive Guidance: • Policies and procedures must be in one comprehensive document which may be a handbook, virtual manual or system, or a program website. The program may link to institutional policies and procedures within that document. • For 8.1.h: The program must maintain a record of complaints including resolution for seven years as per ACEND retention policy in Appendix C. • For 8.1.e.2: The program's maximum time for completion should not be mistaken with ACEND's benchmark for program completion objective under Standard 2. • For 8.1.g: If the program offers an international rotation, information should describe policies and procedures specific to this experience. • SPE: For 8.1.i: The SPE program can assess prior learning for supervised practice competencies only. Academic graduate programs can perform prior learning assessment on the academic competencies. • For 8.1.k.2: The program may use the institution's calendar or link to that calendar. However, if the program's schedule does not follow the university calendar exactly, for instance, during supervised practice, a program-specific schedule must be provided. International Programs: • See Guidance for Accreditation Supplement for International Programs. Narrative Evidence: All Programs:	All Programs: • Link to institutional policies to 8.1.e.2 and 8.1.i, if applicable. • Completed Policy and Procedure Checklist with location of all policies, including any institutional policies. (use program type specific "Policy and Procedure Checklist" template). • Copy of or direct active link to one comprehensive document (such as a program handbook) where policies are located. <i>[Programs applying for candidacy provide draft information]</i>. CP, SPE, DT: • Program's form used to track supervised practice hours. International Programs: • See Guidance for Accreditation Supplement for International Programs.	All Programs: • Student files with evidence of how the policies and procedures are being implemented. <i>[Not applicable to programs applying for candidacy]</i>. • Examples of how retention and remediation procedures have been applied, if applicable. <i>[Not applicable to programs applying for candidacy]</i>. • Chronological records of students' complaints and documentation showing adherence to outlined procedures, if complaints have been received in the past seven years. <i>[Not applicable to programs applying for candidacy]</i>. • Examples of how prior learning is assessed for course or supervised-practice credit • Examples of how disciplinary/termination

Required Element 8.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
2. When using distance instruction and/or online testing, strategies used to verify the identity of a student e. Requirements for Program Completion 1. Requirements to earn the verification statement 2. Maximum time allowed to complete program requirements and receive a verification statement must follow the sponsoring institution's policy. In the absence of an institutional policy, the maximum time must be no less than five years (CP, DPD, DT, AP)/ three years (SPE) f. Issuance of Verification Statement 1. Providing verification statements, including timing, delivery method, and number issued, if applicable, to all students who complete program requirements g. Supervised Practice (Not applicable to U.S.-Based DPD and AP) 1. Securing geographically accessible sites for students 2. Tracking individual students' supervised practice hours in professional work settings and in alternate practice activities. Hours granted for prior learning, if given, also must be documented 3. Insurance requirements, including those for professional liability 4. Liability for safety in travel to or from assigned areas 5. Injury or illness while in a facility for supervised practice 6. Drug testing and criminal background checks, if required by the supervised practice facilities 7. Requirement that students doing supervised practice must not be used to replace employees h. Complaints 1. The process for filing and handling complaints about the program from students and other individuals that includes recourse to an administrator other than the program director and prevents retaliation 2. The process for submitting written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted i. Credit for Prior Education and Experience	• Describe the process for providing the written policies and procedures to students in one comprehensive document. • Describe how the program's policies provide for the early detection of academic difficulty and how and when students with minimal chances of success are counseled into career paths that are appropriate to their ability. • If the program received any complaints during the past seven years that have gone above the level of the program director, describe how the program followed its policies for resolution. <i>[Not applicable to programs applying for candidacy].</i> CP, SPE, DT: • Describe the program's procedures for tracking individual student's supervised practice hours in professional work settings and alternate practice activities. International Programs: • See Guidance for Accreditation Supplement for International Programs.		procedures have been applied, if applicable. <i>[Not applicable to programs applying for candidacy].</i> CP, SPE, DT: • Completed forms tracking supervised practice hours for individual students. <i>[Not applicable to programs applying for candidacy].</i> International Programs: • See Guidance for Accreditation Supplement for International Programs.

Required Element 8.1	Interpretive Guidance and Narrative Evidence	Appendix Evidence	Onsite Evidence
1. Evaluating the equivalency of prior learning and experience to the program competencies. Otherwise, the program must indicate that it does not assess prior learning or competence j. Disciplinary/termination procedures k. Additional Policies 1. Student access to their own student file 2. Program schedule, vacations, holidays, and leaves of absence 3. Compensation practices when students are paid compensation as part of the program 4. Withdrawal and refund of tuition and fees.			

APPENDIX A: Guidelines for Using the ACEND[®] Logo

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

Accreditation Council for Education in Nutrition and Dietetics



“ACEND Logo”

These guidelines are for use by ACEND-accredited programs in nutrition and dietetics wishing to use the ACEND logo to disclose their accreditation status in promotional, advertising, instructional or reference materials, or on their websites. 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 insures 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 if any authorized user would like to receive electronic copies of the ACEND Logo, please contact an ACEND representative:

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

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

Fax: (312) 899-4817

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

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

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

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

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



[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 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 accordance 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 websites, 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 the 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 B: Guidance for Accreditation Supplement for International Programs

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is engaged globally and is committed to ensuring quality education to foster a strong nutrition and dietetics profession worldwide.

Nutrition and dietetics programs accredited by ACEND and located outside the U.S. and its territories must meet all the ACEND Standards and Required Elements established for U.S.-based programs, except where otherwise specified within this Appendix.

Standard	Standard and Guidance for International Programs
Standard 1, Required Element 1.1	All Programs: The program must be housed in a college or university or offered in a consortium with a college or university. (SPE: Note, only programs located in colleges and universities can apply for ACEND accreditation as a Supervised Practice Experience (SPE) program.) - 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. - International programs must be in operation and have enrolled students to apply for eligibility. - 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. Narrative Evidence: All Programs: - State the name of the country’s accrediting body or a quality-assurance process established by the country’s professional association or regulatory board for nutrition and dietetics. Appendix Evidence: All Programs: - Evidence of recognition by the country’s nutrition and dietetics professional association or regulatory agency, if applicable. - A copy of evidence that the university is authorized to operate under applicable law by the country’s ministry of education or other entity if not recognized by a U.S. institutional accrediting body.
Standard 1, Required Element 1.3f	DPD: 1. Programs seeking review of supervised practice hours must: - Have adequate resources to support continued development and training for preceptors. - Meet the requirements within RE 1.3f. AP: The Dietetic Technician Option is not available to international programs. Narrative Evidence: DPD: - Describe the process to determine that the program has a sufficient number and variety of quality supervised practice sites and the process used to ensure the sites offer experiences for the students consistent with the goals of the expected experiences to prepare students for their roles and responsibilities as nutrition and dietetics professionals.
Standard 1, Required Element 1.4	CP: The program must award at least a master’s degree equivalent to a master’s degree conferred by a U.S. accredited college or university.

Standard	Standard and Guidance for International Programs
	DPD: The program must award at least a baccalaureate degree equivalent to a baccalaureate degree conferred by a U.S. accredited college or university. The graduate-level DPD option is not available to international programs. AP: The program must award at least an associate degree equivalent to an associate degree conferred by a U.S. accredited college or university. Note: The Dietetic Technician Option is not available to international programs. Appendix Evidence: All Programs: Provide a foreign equivalency report from one of CDR’s 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.
Standard 1, Required Element 1.5b	CP, SPE, DPD Traffic Rules of the Dietetic Application Process are not applicable to international programs. AP: 1.5b.6g: The Dietetic Technician Option is not available to international programs
Standard 1, Required Element 1.5c1 and 2	CP: The program director must have earned a degree equivalent to a doctoral degree conferred by a U.S.-accredited college or university. Existing program directors with a master’s degree are permitted to remain in their current position. SPE, DPD, AP: The program director must have earned a degree equivalent to at least a master’s degree conferred by a U.S.-accredited college or university. DPD: The graduate-level DPD option is not available to international programs. Programs seeking review of supervised practice hours must meet the following requirements: 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 load for leadership functions provided by the director. Time release may be distributed among other qualified individuals. - For programs with a maximum enrollment greater than 5 students, there is a required minimum FTE allotment that must be devoted to program leadership based on total annual approved maximum enrollment (full- and part-time): - Between 6 to 10 students = 0.5 FTE or greater - Add 0.1 FTE for each additional 2 students All Programs: The program director must be credentialed by the country’s professional association or regulatory board for nutrition or dietetics, if such an association or board exists. A credential as a registered dietitian nutritionist by the Commission on Dietetic Registration is <u>not</u> required.

Standard	Standard and Guidance for International Programs
	Appendix Evidence: CP: - Provide a Credential Evaluation recognizing the international academic degree of the program director and indicating that the degree is equivalent to a minimum of a doctorate degree from a U.S.-accredited college or university. SPE, DPD, AP: - Provide a Credential Evaluation recognizing the International academic degree of the program director and indicating that the degree is equivalent to a minimum of a master’s degree from a U.S.-accredited college or university. All Programs: - Photocopy of the program director’s foreign dietitian (or U.S.) credentials, if applicable.
Standard 1, Required Element 1.6	All Programs: The program must establish its length and provide the rationale for the program’s length, considering both didactic education (CP, DPD, AP) and learning activities (DPD, AP)/ required supervised practice (CP, SPE, DPD – if applicable) needed for students to demonstrate the required competencies and mandates from the program’s institution, governmental regulation, and/or country’s professional association or regulatory board for nutrition or dietetics. CP, SPE: 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. DPD: Programs seeking review of supervised practice hours must meet the following requirements (1.6a and 1.6b) for supervised practice hours: - 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; the remaining hours may be in alternate supervised experiences that closely mimic real-world experiences - The program must document the planned hours in professional work settings and in alternate supervised experiences - The program must include rotations in clinical, community, and foodservice settings - The clinical rotation must include experiences in settings with high-acuity patients, such as hospitals, long-term care facilities, and other outpatient clinics with high acuity to ensure exposure to a varying range of clinical conditions and levels of patient acuity - The majority of the professional work settings hours spent in the clinical rotation must be completed onsite. AP: Note: Supervised practice is not required and will not be reviewed by ACEND. Narrative Evidence: All Programs: - 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 institution, government regulation, and/or country’s professional association or regulatory board for nutrition or dietetics). DPD (Programs Seeking Review of Supervised Practice Hours only): - State the number of supervised practice hours including the number of hours in professional work settings versus alternate supervised experiences and hours in clinical, community, and foodservice settings. - Describe how clinical rotations include experiences in settings with high-acuity patients. - Discuss how the program ensures the majority (>50%) of the clinical rotations are completed onsite (in-person). - Describe alternate supervised practice experiences and how they mimic real-world experiences in supervised practice, if applicable. - Describe planned international experiences available for students, total supervised practice hours provided internationally, and country in which experiences will occur.

Standard	Standard and Guidance for International Programs
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Planned supervised practice hours (use template titled "Planned Supervised Practice Hours").
Standard 1, Required Element 1.7 (SPE only)	SPE: Not applicable to international programs
Standard 1, Additional Requirements	All Programs: The program must indicate if it believes that it cannot meet any required element within the standards or any competency or performance indicators for reasons related to the country's education system, health-care system, or cultural practices. For each required element, competency, or performance indicator that cannot be met, the request must include: - The required element, competency, or performance indicator number and its description - A detailed explanation of why the required element, competency, or performance indicator cannot be met - A detailed recommendation for an equivalent required element, competency, or performance indicator to replace it, if applicable.
Standard 2, Required Element 2.1	CP, SPE: 2.1.c.1 and c.2: Graduate Performance on Registration Exam objectives: If available, the country's exam is acceptable. DPD: 2.1.c.1.b: "Graduate Application, Admission, and Preparedness for RDN Programs" objectives replaced with "Graduate Preparedness" objectives below: - Graduate Preparedness: - At least _____ percent of graduate survey respondents who report seeking employment are employed in nutrition and dietetics or related fields within 12 months of graduation. - The program must develop an objective for evaluation of graduate's preparedness for graduate programs within 12 months of graduation. 2.1.d: The program can provide pass rate data from the country's exam report if applicable. AP: 2.1.c.1.c & d: The objectives under RE 2.1c.1.c "Graduates Pursuing DPD" and the two objectives under Required Element 2.1c.1.d (1&2) "DT Option Only: Graduate Performance on Registration Exam" are replaced with the two "Graduate Preparedness" objectives below: Graduate Preparedness: - At least _____ percent of graduate survey respondents who report seeking employment are employed in nutrition and dietetics or related fields within 12 months of graduation - The program must develop an objective for evaluation of graduate's preparedness for bachelor's programs within 12 months of graduation.
Standard 3, Required Element 3.1	DPD: Programs seeking review of supervised practice must address the competencies and performance indicators from the Supervised Practice Experience (SPE) Standards (Appendix A).
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): In addition to the DPD Competency Assessment Table, completed SPE Competency Assessment Table (use template titled " Competency Assessment Table ")
Standard 3, Required Element 3.2	DPD: Programs seeking review of supervised practice must address the competencies and performance indicators from the Supervised Practice Experience (SPE) Standards (Appendix A).

Standard	Standard and Guidance for International Programs
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): In addition to the DPD Curriculum Map, completed SPE Curriculum Map (use template titled "Curriculum Map")
Standard 3, Required Element 3.3.a and 3.3.b.1 and 2	AP: The Dietetic Technician Option is not available to international programs.
Standard 5, Required Element 5.1.a	CP, DPD: A credential as a registered dietitian nutritionist by the Commission on Dietetic Registration is not required. The faculty member must be credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists. The Nutrition Care Process component must be taught by a faculty credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists. SPE: The Nutrition Care Process component must be taught by a faculty credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists. AP: The Dietetic Technician Option is not available to international programs.
Standard 5, Required Element 5.2	CP, SPE, DPD (Programs Seeking Review of Supervised Practice Hours only): Preceptors must be licensed, as appropriate, to meet governmental 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. DPD: Programs seeking review of supervised practice hours must meet the requirements for preceptors within Required Element 5.2. Preceptors must be licensed, as appropriate, to meet governmental 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. AP: The Dietetic Technician Option is not available to international programs. Narrative Evidence: CP, SPE, DPD (Programs Seeking Review of Supervised Practice Hours only): - Describe how program ensures preceptors meet governmental regulations, or are credentialed, as needed. Note: Preceptors are not required by ACEND to hold an RDN or NDTR credential, unless required for their position. DPD (Programs Seeking Review of Supervised Practice Hours only): - Discuss the adequacy of qualified and credentialed preceptors to ensure implementation of the program's curriculum and achievement of program goals and objectives. - Describe the process used to ensure the preceptors, including those for international rotations, and those selected by students, are qualified for their role in the program. - Describe how program ensures preceptors meet governmental regulations, or are credentialed, as needed. Note: Preceptors are not required by ACEND to hold an RDN or NDTR credential, unless required for their position. - Describe the orientation, including the process and timeline, for new preceptors to competency-based education, the program's mission, goals, objectives, and the ACEND Standards and required competencies. - Describe the process used by the institution and/or the program for periodic review of preceptors, including opportunities for student input.

Standard	Standard and Guidance for International Programs
	- Discuss how preceptors receive feedback from evaluations and input from students. - Describe how program, preceptor and student evaluations have influenced ongoing training provided to preceptors.
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to competency-based education, the program’s mission, goals, objectives, and the ACEND Standards and required competencies, and. <i>[Programs applying for candidacy provide draft materials].</i>
	Onsite Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): - Evidence that orientation has been completed (agenda, outline, and/or materials covered in orientation) <i>[Not required of programs applying for candidacy].</i> - Evidence of preceptor credentials (use individual curriculum vitae/resume or optional template titled “Preceptor Qualifications”). - Samples of completed preceptor evaluations completed by students <i>[Not applicable to programs applying for candidacy].</i>
Standard 6, Required Element 6.1	DPD: Programs seeking review of supervised practice hours must meet the requirements within Required Element 6.1 AP: The Dietetic Technician Option is not available to international programs
	Narrative Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): - Discuss the rationale for the interval and timing of the periodic evaluation of the adequacy and appropriateness of sites. - For those exceptions where an affiliation agreement is not needed, explain the rationale. - 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.
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): - List of all facilities in which current students are placed for supervised practice (use the template titled “Preceptor and Facility Roster”). Note: This template is also used to demonstrate compliance with Standard 5, RE 5.2. - Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation. - Written policies and procedures that outline the requirements of the Required Element 6.1
	Onsite Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): - Written agreements for all facilities where current students 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> - Examples of completed facility evaluations <i>[Not applicable to programs applying for candidacy].</i>
Standard 6, Required Element 6.2	DPD (Not applicable to International DPD): Required Element 6.2 is not applicable to international programs that require hours of supervised practice unless the program expects students to identify their own supervised practice preceptor and/or rotations. AP: The Dietetic Technician Option is not available to international programs
	Narrative Evidence:

Standard	Standard and Guidance for International Programs
	DPD (Programs Seeking Review of Supervised Practice Hours only): - Discuss how the program ensures that clinical rotation sites are secured before the students begin their supervised practice component. - Summarize the process of securing sites to ensure timely completion of the program when students are unable to locate a site or preceptor.
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Written policy and procedure that outline the process of securing sites when students are unable to locate a site or preceptor.
	Onsite Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Program files with evidence of how the policies and procedures are being implemented <i>[Not applicable to programs applying for candidacy]</i>
Standard 7, Required Element 7.1	All Programs: Program policies, procedures, practices, and materials related to student recruitment and admission must comply with governmental regulations, if applicable.
Standard 7, Required Element 7.2.d	CP, SPE, DPD: In addition to the information about the requirements and process to become a U.S. registered dietitian nutritionist (RDN), the program must also provide information about any requirements and process for credential/ licensure/certification within the country, if applicable. AP: The program must provide information about any requirements and process for credential/ licensure/certification within the country, if applicable. Information about the requirements and process to become a registered dietitian nutritionist (RDN) is <u>not</u> required.
Standard 7, Required Element 7.2.g	CP, DPE, DPD: The program is not required to provide information on the Dietetics Application Process and Traffic Rules.
Standard 7, Required Element 7.2.k	DPD Not applicable to international programs seeking review of supervised practice hours unless the program expects students to identify their own supervised practice preceptor and/or rotations. AP: The Dietetic Technician Option is not available to international programs
	Narrative Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Describe the program's role and responsibility to assist students in securing supervised practice sites and/or preceptors, that are geographically accessible to the student to ensure timely completion of the program, if applicable.
Standard 8, Required Element 8.1.g	DPD: Programs seeking review of supervised practice hours must meet the required element within Required Element 8.1.g, if applicable. AP: The Dietetic Technician Option is not available to international programs
	Narrative Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only):

Standard	Standard and Guidance for International Programs
	Describe the program’s procedures for tracking individual student’s supervised practice hours in professional work settings and alternate practice activities.
	Appendix Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Program’s form used to track supervised practice hours.
	Onsite Evidence: DPD (Programs Seeking Review of Supervised Practice Hours only): Completed forms tracking supervised practice hours for individual students. <i>[Not applicable to programs applying for candidacy].</i>

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 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](#). Refer to FAQs about verification statements on the ACEND website for more information.
2. **Transcripts for Program Graduates:** All programs (SPE if applicable) 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 Supervised Practice Experience (SPE) Program Admission Documents:**
 - a. The following must be provided by each student before they begin the program.
 1. A signed valid DPD verification statement. An original paper copy of the verification statement or color electronic copy is acceptable. A valid verification statement must: have a signature; a completion date that does not predate the degree date; have all required fields filled in; and a signature date that matches the electronic signature date, if applicable.
 - b. The following must be provided by each student before the SPE verification statement is issued.
 1. 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 SPE: 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.
 - a. For individuals with a degree from an institution outside the U.S., 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 U.S. institutionally-accredited college or university can replace the official transcript
 2. ACEND Academic Certificate documenting achievement of the designated academic competencies.
 - c. All the admission documents indicated above must be retained for seven years by the SPE Program and available for review for current interns and graduates.
4. **Nutrition and Dietetics Coordinated Program Admission Documents:** If the program accepts a student with a valid DPD verification statement, the program must upload and retain the DPD verification statement into the REPS system.

B. COMPLAINTS

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

C. OTHER DOCUMENTS

1. ACEND does not prescribe the additional documents that the program must retain. However, the program needs to retain sufficient evidence to demonstrate ongoing program evaluation and curriculum assessment, compliance with the standards and adherence to program policies. Each program needs to determine what evidence will best document these practices of the program and support the information provided in the next self-study report.
2. Programs should consider retaining documents such as completed surveys, meeting minutes, advising documents, applications for admitted students, assessment of prior learning documents, and meeting minutes for the seven-year period since the last review to have available onsite during the site visit review. In addition, programs should consider retaining copies of syllabi, student files,

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