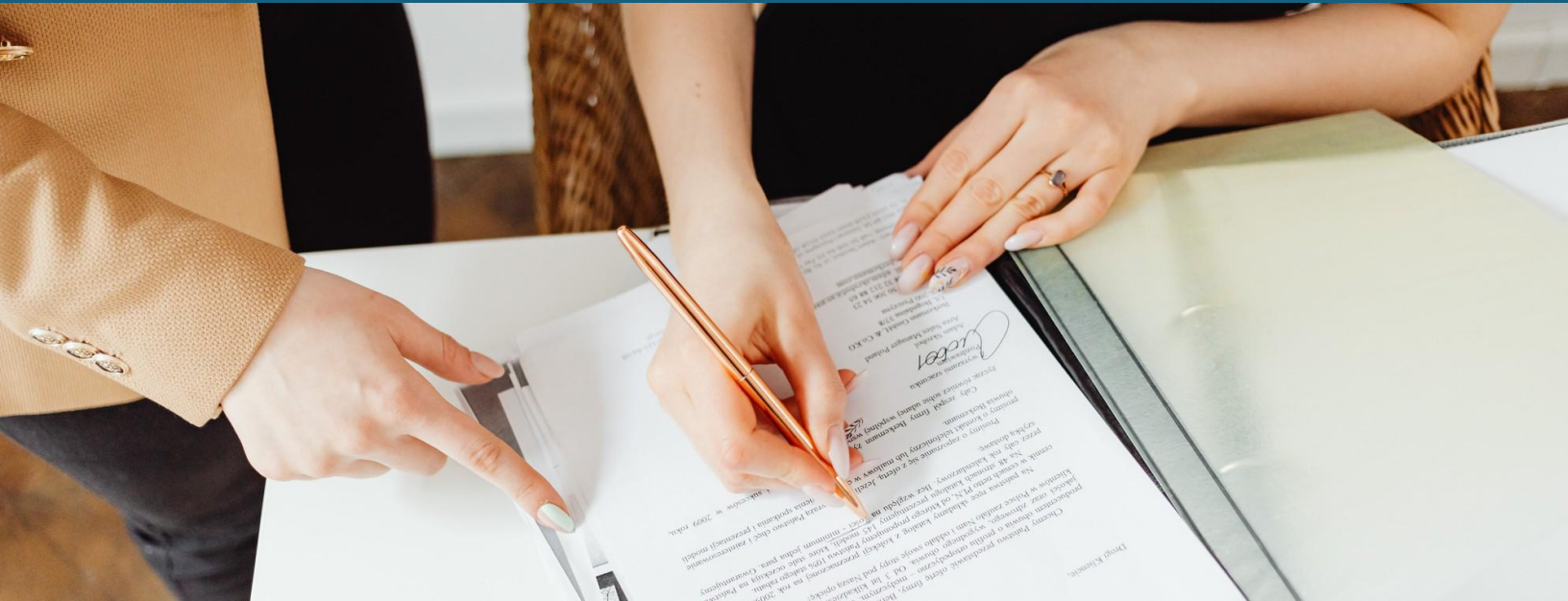




Guidelines for Requesting Substantive Changes

ACEND-Accredited programs under the 2022 ACEND® Accreditation
Standards including Free-standing Dietetic Internship Programs
effective July 2026

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Overview and General Directions

ACEND® monitors and approves substantive changes that may potentially impact the ability of an ACEND-accredited program to meet the accreditation standards.

- These guidelines are applicable for all program types following the **2022 ACEND Accreditation Standards (CP, DI, DPD, DT, FDE)**. Including those free-standing Dietetic Internship programs participating in Title IV for which ACEND acts as the gatekeeper, those free-standing Dietetic Internship programs that are not participating in Title IV, and all program types in colleges and universities for which ACEND acts solely as a programmatic accreditor.
- **Candidacy Programs:** Substantive program changes (other than Program Director changes, or changes in Administrative Structure) are not accepted from, or approved for, programs in Candidacy for Accreditation. Programs applying for full accreditation may include a substantive change as part of the program's self-study report.
- Substantive changes are reviewed and approved based on the type of change as noted in this document. Changes must be made within the context of the program's long-term mission and goals; therefore, the program should determine the long-term feasibility of implementing the change and its impact on the quality of the program. Once this has been considered, an explanation of the proposed change must be submitted to ACEND for review and approval before implementation. The substantive change(s) is also reviewed in the context of the entire program and the program's achievement of its goals and objectives.
- All substantive changes must be submitted by the program director except for a program director change, which is submitted by the program director's immediate supervisor.
- Changes become effective at the time of ACEND approval and may not be dated retroactively. ACEND may require an interim report, self-study report or an on-site evaluation to assess the impact of the change on the program's accreditation status. If an on-site visit is required based on the substantive change, the program is responsible for all applicable fees.
- Major substantive changes may cause the ACEND Board to re-evaluate the program for accreditation with a new comprehensive site visit. A comprehensive site visit review includes a site visit fee, submission of a self-study report, an on-site visit by a review team, and a new ACEND Board accreditation decision. Refer to the ACEND Policy and Procedure Manual Section 4.3.A.5.
- Programs intending to voluntarily close or withdraw from accreditation must submit a teach-out plan according to ACEND Policy and Procedure Manual Section 4.4 to be reviewed and approved by the ACEND Board.

Requirements for Submitting Substantive Changes and Timeline

1. Substantive Program Change Cover Page template briefly describing the request. The template is located on the [ACEND Portal](#), on the home page under the link "Download Substantive Change Cover Page". When the program downloads this page, there will be instructions about how to upload the complete document in order to submit it to ACEND.
2. Some substantive changes require templates or forms which are located on the ACEND website: [ACEND Policies & Procedures](#), and [2022 Standards Templates](#)
3. The official name of the program (indicate if requesting a name change), sponsoring institution and location.
4. Summary of proposed changes, rationale and proposed date of implementation. Please note that changes become effective at the time of ACEND approval and may not be dated retroactively.

5. For those changes that require ACEND Board approval, view the ACEND decision calendars to determine which meeting the change will be reviewed: [ACEND Decision Calendars](#). Changes that require ACEND staff approval must be submitted eight weeks prior to implementation.
6. Narrative and documentation of continued compliance with the specific accreditation standard(s) impacted by the proposed change, as described on the following pages. Refer to the Guidance Information Document for more information related to the narrative and ACEND-required templates to address specific standards.

To Submit the Substantive Change: Upload one (1) searchable PDF document formatted using the Adobe bookmark feature to the [DocuWare report submission form](#). Upload instructions are located within the Substantive Program Change Cover Page document located on the [ACEND Portal](#).

Substantive Changes During a Program's Accreditation Cycle

Changes integrated within the self-study report: Fully accredited programs applying for continued accreditation may integrate substantive program changes within a self-study report. Substantive changes integrated into the self-study report represent how the program wishes to be accredited going forward. For example, if a program is accredited to enroll 18 students each year and would like to increase enrollment, it would indicate the new enrollment on the cover page and explain the adequacy of resources to support that enrollment within the self-study report. Programs would then receive an accreditation decision according to the timeline in the ACEND Decision Calendars based on the information provided in the self-study report and during the site visit. The accreditation letter will include a decision regarding the substantive change.

Program Director Appointment

Every accredited program must have a program director at all times. Changes in program director appointments must be reported by the immediate supervisor of the program director **at the time of the change**. The designated program director must meet the qualifications specified in the ACEND Accreditation Standards in effect at the time of the appointment. Standards are available on the ACEND webpage at www.eatright.org/ACEND.

Information Required by ACEND

Prior to the effective date, the immediate supervisor must submit a completed Program Director Change Request [template](#) and a curriculum vitae or resume documenting the individual's credentials.

Review Process and Final Approval:

- ACEND staff

Change to Program Mission, Goals or Objectives

A change to the program mission's intent and corresponding changes to the intent of the program goals and objectives require the submission of a substantive program change. Edits to wording, adding, or eliminating objectives that align with the original mission or changes to comply with the ACEND standards do not require approval.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 2, Required Element 2.1	Describe the changes made to the mission, goals, and/or objectives and the rationale for the change.	Most recently reviewed Program Evaluation Plan (PEP) with updated mission, goals, and/or objectives.
Standard 7, Required Element 7.3b	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.

Review Process: ACEND staff	Final Approval: ACEND Board
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Add Distance Education

Programs must submit a substantive change request if the program wishes to add distance education delivery in the professional curriculum or supervised practice or enroll students/interns who will be instructed through distance education (Note: this applies to any student/intern or any individual course, including courses that are hybrid or contain scheduled virtual interactions).

Refer to the “Distance Education: Substantive Change Determination Guide located on the ACEND [website](#). Refer to the ACEND P&P Manual, Substantive Program Change section (Sec 4.3) for detailed information about distance education.

Distance education is defined as the delivery of instruction, which includes any didactic courses in the professional curriculum and supervised practice where students/interns are separated from instructors and/or program directors and learning synchronously or asynchronously through live or recorded media. The program must use one or more of the technologies listed below (1-4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The internet
2. Audio conferencing and/or audiovisual conferencing
3. Web-based management system/software
4. DVDs, CD-ROMs, or other technology if these are used in a course in conjunction with any of the technologies listed above.

Regular and substantive interaction is engaging students/interns on a regular basis in teaching, learning and assessment, consistent with the content under discussion, and includes at least two of the following: providing direct instruction; assessing or providing feedback on a student's/intern's coursework; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by ACEND. Regular and substantive interaction between the student and the program director/instructor must be reasonably frequent and consistent (at least once per week; may include advising), primarily initiated by the program director/instructor, related to the dietetic program/course, and provide useful/meaningful information to the student/intern.

A program ensures regular interaction between a student/intern and an instructor or instructors prior to the student's/intern's completion of a course or competency by providing the opportunity for substantive interactions with the student/intern on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and monitoring the student's/intern's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student/intern.

After a program has been approved to offer distance education, it may offer distance education courses and experiences without further approval from ACEND – unless and until the program reaches 50% or above of distance education delivery. For programs that have been previously approved by ACEND to offer less than 50%, meeting or exceeding the 50% threshold for distance education triggers the requirement for an additional substantive change from the program and a review by ACEND.

If the program wishes, programs that offer both a distance and onsite option may request a second program code from CDR to track the pass rate for a distance campus; however, this is not required.

Information Required by ACEND

The program must submit a narrative and supporting documentation for review by ACEND on the Distance Education Substantive Change Template provided on the ACEND website [here](#).

Review Process: • Lead Program Reviewer	Final Approval: • ACEND Board
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Add Branch Campus or Additional Locations

Programs must submit a substantive change request for the following:

- (a) Expands or adds one or more branch campuses to an existing campus-based model, regardless of the mode of education delivery or
- (b) Adds one or more additional locations to an existing program where the institution offers 50% or more of the program. (Note: Supervised practice sites are not considered to be “additional locations” under this definition.)

Branch Campus: A branch campus is a site that is geographically apart from and independent of the main campus and meets all the following conditions:

- 1 It is permanent in nature.
- 2 Both faculty and students in the accredited program are located at the branch campus.
- 3 It has its own faculty and administrative or supervisory organization.
- 4 It has its own budgeting and hiring authority.
- 5 The curriculum offered allows students to meet the same program and degree completion requirements of the ACEND-accredited program on the main campus.
- 6 The degree is granted by the higher education institution that offers the degree in the main accredited program.

A branch campus site visit is conducted for each of the branch campuses that offer the program. The site visit is meant to confirm the accuracy of the information provided to ACEND concerning the quality and oversight of the program at the branch campus.

Additional Location: A facility that is geographically apart from the main campus but owned by the same institution where instruction takes place, and it is possible for students to complete 50% or more of the program at that location. An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus. An additional location is a brick-and-mortar facility, physical location, or any other appropriate type of facility where instruction can take place as long as the 50% rule applies (a student may complete at least 50% of a credit-bearing or Title IV eligible educational program at the location). This definition includes a location where students would gather for instruction delivered synchronously via streaming media or video conferencing as long as the 50% rule applies. ACEND's requirements do not include locations where only supervised practice, internships, or residency requirements take place; however, it would include these facilities or locations when 50% or more of the program, including both coursework and supervised practice (SP) is offered there (See examples below). There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location.

Examples:

- A program with 50 credits and 1,000 hours of supervised practice offers 20 credits and 800 hours of SP at the main campus and 30 credits and 100 SP hours at an offsite facility. This latter facility would be considered an additional location because more than 50% of the credits are completed at the additional location.
- A program with 50 credits and 1,000 hours of supervised practice offers 30 credits and 200 hours of SP at the main campus and 20 credits and 800 SP hours at an offsite facility. This latter facility would be considered an additional location because more than 50% of the program, combining credits and SP, is completed at the additional location.
- A program with 50 credits and 1,000 hours of supervised practice offers 40 credits and 800 hours of SP at the

main campus and 10 credits and 300 SP hours at an off-site facility. This latter facility would not be considered an additional location because less than 50% of the program in total is at the additional location.

- A graduate CP with 50 credits and 1,000 hours of SP. The students complete all the credits at the main campus, but the SP hours are completed in various SP sites or at one single hospital off campus. These sites are not considered additional locations.

ACEND requires a separate substantive change request for each new additional location established that offers the program. A site visit is conducted for each of the first three active additional locations that offer the program. The site visit is meant to confirm the accuracy of the information provided to ACEND concerning the quality and oversight of the program at the additional location. A site visit is conducted after the initial three locations, within six months, if the institution:

1. Has not demonstrated that the additional location is meeting the standards that apply to that additional location; or
2. Has been placed on probation by ACEND or is subject to some limitation on its accreditation or pre-accreditation status with ACEND; or
3. Has experienced rapid growth in the number of additional locations to ensure education quality is maintained.

Information Required by ACEND

Narrative, appendix and/or on-site evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix and On-Site Evidence
Standard 1, Required Element 1.3	• Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to implement and maintain the proposed change. • State the maximum enrollment for which the program is seeking accreditation and discuss the adequacy of resources to support the enrollment. Explain how these enrollment numbers ensure quality, viability, and appropriate use of program resources.	Appendix: • Free-standing Dietetic Internship Program Only: Business plan for the branch campus that describes the educational program to be offered at the branch campus; and the projected revenues and expenditures and cash flow at the branch campus. Onsite: • Tours of facilities within the branch campus/additional location • Meeting minutes in which budget and resources are discussed related to the branch campus/additional location • Examples of learning resources available to students at the branch campus/additional location
Standard 1, Required Element 1.5	• Describe how the program director has adequate time and resources to manage the program with the addition of the proposed change.	Appendix: • Formal position description for the program director that includes ACEND responsibilities

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Standard/Required Element	Narrative	Appendix and On-Site Evidence
	Describe any anticipated changes to the program director responsibilities including time allocation for program management.	and clearly specifies the amount of time allocated for program management. Onsite: Examples of written communications with program faculty, preceptors and others involved with the branch campus/additional location
Standard 2, Required Element 2.1	None	Appendix: - Most recently reviewed Program Evaluation Plan (PEP) with updated mission, goals and/or objectives. Onsite: - Minutes from planning meetings or other documentation discussing the development of mission, goals, objectives and review of the program evaluation plan.
Standard 3, Required Element 3.2	Describe any changes/modifications to the program's curriculum based on the proposed change, if applicable.	Appendix: - Curriculum Map Onsite: - Textbooks, either digital or hard copy, noted in the course syllabi at the branch campus/additional location - Minutes from planning meetings or other documentation that show discussions of curricular planning related to the branch campus/additional location.
Standard 3, Required Element 3.3	None	Appendix: - All course syllabi for courses offered at the branch campus or additional locations where competencies are being assessed. Onsite: - None

Standard/Required Element	Narrative	Appendix and On-Site Evidence
Standard 4, Required Element 4.1	Describe the program's plan (process) for assessment of students' achievement of knowledge requirements and/or competencies and discuss updates made to the plan, if any.	Appendix: - Competency or Knowledge Assessment Table Onsite: - All assessment methods documented in the Assessment Table that will take place at the branch campus/additional location
Standard 4, Required Element 4.3	Discuss how comparability of educational experiences and consistency of learning outcomes are assessed and maintained	Appendix and Onsite: None
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors (if applicable) to ensure implementation of the program's curriculum and achievement of the program goals and objectives.	Appendix: - List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors related to the addition of the branch campus or additional location addition (use the template titled "Preceptor Roster"). Onsite: - None
Standard 4, Required Element 4.1	Describe the program's plan (process) for assessment of students' achievement of knowledge requirements and/or competencies and discuss updates made to the plan, if any.	Appendix: - Competency or Knowledge Assessment Table Onsite: - All assessment methods documented in the Assessment Table that will take place at the branch campus/additional location
Standard 4, Required Element 4.3	Discuss how comparability of educational experiences and consistency of learning outcomes are assessed and maintained	Appendix and Onsite: None
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors (if applicable) to ensure implementation of the program's curriculum and achievement	Appendix: List of faculty members within the academic unit, with their credentials and courses taught

Standard/Required Element	Narrative	Appendix and On-Site Evidence
	of the program goals and objectives.	(use the template titled “Faculty Roster”). - List of preceptors related to the addition of the branch campus or additional location addition (use the template titled “Preceptor Roster”). Onsite: - None
Standard 5, Required Element 5.2	- Describe the sponsoring organization’s criteria for faculty appointment and how the program ensures that faculty meet those criteria. Faculty are not required by ACEND to hold an RDN or NDTR credential, unless required for their position. - Describe the orientation, including the process and timeline, for new program faculty members, and instructors to mission, goals, objectives and ACEND’s accreditation standards, and required knowledge and competencies.	Appendix: - Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to ACEND standards, knowledge and/or competencies, and the program’s mission, goals, and objectives Onsite: - Evidence that orientation and training have been completed (agenda, outline, and/or materials covered in orientation) for faculty at the branch campus/additional location. - Evidence, such as a curriculum vitae/resume, of the program faculty demonstrating credentials and continued competence appropriate to teaching responsibilities.
Required Element 5.3 (Not applicable to DPD)	- Describe how orientation to preceptors occurs related to the addition of the branch campus/additional location. - Describe how the preceptors have the education and experience needed to provide appropriate guidance for the supervised practices experiences offered by through the branch campus/additional location.	Appendix: - Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to ACEND standards, knowledge and/or competencies, and the program’s mission, goals, and objectives Onsite: - Evidence that orientation and training have been completed (agenda, outline, and/or materials covered in orientation) for preceptors at the branch campus/additional location.

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Standard/Required Element	Narrative	Appendix and On-Site Evidence
		Evidence, such as a curriculum vitae/resume, of the program preceptors have education and experience to provide appropriate guidance for supervised practice experiences offered through the branch campus/additional location.
Standard 5, Required Element 5.4	- Describe the process used by the institution and/or the program for periodic review of faculty, and preceptors, including opportunities for student input. - Discuss how faculty members and/preceptors receive feedback from evaluations and input from students and how those evaluations have influenced ongoing training.	Appendix and Onsite: None
Standard 6, Required Element 6.1	Describe the selection criteria and evaluation process for selecting sites, if applicable.	Appendix: - List of all facilities in which students/interns are completing supervised practice (use the template titled “Preceptor and Facility Roster”). - Policies and procedures that outline the selection criteria, evaluation process, maintenance and timeline for evaluation of adequacy and appropriateness of supervised practice sites. Onsite: - Written agreements for all facilities where students/interns will be placed within that branch campus signed by the appropriate individuals from each organization.
Standard 7, Required Element 7.3	None	Appendix: - Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change. Onsite: - None

Standard/Required Element	Narrative	Appendix and On-Site Evidence
Standard 8, Required Element 8.2	None	Appendix: - Draft handbook addressing changes to policies that have been revised as a result of the proposed change. Onsite: - None

Notes:

- Programs that have successfully completed at least one cycle of accreditation, have not been placed on probation over the prior three years, and have previously received ACEND approval for the addition of three additional locations do not need to apply for approval for an additional location as long as the program has provided evidence of a satisfactory system to ensure quality across the locations. Any additional location must be reported to ACEND within 30 days. To do so, send an email to acendreports@eatright.org with the program name, the location of the new additional location and a link to the program's website where information about the additional location can be found. ACEND may request additional information if necessary.
- If the program wishes, programs with branch campuses or additional locations may request a second program code from CDR to track the pass rate for those options; however, this is not required.

Review Process: Document review: - Lead program reviewer and accompanying reviewer Site Visit: For all new branch campuses and the first three additional locations: - One-year advance notice before accepting students in new education pathways to allow time for an on-site site visit.	Final Approval: ACEND Board
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Changes to Student-Identified Supervised Practice

A program change is required when a student/intern is required to find their own supervised practice rotations for $\geq 10\%$ of supervised practice hours, regardless of whether the sites are local or distance. It is expected that students/interns are practicing under the supervision of a preceptor in the location where they are completing supervised practice.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.3	Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to implement and maintain the proposed change.	None
Standard 1, Required Element 1.5	- Describe how the program director has adequate time and resources to manage the program with the addition of the proposed change. - Describe any anticipated changes to the program director responsibilities, including time allocation for program management.	Formal position description for the program director that includes ACEND responsibilities and clearly specifies the amount of time allocated for program management
Standard 2, Required Element 2.1	None	The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 4, Required Element 4.3c	Discuss how the comparability of educational experiences and consistency of learning outcomes are assessed and maintained with the proposed change.	None

Standard/Required Element	Narrative	Appendix Evidence
Standard 5, Required Elements 5.1, 5.2, 5.3 and 5.4	- Describe the process used to ensure the faculty and preceptors selected by students/interns are qualified for their role in the program and how preceptors meet state licensure laws and federal requirements. - Describe the orientation, including the process and timeline, for new program faculty members, preceptors or instructors to the mission, goals, objectives, ACEND's accreditation standards, and required knowledge and competencies. - Provide a description of how faculty and instructors 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 and preceptors, including opportunities for student/intern input. - Discuss how faculty members, instructors and preceptors receive feedback from evaluations and input from students/interns. - Describe how program, preceptor, and student/intern evaluations have influenced ongoing training provided to faculty members, instructors, and preceptors.	- Examples of orientation materials, such as a handbook, orientation outline, or checklist, including orientation to ACEND standards, knowledge and/or competencies, and the program's mission, goals, and objectives. - Examples of training provided to program faculty on the use of distance education pedagogy and recommended practices.
Standard 6, Required Element 6.1	Summarize the selection criteria, evaluation process, and timeline for the evaluation of adequacy and appropriateness of supervised practice sites chosen by students/interns.	Policies and procedures that outline the selection criteria, evaluation process, maintenance, and timeline for evaluation of adequacy and appropriateness of supervised practice sites selected by students/interns.
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.

Standard/Required Element	Narrative	Appendix Evidence
Standard 8, Required Element 8.2	None	• Draft handbook addressing changes to policies that have been revised as a result of the proposed change.

Review Process and Final Approval:

- ACEND senior staff

Change or Add Degree Requirements

Programs must submit a substantive program change request when they intend to do any of the following:

1. Add a graduate degree option to a program accredited at the baccalaureate degree level (e.g., BS/DPD moving to an MS/DPD)
2. Add a graduate degree to a program accredited to provide a verification statement only (e.g., a non- degree DI moving to a graduate degree/DI)
3. Add additional options (e.g., non-degree DI adding a student-identified graduate degree option or graduate degree/DI adding a student-identified graduate degree option)
4. Add/Change an additional graduate degree to a program already accredited at the graduate level (e.g., graduate degree/DI requesting to add another degree; a graduate degree/DI with an MS wanting to change to an MPH).

Information Required by ACEND

- **Numbers 1-2 noted above:** Request for the addition of a graduate degree must be submitted using the Compliance with Required Element 1.4- Graduate Degree Completion Template located on the [ACEND website](#).
- **Numbers 3-4 noted above:** For programs already approved to offer a graduate degree but plan to add an additional graduate degree option, complete Section 1 only of Compliance with Required Element 1.4- Graduate Degree Completion Template located on the [ACEND website](#).

Review Process: • Lead Program Reviewer *ACEND senior staff review those changes submitted by DI programs completing only section 1 of the Graduate Degree Completion Template.	Final Approval: • ACEND Board
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Remove Degree Options

Programs must submit a substantive program change request when they intend to remove an approved degree from a program. For example,

- DPD with BS and MS options removing MS to offer only BS/DPD option
- DI with MS option removing MS to offer a non-degree DI only
- CP with MPH and MS removing MPH to offer only MS option
- GP with MPH and MS removing MPH to offer only MS option

Information Required by ACEND

The program must submit a Teach-Out Plan for the removal of a degree option on the template provided on the ACEND website [here](#).

Review Process and Final Approval:

- ACEND senior staff

Changes to Clock Hours, Credit Hours, or Academic Terms

Programs must submit a substantive change request when they intend to do any of the following:

- Change in the way an institution measures student progress (e.g., changes in academic terms to move from quarters to semesters)
- Change from clock hours to credit hours or vice versa
- Substantially increase or decrease (10% or more in professional courses only) in the number of clock or credit hours required for program completion. For example,
 - A DPD that requires 60 hours of nutrition and dietetics courses would report an increase of six or more credit hours of dietetic coursework
 - A DI that requires 1150 hours of supervised practice hours (clock hours) would report a decrease of 115 hours for a minimum number of required supervised practice hours of 1035 hours.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.5	• Describe how the program director has adequate time and resources to manage the program with the addition of the proposed change. • Describe any anticipated changes to the program director responsibilities including time allocation for program management.	• 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).
Standard 1, Required Element 1.6	• State the program length and the rationale for the change, if applicable.	• Planned Supervised Practice Hours
Standard 2, Required Element 2.1	None	• The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 3, Required Element 3.2	• Describe the program's curriculum and the modifications made to the curriculum based on the proposed change.	• Curriculum map
Standard 4, Required Element 4.1	• Describe the program's plan (process) for assessment of students' achievement of knowledge requirements and/or competencies and discuss updates made to the plan, if any.	• Competency or Knowledge Assessment Table

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Standard/Required Element	Narrative	Appendix Evidence
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors to ensure implementation of the program's curriculum and achievement of the program goals and objectives.	- List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled "Preceptor and Facility Roster").
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.
Standard 8, Required Element 8.2	None	Draft handbook addressing changes to policies that have been revised as a result of the proposed change.

Review Process and Final Approval:

- ACEND senior staff

Enrollment Monitoring

Each ACEND-accredited program must establish a maximum enrollment, considering normal attrition rates, enrollment history, projected enrollment increases, and adequacy of resources to support student/intern success.

DPDs should also take into consideration the availability of supervised practice placement for students or graduates. After the maximum enrollment is established, the actual number of students/interns in the class must stay within this number as the class proceeds through the program. Programs are only required to establish an enrollment maximum for the professional-level courses in the program. For example, an undergraduate DPD would include junior and senior year students and post-graduate students completing DPD requirements.

Any program wishing to increase its maximum enrollment by three students/interns or 20%, whichever is greater, *within the accreditation cycle* is required to submit a Substantive Program Change Request. The request would consist of current enrollment, proposed enrollment, and resources to support an increase in enrollment.

Any maximum enrollment increases of two students/interns or less or 19% students/interns or less, whichever is greater, must be reported to ACEND within 30 days. To do so, send an email to acendreports@eatright.org. ACEND may request additional information if necessary. During an accreditation cycle, once a program has increased the enrollment by 2 or 19% of the students/interns, any additional increases must be submitted to ACEND as a Substantive Program Change request.

Significant growth in program enrollment is defined as an increase in headcount enrollment by 50% or more within one year and may cause the ACEND Board to decide that a comprehensive site visit is required (ACEND Policy and Procedures Manual Section 4.3.A.5, ACEND must notify U.S. Department of Education within 30 days when any program offering distance education increases headcount enrollment by 50% or more within one year).

ACEND monitors annual report data to ensure compliance with the enrollment monitoring policy. As with all Substantive Program Changes, ACEND requires prior approval in advance of the planned increase to demonstrate that the program has sufficient resources to accommodate students. Although ACEND has established thresholds for submitting a request for a change in enrollment, the ACEND Board maintains the right to investigate any patterns of increases it considers problematic and not in the best interest of students.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.3	Describe the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of the program with the requested increased enrollment.	None

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Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.5	- Describe how the program director has adequate time and resources to manage the program with the addition of the proposed change. - Describe any anticipated changes to the program director responsibilities, including time allocation for program management.	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).
Standard 2, Required Element 2.1	None	The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 3, Required Element 3.2	- Discuss and provide examples of how the program didactic and/or supervised practice 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.	Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence and demonstrate the program has adequate placement for its requested maximum enrollment.
Standard 5, Required Element 5.1	- Discuss the adequacy of qualified and credentialed faculty and preceptors to ensure implementation of the program's curriculum and achievement of the program goals and objectives. - Describe the process used to ensure the faculty and preceptors, including those used for international rotations, and those selected by students/interns are qualified for their role in the program.	- List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled "Preceptor and Faculty Roster").

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Standard/Required Element	Narrative	Appendix Evidence
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.

Review Process: ACEND staff	Final Approval - ACEND staff - For programs requesting significant growth in program enrollment, final approval by the ACEND Board is required.
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Addition of International Supervised Practice Rotations

Programs that intend to provide supervised practice in a foreign country must submit a substantive change request. In accordance with ACEND standards, supervised practice for educating dietetic technicians must be at least 450 hours, of which 350 must take place in the United States, its territories, possessions or military bases. Similarly, supervised practice for registered dietitian nutritionists must be at least 1000 hours, of which 700 must take place in the United States, its territories, possessions or military bases. Supervised practice outside the core 350- and 700-hour requirements may take place in other countries.

International rotations may be located in more than one country, in which case, policies and procedures must be developed that are applicable to all the countries where the experiences are to be located. International rotations must be available to all students/interns who meet the qualifications specified by the program.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.3	Describe the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the program needs with the requested change.	None
Standard 1, Required Element 1.5	- Describe how the program director has adequate time and resources to manage the program with the addition of the proposed change. - Describe any anticipated changes to the program director responsibilities, including time allocation for program management.	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).

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Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.6	State the program length and number of supervised practice hours, including the number of hours in professional work settings versus alternate supervised experiences, including changes by adding international hours.	Planned Supervised Practice Hours
Standard 2, Required Element 2.1	None	The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 3, Required Element 3.2	- Discuss and provide examples of how the program didactic and/or supervised practice 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.	- Curriculum map - Supervised practice rotation schedule(s) showing how supervised practice experiences, including the new international experience, progress from introductory to demonstration of entry-level competence and demonstrating that the program has adequate placement for its requested maximum enrollment.
Standard 4, Required Element 4.1	Describe the program's plan for ongoing assessments of students'/interns' attainment of core knowledge and/or competencies.	Competency Assessment Table
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors to ensure implementation of the program's curriculum and achievement of the program goals and objectives.	- List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors with credentials, including those from the new international experience, aligned with the supervised practice

Standard/Required Element	Narrative	Appendix Evidence
		facility and rotation (use the template titled “Preceptor and Facility Roster”).
Standard 6, Required Element 6.1	Describe the selection criteria and evaluation process for international 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.	- List of all facilities in which students/interns may be placed internationally (use the template titled “Preceptor and Facility Roster”). - Policies and procedures that outline the selection criteria, evaluation process, maintenance and timeline for evaluation of adequacy and appropriateness of supervised practice sites.
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.
Standard 8, Required Element 8.2	None	Draft handbook addressing changes to policies that have been revised as a result of the proposed change.

Review Process and Final Approval

- ACEND senior staff

Changes in Administrative Structure

Programs must submit a substantive change request when they intend to change the location of a program and reporting structure of a program director within the sponsoring institution.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.2	Describe the administrative structure of the institution/organization and where the program is housed.	A copy of the organization chart that shows the location of the program within the institution and its relationship to other programs within the department.
Standard 1, Required Element 1.3	Describe the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of the program with the requested change.	None
Standard 2, Required Element 2.1	None	The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.

Review Process and Final Approval:

- ACEND senior staff

Changes in Institutional Accreditor

Programs must submit a substantive change request if there are any changes to the sponsoring institution's accreditor.

For example:

- The institution that houses the dietetics program was accredited by the Higher Learning Commission (HLC) and has voluntarily withdrawn HLC accreditation and is now accredited by Middle States Commission on Higher Education.
- The facility that houses the dietetics program was accredited by The Joint Commission (TJC) and voluntarily changes accreditation to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standard and Required Element.

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.1	• State the name of the U.S. institutional accrediting body, date on which the change in accreditor occurred, and the institution's current accreditation status.	• Copy of most recent letter or a website screenshot and active website link from the oversight agency website documenting the organization's status with the oversight agency.

Review Process and Final Approval:

- ACEND senior staff

Reorganization of an Existing ACEND-Accredited Program

US Programs only: Programs must submit a substantive change request when they intend to reorganize an existing ACEND-accredited program or programs into another program type at the same degree level. This includes a dietetic internship reorganizing to a coordinated program, a coordinated program reorganizing to a dietetic internship, or a DPD reorganizing to a dietetic internship or coordinated program. A program planning to reorganize into a program at a higher degree level can do so if it aligns with an existing graduate program; otherwise, it will need to apply for accreditation as a new program. Programs accredited under the 2022 Standards considering reorganizing into a FEM demonstration program should refer to the Demonstration Program application posted on the [ACEND website](#) under Future Education Model Programs.

International programs only: FDE programs must meet additional requirements when they intend to reorganize into a CP. The program planning to reorganize into a CP must be at the graduate level, and the program director must hold a CDR RD credential.

Please keep the following in mind when planning a reorganization:

- Programs must be accredited in good standing with ACEND. Requests for reorganization will not be considered for programs on a reduced accreditation term or probation.
- If the change requires approval of an institutional accreditor, evidence that the change has been approved must be provided.
- The status and impact of the change on students who were enrolled prior to the reorganization must be clearly outlined and announced.
- If two ACEND-accredited programs are reorganizing into one ACEND accredited program those individual programs will cease to exist as individual programs.
- A plan for reorganization must be submitted to ACEND for review and approval in advance of implementing the reorganization and accepting new students.
- Upon approval of the plan, the new program must submit a comprehensive self-study report for accreditation and schedule an on-site evaluation after two classes have graduated, typically within four years.

Information Required by ACEND

Use the [Reorganization Report Template](#) (for US programs or international programs), narrative, and appendix evidence to demonstrate how the proposed change impacts compliance with the Standards and Required Elements. The Reorganization Report Template includes a teach out plan that must be included for the program that will be voluntarily closing based on the reorganization. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Review Process: • ACEND Board approval of the Reorganization Report based on review by an ACEND lead program reviewer and an accompanying program reviewer in order to allow the continued enrollment of students. • Note: The reorganized program must have a comprehensive on-site evaluation visit after two classes have graduated from the reorganized program, typically within four years. The ACEND Board will determine the timeframe for the site visit at the time the reorganization is approved.	Final Approval: • ACEND Board
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Reorganization of Programs into a Consortium

Programs must submit a substantive change request when they intend to reorganize two or more existing accredited programs into a consortium. A consortium is defined as two or more independent institutions or organizations or two or more existing accredited programs combining to sponsor a nutrition and dietetics education program. Please keep the following in mind when planning a consortium:

- Programs must be accredited in good standing with ACEND. Requests for a reorganization will not be considered for programs on a reduced accreditation term or probation.
- The status and impact of the change on students/interns who were enrolled prior to the reorganization into a consortium must be clearly outlined and announced.
- The consortium members will retain their identity and be listed individually on the ACEND program directory.
- An Eligibility Application must be submitted to ACEND for review and approval in advance of implementing the merger and accepting new students/interns.
- Upon approval of the proposed timeline and Eligibility Application, the new program must submit a comprehensive self-study report for accreditation and schedule an on-site evaluation after two classes have graduated, typically within four years.
- Programs designated as a consortium will pay one annual accreditation fee.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the Standards and Required Elements using the [Eligibility Application Template](#). **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Review Process: • ACEND Board approval of the Eligibility Application is based on a review by an ACEND lead program reviewer and an accompanying program reviewer. Note: Typically, a reorganized program has a comprehensive on-site evaluation visit after two classes have graduated from the reorganized program, typically within four years. The ACEND Board will determine the timeframe for the site visit when the reorganization is approved.	Final Approval: • ACEND Board
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Change in Legal Status, Form of Control, or Ownership of the Organization Sponsoring the Program

Programs must submit a substantive change request when they intend to make a change in the legal status, form of control, or ownership of the organization sponsoring the program or wish to acquire another ACEND- accredited program. This request will only be considered if significant aspects of the program are not impacted. Significant aspects include, but are not limited to, change in institution/program location or change in institution administration. If a change in these significant aspects occurs, or is planned to occur, within the year following the substantive change request, ACEND will consider the program to be a new program.

- Sponsorship of an accredited program may be transferred to another institution.
- If the change requires approval of an institutional accreditor or other entity, evidence that the change has been approved must be provided.
- A plan for transfer must be submitted to ACEND for review, and ACEND approval must take place prior to the transfer, as well as acceptance of new students.
- A change in ownership of a free-standing dietetic internship using ACEND accreditation to obtain Title IV funds requires that a site visit occurs no later than six months after the change of ownership.
- A change in ownership of the sponsoring organization will not be accepted from an existing ACEND-accredited free-standing dietetic internship program housed in a business entity.

At its discretion, the ACEND Board may require a comprehensive site visit to any program that submits a request for a change in legal status, form of control, or ownership.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.1	• State the name of the U.S. institutional accrediting body, and the institution's current accreditation status. • If the institution is out of compliance with their oversight agency, describe the impact, if any, of the current status of the program. (Note: substantive changes may be denied if an accrediting or licensing body has taken action to place on probation, deny, suspend, revoke, withdraw, or terminate the institution's accreditation.)	• A copy of the most recent letter or a website screenshot and active website link from the oversight agency website documenting the organization's status with the oversight agency. • For Free-Standing DI Programs ONLY: Documentation, such as a letter, certificate, permit, or email from the state is needed, indicating the program is authorized to function as an educational institution or is Exempt within the state.

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.2	- Describe the administrative structure of the institution/organization and where the program is housed. - Describe the proposed implementation timeline.	- A copy of the organization chart that shows the location of the program within the institution and its relationship to other programs within the department. - Any materials supporting the proposed implementation timeline, if needed.
Standard 1, Required Element 1.3	- Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of the program with the requested change. - Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program mission and goals. - Describe how the budget and resources are adequate to support program faculty, preceptors, and staff for training on distance education, and other professional development topics to produce desired outcomes for the program.	None
Standard 1, Required Element 1.5	- Describe how institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director. - Describe the authority and responsibility the director has to manage the program and how the program director's listed responsibilities are achieved. - State time allocation for program management. - If the program director's position is not a 12- month appointment, discuss year-round coverage of the program when the program director is not available. This does not refer to short-term vacations or absences.	- 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). - Evidence of CDR registration status, such as photocopy of the program director's CDR registration card or printout from CDR website verifying registration status.

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Standard/Required Element	Narrative	Appendix Evidence
Standard 2, Required Element 2.1	Describe how the change fits within the program's mission, goals, and/or objectives, including updates to the mission, goals, and/or objectives as a result of this change.	Most recently reviewed Program Evaluation Plan (PEP) with mission, goals, and/or objectives.
Standard 3, Required Element 3.2	Describe the program's curriculum and the ability to achieve foundation knowledge and/or competencies.	Curriculum map
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors to ensure implementation of the program's curriculum and achievement of the program goals and objectives.	- List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled "Preceptor and Facility Roster").
Standard 5, Required Element 5.2	Describe the orientation, including the process and timeline, for program faculty members and instructors to mission, goals, objectives and ACEND's accreditation standards and required knowledge and competencies.	None
Standard 5, Required Element 5.3	Describe the orientation, including the process and timeline, for preceptors to mission, goals, objectives and ACEND's accreditation standards and required knowledge and competencies.	None
Standard 6, Required Element 6.1	Describe the selection criteria and evaluation process for selecting sites, if applicable.	- List of all facilities in which students/interns are completing supervised practice (use the template titled "Preceptor and Facility Roster"). - Policies and procedures that outline the selection criteria, evaluation process, maintenance and timeline for evaluation of adequacy and appropriateness of supervised practice sites.

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Standard/Required Element	Narrative	Appendix Evidence
Standard 7, Required Element 7.3	None	• Draft program website (if the sponsoring institution is creating a new program website). • Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.
Standard 8, Required Element 8.2	None	• Draft handbook addressing changes to policies that have been revised as a result of the proposed change.
Teach Out Plan	Included in the Teach Out Plan Template	• Teach Out Plan Template

Review Process: • Lead program reviewer of documentation in order to allow the continued enrollment of students • Site visit within six months for DI program using ACEND accreditation to obtain Title IV funds; Site visit may be required for all other program types	Final Approval: • ACEND Board
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Change to Admission Hold Status

Programs must submit a substantive change request when they intend to stop the admission of students/interns for up to two consecutive academic/program years. Students/interns who are currently enrolled in the program must be allowed to continue the program without interruption. During an admission hold, programs must continue to submit documents and pay fees that are due during that time unless otherwise directed by the ACEND Board. Ordinarily, programs in Candidate Status are not eligible to request an admission hold.

Notes

- Programs are not granted an admission hold for more than two consecutive academic/program years.
- Programs must submit a substantive change request to either resume admission activity or, if the program is unable to resume active admissions after two years, the program would need to submit a closing plan to voluntarily withdraw from ACEND accreditation.
- No new students/interns may be accepted or admitted to a program on an admission hold until the ACEND Board approves to resume admissions. A request to resume admissions must be submitted no later than six months before the program wants to accept students again (typically fall for spring acceptance to begin the program the following fall).

Information Required by ACEND

Request for an admission hold must be submitted using the [Admission Hold Request template](#).

Review Process: • ACEND senior staff for requests of up to one academic/program year • Lead program reviewer for requests for two academic/program years (programs cannot be on an admission hold longer than two academic/program years)	Final Approval: • ACEND senior staff for requests of up to one academic/program year • ACEND Board for requests greater than one year but no more than two academic/program years
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Change to Active Admission Status

Programs must submit a substantive change request when they intend to resume normal admissions after having been on an admission hold. This request must be provided to ACEND for approval prior to accepting any new students/interns after an admission hold. A request to resume admissions must be submitted no later than six months before the program wants to accept students/interns again (typically fall for spring acceptance to begin the program the following fall).

Information Required by ACEND

Request to resume active accreditation status must include:

- Reason(s) for resuming the program activities.
- If the original admission hold request was related to a substantive program change request, documentation of compliance with the accreditation standards must be provided. Refer to the specific substantive change guidelines in this document for information on what must be provided.
- Effective date that the program will begin admitting students/interns.
- Number of students/interns to be enrolled.
- General description of resources (faculty/preceptors, advising, physical facilities, etc.) that will be available to enrolled students/interns.
- How prospective and enrolled students/interns will be informed that the program is resuming active status.

Review Process:	Final Approval:
• ACEND senior staff will review the program if it has been on an admission hold for one academic/program year or less. • Lead program reviewer will review the program request if it has been on an admission hold for more than one academic/program year.	• ACEND senior staff for admission hold of one academic year or less • ACEND Board for admission hold greater than one program/academic year • Comprehensive site visit may be required • No new students/interns may be accepted or admitted into the program on an admission hold until ACEND Board approval to resume admissions.

Contracting with Non-Accredited Organizations

Programs must submit a substantive change request before they enter into or change an existing written agreement with another institution or organization that is not certified to participate in Title IV, HEA programs to offer more than 25% and up to 50% of the educational program. For example, a university entering into a written agreement with a non-accredited organization, such as a hospital or a food-service management company to teach between 26%-50% of the program's curriculum.

Information Required by ACEND

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 1, Required Element 1.3	Explain the adequacy of program resources to support the change (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of all program options (including distance education, if applicable) and produce the desired outcomes.	Copy of the formal written agreement or MOU between the organizations involved.
Standard 1, Required Element 1.5	- Describe the authority and responsibility the director has to manage the program and how the program director's responsibilities are achieved. - Identify the point of contact at the contracted organization. Describe the role that this individual will have in relation to the accredited program.	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).
Standard 2, Required Element 2.1	Discuss how the change fits with the program's mission and goals.	The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 3, Required Element 3.1 and 3.2	Discuss and provide examples of how the curriculum facilitates student/intern achievement of the learning objectives and expected depth and breadth of knowledge	Curriculum map

Standard/Required Element	Narrative	Appendix Evidence
	and/or competency. Discuss the role of each institution in providing the curriculum.	
Standard 7, Required Element 7.2	Describe where complete program information can be found (e.g., website, brochure, handbook, etc.) and how program materials were updated to reflect the change, if necessary.	
Standard 8, Required Element 8.2	None	Draft handbook addressing changes to policies that have been revised as a result of the proposed change.

Review Process: ACEND senior staff	Final Approval - ACEND senior staff - Staff make a final decision within 90 days of the receipt of a complete request, unless the staff determine sufficient circumstances related to the change require a review by the ACEND Board to occur within 90 days.
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Title IV Eligibility Submission Notification – Free-Standing Dietetic Internship Programs Only

A free-standing Dietetic Internship program may be eligible for Title IV student financial aid using ACEND accreditation as one of the eligibility requirements based on the U.S. Department of Education regulations.

Any free-standing program wishing to apply for eligibility, using ACEND as their accreditor of record, for Title IV student financial aid with the U.S. Department of Education must notify ACEND.

Note: ACEND is unable to support programs in determining eligibility. The program must contact their Financial Student Aid (FSA) office for more information to determine eligibility requirements, as not all free-standing dietetic internship programs may be eligible to receive this aid.

Information Required by ACEND

- Narrative and timeline for the program's eligibility application to the U.S. Department of Education for Title IV funding.

Review Process:

- ACEND Director of Accreditation and/or Executive Director

Other Curriculum Changes that Must Be Reported to ACEND

Programs in good standing do not need to submit a substantive program change request for the changes listed below; however, they must report the changes to ACEND within 30 days of the change. An email briefly describing the change must be sent to acendreports@eatright.org. ACEND may request additional information, if necessary.

Programs on probation within the past three years must submit the following curriculum changes for approval by the ACEND Board prior to implementation.

- A change in an existing program's method of delivery, not described previously in this document.
- An aggregate change of 25 percent or more of the curriculum content (e.g., curriculum, learning objectives, competencies) within the program since the last accreditation review.
- Development of customized pathways or abbreviated or modified courses to:
- Accommodate and recognize a student's existing knowledge (such as that obtained through employment or military service).
- Close competency gaps between demonstrated prior knowledge or competency and the full requirements of a particular course or the program (e.g., a streamlined curriculum to address career changers).

Information Required by ACEND for Programs on Probation Making Curriculum Changes

Narrative and/or appendix evidence of how the proposed change impacts compliance with the following Standards and Required Elements. **Note: if the proposed change does not impact the narrative or appendix evidence requested, indicate that no changes occurred, and no appendix evidence is required.**

Standard/Required Element	Narrative	Appendix Evidence
Standard 2, Required Element 2.1	• Discuss how the change fits with the program's mission and goals.	• The most recently reviewed Program Evaluation Plan (PEP) which notes any changes.
Standard 3, Required Element 3.1, 3.2, 3.3	• Discuss and provide examples of how the curriculum facilitates student/intern achievement of the learning objectives and expected depth and breadth of knowledge and/or competency. • Discuss and provide examples of how the program didactic and supervised practice courses 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.	• Required Component Checklist • Supervised practice rotation schedule(s) showing how supervised practice experiences progress from introductory to demonstration of entry-level competence and demonstrate the program has adequate placement for its requested maximum enrollment. • A curriculum map of didactic courses and/or supervised practice experiences aligned with core knowledge and/or competencies. • RDN or NDTR Summary of Learning Activities

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		All course syllabi for courses affected by the change
Standard 4, Required Element 4.1	Describe the program's plan for ongoing assessment of students'/interns' attainment of core knowledge and/or competencies.	Competency or Knowledge Assessment Table
Standard 5, Required Element 5.1	Discuss the adequacy of qualified and credentialed faculty and preceptors to ensure implementation of the program's curriculum and achievement of the program goals and objectives.	- List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "Faculty Roster"). - List of preceptors with credentials aligned with supervised practice facility and rotation (use the template titled "Preceptor and Faculty Roster").
Standard 7, Required Element 7.3	None	Draft of website materials addressing changes to the information to prospective students and the public as a result of the proposed change.
Standard 8, Required Element 8.2	None	Draft handbook addressing changes to policies that have been revised as a result of the proposed change.

Review Process for Programs on Probation: Lead Program Reviewer	Final Approval: ACEND Board
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