

# Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

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## Focus: Assessment of the 2012 ACEND® Accreditation Standards

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# **ASSESSMENT OF THE 2012 ACEND® ACCREDITATION STANDARDS**

**By Martha Smith Sharpe**

## **PURPOSE**

The purpose of this project was to gather information from various stakeholders to determine potential changes that might be made to improve on the 2012 ACEND Accreditation Standards for Programs in Nutrition and Dietetics.

## **METHODOLOGY**

ACEND® contracted with consultant, Martha Smith Sharpe to examine standards set by other accreditors, review U.S. Department of Education (USDE) requirements and conduct and analyze results of an online stakeholder survey of the 2012 Standards. The first phase of the project involved reviewing work previously conducted by ACEND, evaluating the 2012 Standards relative to requirements for USDE recognition, and assessing the standards' adequacy in light of common practices within similar specialized/professional fields' accrediting standards.

The second phase of the project involved developing an online questionnaire ([Appendix A](#)) in Survey Monkey® that included four major sections: one for collecting demographic information about respondents, a second to determine participant involvement in doing a Program Assessment Report (PAR) using the 2012 Standards, a third section that determined participant involvement in doing a Self-Study/Site Visit using the 2012 Standards and a fourth that involved evaluation of each of the 23 Standards included in the 2012 Standards. For each standard, respondents were asked to rate whether the standard was clear and easy to understand and whether providing evidence for the standard demonstrated program quality using a five-point scale ranging from 1, strongly disagree to 5, strongly agree. An option of "no opinion" also was included. Respondents were provided comment boxes with each standard to provide additional comments or concerns.

## **RESULTS**

A total of 407 individuals responded to the survey about the 2012 Standards; most were nutrition and dietetics program directors (53%) or educators (22%). Nearly 65% of the respondents indicated having some experience with applying the standards (Table 1) or completing a Program Assessment Report (PAR) or self-study using the report (Table 2). Respondents indicated the 2012 Standards better prepared them to write a self-study as compared to a PAR.

Respondents were asked to indicate whether the standards were clear and easy to understand and whether providing evidence for this standards demonstrated quality. As shown in Table 3, there was variation in perceptions of clarity of individual standards. Nearly all standards had 70% or more of responses as agree/strongly agree. Standards focused on policies and procedures, program mission, curriculum length and student complaints had the highest number of agree/strongly agree responses. Standards focused on program improvement and student learning assessment had a somewhat lower number of agree/strongly agree responses.

Based on a review of the quantitative and qualitative comments, the following recommendations for changes to future standards documents are offered:

- Publish the standards alone in one document with no additional information, but reference to separate guidance material
- Publish a separate document for the guidance material. Differentiate what is the standard and what is supporting material and use terminology “Suggestions for Narrative” rather than “Suggested Discussion”
- Change from use of Standards and Guidelines to a hierarchical numbering system that retains the ability to individual standards numbers for each standard.
- Use term “evaluation” for the measurement of program objectives and “assessment” for the measurement of the attainment of student learning outcomes
- Give explicit recognition in the Standards to the Core knowledge and Competencies
- Combine and streamline the standards
  - Title Standard 1: Eligibility Standards for Candidate and Accredited Programs
    - Combine 1.1 and 1.2 – call it Program Sponsorship and Location Within its Sponsoring Organization
    - Combine 1.3 and 18 – call it Program Resources
    - Combine 1.4 and 1.5 – call it Criteria and Types of Program Awards
    - Combine 1.6 and 12 – call it Curriculum Length and Supervised Practice
    - Combine 1.7 and 15 – call it Program Director Responsibilities and Credentials
    - Bring Standard 3 into Standard 1 – call it Programs Established Under Consortia Agreements
    - Bring Standard 2 into Standard 1 – leave title same
  - Title Standard 2: Curriculum
    - Create a new standard with the information about the knowledge and competencies from Standard 9 preamble – call it Core Knowledge and Competencies
    - Include Standard 9 – Program Concentrations
    - Include Standard 11 – Learning Activities
    - Include Standard 10 – Curriculum Mapping
  - Title Standard 3: Program Planning Evaluation, Assessment, Review and Improvement
    - Combine Standards 4, 5, 6, and 7 – call it Program Mission, Goals, and Objectives and Their Evaluation
    - Include Standard 13 – Student Learning Outcomes and Assessment
    - Include Standard 14 – Program Review and Improvement

- Include parts of Standard 6 – call it Student Achievement Measures
- Title Standard 4: Faculty and Preceptors
  - Include Standards 15 and 16
- Title Standard 5: Students and the Public
  - Include Standard 22
  - Include part of Standard 20 on opportunities to learn, progress and feedback, soliciting input, verifying remote student identity,
  - Include Standard 21 - Student Complaints
- Title Standard 6: Policies and Procedures
  - Include Standard 23

Table 1. Respondents Experience with Applying the 2012 Standards

<b>Type of Experience</b>	<b>n</b>	<b>%</b>
Involved as a program educator or preceptor in activities applying the 2012	87	21.4%
Involved as a program director in completing a self-study/site visit under the 2012 Standards	65	16.0%
Involved as a program director in completing a PAR under the 2012 Standards	64	15.7%
Involved as an ACEND program reviewer, board member or staff member in reviewing program PARs and/or self-studies under the 2012 Standards	40	9.8%
No involvement in applying the 2012 Standards to a program	151	37.1%

Table 2. Respondents Experience in Preparing the Program Assessment Report or Self Study using the 2012 Standards

<b>Experience</b>	<b>n<sup>a</sup></b>	<b>%<sup>a</sup></b>
<b>Preparing the Program Assessment Report</b>		
The 2012 Standards provided the information the program needed to be well prepared for writing the PAR	30	50.0%
Completing the PAR under the 2012 Standards provided the program the opportunity to demonstrate the quality of the program	39	65.0%
Information provided by ACEND regarding the 2012 Standards was easy to understand and apply in writing the PAR	22	36.7%
The 2012 Standards made it clear what was acceptable supporting evidence for each standard	23	38.3%
<b>Preparing the Self-Study</b>		
The 2012 Standards provided the information the program needed to be well prepared for writing the self-study report	48	82.8%
The information was easy to understand and apply to writing the self-study report	34	57.5%
The 2012 Standards made it clear what was acceptable supporting evidence for each standard	30	51.7%

<sup>a</sup> respondents who agreed/strongly agreed with the statement

Table 3: Respondents Ratings of Standard Clarity and Demonstration of Quality

Standard	Standard Clear Easy to Interpret		Demonstrates Program Quality	
	n <sup>a</sup>	% <sup>a</sup>	n <sup>a</sup>	% <sup>a</sup>
1: Program Characteristics and Finances	155	81.2%	129	72.1%
2: Title IV Compliance for Free-Standing Programs	87	47.7%	70	39.9%
3: Consortia	84	47.9%	66	38.3%
4: Program Mission	154	90.1%	138	80.6%
5: Program Goals	151	86.7%	145	84.3%
6: Program Objectives	137	81.4%	131	77.9%
7: Program Assessment	135	80.7%	133	79.5%
8: On-going Program Improvement	116	72.0%	113	68.1%
9: Program Concentration	112	69.9%	98	61.5%
10: Curriculum Mapping	124	76.5%	123	76.4%
11: Learning Activities	127	78.8%	124	76.9%
12: Curriculum Length	143	89.9%	122	76.1%
13: Learning Assessment	115	72.3%	112	70.8%
14: On-Going Curricular Improvement	126	79.7%	125	78.5%
15: Responsibilities of Program Director	136	85.5%	123	76.8%
16: Facilities and Preceptors	137	85.5%	128	80.4%
17: Continuing Professional Development	141	88.6%	125	78.1%
18: Program Resources	131	83.6%	118	73.7%
19: Supervised Practice Facilities	118	74.1%	116	72.5%
20: Student Progression and Professionalization	129	81.5%	127	79.3%
21: Student Complaints	142	89.7%	129	81.6%
22: Info Prospective Students and Public	139	88.4%	123	77.3%
23: Policies and Procedures	144	91.1%	136	84.9%

<sup>a</sup> respondents who agreed/strongly agreed

**Appendix A**

**2012 Standards Survey**

# ACEND 2012 Accreditation Standards Review

## GENERAL INFORMATION

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) Standards Committee is conducting this survey to gather feedback regarding the current 2012 ACEND Accreditation Standards for all dietetic education programs. The survey may take 20 to 30 minutes to complete. You can stop the questionnaire and re-enter at a later time to finish your responses. Please open the standards in a separate window to review as you answer the questions in this survey using this link <http://www.eatright.org/ACEND>.

Your input is extremely important to ACEND as we review the current standards. We greatly appreciate your taking time this week to provide us your input. Your survey responses will remain anonymous.

## DEMOGRAPHIC INFORMATION

**\*1. From what perspective will you be responding to this questionnaire? (please choose one perspective to on which to base your response)**

- Director of Didactic program in nutrition and dietetics (DP)
- Director of Coordinated program in nutrition and dietetics (DE)
- Director of Internship program in nutrition and dietetics (IP)
- Director of Technician education program (TE)
- ACEND Board member
- ACEND program reviewer
- ACEND staff member
- Dietetic program educator or preceptor
- Other (please specify)



# ACEND 2012 Accreditation Standards Review

## \*2. What experience have you had with the 2012 Standards? (choose one)

- As a program director, I have completed a PAR under the 2012 Standards (after June 1, 2012)
- As a program director, I have completed a self-study/site visit under the 2012 Standards (after June 1, 2012)
- As a program director, I have not completed a PAR or self-study/site visit under the 2012 Standards (after June 1, 2012)
- As an ACEND program reviewer, board member, or staff member, I have reviewed program PARs and/or self studies under the 2012 Standards (after June 1, 2012)
- As an ACEND program reviewer, board member, or staff member, I have not reviewed program PARs and/or self-studies under the 2012 Standards (after June 1, 2012)
- As a dietetics program educator or preceptor, I have been involved in activities applying the 2012 Standards (after June 1, 2012) to a program.
- I have not been involved in activities applying the 2012 Standards to a program.
- Other (please specify)

## PROGRAM ASSESSMENT REPORT REVIEW

### 3. In preparing your Program Assessment Report (PAR) using the 2012 Standards, how would you rate your experience with each of the following?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The 2012 Standards provided the information the program needed to be well prepared for writing the PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing the PAR under the 2012 Standards provided the program the opportunity to demonstrate the quality of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information provided by ACEND regarding the 2012 Standards was easy to understand and apply in writing the PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 2012 Standards made it clear what was acceptable supporting evidence for each standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. Was preparing the most recent PAR the first time you had primary responsibility for leading the program through such a review?

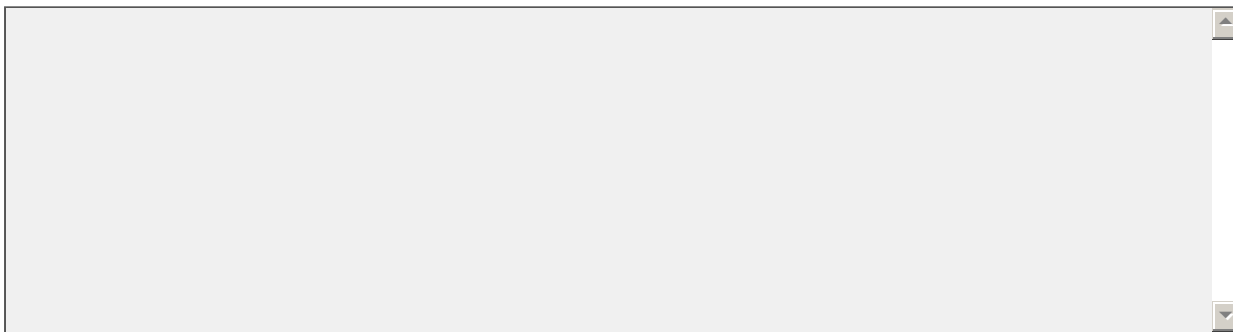
- Yes
- No

## ACEND 2012 Accreditation Standards Review

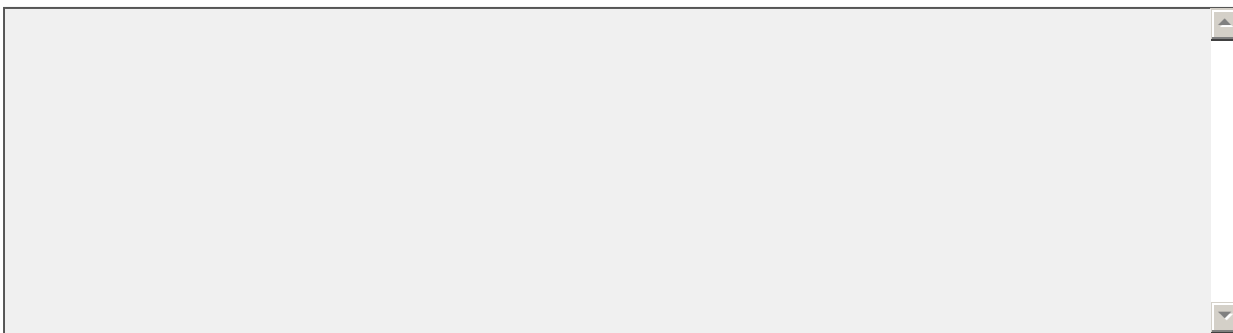
### 5. How did you find interpreting the 2012 Standards compared to interpreting previous standards when writing the PAR?

- Easier to interpret
- About the same
- More difficult to interpret

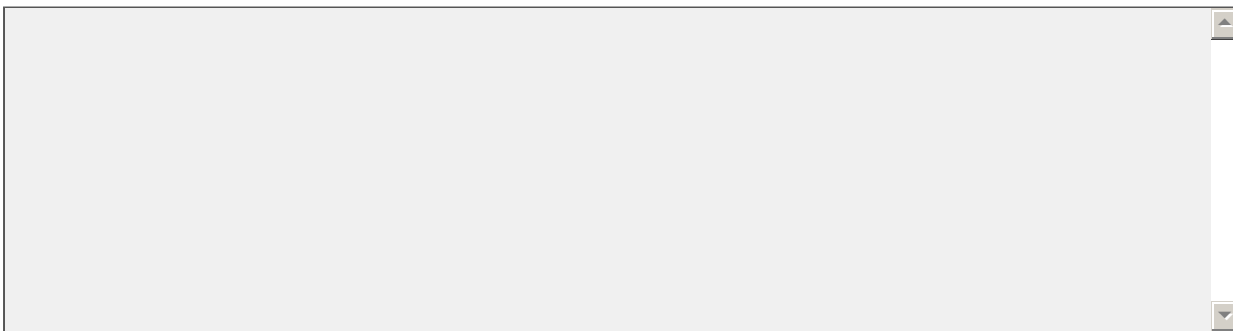
Why? (please specify)

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### 6. What could ACEND have done to help you better prepare your program for your most recent PAR review?

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### 7. What do you wish you had known prior to beginning the PAR process?

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### 8. Did you seek guidance from ACEND staff regarding the interpretation of one or more standards during the PAR preparation process.

- No
- Yes

# ACEND 2012 Accreditation Standards Review

## 9. For which standard(s) did you require assistance?

## 10. Were you satisfied with the assistance you received?

- Yes
- No

## SELF-STUDY/SITE VISIT REVIEW

### 11. In preparing your self-study report under the 2012 Standards, how would you rate your experience with each of the following?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
We had the information we needed to be well prepared for writing the self-study report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information was easy to understand and apply to writing the self-study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We knew what was acceptable supporting evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 12. In having a site visit under the 2012 Standards, how would you rate your experience with each of the following?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
We knew what we needed to know to prepare for the on-site visit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visiting team provided adequate guidance regarding their expectations during the visit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visiting team had a good understanding of the 2012 Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The on-site report reflected feedback received from the team while they were still on site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall review of the program provided the opportunity to demonstrate the quality of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

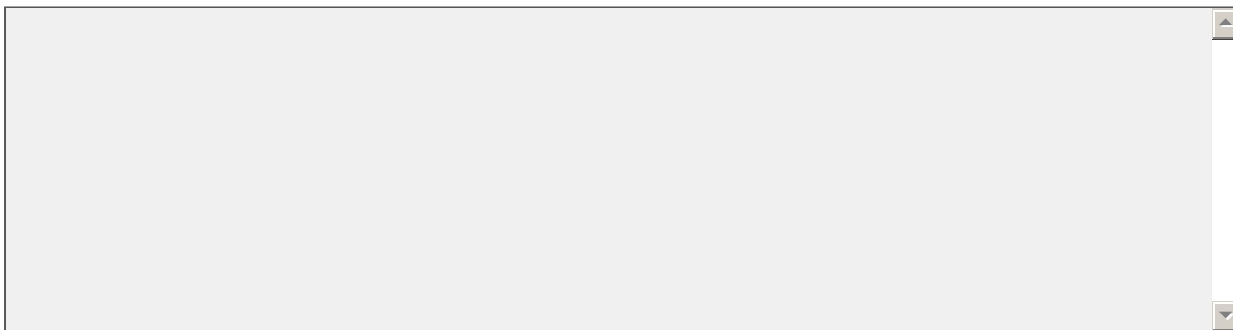
### 13. Was preparing the most recent self-study report the first time you had primary responsibility for leading the program through such a review?

- Yes
- No

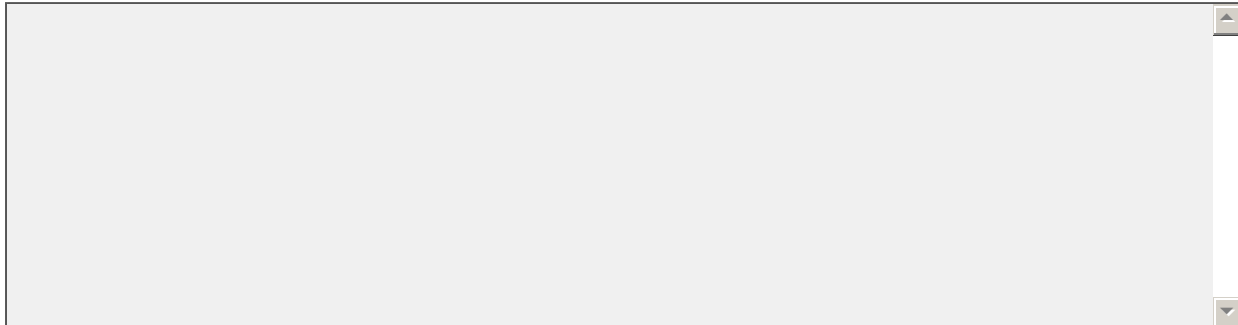
**14. How did you find interpreting the 2012 Standards compared to interpreting previous standards when writing the self-study report?**

- Easier to interpret
- About the same
- More difficult to interpret

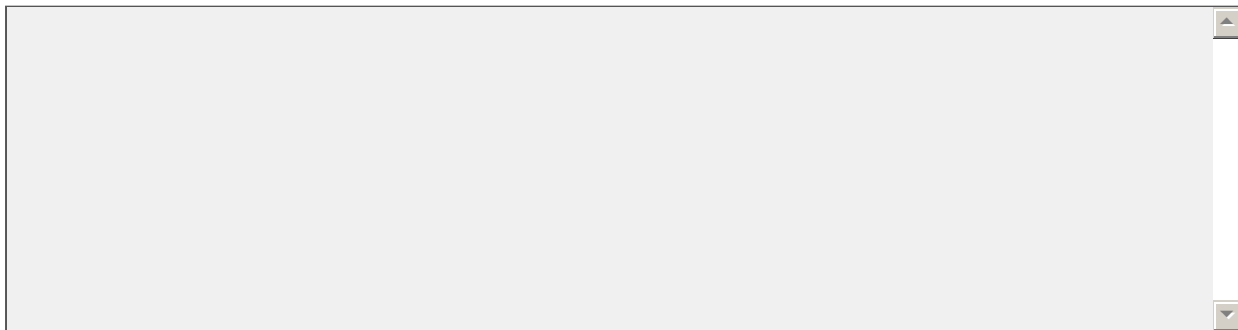
Why? (please specify)

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**15. What could ACEND have done to help you better prepare your program for your most recent self-study report writing and site visit review?**

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**16. What do you wish you had known prior to beginning the self-study process?**

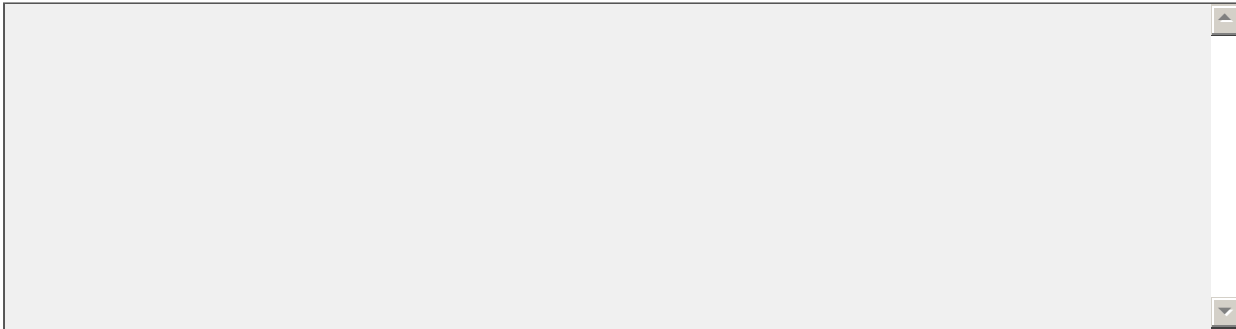
A large, empty rectangular text input area with a light gray background and a thin black border. A vertical scrollbar is visible on the right side of the box.

## ACEND 2012 Accreditation Standards Review

**17. Did you guidance from ACEND staff regarding the interpretation of one or more standards during the PAR preparation process.**

- Yes
- No

**18. With which standard(s) did you require assistance?**



**19. Were you satisfied with the assistance you received?**

- Yes
- No

## REVIEW OF STANDARDS

In this section you will be asked to provide your evaluation and comments on each of the 23 ACEND standards and the accompanying guidelines. If you have not yet done so, you might find it helpful to open a copy of the 2012 Standards. They can be found at <http://www.eatright.org/ACEND> under Publications.

## STANDARD !

# ACEND 2012 Accreditation Standards Review

## 20. Standard 1: Program Characteristics and Finances

All programs applying for accreditation by ACEND must meet requirements not limited to quality-assurance or oversight by other agencies, organizational structure, financial stability, the awarding of degrees or certificates, program length, and program management.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
This standard is clear and easy to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What particular aspects of Standard 1 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 2

# ACEND 2012 Accreditation Standards Review

## 22. Standard 2: Title IV Compliance for Free-Standing Programs

**A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid that is not included in the Title IV (student aid) eligibility of a sponsoring college or university must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold, the program must provide a default reduction plan, as specified by USDE.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	N/A
This standard is clear and easy to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 23. What particular aspects of Standard 2 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 3

# ACEND 2012 Accreditation Standards Review

## 24. Standard 3: Consortia

**A program consortium is two or more independent institutions or organizations combining to sponsor a program. In addition to the eligibility criteria stated above, a program consortium must meet the following criteria:**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	N/A
This standard is clear and easy to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 25. What particular aspects of this Standard 3 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 4

## 26. Standard 4: Program Mission

**The program must have a mission that distinguishes it from every other program in the organization, must be compatible with the mission statement or philosophy of the sponsoring organization and must be consistent with the preparation of entry-level registered dietitians or dietetic technicians, registered.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
This standard is clear and easy to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# ACEND 2012 Accreditation Standards Review

**27. What particular aspects of Standard 4 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 5

**28. Standard 5: Program Goals**

**The program must have goals that reflect its mission and are accomplished through activities conducted by the faculty, preceptors and graduates.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
This standard is clear and easy to interpret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29. What particular aspects of Standard 5 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 6

# ACEND 2012 Accreditation Standards Review

## 30. Standard 6: Program Objectives

The program must establish program objectives with appropriate measures to assess achievement of each of the program's goals. Measures for each objective must be aligned to one or more of the program goals. ACEND-required objectives such as for program completion, graduate employment and other measures of graduate and program performance must be appropriate to assess the full intent of the program mission and goals, and to demonstrate that programs are operating in the interest of students and the public.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. What particular aspects of Standard 6 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 7

# ACEND 2012 Accreditation Standards Review

## 32. Standard 7: Program Assessment

The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 33. What particular aspects of Standard 7 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 8

## 34. Standard 8: On-going Program Improvement

Results of the assessment process must be used to identify strengths and areas for improvement relative to components of the program, including policies, procedures, curriculum, faculty, preceptors and resources based on achievement of objectives and goals. Actions must be taken to maintain program strengths and address areas for improvement identified through the assessment process.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# ACEND 2012 Accreditation Standards Review

**35. What particular aspects of Standard 8 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 9

**36. Standard 9: Program Concentration**

**In addition to the Core Knowledge and Competencies, the program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**37. What particular aspects of Standard 9 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 10

# ACEND 2012 Accreditation Standards Review

## 38. Standard 10: Curriculum Mapping

The program must map its curriculum around ACEND's Core Knowledge and Competencies using sound educational methodology to prepare graduates to enter dietetics practice in any setting and produce optimal client or patient outcomes.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 39. What particular aspects of Standard 10 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 11

## 40. Standard 11: Learning Activities

The program's curriculum must provide learning activities to attain all the Core Knowledge and/or Competencies defined to enter practice as a registered dietitian or dietetic technician, registered.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# ACEND 2012 Accreditation Standards Review

**41. What particular aspects of Standard 11 and its guidelines, if any, were difficult to interpret or provide evidence for?**



## STANDARD 12

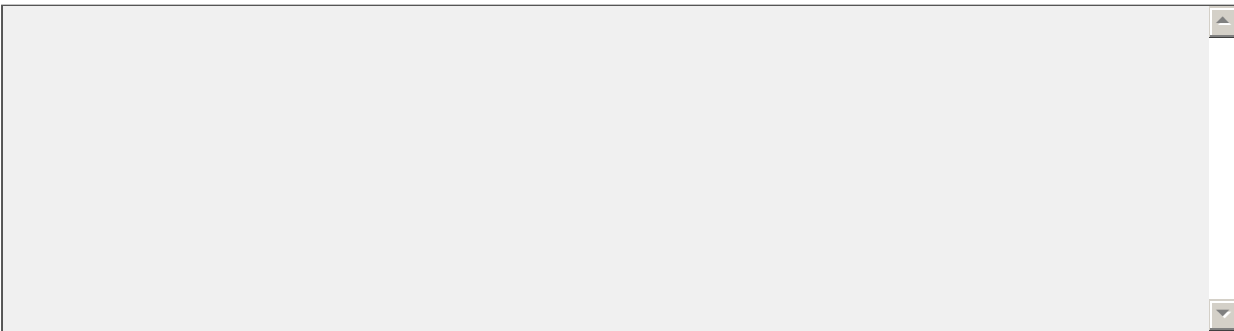
**42. Standard 12: Curriculum Length**

**Length of the program must be based on the institution's requirements and ability to implement the curriculum and programs with supervised practice must include a specified minimum of hours of supervised practice experience (1200 hours for practice as a registered dietitian and 450 hours for practice as a dietetic technician, registered).**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**43. What particular aspects of Standard 12 and its guidelines, if any, were difficult to interpret or provide evidence for?**



## STANDARD 13

# ACEND 2012 Accreditation Standards Review

## 44. Standard 13: Learning Assessment

The program must develop a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain each core knowledge and/or competency specified.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 45. What particular aspects of Standard 13 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 14

## 46. Standard 14: On-going Curricular Improvement

On-going, formal review of the program's curriculum, including didactic and supervised practice course objectives and content, length and educational methods, must occur in order to maintain or improve educational quality.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# ACEND 2012 Accreditation Standards Review

**47. What particular aspects of Standard 14 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 15

**48. Standard 15: Responsibilities of Program Director**

**The director of the program must have the authority, responsibility and sufficient time allocated to manage it. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by administration.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**49. What particular aspects of Standard 15 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 16



# ACEND 2012 Accreditation Standards Review

## 50. Standard 16: Faculty and Preceptors

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

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 51. What particular aspects of Standard 16 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 17

## 52. Standard 17: Continuing Professional Development

Program faculty, including the program director and preceptors, must show evidence of continued competency appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, research or other activities leading to professional growth and the advancement of their profession.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# ACEND 2012 Accreditation Standards Review

**53. What particular aspects of Standard 17 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 18

**54. Standard 18: Program Resources**

**The program must have the administrative and financial support, learning resources, physical facilities and support services needed to accomplish its goals. The annual budget for the program or other financial information, such as percentage of department budget allocated to support the program, must be sufficient to produce the desired outcomes.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**55. What particular aspects of Standard 18 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## STANDARD 19

# ACEND 2012 Accreditation Standards Review

## 56. Standard 19: Supervised Practice Facilities

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of adequacy and appropriateness of facilities, to ensure that facilities are able to provide supervised practice learning experiences compatible with the competencies that students are expected to achieve.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion	N/A
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 57. What particular aspects of Standard 19 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 20

# ACEND 2012 Accreditation Standards Review

## 58. Standard 20: Student Progression & Professionalization

The program must have systems to maximize the likelihood that all students who are accepted into the program will successfully complete it with the knowledge, skills and professional values required for practice.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 59. What particular aspects of Standard 20 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 21

# ACEND 2012 Accreditation Standards Review

## 60. Standard 21: Student Complaints

The program or sponsoring institution must produce and make available to students/interns a complaint policy that includes procedures to be followed in the event of a written complaint related to the ACEND accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how to submit a complaint to ACEND for unresolved complaints related to the ACEND accreditation standards.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. What particular aspects of Standard 21 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 22

# ACEND 2012 Accreditation Standards Review

## 62. Standard 22: Information to Prospective Students & the Public

The program must provide clear, consistent and accurate information about all program requirements to prospective students/interns and the public at large. All information about the program specified below must be readily available to prospective students and the public. If various print and electronic methods are used, such as a catalog, program bulletin, brochure and Web site, all of the information must be in one place or each must provide references to where the remaining information can be found.

A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 63. What particular aspects of Standard 22 and its guidelines, if any, were difficult to interpret or provide evidence for?

## STANDARD 23

# ACEND 2012 Accreditation Standards Review

## 64. Standard 23: Policies & Procedures

**Program policies, procedures and practices related to student recruitment and admission must comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity. The program must have written policies and procedures that protect the rights of enrolled students/interns and are consistent with current institutional practice. Additional policies and procedures specific to the program and supervised practice component must be provided to students on a timely basis in a program handbook. The quality of services that are provided to students must be adequate to address their needs.**

**A copy of the 2012 Standards can be found at <http://www.eatright.org/ACEND> under Publications.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Opinion
The standard is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing evidence for this standard demonstrated program quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**65. What particular aspects of Standard 23 and its guidelines, if any, were difficult to interpret or provide evidence for?**

## GENERAL COMMENTS

**66. What should be added or changed in the 2012 standards?**

## 67. Additional Comments?



Thank you. ACEND appreciates your input on the 2012 Standards.

If you have any questions or comments about the survey, please contact ACEND at [ACEND@eatright.org](mailto:ACEND@eatright.org)