



# Module-Based Bridge Quality Indicators and Required Evidence

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

the accrediting agency for the  
 **eat  
right** Academy of Nutrition  
and Dietetics

## ACEND Module-Based Bridge Quality Indicators and Required Evidence

A module-based bridge includes modules, courses, or other short-term education focused on specific competencies and skills aligned to the ACEND competencies.

Bridge Quality Indicators provide the framework for a streamlined quality approval process that all Bridge providers must meet, offering assurance to ACEND-accredited programs that students have met specific 2027 ACEND competencies.

ACEND's Bridge Approval Review is intentionally focused on evaluating the quality of the curriculum aligned to ACEND's competencies. Because the institution delivering the bridge is already licensed or approved by a state or federal agency, or is a nationally accredited institution or facility, ACEND will not conduct a comprehensive evaluation of all aspects of the institution or bridge provider. Instead, responsibility for the full institutional or programmatic review, including governance, resources, and overall academic quality, appropriately resides with the institution's or agency's recognized accrediting or licensing body. This delineation ensures that ACEND's evaluation remains focused on the curriculum and competencies, rather than duplicating the broader oversight conducted by other accrediting bodies.

### Quality Indicator 1: Oversight

**Module-based bridge** must be housed in a government-approved or accredited institution or facility, or in a college or university recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). Bridges that are not housed in an academic institution cannot offer a bridge aligned with academic competencies; however, they can offer a bridge aligned with supervised practice competencies.

#### Evidence

- Copy of the most recent letter or a website screenshot and active website link documenting the institution's accreditation or licensing status.

### Quality Indicator 2: Completion

**Module-based bridge** must provide documentation that provides evidence of completion, and include the module(s) name, related competencies assessed, the student's name, and completion date, signed by an authorized representative of the bridge.

#### Evidence

- A draft copy or template of the evidence of completion documentation.

### Quality Indicator 3: Resources

The bridge must have adequate resources and technology to support a distance-learning environment if any portion of the bridge is offered through distance education.

#### Evidence

- If any portion of the program is offered through distance education, describe the support learners are provided, including technical support, access to faculty/instructors, and other support services.

## Quality Indicator 4: Curriculum

The bridge curriculum must provide learning activities to attain the breadth of the required ACEND competencies. The bridge must identify a process for assessing and monitoring the ACEND competencies. If any portion of the bridge is offered through distance education, the bridge must ensure regular and substantive interaction between students and faculty/instructor.

### Evidence

- Complete and submit a Module-Based Course Plan.
- Submit syllabi or a description of the module-based bridge, including the competencies assessed and the performance indicators addressed in the module.
- Describe how the bridge ensures timely remediation for identified competence gaps, for students to be able to complete the module(s) on time.
- Describe how the bridge assures regular and substantive interaction between students and faculty/instructors occurs in distance courses, if applicable.

## Quality Indicator 5: Bridge and Curriculum Evaluation and Improvement

The bridge must collect and analyze aggregate data on students completing the bridge within 100% of the reported bridge length. The program must also collect and analyze aggregate data to evaluate the bridge and its curriculum.

### Evidence

- Describe how the bridge will collect and analyze data separate from non-bridging learners.
- Describe the curriculum review process, including the timeframe and how input from students is incorporated.

## Quality Indicator 6: Faculty

The bridge must provide evidence that qualified faculty/instructors support student learning of the bridge curriculum. Bridge faculty/instructors teaching remotely must be trained in distance education pedagogy and recommended practices.

### Evidence

- Complete the Faculty Roster template, listing faculty members/instructors supporting the bridge.
- Submit CVs for all bridge faculty members /instructors.
- Describe how faculty/instructors are trained on the use of distance education pedagogy, if applicable.

## Quality Indicator 7: Policies for Students and the Public

Each bridge develops bridge-specific policies and makes them available on its website to students and the public. Website information must also include the ACEND approval and description of the bridge. The bridge must refrain from advertising itself as ACEND-accredited; rather, it must indicate it is *an ACEND-approved module-based bridge*. Policies must address:

- Bridge admission procedures
- Bridge length and availability
- Cost, financial aid availability, and refund
- Prior assessed learning and transfer credit
- Complaints process

- Whether the bridge module(s) is for-credit or not-for-credit, and if the module(s) maybe stacked towards a degree
- If a degree-granting bridge also offers bridge module(s), provide a policy to address whether admission into the bridge module guarantees admission into the degree bridge

#### Evidence

- Provide a link to an active website, or a draft of website information, policies, and website location.
  - Estimated costs for students must include tuition and institutional fees (e.g., lab, technology); required program-specific costs (e.g., module/course fees, lab coats, distance education, memberships); and a description of variable costs (e.g., books, transportation). Programs may report an average for each individual cost item, with a disclaimer that averages are approximate and subject to change.
  - The policy statement on prior assessed learning (PAL) must include whether the bridge accepts PAL, including an ACEND PAL Report.
  - The complaint policy must cover the institutional complaint process and procedures for submitting written complaints related to ACEND Bridge Quality Indicators. The policy must state that complaints are submitted to ACEND only after the institutional process has been exhausted.

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