Thank You...

The board members of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) wish to express their gratitude to the education program directors; faculty and administrators; ACEND reviewers; leaders of the Academy of Nutrition and Dietetics; dietetic technicians, registered; registered dietitians; and employers who participated in the 2012 revision of the accreditation standards. Special thanks go to members of the Accreditation Standards Committee and ACEND staff in the drafting and development of the standards.

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Chair, ACEND Standards Committee

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We look forward to working with nutrition- and dietetic-education programs during the transition to and implementation of the revised accreditation standards. We hope to learn much in the process that will help drive future revisions of the standards and guidelines for the development of future standards to advance practice. ACEND will continue to investigate opportunities for better and more standardized ways to evaluate the achievement of the standards, including the identification of more effective process and outcome measures. In addition, ACEND will continue to improve its policies and procedures to allow more standardization, consistency, efficiency, and effectiveness in its accreditation activities and evaluations. Your feedback is always welcome and valued.

The Chairs of the Accreditation Council for Education in Nutrition and Dietetics (ACEND), February 24, 2012.

Kevin Haubrick, MS, RD
ACEND Chair

Elaine F. Molaison, PhD, RD
ACEND Vice Chair

Jane Allendorph, MS, RD, LD
ACEND Past Chair
Background on the Standards Revision

All accrediting bodies, including the Accreditation Council for Education in Nutrition and Dietetics (ACEND), periodically review and revise their standards. A number of environmental factors influenced ACEND in conducting the revision of its standards. These factors included:

- The experience gained by ACEND in its accreditation reviews since the adoption of the 2002 and 2008 Eligibility Requirements and Standards (ERAS)
- Feedback from ACEND’s stakeholders regarding quality improvement of the standards, policies and procedures
- The results of the 2010 Commission on Dietetic Registration (CDR) Dietetics Practice Audit
- CDR’s revised Examination Test Specifications, effective January 2012
- The need to assure sufficient numbers of supervised practice positions for qualified students
- Requirements from the United States Department of Education
- Best practices in the field of specialized and professional accreditation

Process Employed for the Standards Revision

ACEND is required by the U.S. Department of Education to review its standards at least once every five years and revise them if needed. Because the last standards revision resulted in major changes that have not been in place for sufficient time to determine their impact on the education system, this revision was intended to fine tune the existing standards rather than completely overhaul them. The current benchmarks for rates of supervised practice applications, supervised practice acceptance and examination pass rate were considered in the revision, taking input from educators, practitioners and other stakeholders.

The revision of ACEND’s standards is tied to the Commission on Dietetic Registration’s (CDR) practice audit, to assure that they appropriately inform programs of the minimum educational requirements necessary to prepare students to practice as registered dietitians and dietetic technicians, registered. Accordingly, the timeline for release of the new standards was set to correspond with the release of the new test specifications from CDR in 2012. ACEND (then referred to as CADE) board and staff members participated in CDR’s practice audit and used the results, along with other relevant information, to prepare a draft for public comment.

The standards revision process was formally announced in March 2011 at four regional meetings of the Dietetic Educators of Practitioners Dietetic Practice Group. Draft standards for public comment were released on September 7, 2011, with opportunities for live feedback during a webinar on September 8, 2011 and an open discussion session on September 26, 2011 at the Food and Nutrition Conference and Exposition (FNCE). Comments were accepted via an on-line, anonymous, survey that remained open from September 7 through November 21, 2011; email; U.S. mail; and person-to-person communication. Feedback on the draft standards was used to create a revised draft which was shared with the standards committee and the ACEND board of directors for comment on February 7, 2012. Comments and changes were discussed by the ACEND board which adopted the standards at the February 22-24, 2012 meeting of the ACEND board of directors, with an effective date of June 1, 2012. The revised standards will be referred to as “Standards 2012.”

Changes in the 2012 Standards

The 2012 standards revision was designed to make the standards clearer and less burdensome, with more information to help programs be successful; to assure that current information was included to prepare students for CDR’s registration exams; and to address requirements from external recognition bodies such as the U.S. Department of Education. Specific changes include the following:

- **Name Changes:** The first noticeable change is the renaming of the standards from Eligibility Requirements and Accreditation Standards (ERAS) to simply Accreditation Standards. Eligibility Requirements are a subset of accreditation standards, and the use of the term “accreditation standards” is more meaningful to the public and consistent with other accrediting bodies than the acronym “ERAS.” Changes to the name of the standards also included the following:
  - Aligning program types with normal/predominant education models across health professions
  - Naming program types by the practitioner being prepared (e.g. dietetic technician and dietitian)
  - Recognizing that RDs and DTRs are also nutrition practitioners
  - Communicating that programs also prepare students for other nutrition careers under our didactic-program standards
  - Establishing naming conventions to address future changes in standards and the education system
Accreditation Standards and Guidelines: The standards have been categorized into standards and guidelines to reflect conventions that are typically used by accrediting agencies in order to better distinguish “true standards” that reflect broad principles from “operational guidelines” that specify requirements or recommendations for implementing standards. The standards are reviewed approximately every five years, while the guidelines can be refined and improved as needed based on stakeholder feedback and experience. Tips for interpreting standards as well as assistance for preparing the narrative and the program’s exhibits are also provided.

Accreditation and Education Language: Verbs have been changed to “must” and “should,” where appropriate, to reflect conventions that are typically used in writing accreditation standards for distinguishing areas that are required by ACEND from those that are recommended. Also, the term “objective” is being used in place of “(expected) outcome” to avoid confusion when the word “outcome” is used alone. An “objective” defines what the program would like to have happen, whereas an “outcome” is what actually happens.

Permit Contracted Program Directors: Organizations sponsoring dietetic-education programs are hiring third-party companies to accomplish work that was previously administered directly by sponsoring organizations. This is now deemed acceptable as long as the sponsoring organization assures the quality of the program according to ACEND’s accreditation standards. For example, the program director in a hospital hosting a dietetic-internship program may be a full-time employee of a contract company such as Sodexo or Aramark, etc., as long as the program director is able to manage the program in accordance with ACEND accreditation standards.

Unlimited Program Concentrations: The two-concentration maximum on program concentrations has been lifted to give programs more flexibility in the design of their curricula.

Adjustments to Benchmarks for Program Monitoring: The criteria for monitoring pass rates have been adjusted to consider both first-time pass rates and whether graduates are passing the registration examination within one year of completing supervised practice to establish clear cut-off points for identifying programs that are performing well from those which are in need of assistance. Benchmarks for application and acceptance to supervised practice and for graduate employment are now to be defined by the program. In addition, the period for measuring graduate employment has been extended from three months to one year to be more reasonable in times of economic downturn.

Practice-Site vs. Competencies: Requirements for students to meet competencies at prescribed locations have been removed to give programs greater flexibility and autonomy in placing students in locations where they can achieve the competencies.

Streamlined Outcomes Reporting: Programs are no longer required to submit tables of aggregated student-learning outcomes data across all competencies, because these data have not been informative as indicators of quality or for distinguishing areas of curricular strength versus areas needing improvement. All programs must still assure that all students are able to meet ACEND competency requirements in order to be eligible to sit for the registration exam, and are required to use the competencies for developing learning activities.

Preceptor Requirements: The requirement for practitioners to have at least one year of work experience post credentialing in order to be a primary preceptor has been removed to give program directors the ability to apply their own judgment in determining whether a practitioner has the knowledge, practice abilities, and interpersonal skills needed to precept students and interns.

Accountability to Students and the Public: Standards and guidelines have been added to assure that complete and accurate information about a program is available to students, parents, and the public. Additional guidelines have been added to provide mechanisms for improving the likelihood that students who are accepted into programs are able to graduate with the knowledge and skills needed to successfully pass credentialing exams or are directed into more appropriate career pathways in a timely manner.

The Effect of ACEND Standards on Programs Offering Individualized Supervised Practice Pathways (ISPPs)

Programs that offer ISPPs must be accredited in good standing by ACEND and must assure compliance with ACEND accreditation standards including those addressing supervised practice. Pass rate data for students in ISPPs must be reported; however, the data will not be evaluated against pass-rate benchmarks for a five-year period starting from approval of the program’s intent to host an ISPP. More information is available in Appendix I of this document or by contacting ACEND staff.
Organization of the 2012 Standards

Each standard generally has the same components in the following order:

1. Number, title and text of the standard
2. Guidelines that suggest or illustrate how to fulfill the standards
3. Tips for interpreting the standards
4. Assistance for writing the narrative of the self-study report
5. Assistance for providing exhibits for the review team
6. When assistance is present, it will show the program standards to which it refers:
   - TE  Dietetic-Technician Education Programs
   - DE  Dietitian Education Programs
   - DP  Didactic Programs in Nutrition & Dietetics
   - IP  Internship Programs in Nutrition & Dietetics
   - I/F International/Foreign Dietitian Education Programs

14 : On-going Curricular Improvement (SAMPLE)

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.

Guideline 14.1

a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.

b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.

c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.

d. Curriculum review should result in actions to maintain or improve student learning.

Comments to Achieve the Standard for On-going Curricular Improvement

- A portion of student assessment data (and relevant program data) should be collected and reviewed annually to determine whether curricular changes are needed. If students are not achieving learning objectives, the program must provide a plan that shows how the curriculum will be changed to assure that future students will achieve the learning objectives.
- Narrative descriptions of changes that have taken place, minutes from meetings, correspondence and planning documents can be provided to ACEND as evidence of on-going curricular review and improvement.

Suggested Discussion to Support Achievement of Standard 14

- Describe the on-going, formal curriculum review process including schedules and constituents involved over the past five years.
- Describe overall curricular strengths and areas for improvement based on cumulative assessment of student learning objectives and program objectives.

Exhibits to Demonstrate Achievement of Standard 14

- Minutes from meetings or other documentation of the program’s formal, on-going, curriculum-review process
- Documentation showing constituency involvement and use of assessment/planning results to determine actions taken or planned
ACEND Accreditation Standards for 
Dietitian Education Programs Leading to the RD Credential 
February 2012 Update Version 1.01 of the 2008 CP Standards 
Adopted February 24, 2012, Effective as of June 1, 2012
Standards on Program Eligibility for ACEND Accreditation
The purpose of the standards in this section is to ensure that the program’s sponsorship, organization, financial resources, and leadership provide the necessary structure to ensure success in accomplishing ACEND accreditation requirements and to achieve excellence in meeting the program’s mission and goals.

A program that currently has ACEND accreditation status applies for reaccreditation by submitting a report showing that it meets the eligibility standards along with all the other ACEND standards. In contrast, a new program with no enrolled students first applies for Precandidate status by submitting a report demonstrating that it meets the three eligibility standards. Once those standards are met, it must submit a second report on the remaining standards to provide evidence for moving to Candidate status.

1. Program Characteristics and Finances 2
2. Title IV Compliance for Free-Standing Programs 6
3. Consortia 7
01 : Program Characteristics & 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.

Guideline 1.1
The program must be housed in a college or university located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.

Guideline 1.2
The program must be integrated within the administrative structure of the college or university, as evidenced by an organization chart showing the relationship of the dietitian education program to other programs/services.

Guideline 1.3
The program must have a budget to support itself.

Guideline 1.4
The program must award a baccalaureate degree, a graduate degree, a certificate of completion, or a combination thereof, depending on whether the graduate already holds a baccalaureate degree or higher.

a. Graduates with an associate’s degree or less must be awarded at least a baccalaureate degree.

b. Graduates with a baccalaureate degree or higher must be awarded a certificate of completion, an academic degree or both.

Guideline 1.5
The institution is responsible for choosing and awarding a degree or certificate of completion that is commensurate with the amount and complexity of the course work required to meet practice expectations and student learning objectives. If the program awards a graduate degree, the dietetics-specific knowledge and competencies must be achieved through prerequisite or graduate courses and practica that are required for completion of the graduate degree.

Guideline 1.6
The program must provide at least 1200 hours of supervised practice experiences, at least 900 of which must be conducted in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands) or military bases to meet the competencies for entry-level practice as a registered dietitian.

Guideline 1.7
The program must have a designated director who

a. has earned at least a master’s degree,

b. is credentialed as a registered dietitian by the Commission on Dietetic Registration,

c. has a minimum of three years professional experience post credentialing,

d. is a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution and

e. does not direct another ACEND-accredited dietetics education program.
Comments to Address Guideline 1.3 on Budget
ACEND is required to assess each program’s budget in order to determine whether resources are sufficient to support the activities of the program. Standard 1 investigates the budget factually from the standpoint of revenues and expenditures; whereas, Standard 18 explores the budget in terms of its adequacy in achieving the mission, goals and objectives of the program. Budgets may be presented in either of two ways:

a. An actual budget with projected revenues and expenses including
   - Dollar amounts allocated for supplies, travel, communications, technical assistance, etc.
   - FTEs for director and faculty/staff

b. Or a percent of departmental budget line items allocated to the program with a discussion of revenue sources and expenses

Example of an “Actual Budget”

<table>
<thead>
<tr>
<th>Program Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenses</strong></td>
</tr>
<tr>
<td>Salaries and Benefits</td>
</tr>
<tr>
<td>Mileage and Parking</td>
</tr>
<tr>
<td>CEU and travel for professional Meetings</td>
</tr>
<tr>
<td>ACEND Accreditation Fee</td>
</tr>
<tr>
<td>Printing</td>
</tr>
<tr>
<td>Office Supplies</td>
</tr>
<tr>
<td>Postage</td>
</tr>
<tr>
<td>Books and program supplies</td>
</tr>
<tr>
<td>Office and technology equipment</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Revenues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees (12 students x $9,000)</td>
</tr>
</tbody>
</table>

Example of “Program Budget as a Percent of a Departmental Budget”

<table>
<thead>
<tr>
<th>Department of Nutritional Sciences Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, TA and Admin. Salaries and Benefits</td>
</tr>
<tr>
<td>Supplies (books, software equipment) &amp; Fees</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
</tr>
<tr>
<td>Grants Support</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The Program Director, in conjunction with program faculty, forecasts program needs and submits a budget request to the Department Chair. The program represents 30% ($285,009) of the department’s budget for teaching salaries and benefits covering the Program Director, program faculty and teaching assistants. Other expenses for the dietetics program are integrated into the department’s overall budget and not broken out separately. These expenses include telephone, travel, office and teaching supplies, administrative staff and accreditation fees totaling $376,124. The program-specific and shared expenses total $661,133 which is below the department’s subtotal of funding for salaries and benefits, supplies and fees ($972,830). Faculty members are also actively engaged in research and successfully compete for extramural funding which is helping to ensure the financial stability of the department and the program.
Suggested Discussion to Support Achievement of Standard 1, Guideline 1.1

- Write the name of the U.S. regional accrediting body and the institution’s current accreditation status.
- Write the name of the U.S. accrediting or licensing body and the organization/institution’s current accreditation status.
- Write the name of your country’s accrediting body or a quality-assurance process established by its professional association or regulatory board for dietetics.
- If the organization/institution has an accreditation status other than full accreditation, describe the impact, if any, of the current institutional accreditation status on the program. (Note: Applications for Candidacy will not be accepted if an accrediting or licensing body has taken action to place on probation, deny, suspend, revoke, withdraw or terminate the institution’s accreditation.)

Suggested Discussion to Support Achievement of Standard 1, Guideline 1.2

Describe the administrative structure of the institution/organization and where the program is housed.

Suggested Discussion to Support Achievement of Standard 1, Guideline 1.3

- Describe the process used to determine short- and long-term budgetary needs that are tied to the goals and objectives of the program.
- Describe the various revenue sources, including the expected stability of each.
- Describe the various expenses, such as number of faculty and staff, funds for professional activities and development, supplies, equipment acquisition, supervised practice costs, including visits to sites and preceptor training.

Suggested Discussion to Support Achievement of Standard 1, Guideline 1.5

- Describe all tracks/options for which the program is requesting accreditation such as baccalaureate, graduate, on-campus, distance education, supervised practice for didactic program graduates, certificate, degree, part-time, full-time.
- Describe the didactic portion of the curriculum for each track/option in the program.
- Describe the certificate and/or degree(s) awarded.

Suggested Discussion to Support Achievement of Standard 1, Guideline 1.6

- Describe and state the length in hours of the supervised-practice portion of the curriculum for each track/option including ISPPs, if applicable.
- Describe planned international experiences available for all students/interns and the total supervised practice hours provided internationally, if applicable. (U.S. programs only)

Suggested Discussion to Support Achievement of Standard 1, Guideline 1.7

Describe the program director’s:
- Credentials
- Number of years of experience since becoming an RD or DTR
- Experience in higher education and/or practice since becoming an RD or DTR
- Experience in higher education and/or practice since becoming an RD, DTR or foreign dietetics or nutrition credential
- Current employment status with the sponsoring organization/institution
Exhibits to Demonstrate Achievement of Standard 1, Guideline 1.1
- Copy of the letter from the U.S. accreditor or licensing body with the most recent accreditation action and dates
- If sponsored by a corporation, documentation of where the organization is incorporated and evidence that it is publicly held
- A copy of the letter from your national accreditor, quality-assurance or licensing body with its most recent action
- A copy of the most recent report on the institutional accreditation status from your national accreditor, quality-assurance or licensing body
- Historical data on the most recent graduating class (such as results from national exams, employment rates, employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership)
- A copy of the most recent accrediting-agency report on the institutional accreditation status

Exhibits to Demonstrate Achievement of Standard 1, Guideline 1.2
Organizational chart that shows the location of the program

Exhibits to Demonstrate Achievement of Standard 1, Guideline 1.3
Current budget with revenues and expenses for the program

Exhibits to Demonstrate Achievement of Standard 1, Guideline 1.5
Provide a copy of university catalog information listing course requirements, including any prerequisites for the program, or provide published information, such as printed pages from the Website, if the program is not based in a university.

Exhibits to Demonstrate Achievement of Standard 1, Guideline 1.6
Provide a copy of program information describing international experiences, such as printed pages from the program’s Website.

Exhibits to Demonstrate Achievement of Standard 1, DP Guideline 1.6; TE, DE, IP & I/F Guideline 1.7
- Program director’s current curriculum vitae
- Photocopy of the program director’s CDR registration card
- Photocopy of the program director’s foreign dietitian (or U.S.) credentials
02 : 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.

Guideline 2.1
Standard 2 and its guidelines are not applicable to programs housed in a U.S. college or university and accredited in good standing by a U.S. regional institutional accrediting body for higher education; therefore college- or university-based and international programs are not required to demonstrate compliance with Standard 2.

Guideline 2.2
The program’s default rate exceeds the federal threshold if it is 25 percent over a three-year period or 40% in one year.

Comments Regarding the Need to Report on Standard 2
Currently, only free-standing internship programs that are using accreditation by ACEND to provide interns with access to Title IV student financial aid need to respond to Standard 2 and its guidelines.

Suggested Discussion to Support Achievement of Standard 2
- State the length of time that the program has been certified by the USDE for Title IV loans or deferments for students/interns.
- Indicate the status of USDE audits, reviews and default rates.

Exhibits to Demonstrate Achievement of Standard 2
Provide a copy of default rate information and the default reduction plan, if applicable.
03 : 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:

Guideline 3.1
The consortium must consider itself a single education program.

Guideline 3.2
A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.

Guideline 3.3
One individual must serve as Consortium Program Director and have primary responsibility for the program and communications with ACEND.

Guideline 3.4
Each member organization in the consortium must designate a Coordinator for the program within that organization who is employed by the organization.

Guideline 3.5
The organization chart must clearly show the relationship of each member of the consortium to the total program and the relationship of each Coordinator to the Consortium Program Director.

a. Membership of committees must reflect representation of each member institution or organization.

b. Coordinators must share responsibility for planning and assessment with the Consortium Program Director.

Suggested Discussion to Support Achievement of Standard 3

- Describe the program consortium and its members.
- Describe the formal agreement between organizations in the program consortium including financial and other resource contributions of each member.
- Describe the Consortium Program Director (see Requirements for Program Directors).
- Describe each Coordinator and employment status with the member institution. Note: Consortium Program Director also may be coordinator for institution where employed.
- Describe the relationship of each member to the program consortium.
- Describe the relationship of each Coordinator to the Consortium Program Director.
- Describe the responsibilities of Coordinators for planning and assessment.

Exhibits to Demonstrate Achievement of Standard 3

- A copy of catalog information or published information about the consortium.
- A copy of formal agreements between the organizations involved
- A formal position description for the Consortium Program Director and a current curriculum vita
- A copy of curriculum vita for each coordinator
- An organizational chart showing all members
Standards on Program Planning and Outcomes Assessment

The purpose of the standards in this section is to ensure that the program has a clearly articulated mission, goals, and objectives. The program must have an assessment process, based on program outcome measures, that allows for on-going program improvement and for determining the degree to which the mission and goals have been achieved. The mission and goals must be related to the vision and needs of the profession of dietetics to better serve society.

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5. Program Goals 11
6. Program Objectives 12
7. Program Assessment 15
8. On-going Program Improvement 17
04 : Program Mission

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

Comments to Achieve the Standard for Program Mission

- The program director should be able to verbally summarize program’s mission statement.
- All other individuals involved with the program such as faculty, students, staff, preceptors, advisory boards, administrators and past graduates should either be able to explain what the mission is or where to locate it.
- The program's mission should be compatible with and reflect the missions from organizational units above the program. In academic settings, this would include university, college/school and departmental missions. In clinical or other settings, this would include facility and departmental missions.
- Mission statements from organizational units above the program must be provided for review.

Suggested Discussion to Support Achievement of Standard 4

- Provide the missions statements for:
  - the institution
  - the college and/or department in which the program resides
  - the program, itself
- Analyze the congruency of the program’s mission statement with the institution and college and/or department missions.
- Analyze the consistency of the program’s mission with the preparation of registered dietitians (see the Scope of Dietetics Practice).
- Analyze the consistency of the program’s mission with the academic preparation for supervised practice and registered dietitians (see the Scope of Dietetics Practice).
- Analyze the consistency of the program’s mission with the preparation of dietetic technicians, registered (see the Scope of Dietetics Practice).
05 : Program Goals

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

- Programs must have at least two, well-constructed goals that reflect the program’s mission.
- Program goals should generally be stated in terms of the impact of the program on graduates; patients, clients, communities, employers, or faculty scholarship, teaching and research, etc.
- Student learning objectives should not be listed as program goals.
- Management plans (i.e., action plans for running the program on a day-to-day basis) are not suitable as goals or objectives.
- Programs may have other goals in addition to two well-constructed goals, so if programs have submitted student learning objectives and management plans as program goals, they are not required to eliminate them.
- Programs must define at least one program objective for each program goal.
- Programs must assess their achievement of all stated goals and objectives and report the results in their self-study reports or program-assessment reports.

Difference Between Program Goals and Management Plans

Management plans are action plans, based on outcome-assessment data, for running the program on a day-to-day basis that relate to achieving or maintaining program goals. Management plans may change from year to year, whereas a program’s mission and goals should remain constant over time.

Suggested Discussion to Support Achievement of Standard 5

- List your program’s goals that address all tracks/options.
- Describe the individuals involved and the process used to define the goals.
- Analyze how the goals reflect the program’s mission and how they will achieve it.

On-Site Exhibits to Demonstrate Achievement of Standard 5

Minutes from planning meetings or other documentation that shows how individuals are involved in goal development.
06 : 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.

Guideline 6.1
National Pass Rate: The program must demonstrate that it is selecting and preparing students appropriately for practice, as measured by performance on national, standardized examinations such as the RD registration exam:

- If the program’s first time pass rate\(^1\) is 80% or above, it meets ACEND requirements with no further monitoring;
- If the program’s first time pass rate is 79% or below and the one year pass rate\(^2\) is 80% or above\(^3\), it meets ACEND requirements with monitoring;
- If the program’s one year pass rate is 51 – 79% the program must make improvements within the timeframe specified by the U.S. Department of Education or face possible probation and withdrawal of accreditation; or
- If the program’s one year pass rate is below 50%, steps will be taken to withdraw accreditation.

<table>
<thead>
<tr>
<th>First-Time Pass Rate</th>
<th>One-Year Pass Rate</th>
<th>Accreditation Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above</td>
<td></td>
<td>Meets ACEND requirements with commendation</td>
</tr>
<tr>
<td>80% or above</td>
<td>80% or above</td>
<td>Meets ACEND requirements</td>
</tr>
<tr>
<td>79% or below</td>
<td>79% - 51%</td>
<td>Improvement must be made within federally-designated timeframe or face withdrawal of accreditation</td>
</tr>
<tr>
<td>50% or below</td>
<td></td>
<td>Initiate withdrawal of accreditation</td>
</tr>
</tbody>
</table>

Guideline 6.2
Program Completion: The program must develop an objective that states the percent of program students/interns who are expected to complete program/degree requirements within 150% of the program length.

Guideline 6.3
Graduate Employment: The program must develop an objective that states the percent of program graduates who are expected to be employed in dietetics or related fields within 12 months of graduation.

Guideline 6.4
Other Measures: The program must develop one or more objectives to measure other graduate and program performance outcomes such as employer satisfaction, graduate school acceptance rates, contributions to the community, professional leadership and so on.

Guideline 6.5
Outcome data measuring achievement of program objectives must be provided for ACEND reviews and must be available to students/interns, prospective students/interns, and the public upon request.

Differences between Goals, Objectives and Outcomes
The words “goal,” “objective,” and “outcome” have related meanings, but should not be used interchangeably when discussing program and learning assessment. “Goal” and “objective” both refer to what someone hopes will happen as the result of an activity or an intervention; however, “goals” describe the result in very broad terms, while “objectives” describe the result in very specific and measureable terms.

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1 The first time pass rate on the registration exam is calculated by dividing the number of candidates who pass the exam on the first attempt, by all candidates taking the exam for the first time over a five-year period.

2 The one-year pass rate on the registration exam is the sum of the number of candidates who passed the exam within one year of their first attempt, aggregated over a five year period and divided by the sum of all individuals who took the exam within that same period.

3 An 80%, one-year pass rate will be used until national benchmarks are established.

12 • 2012 Standards for Dietitian Education Programs
In contrast, the word “outcome,” by itself, describes the actual result of an activity or an intervention; not what someone wanted to occur. In the case of student learning, the outcome is what a student actually knows, does or values. For example, program directors have the objective that all their students will pass the registration exam on the first try; however, the actual outcome may be that some students fail the first time around.

Outcomes can range from ones that are expected and desired to those that are unexpected and not desired. The phrases “desired outcome” or “expected outcome” can be used synonymously with the word “objective,” however the word “objective” is being adopted for the ACEND accreditation process over the two phrases to reduce the potential for confusion.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad overview of what is wanted</td>
<td>Goal</td>
</tr>
<tr>
<td>Measureable description of what is wanted</td>
<td>Objective, Expected Outcome, Desired Outcome</td>
</tr>
<tr>
<td>What you actually get</td>
<td>Outcome (expected, unexpected, desired &amp; undesired)</td>
</tr>
<tr>
<td></td>
<td>Result (expected, unexpected, desired &amp; undesired)</td>
</tr>
</tbody>
</table>

**Writing Goals and Objectives**

Although the concepts of "goal" and "objective" both describe what a program hopes to achieve, goal statements are more broad, general, and abstract. Goals are not easy to validate, because they are relatively intangible. For this reason in assessment, goal statements are defined by a series of written objectives that logically relate to and support them. The combined achievement of the objectives can be used to justify that the goal has been met. For example, the following goal statement is supported by four objectives:

- The program will be nationally recognized for scholarship. (goal)
- The nutrition faculty will generate at least 8 million dollars in external funding per year. (objective)
- On average, each faculty member will publish 5 articles per year in a peer reviewed journal. (objective)
- 25% of students will submit an article to a peer reviewed journal before graduation. (objective)
- 40% of undergraduates will apply to a graduate school immediately after receiving their BS degree. (objective)

If assessment data show that all the objectives are met or exceeded, one can claim that the over-arching goal has also been achieved. However, if some of the objectives are not met as in the example, below, the program or reviewers must use professional judgment to determine whether the objectives are unrealistic and need to be adjusted to more reasonable levels, or whether the program truly failed to meet the intent of the goal and a management plan is needed to improve the program’s outcomes in the future.

<table>
<thead>
<tr>
<th>Results of Program Assessment</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nutrition faculty generated 11 million dollars in external funding per year</td>
<td>exceeded</td>
</tr>
<tr>
<td>Each faculty member published an average of 13 articles per year in a peer reviewed journal</td>
<td>exceeded</td>
</tr>
<tr>
<td>17% of students submitted an article to a peer reviewed journal before graduation</td>
<td>not met</td>
</tr>
<tr>
<td>53% of undergraduates applied to a graduate school immediately after receiving their BS degree</td>
<td>exceeded</td>
</tr>
</tbody>
</table>

The basic formula for writing an objective can be represented in many ways; however, an effective objective defines members of the group who are going to accomplish a measureable action or target within a specified timeframe:

Objective = Population Evaluated (Proportion) + Target Measure + Timeframe

Objective = Doers (Number) + Action + Deadline

Objective = Who (Quantity) + What + When
If the portion of the group held to the target measure is not specified, one can assume that all members (100%) of the group are expected to meet the target measure within the prescribed timeframe. For example, the objective that “the nutrition faculty will generate at least 250 million dollars in external funding per year” should be interpreted as 100% of the nutrition faculty will generate at least 250 million dollars in external funding per year.

**Comments on Setting Realistic Target Measures**

A target measure is a quantitative, short-term criterion of performance for measuring actions (e.g., 8 million dollars generated, 5 articles published per year). A program should carefully consider the target measures in its objective, taking into account the population and timeframe to make sure that they are truly achievable. If the analysis of the program’s outcomes data shows that it is not meeting its own target measures, it must honestly assess the evidence to determine if the objectives are realistic. If they are realistic, the program must develop a plan to improve its outcomes to achieve its target measures in the future. If the objectives are not realistic, the program should adjust one or more components of the objective or create new ones that measure different outcomes.

**USDE Window for Resolving Non-Compliance**

U.S. Department of Education regulations 602.20(a)(1-2) specify maximum timeframes for resolving issues of non compliance based on the length of a program. Accrediting agencies have the right to specify shorter timeframes at their discretion.

<table>
<thead>
<tr>
<th>Program Length</th>
<th>Time for Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year or less</td>
<td>12 months</td>
</tr>
<tr>
<td>1- to 2-years</td>
<td>18 months</td>
</tr>
<tr>
<td>2-years or more</td>
<td>24 months</td>
</tr>
</tbody>
</table>

**Suggested Discussion to Support Achievement of Standard 6**

- For each goal, list the objectives and target measures that will be used to determine if the goal is being achieved for all tracks/options.
- Describe the individuals involved and the process used to define the objectives and target measures:
  - For pass rate of program graduates on the registration exam, the expected pass rates may exceed the minimum specified in Guideline 6.1.
  - For completion rate, determine the target measure (that is the percentage of students or interns completing the program) within the timeframe in Guideline 6.2 based on a rationale that uses historical data and characteristics of the student population.
  - When providing evidence of the percent of students who are able to complete the program in no more than 150% of the normal curriculum length, the program must describe the length in actual time (hours, week, months, etc.). For example, the completion time for a 30 week program would be calculated as follows: 30 weeks x 150% = 45 weeks.
  - For employment rate, determine the target measure (that is the percentage of students or interns finding jobs in dietetics or related fields) within the timeframe in Guideline 6.3 based on a rationale that uses historical data and characteristics of the student population.
  - For application and acceptance rates into supervised practice, determine the target measure (that is the percentage of students applying to internships and getting accepted) within the timeframe in Guideline 6.3 based on a rationale that uses historical data and characteristics of the student population and the current availability of supervised practice sites.
  - For other objective measures for Guideline 6.4, describe how they will assist the program in determining if the associated program goal(s) will be achieved.

**On-Site Exhibits to Demonstrate Achievement of Standard 6**

- Minutes from planning meetings or other documentation that shows how individuals are involved in development of objective measures
- Historical data used to determine target measures
07 : Program Assessment

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

**Guideline 7.1**

The written assessment plan must include the following components

a. Each program goal and the objectives that will be used to assess achievement of the goal

b. Qualitative and/or quantitative data needed to determine if objectives have been achieved

c. Groups from which data will be obtained; internal stakeholders (such as students/interns, graduates, administrators, faculty, preceptors) and external/those not involved with the program (such as employers, practitioners, dietetics education program directors, faculty from other disciplines; must be represented

d. Assessment methods that will be used to collect the data

e. Individuals responsible for ensuring that data are collected

f. Timeline for collecting the necessary data

**Guideline 7.2**

The program must continually assess itself and provide evidence of the following:

a. That data on actual program outcomes for each pathway or option are collected, summarized and analyzed by comparing actual outcomes with objectives according to the timeline in the assessment plan.

b. That data analysis is used to assess the extent to which goals and objectives are being achieved.

**Program Assessment Planning**

The program must have a written assessment plan based on its mission, goals and objectives for systematically and continuously improving itself. ACEND’s program assessment plans are often constructed in the form of a table or matrix. However, other layouts may allow programs to include more complete information in the plan. The plan must include the following for each program goal:

a. The objectives for the goal

b. The type of data needed to determine whether an outcome is actually occurring for each objective

c. Where the data will come from

d. The assessment methods (exams, surveys, observations)

e. The individual(s) or group responsible for collecting and assessing the data

f. The timeframe for the outcome to be assessed for each objective

Program assessment plans may be included in the narrative or an appendix.

**Data Collection and Analysis for Program Assessment**

- Actual program outcomes data should be collected, aggregated and compared against objectives, trends should be analyzed, and the findings should be used to make decisions for improving the program and creating management plans. The program does not need to provide complete tables of aggregate data for review, just key data used to make program decisions.

- When presenting a program-assessment plan in a report to ACEND, the program must provide the actual results of the assessment along with the management plans describing the actions that were taken to maintain areas of program strength or address areas needing improvement.

- Describe the actions taken to maintain strengths and address unmet outcomes and areas for improvement within the past five years and the rationale for the actions.

- Important: If the program has separate tracks (e.g., undergraduate and graduate, distance learning and face-to-face, accelerated and normal, full time and part time, etc.) outcome data must be gathered for each track separately, and when provided for review, the data and actions must be included in a separate analysis for each track.
Suggested Discussion to Support Achievement of Standard 7

- Describe the individuals involved and the process used to develop the assessment plan for the program.
- Summarize how the assessment process has been implemented during the past five years, including how, when and which groups were contacted for data or feedback.
- Describe the extent to which objectives and goals are being achieved based on the analysis.

Exhibits to Demonstrate Achievement of Standard 7

- Program-Assessment Matrix: A matrix listing all the program goals and the objective measures for each goal with the components listed in Guideline 7.1
- Summary of data or feedback collected for each objective measure with an analysis of actual results against expected target measures
- A summary of data or feedback for each degree track, education option, and distance education pathway offered by the program with an analysis of comparability of results.

On-Site Exhibits to Demonstrate Achievement of Standard 7

- Minutes from planning meetings or other documentation showing how individuals are involved in the development of the program’s assessment process
- Surveys or examples of other assessment methods used to collect data or feedback
- Completed surveys and documentation of other assessment methods used
08 : 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.

Guideline 8.1
The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.

Guideline 8.2
Short- and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives.

Guideline 8.3
Costs to accomplish short- and long-term strategies should be included in the budgeting process.

Guideline 8.4
Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment.

Comments to Achieve the Standard for On-going Program Improvement

- A viable pass rate improvement plan is recommended for preparing all graduates to pass the registration exam on the first attempt and is required for all programs not meeting ACEND pass rate benchmarks.
- Outcome data collected through the program-assessment process must be used to discover the strengths and weaknesses of the program and should drive the development of short- and long-term plans for improving and managing the program (management plans). In essence, the program must “close the loop” by continuously improving itself using assessment data.
- When possible, programs are encouraged to take advantage of existing departmental or institutional quality-improvement initiatives, by using applicable assessment data collected from those initiatives to also demonstrate achievement of goals and objectives in the dietetics program.

Suggested Discussion to Support Achievement of Standard 8

- Describe the process for using cumulative assessment of all data or feedback over the past five years.
- Describe the program’s overall strengths and areas for improvement relating to policies, procedures, curriculum, faculty, preceptors and resources based on cumulative assessment of data or feedback and achievement of program goals and objective measures.
- Describe short- and long-term strategies to maintain or improve the program objectives and achieve goals over the next five years:
  - If the program does not meet ACEND’s national benchmarks for pass rates for dietetic education programs, use ACEND’s Pass Rate Improvement Plan Template to clearly explain how your program will improve its pass rate on the registration exam. Be sure to address all program components as listed in Guidelines 8.1 – 8.4.
  - If other objective measures are not met, describe plans and strategies for improving results.
- Explain what funds are reserved through the budgeting process to accomplish short- and long-term strategies.
- Briefly describe the institution’s planning and assessment processes, and describe how the program planning and assessment processes fit into it.
On-Site Exhibits to Demonstrate Achievement of Standard 8

- Minutes from planning meetings or other documentation that shows how the individuals are involved in review and use of assessment/planning results to determine actions taken or planned
- Documentation that shows that expenses for implementing short- and long-term strategies are covered
- An executive summary of the institution’s assessment plan and most recent annual report of assessment activities within the college or department where the program is housed
- An executive summary of the institution’s strategic, quality, performance improvement or assessment plan and most recent annual report of activities within the college or department where the internship program is housed
Standards on Curriculum and Student Learning Objectives

The purpose of the standards in this section is to ensure that the program’s curriculum provides a thorough foundation in the biomedical, nutritional, behavioral, managerial, and clinical sciences and prepares graduates with the competencies needed to not only enter and contribute to the profession of dietetics throughout their career, but also to develop problem-solving skills and the imagination to create new areas of practice for registered dietitians and dietetic technicians, registered. Desired curricular content, organization, sequencing, and outcomes, and the type and character of practice experiences needed, are described. In addition, the methods of promoting student learning and development of lifelong learning skills and the need to use assessments to measure, evaluate, and improve student learning and effectiveness are stated. As recommended by the Institute of Medicine for all health care professionals, registered dietitians and dietetic technicians, registered must be educated to deliver patient and client-centered care as members of an inter-professional team, emphasizing evidence-based practice, quality improvement approaches, and informatics.

9. Program Concentrations
10. Curricular Mapping
11. Learning Activities
12. Curriculum Length
13. Learning Assessment
14. On-going Curricular Improvement
09 : Program Concentrations

In addition to the Core Knowledge and Competencies in Appendix A, 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.

**Guideline 9.1**

Dietetic Technician Education Programs and Didactic Nutrition and Dietetics Education Programs are not required to provide program concentrations, and are not required to demonstrate compliance with Standard 9 or its guidelines.

**Guideline 9.2**

The concentration area(s) must be chosen on the basis of mission, goals, resources and learning objectives.

**Guideline 9.3**

Competencies and learning activities that build on the Core Knowledge and Competencies defined in Appendix A must be developed by the program for the concentration.

**Comments to Achieve the Standard for Program Concentrations**

- A program concentration is an area which the program does well and wants to teach to students. A program concentration should support the mission of the program and be compatible with it. Programs are not limited to the number of concentrations that they may offer to students.
- Each program concentration must be described using competency statements that focus on experiences that programs are providing students/interns that are beyond ACEND’s core competencies and provide additional depth in the concentration area. The program should reassess the competency statements for its concentration on a regular basis (e.g., at least once every five years). Each program concentration must have at least two competency statements and may use as many more as determined to be appropriate by the program.

**Suggested Discussion to Support Achievement of Standard 9**

- Describe each concentration area including how and why competencies were developed by the program for each concentration.
- Explain the rationale for each concentration area based on the program’s mission, goals, available resources, and learning objectives.
- Describe how the concentration area competencies build on the core competencies.

**Exhibits to Demonstrate Achievement of Standard 9**

- A copy of information, such as printed pages from the program’s Website, for students/interns describing the concentration and how to select it.
- List of competencies for each concentration.
- A curriculum map of didactic and supervised-practice courses aligned with each set of concentration area competencies.

**On-Site Exhibits to Demonstrate Achievement of Standard 9**

- Textbooks to support the concentration area(s).
- Minutes from planning meetings or other documentation that shows how the individuals are involved in developing the concentration area(s).
- Student/intern projects for concentration area(s).
10: Curricular 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.

Guideline 10.1

a. The curriculum map must identify didactic and supervised practice course(s) that students/interns will complete to meet each of the Core Knowledge and Competencies, including the Support Knowledge and the Concentration Competencies defined in Standard 9, Program Concentrations.

b. The curriculum map must include supervised practice experiences that occur in various settings or practice areas to achieve the competencies in a manner appropriate for implementing the curriculum. Programs should include such areas as acute care, extended care, public health/community, prevention and wellness, and food service, but may also include other areas such as education, research, informatics, genetics/genomics, management, consultation, and so on.

c. The curriculum map must sequentially and logically organize the progression of didactic and supervised practice courses from introductory to more advanced learning activities and build on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.

d. The curriculum map must culminate in experiences (such as planned staff experience) to demonstrate entry-level competence.

Suggested Discussion to Support Achievement of Standard 10

- Describe the curriculum map for all program tracks/options including how the program didactic and supervised-practice courses or rotations are organized, sequenced and integrated to build on previous knowledge and experience.

- Describe how the organization, sequencing and integration of didactic courses, components or activities and supervised-practice courses or rotations facilitate student or intern achievement of the learning objectives.

- Give examples of sequential and integrated-learning experiences in both didactic courses, components or activities and supervised-practice courses or rotations that facilitate student or intern achievement and expected knowledge and competencies at the depth and breadth expected.

- Describe how and where culminating supervised-practice experiences occur to enable students to demonstrate entry-level competence (excludes DPNDs unless they are offering ISPP options).

Exhibits to Demonstrate Achievement of Standard 10

- Matrix of didactic and supervised-practice courses aligned with Core Knowledge and Competencies, defined in Appendix A

- Matrix of courses aligned with Core Knowledge and Competencies, defined in Appendix A

- Summary of facilities used for supervised practice by setting or practice area.

- Sequential listing of supervised-practice courses or rotations for the maximum number of students enrolled or maximum capacity of the program for all tracks or options that the program is requesting accreditation, showing how supervised-practice experiences progress from introductory to learning objectives

- Provide the total time and distribution of supervised practice hours by course for each track and planned time for completion.
• Plan of study (for example, a list of the didactic and supervised-practice courses in chronological order organized by term, including course number, course name, and credit hours)

• Sample syllabi for didactic and supervised-practice courses in the program’s curriculum; each syllabus must include at least the following:
  • title and number
  • description
  • credit hours
  • instructor
  • clock hours (lecture and laboratory) and schedule
  • course prerequisites
  • course objectives
  • outline of content
  • description of teaching methods and learning experiences
  • methods of student evaluation/grading
  • required and recommended readings

• Matrix of supervised practice rotations aligned with Competencies, defined in Appendix A

• Sample supervised practice rotation descriptions; each description must include at least the following:
  • facility or facilities where rotation occurs
  • preceptor(s)
  • clock hours
  • rotation objectives
  • description of supervised-practice experiences
  • methods of intern evaluation

**On-Site Exhibits to Demonstrate Achievement of Standard 10**

• All syllabi for didactic and supervised-practice courses in program curriculum with the information specified above

• Textbooks as noted in the course syllabi to support acquisition of Core Knowledge and Competencies/Learning Objectives

• All supervised practice rotation descriptions with the information specified above

• Minutes from planning meetings or other documentation that shows how the individuals are involved in developing curriculum

• Student or intern projects as evidence of educational approaches used, interdisciplinary experiences, and development of collaboration, teamwork, problem-solving, critical-thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills
11 : Learning Activities

The program’s curriculum must provide learning activities to attain all the Core Knowledge and Competencies (Appendix A) defined to enter practice as a registered dietitian.

Guideline 11.1

a. Learning activities must prepare students/interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity, diabetes, cancer; cardiovascular, gastrointestinal and renal diseases.

b. Learning activities must prepare students/interns to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.

c. Learning activities for students/interns must develop collaboration, teamwork, problem-solving, critical-thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills.

d. Learning activities must use a variety of educational approaches (such as field trips, role-playing, simulations, problem-based learning, classroom instruction, laboratory experiences) necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

e. Learning activities must include opportunities for students/interns to participate in interdisciplinary learning activities.

f. Learning activities must be documented in course syllabi and supervised practice rotation descriptions with clearly defined objectives reflecting the breadth and depth of didactic and supervised practice course content and expected student performance.

Comments to Achieve the Standard for Learning Activities

- The program must provide a narrative that illustrates how specific learning activities help students and interns to achieve ACEND’s knowledge or competency requirements. For example, the program could describe a typical day, several activities or learning experiences for a student, explaining what specific knowledge or competency requirements are covered and describing the learning activities used to meet them. The program is encouraged to describe any activities that are considered to be unique or innovative.

- The program must also list ACEND’s requirements and briefly describe the types of learning activities used to meet them along with the course or rotation in which the activities occur. A table or matrix may facilitate the program review and assure that all of ACEND’s requirements are covered by the program.

- Learning activities should be defined by tasks to be performed and the competencies to be gained from an activity. Learning activities must have a corresponding evaluation. In general, the longer the duration of an activity, the greater the number of student evaluations that should be conducted.

Definitions for Terms used in the Standard for Learning Activities

- **Interdisciplinary:** ACEND defines “interdisciplinary” as individuals from different disciplines working together to achieve a common goal. The level of interdisciplinary exposure may differ based on the type of learning environment.
  - In didactic education, exposure to other disciplines could be achieved through guest speakers, class projects where students from many disciplines work together, field trips and tours.
  - In supervised practice, interns must actually work with practitioners from other disciplines. At a minimum, this includes physicians, nurses and social workers, and depending upon the rotation, pharmacists, speech language pathologists, physical therapists, occupational therapists, case managers, respiratory therapists, wound care specialists, lactation consultants, food-service managers, culinary arts specialists, program evaluation specialists, and so on.

- **Critical Thinking & Creative Problem Solving:** Critical thinking is the careful attainment and interpretation of information to reach a valid conclusion. Creative problem solving requires critical thinking to arrive at solutions to problems that are created independently rather than explicitly taught by others.

- **Skill and Professional Competency:** Skills are defined as the technical ability to apply knowledge in the performance of tasks in a specific area. Professional competencies are skills integrated with attitudes and judgment that reflect the minimum level of performance required to master tasks or duties in a profession. Programs must demonstrate that students/interns are doing self-reflection and self-assessment to develop skills and competencies as well as actually attaining them.
• **Cultural Competency**: The ability to provide health-care services that are respectful of and responsive to the health beliefs, practices, cultural and linguistic needs of diverse patients in order to bring about positive health outcomes. [http://www.hrsa.gov/culturalcompetence/](http://www.hrsa.gov/culturalcompetence/)

• **Variety of Educational Methods**: The program must show evidence of using a variety of educational methods to develop students'/interns' knowledge and skills in the narrative of the self-study report (SSR) and program assessment report (PAR), and by being able to verbally discuss the program's educational methods with ACEND on-site reviewers. Course syllabi, rotation narratives and samples of student work and projects should also be used as evidence to support descriptions of the program's efforts.

**Suggestions for Fostering Collaboration and Teamwork**

- Collaboration is the coordination of individual actions, cooperation in planning and working together, and sharing of goals, problem-solving, decision-making, and responsibility between two or more people or groups from the same or different disciplines. Teamwork, from a health-care perspective, is collaboration among individuals with defined roles from the same or different disciplines who provide treatment, care or consultation to a patient or client.
- Coursework or laboratory experiences must provide opportunities for students to work together in organized activities with a common goal. Supervised practice must provide opportunities for interns/students to work with individuals from other disciplines, preferably with clearly defined roles as part of a team.

**Learning Activities in Extended Care** (not required for didactic programs)

ACEND defines extended care as providing services that help people with health or personal needs and activities of daily living over a period of time, because they are physically or mentally unable to care for themselves. Extended care can be provided at home, in the community, or in facilities, such as nursing homes or assisted-living facilities. Individuals in extended care require monitoring, because they are considered to be at nutritional risk or have the potential for nutritional risk resulting either from their health condition or extended confinement. Prisons, halfway houses, or residential treatment centers for substance abuse or behavioral problems are not considered by ACEND to be extended care facilities, unless the program demonstrates that the residents are at on-going nutritional risk or have the potential for nutritional risk.

**Learning Activities Addressing Low-income, and Nutritionally at Risk Women, Children and Infants**:  
- Separate experiences or a combination of experiences must be provided that includes opportunities on site to develop competencies with the following populations:
  - low-income, nutritionally at risk pregnant women,
  - post-partum (breastfeeding and non-breastfeeding) women,
  - infants and children up to age 5
- Suitable alternate experiences may be gained through programs such as WIC, Head Start, Expanded Food and Nutrition Education Program (EFNEP), and Child-Adult Care Feeding Program.
- Students must learn and gain experiences applying federal rules and regulations such as those affecting WIC and similar programs. Although it is preferable for students to gain experiences with federal rules and regulations in actual settings, competencies may be learned through instruction and simulated experiences in a didactic setting.

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5 Definition adapted from [www.medicare.gov](http://www.medicare.gov) in May, 2010.
**Suggested Discussion to Support Achievement of Standard 11**

- Summarize the educational methods used and the rationale for using them.
- Give examples of learning experiences requiring interdisciplinary interactions and the didactic courses, components or activities and supervised-practice courses or rotations in which they occur.
- Give examples of opportunities to develop collaboration, teamwork, problem-solving, critical-thinking and self-assessment skills; and personal and professional attitudes and values, cultural competence, leadership and decision-making skills and didactic courses, components or activities and supervised-practice courses or rotations in which they occur.
- Briefly describe how a curriculum for all tracks/options planned to address the Core Knowledge and Competencies in Appendix A.
- Describe where and how the curriculum provides didactic learning and supervised practice for various conditions, including but not limited to overweight and obesity, diabetes, cancer, cardiovascular, gastrointestinal and renal diseases.
- Describe where and how the curriculum provides didactic learning and supervised practice to implement the nutrition care process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.
- Describe where and how the curriculum provides didactic learning and supervised practice for all interventions defined in the nutrition care process.
- Describe where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice for various conditions, including but not limited to overweight and obesity, diabetes, cancer, cardiovascular, gastrointestinal and renal diseases.
- Describe where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and the elderly.
- Describe where and how the curriculum provides supervised practice and didactic learning activities to support supervised practice for all interventions defined in the nutrition care process.
- Describe where and how the curriculum provides didactic learning and supervised practice to prepare students for technical practice with patients/clients with various conditions.
- Describe where and how the curriculum provides didactic learning and supervised practice with various populations and diverse cultures, including children, adolescents, adults, pregnant/lactating females and the elderly.
- Describe where and how the curriculum provides didactic learning and supervised practice for selected components of the nutrition care process under the supervision of the registered dietitian.

**Exhibits to Demonstrate Achievement of Standard 11**

- Course descriptions as published in the catalog.
- Summary of populations and diverse cultures encountered during the program
- Summary of any didactic learning to support supervised practice

**On-Site Exhibits to Demonstrate Achievement of Standard 11**

- Textbooks used for teaching in the program
- Student and Intern projects
12: Curriculum Length

Length of the program must be based on the institution’s requirements and ability to implement the curriculum and must include a minimum of 1200 hours of supervised practice experience.

Comments to Achieve the Standard for Curriculum Length

- The program determines its own length after taking into consideration learning activities that students must accomplish, any required hours for supervised practice and the duration of other mandates from the program’s administration or state legislation.
- The adequacy of curriculum length should be reaffirmed through the program assessment process.
- Programs should make sure that the sum of hours of individual courses or rotations equals the overall length of the curriculum in its documentation to ACEND. Documentation of curriculum length can be verified by providing course lists, program curriculum, rotation schedule, university catalogs, plan of study, or other official documents in electronic or hard-copy formats.

Supervised Practice (not required for didactic programs)

- Supervised practice is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor, where students prepare for and perform specific responsibilities done by the preceptor. Learning activities performed by interns that are not typically performed as part of the preceptor’s work responsibilities, such as writing papers, completing a study guide or other homework, should not be counted towards fulfilling supervised-practice hours.
- Real-life activities in actual work environments are preferred to role-playing, simulations, case studies or other experiences; however, when real-life activities are not available; when real-life activities may endanger students, patients or clients; or when students need additional practice to develop knowledge and skills; supervised practice hours may be substituted with hours of role-playing, simulations, case studies, or other experiences where students perform work-related tasks that contribute to the acquisition of desired competencies.
- ACEND encourages programs to provide statistically valid research data comparing the effectiveness of real-life activities to role-playing, simulations, case studies or other experiences used to develop knowledge, skills and professional attitudes.

Suggested Discussion to Support Achievement of Standard 12

- State the length of the program in academic years (or equivalent) and in semester credit hours (or equivalent) and degree granted for each option/track.
- State the number of supervised-practice hours planned for achieving core and concentration-area competencies and the number of weeks/academic time for student/interns to complete them for each program track/option.
- Explain the rationale for the program length, credit hours, supervised practice hours and degree or certificate granted based on mission, goals, learning objectives and similar programs.
- State the length of the program in academic years (or equivalent) and in semester credit hours (or equivalent).
- State the number of supervised practice hours planned for achieving core competencies and the number of weeks for students to complete them.
- Explain the rationale for the program length, credit hours, supervised practice hours based on mission, goals, learning objectives, and similar programs in the college.
- List certificate, credits or degree granted for each option/track.
- Explain the rationale for the program length, supervised practice hours, certificate or degree granted based on mission, goals, learning objectives and similar programs at the institution or elsewhere.
13 : Learning Assessment

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

Guideline 13.1
The learning-assessment plan must include:

a. Learning activity that will be used to assure the achievement of competencies/learning objectives
b. Assessment methods that will be used
c. Didactic and/or supervised practice course(s) in which assessment will occur
d. Individuals responsible for ensuring that assessment occurs
e. Timeline for collecting formative and summative assessment data

Guideline 13.2
Programs must assess the achievement of learning objectives that support competencies by comparing and analyzing them against student outcomes data. Programs must be able to provide their assessment plans, explain their assessment process, and describe the extent to which students are achieving learning objectives that support competencies along with the potential impact on student success and pass rates.

Guideline 13.3
In addition to rating student levels of performance against competency statements and objectives or confirming the presence of professional attributes, programs should thoroughly evaluate student progress using quantitative and qualitative approaches that clearly document what they have done to demonstrate knowledge and competence.

The Collection and Use of Knowledge and Competency Data

Programs must assure that all students are able to achieve ACEND’s Core Knowledge and Competencies in order to be eligible to sit for the registration exam, by using them as the basis for developing learning and assessment activities. Programs are no longer required to provide raw or aggregate data for every knowledge requirement or competency statement. Programs should, however, be able to discuss and justify curricular decisions using learning assessment data based on the Core Knowledge and Competencies.

Comments on Guideline 13.3

Programs are asked to use a variety of approaches for assessing student knowledge and abilities in addition to the typical checklists used to rate the degree to which a competency has been met. Some of the tools for assessing learning are listed below:

- Portfolios
- Oral presentations
- Exams
- Problem sets
- Pretest-posttest
- Observations
- Focus groups
- Journals
- Journal clubs
- Structured & open-ended interviews
- Evaluation rubrics
- Surveys

Content of Learning Objectives

The Learning Objectives Plan must assess knowledge, skills, attitudes and values based on knowledge and competencies listed in Appendix A of the standards. In programs with supervised practice, 100% of students/interns must achieve all competencies.

Identifying Indicators of Student Achievement

As a component of its evaluation process, the program should conduct studies to correlate admissions criteria, policies, and procedures with student achievement in the program and performance in professional practice.
Suggested Discussion to Support Achievement of Standard 13

- Describe the constituents involved and the process used to develop the plan for assessing competency/student learning objectives specified in Appendix A.
- Briefly describe how the assessment process has been implemented over the past five years; including how and when student learning was assessed.
- Describe the extent to which students or interns are achieving competencies or learning objectives and how that is assessed.

Exhibits to Demonstrate Achievement of Standard 13

- A written assessment matrix created by listing each of the competencies/student learning objectives as an entry in the first column of the matrix and matching each column entry with a row containing the elements of Guideline 13.1.
- Examples of assessment tools and rubrics
- Optional: Summary of the aggregate data collected for each learning objective and analysis, comparing the actual results with the expected competency/learning objective
- For different tracks/options the program is requesting accreditation (such as bachelor’s and master’s or on-campus and distance education) provide a summary of assessment data for students/interns in each track/option and analysis for comparability of results.
- For different tracks/options the DTEP is requesting accreditation (on-campus and distance education, supervised practice for DPND graduates) provide a summary of assessment data for students in each track/option and analysis for comparability of results.

On-Site Exhibits to Demonstrate Achievement of Standard 13

- Minutes from planning meetings or other documentation that shows how individuals are involved in the development of plans for assessing competencies/student learning objectives
- Examples of assessment methods used to collect formative and summative assessment data, including evaluations used for supervised practice and practica that demonstrate how students achieve competencies
- Examples of actual formative and summative student/intern evaluations used to assess achievement of competencies/learning objectives
- Strengths and areas for improvement from the findings in the self-study review process.
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.

Guideline 14.1

a. Individuals conducting curriculum review should be aware of new knowledge and technology impacting dietetics practice and update the curriculum accordingly.

b. Curriculum review should use results of the student learning and program outcomes assessment processes to determine strengths and areas for improvement.

c. Curriculum review should include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education) or supervised practice sites are used to accomplish the same educational objectives.

d. Curriculum review should result in actions to maintain or improve student learning.

Comments to Achieve the Standard for On-going Curricular Improvement

- A portion of student assessment data (and relevant program data) should be collected and reviewed annually to determine whether curricular changes are needed. If students are not achieving learning objectives, the program must provide a plan that shows how the curriculum will be changed to assure that future students will achieve the learning objectives.

- Narrative descriptions of changes that have taken place, minutes from meetings, correspondence and planning documents can be provided to ACEND as evidence of on-going curricular review and improvement.

Suggested Discussion to Support Achievement of Standard 14

- Describe the on-going, formal curriculum review process including schedules and constituents involved over the past five years.

- Describe overall curricular strengths and areas for improvement based on cumulative assessment of student learning objectives and program objectives.

- Describe how information about new knowledge and technology impacting dietetics practice has been obtained and integrated into the program curriculum over the past five years.

- Describe how comparability of educational experiences and consistency of learning objectives is assessed and maintained.

- Describe actions taken to maintain curricular strengths and address areas for improvement within the past five years and the rationale for the actions.

Exhibits to Demonstrate Achievement of Standard 14

- Minutes from meetings or other documentation of the program’s formal, on-going, curriculum-review process

- Documentation showing constituency involvement and use of assessment/planning results to determine actions taken or planned
2012 Standards for Dietitian Education Programs
Leadership

Standards on Program Staff and Resources
The purpose of the standards in this section is to ensure that the program has fair and equitable policies and procedures and capabilities to attract, develop, and retain an adequate and appropriate number of qualified faculty and staff to contribute to the achievement of the program’s mission and goals and to leadership in nutrition and dietetics education, research, and practice. The program is expected to have adequate and appropriate physical, library, educational, and practice site resources to offer a high-quality program that meets the needs of students, faculty, and the profession.

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16. Faculty and Preceptors 36
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18. Program Resources 39
19. Supervised-Practice Facilities 40
15 : Responsibilities of the 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.

Guideline 15.1
The program director must be responsible for assuring that all ACEND accreditation standards, policies and procedures are met; however, this can be achieved by managing or overseeing other individuals assigned to complete ACEND-related tasks. ACEND responsibilities should be included in the job description of the program director or the job description should state that the “program director is responsible for assuring that all ACEND accreditation standards, policies and procedures will be met.”

Guideline 15.2
Program director responsibilities must include, but are not limited to the following:

a. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students/interns (such as program admission, retention and completion policies)
b. Student recruitment, advisement, evaluation and counseling
c. Maintenance of program accreditation, including timely submission of fees, reports and requests for major program changes
d. Maintenance of the program’s student records, including student advising plans and verification statements; verification statements must be kept indefinitely
e. Maintenance of complaints about the program received from students/interns or others, including disposition of the complaint
f. On-going review of program’s curriculum to meet the accreditation standards
g. Communication and coordination with program faculty, preceptors and others involved with the program
h. Facilitation of processes for continuous assessment of program and student learning outcomes

Qualifications of the Program Director

- ACEND standards do not prescribe the minimum amount of time that a program director must devote to managing a program. If the program director is able to successfully complete all program management responsibilities within the time specified and no outcomes showing management-related deficiencies are present, then the program meets ACEND’s criteria; if not, the program must provide a plan to show how it will address program management needs.
- The program must describe how the program director has time to complete required duties with examples.
- Although a program director’s job description does not require a supervisor’s signature, ACEND site visitors should verbally confirm that the job description is accurate through on-site discussions with the program director’s supervisor. If the formal job description does not include a list of responsibilities performed by the ACEND program director, then a separate document should be provided that includes these responsibilities and has been approved by administrators.
Suggested Discussion to Support Achievement of Standard 15

- Describe the program director’s employment status and faculty position.
- Describe the program director’s teaching load and other responsibilities and their impact on carrying out program-management responsibilities.
- Describe how the time allocated to program-management responsibilities has been determined and adequacy of the time allocated relative to meeting program needs.
- Describe the role of program director in developing policies and procedures for the program.
- Describe the process for maintaining and updating program policies and procedures.
- Describe the role of program director in student recruitment, advising, evaluation and counseling.
- Describe the program director’s role in maintaining program accreditation.
- Describe the process for maintaining student records and issuing verification statements.
- Describe the process for receiving and handling complaints from students/interns and others, such as preceptors, employers of graduates and the public.
- Describe the program director’s role in on-going review of the program curriculum as documented in Standard 14.
- Describe the mechanisms used by the program director to communicate with program faculty, preceptors and others involved with the program.
- Describe the program director’s role in facilitating continuous assessment of program and student/intern learning outcomes as documented in Standard 13.

Exhibits to Demonstrate Achievement of Standard 15

- Program Policies and Procedures (see Standard 23)
- Formal position description for the program director, approved by administration, that includes responsibilities listed in Guidelines 15.1 to 15.2, and specifies the amount of time allocated for program management
- Student/Intern and graduate files showing adherence to outlined procedures for record keeping
- Documents showing adherence to outlined procedures if complaints have been received
- Examples of written communications between the program director and others
16: Faculty and Preceptors

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

Guideline 16.1
In addition to the program director, other full-time or adjunct faculty (such as practitioners) must teach profession-specific courses in the program.

Guideline 16.2
a. Program faculty, including the program director, must meet the college/university’s criteria for appointment.

b. Preceptors must be credentialed or licensed as appropriate to meet state and federal regulations for the area in which they are supervising students/interns.

c. The program must have a process for the periodic review of the effectiveness of faculty and preceptors.

Guideline 16.3
a. New faculty members, instructors, and teaching assistants must be provided an orientation to the mission, goals, values, and educational philosophy of the dietetics program.

b. Preceptors must be provided orientation to the supervised practice objectives and professional competencies before assuming responsibilities.

Faculty/preceptor qualifications and numbers
Programs must have at least one full- or part-time faculty member in addition to the program director with other full- or part-time faculty and preceptors as needed. Faculty and preceptors are not required to hold an RD or DTR certification. Faculty and preceptors must show evidence of continued competence appropriate to their teaching or precepting responsibilities through degrees, experience, continuing education, and so on. An RD or DTR certification, in and of itself, is not an indication of competence to teach or precept students.

The program director, faculty members and preceptors should participate in activities for professional growth and continued competence as dietetics professionals and as educators. Activities can include attendance at national, state or local dietetic association and education meetings; professional development; and academic studies. Resumes are preferred for documenting professional and educational development activities; however, if not available, then narrative summaries describing completed activities are acceptable.

Preceptors
- A summary of each preceptor and credentials should be provided such as in a table showing the preceptor name, degrees, certifications, area of expertise, facility, and rotation precepted.

- Preceptor training can be formal or informal, but the content and date should be documented. New preceptors should receive training on how to be effective, the program’s expectations for the rotation, how to make the preceptor’s expectations clear to interns, evaluating students, providing feedback, and so on. Initial training should be provided by the program director or other program staff. Regular training updates such as changes to rotations and information to improve preceptor skills should be provided face-to-face or through media such as CDR’s on-line modules.

- Complaints regarding a preceptor should be investigated and corrected through training if possible. If not correctable, students should not be sent to the preceptor. In all cases, documentation of steps taken to address preceptor issues should be provided to ACEND at the time of the submission of the PAR or SSR.
Suggested Discussion to Support Achievement of Standard 16

- State the number of program faculty and preceptors and summarize their qualifications.
- State the number of faculty teaching DPND food and nutrition courses, provide their teaching assignments, and analyze their qualifications relative to courses taught.
- Analyze the qualifications of program faculty teaching food and nutrition courses relative to courses taught.
- Analyze the adequacy of faculty and preceptors (if present) relative to depth and breadth of curriculum and diversity of practice.
- Analyze the program faculty qualifications relative to criteria for appointment.
- Describe the process for selecting preceptors.
- State the number of primary preceptors; provide credentials/licensure as appropriate and indicate the number of years of experience post credentialing, if credentialing is appropriate.
- Describe the process and timeline for orienting new preceptors to supervised-practice objectives and learning objectives.
- Describe the process for evaluating preceptors, including opportunities for student/intern input.
- Provide summaries of student feedback and preceptor evaluations.
- Provide a description and timeline for on-going training of preceptors based on evaluation results.

Exhibits to Demonstrate Achievement of Standard 16

- Curricula vitae for all program faculty
- Institution’s criteria for faculty appointments
- Completed evaluations of preceptors by program director and students/interns
- Resumes for all primary preceptors
- Copies of information provided to new preceptors about the supervised practice curriculum, objectives and learning objectives
- Completed evaluations of preceptors by program director and students/interns
- Examples of preceptor training activities that have occurred within the last two years
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.

Guideline 17.1

a. All faculty members should receive on-going training to become proficient in the use of the program’s technology and educational methodologies.

b. All faculty members, including preceptors, instructors, and teaching assistants should receive on-going training based on evaluation by the program director and feedback from students/interns.

c. All faculty members, including preceptors, should be familiar with the purpose of ACEND’s accreditation process and intent of the standards.

Suggested Discussion to Support Achievement of Standard 17

- Discuss how the program supports the continuing competency of the program director, faculty and preceptors, appropriate to teaching responsibilities or other activities leading to professional growth and advancement of the professions.
- Describe specific activities, training, workshops, readings or continuing education that the program director, faculty and preceptors have participated in on the use of technology or educational methodology.
- Explain the methods by which all faculty members, including preceptors learn about the purpose of ACEND’s accreditation and the accreditation standards.
- Summarize recent (within the last 5 years), professional achievements by the program director, faculty and preceptors such as awards, publications, extramural funding, and membership and leadership in professional associations.
- Describe how new knowledge and skills have been used to improve teaching and learning in the program.

On-Site Exhibits to Demonstrate Achievement of Standard 17

- Curricula vitae of the program director, program faculty and resumes of primary preceptors showing continuing education activities.
- Lists of education-and-training workshop topics or agendas sponsored by the program or institution.
- Information or in-person tours regarding teaching-and-learning support provided by the institution.
- Statistics from campus resource centers regarding workshop attendance and the use of teaching-and-learning facilities by program faculty and preceptors.
- Lists of personal readings and activities for professional development or attendance at workshops, professional meetings, and conferences.
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.

Comments to Achieve the Standard for Program Resources

The program must explain how it assures that resources are sufficient to meet the needs of the program (e.g., administrative, technical, IT, financial). When programmatic or student learning objectives are not being met, the adequacy of resources should be examined for its impact on the program. Standard 1 investigates the budget factually from the standpoint of revenues and expenditures; whereas, Standard 18 explores the budget in terms of its adequacy in achieving the mission, goals and objectives of the program.

Suggested Discussion to Support Achievement of Standard 18

- Describe the administrative, technical and other support services available for all tracks/options for which the program is requesting accreditation.
- Describe the revenue sources available to the program and how the funds are used to accomplish program goals.
- Analyze the adequacy of the financial resources and administrative, technical support services in meeting the needs of all program tracks/options and producing the desired outcomes.

Exhibits to Demonstrate Achievement of Standard 18

Planning and budget documents to support the analysis of the adequacy of the financial resources and administrative, technical support services in meeting the needs of all program tracks/options and producing the desired outcomes.
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/interns are expected to achieve.

Guideline 19.1
a. A program under the Didactic Nutrition and Dietetic Education Program standards is not required to demonstrate compliance with Standard 19 and its guidelines if it does not provide supervised practice to its students.

b. Agreements must be signed by administrators with appropriate authority in advance of placing students/interns

c. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies

Comments to Achieve the Standard for Supervised Practice Facilities (not required for didactic programs)

- The institution/organization must establish policies that outline when affiliation agreements are required and how they are maintained. A program should have affiliation agreements with all institutions providing rotations being actively used throughout an academic year. Experiences involving direct patient care and related tasks, regardless of length, require affiliation agreements to protect patients/clients, intern/student, and the institution/organization. In cases where experiences are short consisting of shadowing or observations, the institution/organization may establish its own written policies to specify whether or not formal affiliation agreements are required; however, evidence must be available to show that patients/clients, intern/student, and the institution/organization are protected.

- ACEND program reviewers are expected to review policies regarding affiliation agreements and must be able to obtain access to all affiliation agreements for rotations being actively used. A sample of the affiliation agreements agreements will be audited.

Suggested Discussion to Support Achievement of Standard 19

- State the official, written policy and procedures for selecting facilities for supervised practice.
- Describe the process and timeline for evaluating the adequacy and appropriateness of facilities.
- Provide a summary of facility evaluations and describe how the analysis is used to ensure that facilities are adequate to provide learning experiences to achieve competencies.
- State the official, written policy and procedures for maintaining written agreements with institutions, organizations and/or agencies where students are placed for supervised practice.
- Provide the timeline for updating/establishing affiliation agreements to ensure they are in place in advance of student/intern placement.

Exhibits to Demonstrate Achievement of Standard 19

Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation

On-Site Exhibits to Demonstrate Achievement of Standard 19

- Completed facility evaluations
- Written agreements for all facilities where current or prospective students will be placed for supervised practice, signed by the appropriate individuals from each organization
Innovation

Standards on Students
The purpose of the standards in this section is to ensure that the program provides adequate resources, fair and equitable policies and procedures, and capabilities to support student admission, progression, personal and professional development, and input for quality improvement and innovation.

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21. Student Complaints 46
22. Information to Prospective Students & the Public 47
23. Policies & Procedures 48
20 : Student Progression & Professionalization

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

**Guideline 20.1**

a. Prospective students/interns must receive information about the requirements to become a practitioner, including education, viable routes to supervised practice and passage on the credentialing exam.

b. Students/interns should be assessed for their ability to be successful in the program and dietetics profession.

c. The program’s system of monitoring student performance should provide for the early detection of academic difficulty.

d. The program should have progression policies that take into consideration professional behavior and academic integrity.

e. Students/interns must have access to remedial instruction such as through tutorial support.

f. Students/interns must have opportunities to learn professional behaviors and expectations, including public service and the service to the profession as preceptors and mentors.

g. Student input must be solicited and considered for programmatic and curricular improvement.

h. Students/interns with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability.

**Suggestions for Developing a Culture of Learning and Professionalism**

- **White Coat Ceremony**: Use a white coat ceremony to welcome students into the profession of dietetics. The ceremony typically involves formally "cloaking" students in the white coat of a health professional with family and friends invited to watch and sometimes participate in the cloaking. Reciting an oath or code of ethics is common. Students should be strongly encouraged or required to wear their white coats while on campus as an outward sign of their responsibilities as professionals.

- **Codes of Conduct**: A code of conduct that reflects changes in the student’s/intern’s roles and responsibilities during each year of study may be advantageous. Faculty should review the code with students at each year’s orientation. A code of conduct should emphasize that each year of their education draws them closer to becoming a practitioner, and therefore each year brings added responsibilities. The student’s/intern’s education is not just about learning content, it also includes values, skills and attitudes including the importance of becoming a self-directed learner who is responsible for her/his own education.

- **Volunteerism and Advocacy**: A professional attitude toward work in health care sometimes requires that a student or practitioner not get paid for every task performed, or work beyond normal hours, especially if patients or clients are in need of care. In unexpected circumstances, help may be needed, and a student is expected to volunteer as part of professionalization. As professionals, registered dietitians and dietetic technicians, registered must take health beyond what goes on during work hours by providing voluntary service to their communities and to the profession. This training must begin through early professionalization in the education program. Although volunteering in areas related to the dietetics can provide students with practical knowledge that helps them with classroom learning, fostering a spirit of community service is an essential trait to develop in all professionals that can take advantage of all areas of an individual’s interest and talents. Students should also have opportunities to learn skills for supporting and promoting health care rights of individual patients and clients through individual initiatives and through policy initiatives that focus on the availability, safety and quality of care.

- **Study Groups**: Students should be encouraged to work regularly in study groups to develop a sense of camaraderie that perpetuates educational and profession values. Course activities should also be developed that require students to work collaboratively in study groups. Because each person’s work affects the other members, all must learn the value of meeting responsibilities in order for all members to achieve good grades. In addition to gaining a deeper understanding of class material, study groups provide other benefits such as 1) reinforcing note-taking and clarifying unclear information by having members discuss course material to fill in gaps. 2) Learning skills and values from each other including organizational strategies, the ability to stay on task, and techniques for creative problem solving. 3) Accomplishing more work in allotted time frames by efficient division of labor. 4) Providing a social support system in which students feel safe to ask each other questions. 5) Making learning more interesting and enjoyable while
making lifetime friendships.

- **Peer Teaching**: Students should be guided to teach their classmates in specific content areas. Learning will be increased on both the part of students who are preparing to teach and those who will be learning. Senior students, in particular, can transmit knowledge skills, attitudes, predispositions and professional behaviors and values to junior students to establish and perpetuate a culture of learning.

- **Mentoring**: Student interactions with practitioners and positive role models should also be encouraged through informal activities and formal activities such as mentoring. Experienced practitioners will share their expertise with students to help them enhance their education, advance their careers, and build their networks, by providing knowledge and counsel. A formal mentoring program pairs students with practitioners to advise students and serve as examples to help them develop values and skills needed to succeed as professionals.

- **Shadowing**: Job shadowing allows students to experience what it’s like to work in a specific career by spending time with a professional at work. This can provide a foundation for understanding how theoretical course content applies to the work environment. Not only can students observe the day-to-day activities of professionals in the workforce, they can also observe interactions between practitioners from other disciplines as well as clients and patients.

- **Practica**: A practicum in dietetics should be coordinated to allow students to apply knowledge obtained in previous or concurrent didactic courses. Practica should expose students to practical applications of classroom theory in clinical, administrative, food-service and community settings, including hospitals, extended care facilities, community dietetics, research and industry.

### Guidance for Recruitment, Retention of Students

- Programs should assess through admissions counseling procedures whether a student has the scholastic ability, self-motivation, commitment, and foundational knowledge and skills to benefit from and succeed in the program. Students should also have other desirable qualities (such as intellectual curiosity, leadership, emotional maturity, empathy, ethical behavior, motivation, industriousness, and communication skills) that support the student’s potential to become a self-directed lifelong learner and an effective professional. The admission process should foster diversity in the selection of students while ensuring that legal requirements are followed.

- The program must develop and employ criteria that set performance expectations for interviews, tests, and evaluations used for selecting and retaining students who have the potential to be successful in the program and the profession. Once enrolled in the program, if data suggest that the student does not have the scholastic ability, professional behaviors and academic integrity to be successful in the program, an internship or practice, and remediation has negligible impact, then counseling and support should be provided to the student to enable her/him to improve or choose a more appropriate career pathway.
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.

**Guideline 21.1**

- a. Students should be advised to submit complaints directly to ACEND only after all other options with the program and institution have been exhausted.

- b. The program or sponsoring institution must provide information about the complaint policy to students/interns upon entry into the program.

- c. The program or sponsoring institution must maintain a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.

- d. The program or sponsoring institution must allow inspection of complaint records during on-site evaluation visits by ACEND.
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/interns 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.

Guideline 22.1
Information about the program must include at least the following:

a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
b. A statement that program outcomes data are available on request.
c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
e. Accreditation status, including the full name, address, and phone number of ACEND
f. Admission requirements for all pathways and options for which the program is accredited
g. Academic and program calendar or schedule
h. Graduation and program completion requirements for all pathways and options for which the program is accredited

Comments to Achieve the Standard for Information to Prospective Students & the Public

Program information should be easy for prospective students to locate. References to other information on a program website (e.g., a catalog) should be accessible through hyperlinks.

Suggested Discussion to Support Achievement of Standard 22

- Describe where all the listed information is contained.
- Describe how all the listed information is made readily available to prospective students/interns and the public at large.
- Describe the process for updating and maintaining accuracy and consistency of the information listed.

Exhibits to Demonstrate Achievement of Standard 22

- Copy of print and/or Website material with program information
- If the program has developed more than one track/option for students/interns, print and/or Website information for prospective students/interns and the public must address all tracks/options. Tracks may include the following:
  - various degree offerings: baccalaureate, graduate, with certificate
  - “traditional” with “non-traditional” students: technician supervised practice for BS graduates, RD pathways for DTRs, internship experience provided within Dietitian Education (formerly “Coordinated”) programs, ISPPs
  - Varying timeframes: full time versus work/study, part-time, or full time
  - local versus distance supervised practice, ISPPs
  - face-to-face versus distance education
- If the program has a distance-education option, information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.
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/interns on a timely basis in a program handbook.

Guideline 23.1
The following policies and procedures required by institutional/regional accreditation and ordinarily published in the university/college catalog or program handbook must be provided to students/interns:

a. Withdrawal and refund of tuition and fees
b. Scheduling and program calendar, including vacation and holidays
c. Protection of privacy of student information
d. Access to personal files
e. Access to student support services, including health services, counseling and testing and financial aid resources

Guideline 23.2
The following policies and procedures specific to dietetics programs must be provided to students/interns, such as in a program handbook:

a. Insurance requirements, including those for professional liability
b. Liability for safety in travel to or from assigned areas
c. Injury or illness while in a facility for supervised practice
d. Drug testing and criminal background checks if required by the supervised practice facilities
e. Educational purpose of supervised practice to prevent the use of students/interns to replace employees
f. Filing and handling complaints from students/interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation
g. If the program grants credit or supervised practice hours based on an assessment of prior learning or competence, it must define procedures for evaluating equivalency of prior education or experience to the knowledge and/or competencies covered by the courses or rotations for which the credit is granted. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
h. Formal assessment of student learning and regular reports of performance and progress at specified intervals throughout the program, such as within and at the conclusion of any given course, unit, segment or rotation of a planned learning experience
i. Program retention and remediation procedures when student performance does not meet criteria for progressing in the program
j. Disciplinary/termination procedures
k. Graduation and/or program completion requirements for all options including maximum amount of time allowed for completing program requirements in place at the time student enrolls
l. Verification statement procedures ensuring that all students/interns completing requirements as established by the program receive verification statements and are submitted to CDR for eligibility for the RD examination
### Policies & Procedures

All policies required by ACEND must be written and available to students either as individual documents or as one or more combined documents in electronic or hard-copy formats. The program is not required to create an ACEND-specific policy if an equivalent and applicable policy already exists for the organization.

### Program Handbook

- The Program Handbook must be easily accessible to students in either electronic or hard-copy formats, and they must either receive it directly or be informed about how to locate it.
- The handbook must include a policy on the issuance of verification statements; however, ACEND does not mandate the specific details of the policy. ACEND recommends that the policy undergo institutional review if the policy dictates eligibility requirements for receiving a verification statement that exceed the institution's minimum graduation requirements.
- ACEND also encourages the program to use a process to formally document that students have received the handbook and understand its contents.
- Programs submitting documents referenced in the handbook should include them in the narrative or an appendix of the self-study report to facilitate review by ACEND.

### Work and Payments for Services Provided by Students/Interns

- ACEND does not prohibit an organization from billing for services provided by an intern, if the practice is approved by regulations for public or private insurers.
- Regardless of whether an organization bills for services provided by an intern, programs and rotations are not required to pay interns when on rotations and involved in learning activities; however, ACEND accreditation standards do not prevent programs from doing so, even if students are simultaneously receiving credit. If payment is allowed, policies should be in place to define how individuals who are learning in the workplace for the purpose of attaining course credit, a certificate or a degree, etc., are compensated. In addition, a program must have clear guidelines if it is possible to have a situation where students performing the same activity in equivalent settings can receive payment on one occasion, but not on another.
- Prior prohibitions against paying interns have been related to the ACEND guideline 23.2e that states that *interns are not to be used to replace employees*. In general, interns should not be brought into a workplace if the sole reason is to provide free labor when paid employees are absent. Because an intern's learning time is typically limited, interns should not be diverted to non-learning activities unless they have been specifically incorporated into the syllabus. This guideline should be balanced with the need to develop a sense of professional responsibility in students. A professional attitude toward work in health care sometimes requires that a student or practitioner not get paid for every task performed, or work beyond normal hours, especially if patients are in need of care. In unexpected circumstances, help may be needed, and a student is expected to volunteer as part of professionalization. Individuals in charge of a site, however, are expected to take steps to assure that absent employees are replaced by a paid substitute and not to take interns away from scheduled learning activities.
- Stipends are considered to be different from wages or a salary in that they are not to be used as payment for work performed, but are intended to assist in covering specific aspects of an interns living expenses such as housing, parking, healthcare, meals, tuition, etc., and must be advertised in the program materials for prospective students and the public.
- Regardless of whether the services are billed or interns are paid, interns must be appropriately supervised by a qualified preceptor.
Suggested Discussion to Support Achievement of Standard 23, Guideline 23.1

- Describe where written policies and procedures are located.
- Describe how and when written policies and procedures are provided to students/interns enrolled in all tracks/options of the program.
- Describe the policies and procedures for recruitment and admission into the program and how they comply with state and federal laws and regulations to ensure nondiscrimination and equal opportunity (this criterion does not preclude a program’s right to act affirmatively for certain groups of people).
- Explain admissions criteria for the program, including any special considerations used by the program.
- Describe how the program ensures that the admission procedures are applied equitably.
- Discuss how applicant rights are protected, including due process.

Suggested Discussion to Support Achievement of Standard 23, Guideline 23.2

- Describe how and when all the information in the program handbook is provided to students enrolled in the program.
- Give examples of situations that illustrate the equitable application of policies and procedures found in the program handbook.

Exhibits to Demonstrate Achievement of Standard 23, Guideline 23.1

- Copy of print and/or Website recruiting materials (reference appropriate pages if they are already included in the materials for Standard 22)
- Copy of application forms and admission criteria provided to applicants
- Copy of general written policies and procedures described by Guideline 23.1
- Information provided to students regarding their enrollment in specific tracks or options such as certificate, baccalaureate and graduate, part-time, full-time, distance education, distance supervised practice, etc.

Exhibits to Demonstrate Achievement of Standard 23, Guideline 23.1

- Copy of the program handbook with all written policies and procedures
- Program-handbook information provided to students regarding their enrollment in specific tracks or options such as certificate, baccalaureate and graduate part-time, full-time, distance education.

On-Site Exhibits to Demonstrate Achievement of Standard 23, Guideline 23.1

Student/intern files with application forms

On-Site Exhibits to Demonstrate Achievement of Standard 23, Guideline 23.2

- Student/intern files with evidence of how the policies and procedures are being implemented
- Examples of how prior learning is assessed for course or supervised-practice credit, if applicable
- Examples of student/intern evaluations/progress reports
- Examples of how retention and remediation procedures and disciplinary/termination procedures have been applied, if applicable
APPENDICES
The purpose of this section is to provide information and background documents to add context and clarity that assists programs in implementing the accreditation standards.

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A : Core Knowledge & Competencies for the RD

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice

Knowledge

KRD 1.1 The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

(Tip: Examples of evidence-based guidelines and protocols include the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.)

Competencies

Upon completion of the program, graduates are able to:

CRD 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.

(Tip: Outcomes may include clinical, programmatic, quality, productivity, economic or other outcomes in wellness, management, sports, clinical settings, etc.)

CRD 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

CRD 1.3 Justify programs, products, services and care using appropriate evidence or data

CRD 1.4 Evaluate emerging research for application in dietetics practice

CRD 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis

Research Knowledge/Competency Requirements

Research is broadly defined as an activity that includes all components of the scientific method; i.e., statement of the problem, data collection, analysis and interpretation of results; and decision-making based on results. All students should have core experiences that prepare them to properly interpret research literature and apply it to practice (evidence-based practice), document the value of their services, and participate in adding to the body of scientific knowledge on nutrition, health, and wellness. Activities may include community needs assessment, food science experiments, product development/improvement, continuous-quality improvement activities, or other research projects including master theses and doctoral dissertations.
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Knowledge

KRD 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3 The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.

Competencies

Upon completion of the program, graduates are able to:

CRD 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.

CRD 2.2 Demonstrate professional writing skills in preparing professional communications.
(Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures)

CRD 2.3 Design, implement and evaluate presentations to a target audience.
(Tip: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)

CRD 2.4 Use effective education and counseling skills to facilitate behavior change.

CRD 2.5 Demonstrate active participation, teamwork and contributions in group settings.

CRD 2.6 Assign patient care activities to DTRs and/or support personnel as appropriate.
(Tip: In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.)

CRD 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRD 2.8 Apply leadership skills to achieve desired outcomes.

CRD 2.9 Participate in professional and community organizations (see tip, below).

CRD 2.10 Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
(Tip: Other health professionals include physicians, nurses, pharmacists, etc.)

CRD 2.11 Demonstrate professional attributes within various organizational cultures.
(Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)

CRD 2.12 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.

CRD 2.13 Demonstrate negotiation skills.
(Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.)

Professional & Community Organizations (CRD 2.9)

- Community-based supervised practice experiences need not take place in a dietetics-related organization. Experiences may occur in local community organizations such as United Way, food banks such as Second Harvest, or even faith-based organizations such as the Salvation Army. Experiences can also occur at sister units of the program within the parent organization such as an outpatient clinic or a campus fitness center.
- Professional and community organizations provide many opportunities for students to develop leadership skills. They do not have to hold an elected position to demonstrate leadership. For example, the program can create community-based projects where a group of students is asked to serve under the leadership of another student. After a task or set of tasks is successfully accomplished, another student may be selected to lead the group in accomplishing different tasks, until eventually; all students get to take a leadership role.
3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

Knowledge

KRD 3.1 The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3 The curriculum must include education and behavior change theories and techniques.

Competencies

Upon completion of the program, graduates are able to:

CRD 3.1 Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
   a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
   b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
   c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
   d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
   e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

CRD 3.2 Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)

CRD 3.3 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Tip: Students/interns should consider health messages and interventions that integrate the consumer’s desire for taste, convenience and economy with the need for nutrition, food safety.)

CRD 3.4 Deliver respectful, science-based answers to consumer questions concerning emerging trends

CRD 3.5 Coordinate procurement, production, distribution and service of goods and services. (Tip: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.)

CRD 3.6 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals
4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Knowledge

KRD 4.1 The curriculum must include management and business theories and principles required to deliver programs and services.

KRD 4.2 The curriculum must include content related to quality management of food and nutrition services.

KRD 4.3 The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.

KRD 4.4 The curriculum must include content related to health care systems.

KRD 4.5 The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

Competencies

Upon completion of the program, graduates are able to:

CRD 4.1 Participate in management of human resources

CRD 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

CRD 4.3 Participate in public policy activities, including both legislative and regulatory initiatives

CRD 4.4 Conduct clinical and customer service quality management activities

CRD 4.5 Use current informatics technology to develop, store, retrieve and disseminate information and data

CRD 4.6 Analyze quality, financial or productivity data and develop a plan for intervention

CRD 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment

CRD 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

CRD 4.9 Analyze financial data to assess utilization of resources

CRD 4.10 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies

CRD 4.11 Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.

Comments to Meet Competencies on Sustainability (CRD 4.7)

Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic materials; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.
5. Support Knowledge: knowledge underlying the requirements specified above.

**KRD 5.1** The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

**KRD 5.2** The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.

**KRD 5.3** The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.
B : Verbs for Developing Learning Objectives

The following tables of verbs are provided to assist in writing learning objectives that are aligned with terminology used in the field of adult education. This allows dietetics educators to communicate in language that is universally recognized and accepted; and avoids redefining education concepts that are already well established. Verbs are divided into three learning domains or “taxonomies”:

- Cognitive: mental skills (Knowledge) listed from least (1) to most complex (6)
- Affective: growth in feelings or emotional areas (Attitudes)
- Psychomotor: manual or physical skills (Skills)

Use of taxonomies of learning have the added benefit of making scholarship in teaching and learning more readily acceptable for publication and external grant funding, because the language used is solidly grounded in foundational concepts of adult education and research.

<table>
<thead>
<tr>
<th>Cognitive/Knowledge (Bloom’s Taxonomy)</th>
<th>Psychomotor Skills</th>
<th>Affective Attitudes, Values, Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td>To demonstrate</td>
<td>To challenge</td>
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<tr>
<td></td>
<td>To produce</td>
<td>To defend</td>
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<td></td>
<td>To assemble</td>
<td>To judge</td>
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<td>To adjust</td>
<td>To question</td>
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<td></td>
<td>To install</td>
<td>To adopt</td>
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<td>To operate</td>
<td>To advocate</td>
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<td></td>
<td>To detect</td>
<td>To bargain</td>
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<td></td>
<td>To locate</td>
<td>To cooperate</td>
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<td></td>
<td>To isolate</td>
<td>To endorse</td>
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<td></td>
<td>To arrange</td>
<td>To justify</td>
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<td></td>
<td>To build</td>
<td>To persuade</td>
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<td></td>
<td>To conduct</td>
<td>To resolve</td>
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<td></td>
<td>To check</td>
<td>To select</td>
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<td></td>
<td>To manipulate</td>
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<td></td>
<td>To fix</td>
<td>To approve</td>
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<td>To lay out</td>
<td>To choose</td>
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<td>To perform</td>
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<td>To sort</td>
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<td></td>
<td>To construct</td>
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<td></td>
<td>To draw</td>
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</tbody>
</table>

(Updated February 8, 2012)
C: ACEND Quality-Assurance Cycles

ACEND’s process for reviewing education programs can be summarized into the eight-step cycle illustrated below:

1-Evaluation Request  
The program makes a request to be evaluated by ACEND.

2-Internal Review  
The program formally assesses its strengths and challenges based on ACEND’s standards and describes its plans for improvement in a one-time or continuously-updated document, called a “self-study report.”

3-External Review  
ACEND recruits peer reviewers to analyze the self-study documents and conduct an on-site evaluation of the program. The on-site evaluation-team members include individuals who have reviewed and discussed the self-study report; however, some agencies assemble a separate team to review the self-study report.

4-Report  
The evaluation team verbally presents its findings during the visit and will send a written copy to the program after it has left. ACEND teams may make recommendations based on standards; however, ACEND reviewers do not make the final accreditation decision.

5-Public Comment  
ACEND can receive input from the general public during accreditation activities by having public members on accreditation boards and review teams. Some accrediting agencies also have public-interest panels to review accreditation documents. ACEND can consider public comments and formal complaints about programs as part of the evaluation process.

6-Board Review  
ACEND’s board of directors reviews the team reports and may choose to ask team members or program representatives for clarification.

7-Recommendation  
The ACEND’s board of directors accepts or modifies the recommendations and affirms or determines the terms of accreditation.

8-Implementation  
The program is expected to implement the recommendations and report to ACEND as specified by the terms of the accreditation.

Because accreditation is a voluntary process, the program can decide whether or not it wishes to act on recommendations; however, if the recommendations concern areas where the program is not meeting the standards, then the program may not get accredited unless it fixes the problems and documents the fixes by the next time that the program is reviewed.

CAPE and SOAR Quality-Review Cycles

Although the terminology may differ, the goals and process of accreditation are equivalent to the goals and process of the Nutrition Care Process or, for that matter, any general quality-assurance or improvement process. In health-care professions, the steps of the nutrition-care process and outcomes are documented in a patient’s chart to ensure that desired improvements are progressing according to plan.
Instead of improving the health of a patient, accreditation is designed to assure the quality of an institution or education program. The key elements of an accreditation process are to 1) collect data, 2) assess/diagnose problems, 3) plan improvements, 4) enact/implement the plans, and then monitor them (i.e., collect more data) to see how well the process is working. This process of self-analysis is called a self-study process and the resulting document is called a self-study report. A complete self-study report will document each of the steps including the results to date of any plans that have been implemented.

Accreditation sets the baseline for minimum quality using accreditation standards; however, programs are always encouraged to exceed the standards if possible. An academic program, whether accredited or not, should be going through quality-assurance/improvement processes to make sure that it is operating successfully. So, accreditation simply formalizes the process and adds another level of quality control using peer review: During the SOAR process 1) the program's self-study report is read by reviewers from the accreditation agency and validated by 2) visiting the program to observe and collect data on site. 3) The reviewers assess all the information from and about the program in order to 4) comment on the accuracy of the self-study report and recommend ways to improve the program. The team also documents everything in its site-visit report. That report is sent to the program and to ACEND’s decision-making body, the board of directors.

(Updated February 8, 2012)
D : ACEND Accreditation Pathways and Statuses

The goal of every program is to achieve and maintain full accreditation; however, all programs must go through steps to achieve it. Once achieved, some programs may not be able to maintain full accreditation all the time and a few may even have their accreditation withdrawn if they have serious or persistent problems. ACEND’s system is dynamic and "forgiving," so, a program whose accreditation has been withdrawn may reapply for accreditation after taking at least one year to resolve its problems. The following diagram and description of steps illustrates the ACEND’s accreditation pathways and statuses.

Start

A program that desires accreditation by ACEND starts with an application to show that it meets ACEND’s eligibility requirements. Organizations applying to become accredited by ACEND must go through a two-step, comprehensive evaluation process. Parties interested in applying for ACEND accreditation are strongly encouraged to consult with ACEND prior to submitting an application.

Note:
- Solid circles (#2 through #5) represent ACEND accreditation status.
- Circles #2 and #3 are "initial accreditation" statuses.
- Named arrows in quotes represent accreditation actions.
1 to 2 **Application for Precandidate Status:** A new program that has no students enrolled, applies for Precandidate status by first submitting a report showing that it meets ACEND’s eligibility standards for accreditation. If all eligibility requirements are met, it must submit a second report showing sufficient planning on ACEND’s standards to provide reasonable evidence of moving to Candidate status. The program is granted Precandidate status only when it can fully document its plans in the self-study report. Granting of Precandidate status brings no rights or privileges of accreditation. Full public disclosure by the dietetics program of the terms and conditions of precandidate status is required. ACEND requires that new programs achieve full accreditation within 4 years of being granted Precandidate accreditation (#2).

2 to 3 **Application for Candidate Status:** A new program that wishes to enroll students and has met all requirements of Precandidate status may apply for Candidate accreditation status. The granting of Candidate status denotes a developmental program that is expected to mature according to stated plans and within a defined time period. Reasonable evidence is provided that the program will become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. A comprehensive, on-site evaluation is required in order to validate the Application for Candidate Status. Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of a fully-accredited program. ACEND requires that new programs achieve full accreditation within 4 years of being granted Precandidate accreditation.

3 to 4 **Application for Full Accreditation:** After the program has graduated its first class, it may apply for full accreditation and must go through a comprehensive evaluation process covering all ACEND accreditation standards. An on-site evaluation is required in order to validate the Self-Study Report. If full accreditation is granted, the program will receive a 10-year term of accreditation.

4 to 4 **On-going Accreditation:** Other reports are requested from the program as needed during the 10-year term of accreditation. A Program Assessment Report (PAR) is requested 5 years following a comprehensive evaluation as part of ACEND's routine monitoring of a program's progress. The ACEND board may ask the program to undergo a focused, on-site evaluation in order to validate the Program Assessment Report.

4 to 5 **Probationary Accreditation:** A program may go on probation if it fails to comply with the accreditation standards or published policies. Probationary Accreditation (#5) is a diminished accreditation status and not considered to be an “adverse action” as defined by the U.S. Department of Education; therefore, programs may not appeal this decision. In general, programs must resolve any area of noncompliance as soon as it is identified by the ACEND board within the timeframe determined by the U.S. Department of Education.

1. For dietetics programs less than one year in length (e.g. Internship Programs), the time period to correct deficiencies cannot exceed 12 months.
2. For dietetics programs of at least one year, but less than two years in length, the time period to correct deficiencies cannot exceed 18 months.
3. For dietetics programs at least two years in length (e.g. dietitian education programs), the time period to correct deficiencies cannot exceed two years.

5 to 4 **Removal of Probation:** A program will be removed from probation when evidence is provided that it is in compliance with ACEND’s accreditation standards and/or published policies. Compliance may need to be determined through an Interim Report, Program Assessment Report or a Comprehensive Self-Study Report, with a site visit if necessary.
5 to 6 **Withdrawal of Accreditation:** Accreditation may be withdrawn by the ACEND board if a program fails to comply with ACEND accreditation standards and/or published policies in effect at the time. Withdrawal of accreditation (#6) is considered to be an "adverse action" as defined by the U.S. Department of Education; therefore, programs may appeal this decision. The ACEND board may withdraw accreditation without prior probation (#5) or public notice; however, such action is only taken under extreme circumstances.

6 to 7 A program that has had its accreditation status withdrawn will no longer have formal status with ACEND, and students who enrolled in the program will not be eligible to sit for the CDR exam.

6 to 1 A program may reapply for accreditation after taking at least one year to resolve its problems.

(Updated February 8, 2012)
Resolution of Non or Partial Compliance in Dietetics Programs
Effective November 1, 2010

The following diagram is intended to provide guidance for consistent decision making. It is not intended to replace professional judgment based on accreditation standards.

#1 - Several factors may result in a finding of “grave concern,” including the degree of non compliance, difficulty or length of time needed to return to full compliance or the possibility of unwarranted academic, psychological or physical harm to students, program personnel or patients. Persistent findings of non or partial compliance may require immediate, Public Notice of Non Compliance (#5) in order to obtain the attention of the program.

#1 & #5 - If the nature of concerns indicate that the ACEND board will place a program on probation or withdraw accreditation, then representatives from the program should be invited to present their case via teleconference or in person for the board’s consideration.

#2 - Notice of Non Compliance to the Institution is only provided to the program and institution to give them time to take corrective action without causing anxiety to students. Public Notice of Non Compliance may become necessary if the program fails to make progress while under Notice of Non Compliance to the Institution.

#2 & #5 - The total length of time that a program should placed under a Notice of Non Compliance to the institution (#2) or Public Notice of Non Compliance (#5) should be determined by the degree of concern, the persistence of the issue, the urgency to resolve it, and the likelihood that it can be resolved in the allotted time. Notices of non compliance may be extended if the program is making documented progress toward achieving compliance; however, in general, the total time that a program is considered non compliant without an Adverse Action (#7) should not exceed timeframes established by the U.S. Department of Education 602.20(a)(1-2). The board, at its discretion, may grant an extension to the maximum time for resolving non compliance when a program has demonstrated progress, but needs a short period of time to fully document compliance (USDE Extension for Good Cause 602.20(B)).

#5 - Probationary Accreditation (#5) is a diminished accreditation status and not considered to be an “adverse action” by the U.S. Department of Education; therefore, ACEND is not required to let programs appeal this decision. A de facto appeal or discussion with the program should occur during the Notice of Non Compliance to the institution (#2). Representatives from the program should be invited to present their case via teleconference or in person for the board’s consideration if probation without prior Notice of Non Compliance to the institution is being considered.

#5 - The board, at its discretion, may shorten the term of accreditation to correlate with the length of probation. The term of accreditation may be restored to the original term if probation is lifted.

#4 & 7 - The ACEND board may withdraw accreditation without prior Notice of Non Compliance to the institution(#2) or Public Notice (#5); however, such action should be taken cautiously and only in extreme circumstance.

#7 - Withdrawn Accreditation is considered to be an “adverse action” by the U.S. Department of Education; therefore, programs may appeal this decision.

Note: The timeframes assume 3 board meetings per year approximately 4 months apart. Monitoring of a program’s compliance may include site visits, reports, or presentations to the ACEND board.

USDE Window for Resolving Non-Compliance

<table>
<thead>
<tr>
<th>Program Length</th>
<th>Time for Resolution</th>
<th>U.S. Department of Education regulations 602.20(a)(1-2) specify maximum timeframes for resolving issues of non compliance based on the length of a program. Accrediting agencies have the right to specify shorter timeframes. (See note #2 &amp; #5.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year or less</td>
<td>12 months</td>
<td></td>
</tr>
<tr>
<td>1- to 2-years</td>
<td>18 months</td>
<td></td>
</tr>
<tr>
<td>2-years or more</td>
<td>24 months</td>
<td></td>
</tr>
</tbody>
</table>

Monitoring of a program's compliance may include site visits, reports, or presentations to the ACEND board.
F: Guidance for Determining “Grave Concerns”

This document should be used in conjunction with the document entitled Resolution of Non or Partial Compliance in Dietetics Programs, November 1, 2010, to assist in determining whether or not a program has a grave or persistent concern. Definitions of grave and persistent and example scenarios, which may be used as a guide for assessing programmatic issues, have been provided. Examples put forth in this document should be used to guide interpretation by ACEND, but are not meant to limit or restrict interpretation.

#1 - Several factors may result in a finding of "grave concern, including the degree of non compliance, difficulty or length of time needed to return to full compliance or the possibility of unwarranted academic, psychological or physical harm to students, program personnel or patients. Persistent findings of non or partial compliance may require immediate, Public Notice of Non Compliance (#5) in order to obtain the attention of the program.

A grave concern is one in which actions of the institution, program, or faculty associated with the program result in ethical or medical risk to program participants or the public. A persistent concern is one which occurs more than twice.

Examples of situations that may cause grave concern are:

- Documentation in student assignments (e.g., reports, portfolios, etc), syllabi, curriculum documents and other learning materials showing that students are systematically taught incorrect diet interventions in didactic courses such as “providing goat milk to new born infants, results in better immune function.” This action leads to care which is not evidence based and puts infants at risk.

- Documentation of education and work experience showing that a faculty member does not have appropriate knowledge or experience for courses being taught. For example, a lead instructor for a DPND medical nutrition therapy course who has no formal education or continuing-education with work experience in medical nutrition therapy. This action puts the students at risk for receiving incorrect or insufficient information in the area of medical nutrition therapy.

- Written or verbal evidence that a clinical preceptor instructs students in incorrect medical nutrition therapy such the desirability of prescribing glucose infusions of greater than 5mg/kg/min. This action leads to care which is not evidence based and puts patients at risk.

- Systematic underfunding or diversion of funds resulting in inadequate resources for student or interns as evidenced by faculty having insufficient time to educate and mentor students, overcrowded classrooms, outdated equipment and reference materials, etc.

- Increasing student enrollment with no commensurate adjustments in financial and teaching resources. Or, decreasing financial and teaching resources without taking steps to avoid adverse academic outcomes.

- Systemic unethical or unprofessional conduct on the part of students or faculty (e.g., plagiarism, unresolved conflict of interest, etc.); or inconsistent or capricious application of program and university policies (e.g., processing of complaints, student dismissal, distribution of verification statements) that is not addressed by the program.

Examples of persistent concerns are:

- Continuously low (<50%) or steadily declining pass rates for the RD exam as documented over a five year period between a Program Assessment Report and a Comprehensive Self-Study Report

- Continuously low (<50 %) or steadily declining outcomes for employment as documented over a five year period between a Program Assessment Report and a Comprehensive Self-Study Report.

- Continuously low (<50 %) or steadily declining DPND application rates into Dietetic Internships as documented over a five year period between a Program Assessment Report and a Comprehensive Self-Study Report.

- Continuously low (<50 %) or steadily declining acceptance rates for DPND students applying to Dietetic Internships as documented over a five year period between a Program Assessment Report and a Comprehensive Self-Study Report.
• Continuously low (<50 %) or steadily declining student retention and graduation rates as documented over a five year period between a Program Assessment Report and a Comprehensive Self-Study Report.
• Repeated failure (more than twice) of a program to report major program changes.
• Repeated failure (more than twice) of a program to take steps to address concerns regarding non-compliance with ACEND standards, policies or procedures as noted by the ACEND Board of Commissioners.
• Repeated failure (more than twice) of a program to provide substantive responses to questions posed by the ACEND Board of Commissioners about compliance with ACEND standards, policies or procedures.
• For programs greater than 40 students, an enrollment larger than 20 percent from the previous year or cumulatively by the same amount in any two-year period. Situations in which a program is deemed to be in a period of transition between professional programs will be taken into account in a review of a program’s ability to remain in compliance with the standards, particularly those addressing curricular effectiveness. An increase in headcount enrollment of 50 percent or more within one institutional fiscal year will be reported to the Secretary within 30 days of ACEND’s receipt of notification of such an increase, in accord with expectations established by the USDE.

(Updated December 1, 2010)
G : Guidelines for Using the ACEND Logo

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

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

“ACEND Logo”

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

Accreditation Council for Education in Nutrition and Dietetics
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

Tel: (312) 899-0040, ext. 5400
Fax: (312) 899-4817
E-Mail: ACEND@eatright.org
URL: www.eatright.org/ACEND

Authorized Use of the ACEND Logo

1. Identification as an ACEND-Accredited Degree Program in Dietetics\(^1\): An ACEND-accredited degree program in dietetics may use the ACEND Logo in printed and electronic formats. Such use must always be in close conjunction with a prescribed statement identifying the name of institution’s dietetics program and its accreditation status. The ACEND Logo and prescribed statements, as specified below, should be prominently disclosed by the dietetics program in its promotional and descriptive materials, such as its catalog or bulletin. The **ACEND Logo shall display the appropriate registration designation; i.e.,®.**

\(^1\) Accreditation Council for Education in Nutrition and Dietetics Policy & Procedure Handbook (2012), Sec. 2.4 B.
Accreditation.  References to a program that is accredited should state only the following in conjunction with the ACEND Logo:

Accreditation Council for Education in Nutrition and Dietetics

[Name of Institution]’s [Accredited Program Name] is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. Http://www.eatright.org/ACEND.

Preaccreditation (Precandidate Status).  References to a program that has been granted precandidate status should display the following accreditation statement in conjunction with the ACEND Logo and definition of precandidate status:

Accreditation Council for Education in Nutrition and Dietetics

[Name of Institution]’s [Accredited Program Name] has been granted precandidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. Http://www.eatright.org/ACEND.

A new program that has no students enrolled, but has a program director may be granted precandidate accreditation status.  The granting of precandidate status indicates that a program’s planning for the dietetics program has taken into account ACEND accreditation standards, guidelines, policies and procedures, and suggests reasonable assurances of moving to the next step, that of candidate status.  Granting of precandidate status brings no rights or privileges of accreditation.  Full public disclosure by the dietetics program of the terms and conditions of this accreditation status is required.

Preaccreditation (Candidate Status).  References to a program that has been granted candidate status should display the following accreditation statement in conjunction with the ACEND Logo and definition of candidate status:

Accreditation Council for Education in Nutrition and Dietetics

[Name of Institution]’s [Accredited Program Name] has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. Http://www.eatright.org/ACEND.

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

Accreditation Council for Education in Nutrition and Dietetics

The accreditation of [Name of Institution]'s [Accredited Program Name] has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. Http://www.eatright.org/ACEND. For an explanation of probationary status, consult the director of the dietetics program.

Unauthorized Use of the ACEND Logo

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

2. **Company, Product, or Service Name:** You may not use or register, in whole or in part the ACEND Logo, AND Logo or any other AND-owned graphic symbol or an alteration thereof, as or as part of a company name, trade name, product name, or service name except as specifically noted in these guidelines.

3. **Variations, Takeoffs or Abbreviations:** You may not alter or use the ACEND Logo, AND Logo or any other AND-owned graphic symbol as design elements or incorporate them into any other design, graphic or illustration for any purpose.

4. **Disparaging Manner:** You may not use an ACEND Logo, AND Logo or any other AND-owned graphic symbol in a disparaging manner or in any manner that would impinge upon the integrity of ACEND or the AND.

5. **Endorsement or Sponsorship:** You may not use ACEND Logo, AND Logo or any other AND-owned graphic symbol in a manner that would indicate or imply ACEND’s or the AND’s affiliation with or endorsement, sponsorship or support of a third party product or service.

6. **Merchandise Items:** You may not manufacture, sell or give-away merchandise items, such as T-shirts and mugs, bearing the ACEND Logo, AND Logo or any other AND-owned graphic symbol except pursuant to express, prior written approval of the AND.

7. **Website Link:** You may not use the ACEND Logo to link to a website.

(Updated February 10, 2012)
H : Scope of Practice in Nutrition and Dietetics

Scope of Practice in Nutrition and Dietetics encompasses the range of roles and activities and the boundaries, rules, and regulations within which a qualified practitioner may practice. For credentialed practitioners, scope of practice is typically established by the agency or board that regulates the practice of the profession in a given state. Competency to perform designated activities within defined practice settings is an essential element of the scope of practice in nutrition and dietetics as demonstrated by four principles:

- Level of experience, skills, and proficiency to perform designated activities varies among individuals,
- Individual practitioners may not be competent in all aspects of the field,
- Practitioners are expected to practice only in the focus areas in which they are competent, and
- Practitioners pursue additional education and experience to expand their individual scope of practice.

Components in the Comprehensive Scope of Practice Resource for the RD:

- An article explaining the conceptual structure of the Scope of Practice in Nutrition and Dietetics
- Scope of Practice for the RD
- Scope of Practice Diagram
- Standards of Practice and Standards of Professional Performance for the RD
- Definition of Terms List
- Interactive Web based Online Tool for determining if an activity is within your scope of practice

Components in the Comprehensive Scope of Practice Resource for the DTR:

- An article explaining the conceptual structure of the Scope of Practice in Nutrition and Dietetics
- Scope of Practice for the DTR
- Scope of Practice Diagram
- Standards of Practice and Standards of Professional Performance for the DTR
- Definition of Terms List
- Interactive Web based Online Tool for determining if an activity is within your scope of practice

Please note that the Scope of Practice is being revised in 2012. For more information about the current Scope of Practice, please consult the following sources:

- Information on the Scope of Practice is available for members of the Academy of Nutrition and Dietetics at [http://www.eatright.org/scope/](http://www.eatright.org/scope/)
I : Individualized Supervised Practice Pathways-ISPPs

In September 2011, the Academy of Nutrition and Dietetics announced the development of Individualized Supervised Practice Pathways or ISPPs ("ispeys") which are intended to add supervised practice capacity through ACEND-accredited dietetics programs, while providing student protections missing from the unaccredited models of the past. This approach provides a framework for aligning the availability of supervised practice with demand from graduates of ACEND-accredited didactic programs who hold verification statements, thereby laying the foundation for addressing supervised-practice shortages in the future.

Programs that host ISPPs must be accredited in good standing by ACEND and must assure compliance with ACEND accreditation standards including those addressing supervised practice. Pass rate data for students in ISPPs must be reported; however, the data will not be evaluated against pass-rate benchmarks for a five-year period starting from approval of the program’s intent to host an ISPP. This provides time to study performance data from all pathways on the effectiveness of the initiative (Note: the period for granting waivers ends on December 31, 2013).

Program directors from dietetic internships and coordinated programs should have little difficulty in adapting their programs to accommodate ISPPs; however, Didactic program directors may be less familiar with the day-to-day issues related to supervised practice and precepting. Didactic Programs in Dietetics are also allowed to provide opportunities for students who were not matched by either collaborating with existing internship programs and dietitian education programs or by developing rotations themselves. This will enable them to assist their own graduates who were not matched to an internship or those from other programs.

Although programs will be required to issue verification statements and meet ACEND accreditation standards relevant to their new role and responsibilities for supervised practice, they will only be required to submit a substantive change request to ACEND, not a comprehensive self-study or focused report. Any reporting or site visit requirements will occur on the program’s normal accreditation schedule. If you would like more information and guidance, please email ACEND staff at ISPP@eatright.org and include the phrase "ISPP Information Requested" in the subject line.

<table>
<thead>
<tr>
<th>Potential Policies, Materials or Activities to Change</th>
<th>DPND</th>
<th>DEP &amp; IPND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit program change/Declaration of Intent</td>
<td>Implement</td>
<td>Implement</td>
</tr>
<tr>
<td>Student application process</td>
<td>Implement</td>
<td>Implement</td>
</tr>
<tr>
<td>Student selection criteria</td>
<td>Implement</td>
<td>Implement</td>
</tr>
<tr>
<td>Assess prior learning in-house or through ACEND reviewers</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>Update</td>
<td>Update</td>
</tr>
<tr>
<td>Policies and procedures</td>
<td>Update</td>
<td>Update</td>
</tr>
<tr>
<td>Policy for issuing supervised-practice verification statements</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Information to students and public</td>
<td>Update</td>
<td>Update</td>
</tr>
<tr>
<td>Preceptor recruitment and training</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Facility agreements</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>1200 hours of supervised practice</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Program concentration</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Curriculum and competencies</td>
<td>Update</td>
<td>n/c</td>
</tr>
<tr>
<td>Rotation scheduling</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Develop learning and assessment activities for supervised practice</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Evaluation system for supervised practice</td>
<td>Implement</td>
<td>n/c</td>
</tr>
<tr>
<td>Program evaluation and on-going improvement</td>
<td>Update</td>
<td>Update</td>
</tr>
</tbody>
</table>

**Key**
- **Implement**: Create new or repurpose existing policies, materials or activities
- **Update**: Revise existing policies, materials or activities
- **Optional**: Create new or repurpose existing policies, materials or activities at the program’s discretion
- **n/c**: No change required
## J : Accreditation Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>(the) Academy</td>
<td>Academy of Nutrition and Dietetics</td>
</tr>
<tr>
<td>ACEND</td>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
</tr>
<tr>
<td>ADA</td>
<td>American Dietetic Association, renamed the Academy of Nutrition and Dietetics</td>
</tr>
<tr>
<td>AND</td>
<td>Academy of Nutrition and Dietetics</td>
</tr>
<tr>
<td>ASPA</td>
<td>Association of Specialized and Professional Accreditors</td>
</tr>
<tr>
<td>CADE</td>
<td>Commission on Accreditation for Dietetics Education, renamed Accreditation Council for Education in Nutrition and Dietetics</td>
</tr>
<tr>
<td>CAO</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>CDR</td>
<td>Commission on Dietetic Registration</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>CHEA</td>
<td>Council for Higher Education Accreditation</td>
</tr>
<tr>
<td>CP</td>
<td>Coordinated Program in Dietetics, see DEP-Dietitian Education Program</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
</tr>
<tr>
<td>DE (standards)</td>
<td>Standards for Dietitian Education Programs</td>
</tr>
<tr>
<td>DEP</td>
<td>Dietetic Educators of Practitioners, renamed Nutrition and Dietetic Educators and Preceptors</td>
</tr>
<tr>
<td>DEP</td>
<td>Dietitian Education Program</td>
</tr>
<tr>
<td>DI</td>
<td>Dietetic Internship Program, see IPND- Internship Programs in Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td>DP (standards)</td>
<td>Standards for Didactic Program in Nutrition and Dietetics</td>
</tr>
<tr>
<td>DPD</td>
<td>Didactic Program in Dietetics, see DPND-Didactic Program in Nutrition and Dietetics</td>
</tr>
<tr>
<td>DPG</td>
<td>Dietetic Practice Group</td>
</tr>
<tr>
<td>DPND</td>
<td>Didactic Program in Nutrition and Dietetics</td>
</tr>
<tr>
<td>DSCA</td>
<td>Dietetics Structured Competency Assessment</td>
</tr>
<tr>
<td>DTEP</td>
<td>Dietetic-Technician Education Programs</td>
</tr>
<tr>
<td>DTP</td>
<td>Dietetic Technician Program, see DTEP-Dietetic-Technician Education Program</td>
</tr>
<tr>
<td>DTR</td>
<td>Dietetic Technician, Registered</td>
</tr>
<tr>
<td>ERAS</td>
<td>Eligibility Requirements and Standards (obsolete)</td>
</tr>
<tr>
<td>FDEP</td>
<td>Foreign Dietitian Education Programs</td>
</tr>
<tr>
<td>FNCE</td>
<td>Food and Nutrition Conference and Exposition</td>
</tr>
<tr>
<td>HOD</td>
<td>House of Delegates</td>
</tr>
<tr>
<td>IDEP</td>
<td>International Dietitian Education Programs</td>
</tr>
<tr>
<td>IP (standards)</td>
<td>Standards for Internship Program in Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td>IPND</td>
<td>Internship Program in Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td>IR</td>
<td>Interim Report</td>
</tr>
<tr>
<td>NACIQI</td>
<td>National Advisory Committee on Institutional Quality and Integrity</td>
</tr>
<tr>
<td>NDEP</td>
<td>Nutrition and Dietetic Educators and Preceptors</td>
</tr>
<tr>
<td>OSCE</td>
<td>Objective Structured Clinical Exam</td>
</tr>
<tr>
<td>PAR</td>
<td>Program Assessment Report</td>
</tr>
<tr>
<td>RD</td>
<td>Registered Dietitian</td>
</tr>
<tr>
<td>RPD</td>
<td>Residency Program in Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td>SSR</td>
<td>Self-Study Report</td>
</tr>
<tr>
<td>SVR</td>
<td>Site Visit Report</td>
</tr>
<tr>
<td>TE (standards)</td>
<td>Standards for Dietetic Technician Education Programs</td>
</tr>
<tr>
<td>USDE</td>
<td>United States Department of Education</td>
</tr>
</tbody>
</table>
### K : Accreditation Glossary

<table>
<thead>
<tr>
<th><strong>Absolutely Must</strong></th>
<th>The verb phrase used when writing standards and guidelines to indicate a requirement that does not allow exceptions or waivers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academy of Nutrition and Dietetics (the Academy)</strong></td>
<td>The world's largest organization of food and nutrition professionals. The Academy is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy.</td>
</tr>
<tr>
<td><strong>Accreditation Action</strong></td>
<td>Any decision made by an accreditation agency affecting the accreditation status of a program. These actions are: 1) grant precandidacy, 2) grant candidacy, 3) initially accredit, 4) continue accreditation, 5) conditionally accredit, 6) withdraw accreditation, or 7) deny initial accreditation. Note, ACEND does not grant conditional accreditation.</td>
</tr>
<tr>
<td><strong>Accreditation Council for Education in Nutrition and Dietetics</strong></td>
<td>The Academy of Nutrition and Dietetics' agency for the accreditation of education programs preparing students for careers as registered dietitians (RD) or dietetic technicians, registered (DTR).</td>
</tr>
<tr>
<td><strong>Accreditation Cycle</strong></td>
<td>The maximum amount of time that an accrediting agency allows programs to remain accredited. ACEND has a 10-year accreditation cycle.</td>
</tr>
<tr>
<td><strong>Accreditation Term</strong> (see “Term”)</td>
<td></td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
<td>A voluntary, non-governmental system of evaluation which includes an on-site evaluation by peer reviewers that is used to verify the quality of service provided by academic programs and institutions and to protect the public interest.</td>
</tr>
<tr>
<td><strong>ACEND Preceptor Database</strong></td>
<td>A national database of dietetics and non-dietetics practitioners who are eligible and trained to precept dietetics students.</td>
</tr>
<tr>
<td><strong>Action and Recommendation Report</strong> (see “Decision Document.”)</td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Notification</strong></td>
<td>An automatic notice made to students and the public when a program does not meet an ACEND administrative policy or procedure. Administrative Notification is not an accreditation status; however, the board must review the program to determine whether it should be placed on probation if the program fails to address the policy or procedure.</td>
</tr>
<tr>
<td><strong>Adverse Action</strong></td>
<td>Withdrawal or denial of accreditation or preaccreditation by an accreditation agency. (Note: Probation is not defined as an Adverse Action, by the U.S. Department of Education.)</td>
</tr>
<tr>
<td><strong>Affiliation Agreement</strong></td>
<td>A legally-binding document between an education program and a person or organization that is providing supervised-practice experiences that delineates the responsibilities of all parties and the relationships between them.</td>
</tr>
<tr>
<td><strong>American Dietetic Association (ADA)</strong></td>
<td>The previous name for the Academy of Nutrition and Dietetics which changed on January 1, 2012.</td>
</tr>
<tr>
<td><strong>And</strong></td>
<td>The conjunction used when writing standards and guidelines to indicate the expectation that all listed elements will be met (Logical AND).</td>
</tr>
<tr>
<td><strong>Appeal</strong></td>
<td>The right and process available to a program or institution for a review of an adverse accreditation decision.</td>
</tr>
<tr>
<td><strong>Approval</strong></td>
<td>A voluntary, non-governmental system of evaluation which does not include an on-site evaluation by peer reviewers that is used to verify the quality of service provided by academic programs, institutions and education providers.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>The process of comparing the intended results (objectives) of an intervention with the actual results (outcomes) in order to make decisions about improvements. (See education Assessment and Program Assessment)</td>
</tr>
</tbody>
</table>
Association of Specialized and Professional Accreditors

The national, non-profit organization providing a collaborative forum and a collective voice for U.S. accreditation agencies that assess the quality of specialized and professional higher education programs and schools. ASPA represents its members on issues of educational quality facing institutions of higher education, governments, students, and the public. ASPA also advances the knowledge, skills, good practices, and ethical commitments of accreditors, and communicates the value of accreditation as a means of enhancing educational quality.

Award Accreditation

An accreditation action indicating that the program should be awarded a higher status, because it has demonstrated that it sufficiently complies with the ACEND accreditation standards.

Candidate Status

A developmental accreditation status granted to a program that has received a site visit to assess readiness to enroll students, but has not graduated a class. Programs in candidate status are expected to mature according to stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of an accredited program including eligibility to sit for registration or certification exams.

CAPE Process

A four-step, cyclical quality improvement process to assist dietetic-education programs in meeting goals. The steps include (a) Collecting data (b) Assessing the issues (c) Planning improvements (e) Enacting the plan. Each of the four steps is documented into a self-study report that can be used for external evaluation during the accreditation process.

Case Study

Written scenario based on realistic experiences and data that can be used to demonstrate competence in a particular area by requiring solutions to problems that involve recommending appropriate strategies for resolving the problems, weighing the pros and cons of options or strategies, and formulating a rationale for the final resolution.

Certification

A process that grants recognition of competence to individuals meeting predetermined qualifications in order to enter and continue in the practice of a profession, discipline or occupation.

Code of Ethics

A formal statement of the values and ethical principles guiding a profession outlining commitments and obligations of the practitioner to patients, clients, society, self and the profession.

Collaboration

The coordination of strategies, actions and responsibilities among people or groups to achieve a goal together.

Commission on Accreditation for Dietetics Education (CADE)

The previous name for the Accreditation Council for Education in Nutrition and Dietetics which changed on January 1, 2012.

Commission on Dietetic Registration

The organizational unit of the American Dietetic Association that assures the competence of registered dietitians and dietetic technicians, registered through testing and credentialing.

Competency

A set of specific knowledge, skills and values; behaviors expected of a practitioner; and the minimum level of performance requiring speed and accuracy consistent with providing optimal service or care to patients or clients.

Compliance

The extent to which a program or institution conforms and adheres to accreditation standards

Comprehensive Review

Periodic review of a program by an accreditation agency, where the agency’s decision-making body or its representatives evaluate a program’s conformity to Standards. The process typically includes the program submitting a self-study report, undergoing an on-site evaluation, and an accreditation decision being made.
Comprehensive Self-Study Report
A report designed to assess a program's development or improvement on all accreditation standards. An on-site evaluation is required in order to validate the Self-Study Report.

Concentration
An area of program excellence that is compatible with the program's mission for which competencies have been developed to instruct students.

Conditional Accreditation (also “Provisional Accreditation”)
Accreditation status that is granted for a shorter-than-normal period of time, pending significant and immediate improvement to maintain conformity with the Standards.

Conflict of Interest
Any personal, financial, or professional interest that might limit an evaluator or member of a decision-making body's ability to fairly and objectively carry out accreditation responsibilities.

Continue Accreditation
An accreditation action indicating that the program should retain its current status, because evidence related to compliance with the ACEND accreditation standards demonstrates that the status should not be changed.

Continued Accreditation
An obsolete accreditation status under the Commission on Accreditation for Dietetics Education (CADE) indicating that accreditation was granted to a program that previously had accreditation.

Continuous Professional Development
A four-step cyclical process of quality improvement by which practitioners maintain, develop or increase knowledge, problem-solving, technical skills or professional performance standards in order to provide better care to patients and clients. The steps include (a) Reflect: objective self-appraisal to identify areas of professional practice that require improvement. (b) Plan: Planning methods to address these areas. (c) Act: Developing a self-improvement plan. (d) Evaluate: Evaluating the effectiveness of the plan. Each of the four steps is documented into a personal portfolio and the cycle is repeated as long as the individual is in active practice.

Coordinated Program (see “Dietitian Education Program.”)

Council for Higher Education Accreditation
A private, nonprofit national organization that recognizes regional, institutional, and professional accrediting agencies in the United States.

Credentialing
The formal recognition of professional or technical competence through registration, certification or licensure. (See Certification and Licensure.)

Criteria (see “Standards.”)

Critical Thinking
The ability to draw accurate conclusions about issues when there are no clear-cut answers by analyzing, synthesizing and evaluating facts, informed opinions and observations.

Curriculum
A formal set of courses and learning experiences offered by an academic program for the purpose of obtaining knowledge, skills and values often in pursuit of a degree or certificate.

Decision Document (also “Action and Recommendation Report”)
The official document sent to a Program Director and executive officers at an institution to convey the accreditation-agency's accreditation decision following a comprehensive or focused review.

Decision Letter (see “Decision Document.”)

Deny Accreditation
An accreditation action indicating that the program should not be awarded a higher status, because it has not demonstrated that it sufficiently complies with the accreditation standards.

Desired Outcome
The desired or intended result of an activity or an intervention.

Dialectic Instruction
Teaching approaches that rely on the use of probing questions to determine flaws in students' knowledge and guide them to a more accurate understanding.
Didactic Education Program (DEP or “dietitian program”)
An education program that provides the required dietetics coursework and at least 1200 hours of required supervised practice experiences to meet ACEND’s core knowledge and competency requirements to become a registered dietitian. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to sit for the credentialing exam.

Didactic Instruction
Teaching approaches that rely on information being provided to students in a structured manner through a second-hand source such as a teacher, readings or other media rather than through demonstration, laboratory or other forms of experiential learning.

Didactic Program in Dietetics (see “Didactic Program in Nutrition and Dietetics.”)

Didactic Program in Nutrition and Dietetics (DPND or “didactic program”)
An education program that provides the required dietetics coursework to meet ACEND’s core knowledge requirements to prepare graduates for an Internship Program in Nutrition and Dietetics. Graduates of ACEND-accredited didactic programs who are verified by the program director may apply for supervised practice experiences to establish eligibility to sit for the registration examination for dietitians.

Dietetic Internship Program (see “Internship Program in Nutrition and Dietetics.”)

Dietetic Registration
A three-part process to become a registered dietitian (RD) or dietetic technician, registered (DTR) verified by the Commission on Dietetic Registration (CDR) that includes (1) completion of minimum academic requirements, (2) completion of supervised practice requirements, and (3) successful completion of the registration examination. Registration is maintained by accruing continuing-education credit for lifelong learning every five years.

Dietetic Technician Education Program (DTEP or “technician program”)
An education program that provides the required dietetics coursework and at least 450 hours of required supervised practice experiences to meet ACEND’s core knowledge and competency requirements to become a dietetic technician, registered. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to sit for the credentialing exam.

Dietetic Technician Program (see “Dietetic Technician Education Program.”)

Dietetics Practitioner
An individual qualified to practice in the profession of dietetics/nutrition as credentialed by the Commission on Dietetic Registration.

Dietetics Structured Competency Assessment (DSCA)
Objective Structured Clinical Examination (OSCE) designed specifically to assess the competencies of a dietetics student or practitioner.

Distance Education
Instruction provided using technology where students are separated by physical distance from instructors.

Distance Supervised Practice
Planned learning experiences where knowledge and theory are applied to real-life situations with preceptors and students in settings geographically separated from the sponsoring institution or program.

Does Not Meet
A value used for evaluating compliance with standards that indicates that one or more compliance problems are present without a plan to address them.

Education Assessment
The analysis and use of data by educators or students to make decisions about improvements in teaching and learning. Assessment typically compares the intended results (objectives) with the actual results (outcomes).

Education Program
An organization providing curriculum and support systems required to systematically implement educational experiences designed to give students the opportunity to gain or improve the knowledge, skills and values needed for a particular discipline or to participate in a specific profession.
Eligibility Requirements and Standards (ERAS)

An obsolete term that has been replaced by ACEND accreditation standards. Eligibility requirements are considered to be a type of accreditation standard that is no longer presented as functionally separate. In addition, use of the acronym "ERAS" is unknown to other accreditors or to the general public.

Eligibility Standards

Fundamental accreditation standards about the structure, leadership and finances of an organization that must be met before it will be considered by the Accreditation Council for Education in Nutrition and Dietetics for review as a dietetics education program.

Entry-Level

The term used to specify performance expected of the dietetics practitioner in the first three years of practice.

Evaluation

The analysis and use of data to make an appraisal or value judgments, often using predetermined standards or criteria. For example, a teacher determines a student's grade based on a course assignment.

Evaluation-Team Report (see “External Reviewers.”)

Evidence-Based Nutrition Practice Guidelines

A series of guiding statements and treatment algorithms; developed using a systematic process for identifying, analyzing and synthesizing scientific evidence; designed to assist the registered dietitian and patient/client in making decisions about appropriate nutrition care for specific disease states or conditions in typical settings.

Evidence-Based Practice

Integrating the best-available, systematically-reviewed, scientific evidence with professional expertise and patient or client information to make decisions that optimally improve outcomes.

Expected Outcome

The predicted result of an activity or an intervention.

Experiential Coordinators/Directors

Individuals who support a dietetics-education program director by assisting students in locating supervised practice experiences, supervising and coordinating the day to day operations of the experiences, and evaluating student achievement of competencies.

Experiential Education (see “Supervised Practice.”)

Experiential Instruction

An approach to learning that relies on students obtaining information and practicing it in the work environment in which it is needed and used, usually under the guidance of a practitioner.

Experiential Learning

An approach to learning that relies on students obtaining knowledge and skills through first hand observation, experience and experimentation.

External Evaluation

Evaluation activities done by individuals not directly involved in an education program, such as employers of graduates, other registered dietitians or dietetic technicians, registered, professionals from other disciplines and communities of interest.

External Reviewers (also “Evaluation Team, External Review Panel”)

A group of individuals appointed by the accreditation agency with the task of visiting a program or institution for the purpose of verifying information in the Self-Study Report.

Faculty

The general term used to describe teaching staff for didactic instruction (didactic faculty) or supervised practice (supervised-practice faculty/preceptors).

Focused Report (also “Special Report”)

A report submitted by a program or institution to the accreditation agency to address specific areas of concern as outlined in a decision document.

Foundation knowledge

Statements describing the knowledge required by students in clinical, biomedical and behavioral sciences to support the attainment of the competencies for dietetics practice. (also “Knowledge”)
<table>
<thead>
<tr>
<th><strong>Full Accreditation</strong></th>
<th>An accreditation status that indicates that the program or institution has demonstrated compliance with all evaluation requirements, standards and policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Review</strong> (see “Comprehensive Review.”)</td>
<td></td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>A general statement of what a program must achieve in order to accomplish its mission. Achievement of a goal should be defined by a series of objectives also known as expected outcome statements that logically relate to and support the goal. In dietetics education program goals are typically related to results of the educational process, the scholarly work or service activities of faculty, students and graduates and so on.</td>
</tr>
<tr>
<td><strong>Guidelines</strong></td>
<td>Statements that suggest or illustrate how to fulfill the standards.</td>
</tr>
<tr>
<td><strong>Informatics</strong></td>
<td>The study of the structure, creation, management, storage, retrieval, dissemination and transfer of information. In dietetics, the effective retrieval, organization, storage and optimum use of information, data and knowledge for food and nutrition related problem solving and decision making. Informatics is supported by the use of information standards, processes and technology. (2-20-2012)</td>
</tr>
<tr>
<td><strong>Initial Accreditation</strong></td>
<td>An obsolete accreditation status that was used by Commission on Accreditation for Dietetics Education (CADE) to indicate that a program was being fully accredited for the first time with no other conditions to distinguish it from the now-obsolete use of “Continued Accreditation” as a status. Both terms have been replaced by the term “Full Accreditation.”</td>
</tr>
<tr>
<td><strong>Institutional Accreditation</strong></td>
<td>The evaluation and accreditation of an institution as a whole (e.g., a university), usually by a regional or national accreditor.</td>
</tr>
<tr>
<td><strong>Interdisciplinary Instruction</strong></td>
<td>The learning in an environment where individuals from more than one discipline interact with each other.</td>
</tr>
<tr>
<td><strong>Interim Report</strong></td>
<td>A report designed to assess a program’s development or improvement on specific standards. The ACEND board may ask the program to undergo a focused, on-site evaluation to validate the Interim Report.</td>
</tr>
<tr>
<td><strong>Interim Reports</strong></td>
<td>Narrative or statistical reports sent by the program or institution between Comprehensive Reviews for the purpose of updating the accreditation agency on progress towards meeting Standards.</td>
</tr>
<tr>
<td><strong>Internal Evaluation</strong></td>
<td>Evaluation activities done by individuals involved in an education program, such as the program director, program faculty, program administrators, preceptors, students and graduates.</td>
</tr>
<tr>
<td><strong>Internship Program in Nutrition and Dietetics (IPND or “internship program”)</strong></td>
<td>An education program that provides at least 1200 hours of required supervised practice experiences to meet ACEND’s competency requirements to become a registered dietitian. A verification statement is issued to individuals who successfully complete the program as evidence of eligibility to sit for the credentialing exam.</td>
</tr>
<tr>
<td><strong>Invitation to Evaluate</strong> (also Plan for the Program Presentation)</td>
<td>Document submitted by the program or institution to the accreditation agency one year before the on-site evaluation to request that the accreditation agency initiate the evaluation process in order to ensure that the preparation for the review is done in a timely and effective manner.</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>The recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.</td>
</tr>
<tr>
<td><strong>Laboratory Instruction</strong></td>
<td>An organized learning activity involving observation or experimentation in an area of study or practice.</td>
</tr>
<tr>
<td><strong>Licensure</strong></td>
<td>A process by which an agency or government grants permission to an individual to engage in a given occupation upon demonstrating that the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety and welfare are reasonably well protected.</td>
</tr>
</tbody>
</table>
Management Plans  Strategies for running a program on a day-to-day basis that relate to achieving or maintaining program goals. Management plans may change from year to year, whereas a program’s mission and goals will remain constant over time.

Mastery  Learning that requires students to demonstrate complete achievement of all learning objectives or competencies.

May  The verb used when writing standards and guidelines to indicate a suggestion, but not requirement.

Meets  A value used for evaluating compliance with standards that indicates that a program complies with accreditation standards under one of three conditions: (1) No compliance problems are present. (2) No compliance problems are present; however, the potential exists for the program to have problems meeting the standard in the future. (3) Or, one or more problems with a standard have been identified in the self-study report; but it describes viable plans to address them within the timeframe specified by the U.S. Department of Education, and includes evidence that the plan is being implemented successfully.

Mission Statement  A formal summary of the purpose, values and unique features of an organization. Achievement of the mission should be provable by the achievement of goals which are in turn supported by specific program objectives.

Multidisciplinary  Relating to or making use of several disciplines at once.

Multiskilled  Having or the ability to perform several tasks or skills.

Must  The verb used when writing standards and guidelines to indicate a requirement. A program may petition to have the requirement waived if it can demonstrate that the requirement does not apply or that it is meeting the intent of the requirement through alternate means.

National Advisory Committee on Institutional Quality and Integrity  The committee that advises the Secretary of Education on issues related to accreditation including the recognition of accrediting agencies, and to the eligibility and certification process for institutions of higher education.

Nutrition and Dietetic Educators and Preceptors  A practice group of the Academy of Nutrition and Dietetics that serves the needs of members who are interested in or engaged in educating nutrition and dietetic practitioners.

Nutrition Care Process  A systematic problem-solving method consisting of four distinct steps: (a) Nutrition Assessment, (b) Nutrition Diagnosis, (c) Nutrition Intervention, and (d) Nutrition Monitoring and Evaluation that are used for critically-thinking through decisions to address nutrition-related problems and provide safe and effective quality nutrition care.

Nutrition Informatics  (see “Informatics.”)

Objective Structured Clinical Examination (OSCE)  A procedure used to assess the competencies of a student or practitioner using role-play scenarios with either a real or standardized patient (actor). The student/practitioner works through several role-play scenarios under the review of trained evaluators.

Objective  The result that someone plans to occur as the consequence of an activity or an intervention. In the case of student learning, an objective describes what a student is expected to be able to know, do or value after a learning activity.

Only … Or  The conjunction used when writing standards and guidelines to indicate the expectation that only one (and no more) of the listed elements will be met (Logical Exclusive OR).

On-Site Evaluation  (also “On-Site Review, On-Site Visit, Evaluation Visit, Site Visit”)  The part of an accreditation review in which individuals appointed by the accreditation agency visit a program or institution for the purpose of verifying information in the Self-Study Report.
Or

The conjunction used when writing standards and guidelines to indicate the expectation that one or more of the listed elements will be met (Logical OR).

Outcome Measures

Criteria for determining a program’s ability to meet its formal goals. Outcome measures for dietetics education programs are typically related to expectations for graduate success in relationship to program completion, pass rate on the registration examination, employment or advanced education and so on.

Outcome

The actual result of an activity or an intervention. In the case of student learning, the outcome is what a student is actually able to know, do or value.

Outcomes Assessment (see “assessment.”)

Partially Meets

A value used for evaluating compliance with standards that indicates that one or more problems with a standard have been identified in the self-study report; and, it describes viable plans to address them within the U.S. Department of Education timeframe; but the plan has not yet been implemented.

Peer Review

A process for evaluating the quality of a program or institution using one’s equals from other programs or institutions to ensure that it meets accreditation Standards.

Place on Probation

An accreditation action indicating that the program should be moved from Full Accreditation Status to Probationary Status because (1) it has failed to demonstrate compliance with one or more standards, or policies within the timeframe requested by the ACEND Board of Directors; or (2) the severity of current compliance issues within the program places students or the public health in jeopardy.

Portfolio

An organized collection of documents used as evidence of one’s education, work and professional experiences, achievements, skills, abilities, personal development and potential for growth.

Postsecondary

Formal education that occurs beyond high school (12th grade).

Practice Audit

A formal survey of individuals in various work environments within a profession to gather data on specific tasks being performed, the frequency of the tasks and the degree of risk involved in performing the task.

Pre-Accreditation

Accreditation status awarded to programs before they receive Full Accreditation (Pre-Candidate and Candidate).

Precandidate Status

A developmental accreditation status granted before enrolling students. Granting precandidate status indicates that a program or institution’s planning has taken into account Standards and guidelines and suggests reasonable assurances of moving to the Candidate status. Granting precandidate status brings no rights or privileges of accreditation necessary for students to be eligible candidates to sit for registration or certification exams.

Preceptor

A practitioner who serves as faculty for students/interns during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.

Probation (see “Probationary Accreditation”)

Probationary Accreditation

A diminished accreditation status, indicating that (1) a program is not in compliance with one or more evaluation requirements, standards, or policies (as previously notified in writing by the ACEND Board of Directors), and it has failed to achieve and demonstrate compliance within the timeframe requested by the ACEND Board of Directors; or (2) because the severity of current compliance issues within the program places students or the public health in jeopardy. Probation is not an adverse accreditation action as defined by the U.S. Department of Education; however, adverse accreditation action (withdrawal or denial of accreditation or preaccreditation) will be taken if a program or institution fails to come into compliance within the period specified by the agency and the U.S. Department of Education.

Professional

An individual in an area of work that requires specialized knowledge, skills and a code of conduct that places service to the public, client or patient before immediate personal interests.
Program Assessment Report  A focused report, typically requested five years following a comprehensive evaluation as part of ACEND’s routine monitoring. The ACEND board may ask the program to undergo a focused, on-site evaluation in order to validate the Program Assessment Report.

Program Assessment  The analysis and use of data by educators or administrators to make decisions about improvements in a program. Assessment typically compares the intended results (objectives) with the actual results (outcomes).

Program Director  The individual responsible for assuring that accreditation standards, policies, and procedures are met at an accredited program.

Program Evaluation (see “CAPE Process”)

Program  A formal plan of study leading to a degree or certificate that is recognized by the accreditation agency.

Programmatic Accreditor (see “Specialized Accreditor”)

Provisional Accreditation (see “Conditional Accreditation.”)

Public Member  A member of an accreditation agency who is appointed from the public at large to represent the public interest.

Regional Accrdror  An agency that accredits institutions of higher education (e.g., colleges and universities). In the United States, the regional agencies (Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and College) generally accredit institutions that are within specific geographic areas.

Research  A type of scholarship that systematically tests a hypothesis or theory in order to discover facts or reach conclusions.

Restore Full Accreditation  An accreditation action indicating that the program should be moved from Probationary Status to Full Accreditation Status, because it has demonstrated compliance with all evaluation requirements, standards, and policies within the timeframe requested by the ACEND Board of Directors.

Retroactive Period of Initial Accreditation  A period of time where students are considered to have graduated from an accredited program or institution, even though initial accreditation was granted after students actually graduated.

Role Delineation Study (see “Practice Audit.”)

Rotation  A period of time at one or more locations designed using structured activities for students/interns to learn, perform, and consistently demonstrate logically-related competencies, attitudes, and values required for an area of practice under the supervision of a preceptor.

Schedule of Evaluation Reviews  The calendar of scheduled on-site evaluations maintained by the agency.

Scholarship  Systematic study and investigation for the purpose of creating new knowledge.

School  An administrative unit (e.g., school, college, or department) in an institution of higher education offering one or more programs that lead to a degree or certificate recognized by the accreditation agency.

Self-Study Report  (also “Self-Study; Program Presentation”)  A document prepared by the program or institution as part of the accreditation review process. This document describes the program or institution, how it meets the Standards, analyzes it strengths, weaknesses, and challenges, and sets forth the program’s plans and goals for future development and continued compliance with the Standards.
Should: The verb used when writing standards and guidelines to indicate a recommendation that is typical or a best practice, but not requirement.

Simulations: Education or training that imitates real situations or processes when actual experiences are unavailable, prohibitively dangerous, expensive or inconvenient to allow students to learn in a real-world setting.

Site Visit Report (also “Evaluation-Team Report”): A report written by external reviewers during or following the on-site evaluation visit to validate the program’s self-study report and to document the level of compliance with standards and performance with respect to program and institutional outcomes.

Special Report (see “Focused Report”): An agency that accredits postsecondary professional and occupational-education programs or schools, such as medical schools, engineering schools, teacher-education programs and health-profession programs.

Sponsoring Institution: The parent organization or entity that is responsible for a dietetics program.

Standards (also Criteria): Accreditation standards establish minimum levels of quality around which evaluations and accreditation decisions must be based. Standards are created through a consensus process that calls for input from educators, students, practitioners, regulators and the general public.

Statistical Report: Statistical information submitted to an accreditation agency. The data may include information about faculty, students, curriculum, and income and expenditures and may be collected on a regular basis as a part of routine monitoring.

Student: The general term used to describe learners in a classroom or laboratory setting (didactic students) or students in supervised practice experiences (supervised-practice students/interns).

Student-Learning Objectives: Anticipated knowledge, performance or values students are expected to derive from the educational program.

Substantial Equivalency: A term to indicate that a foreign program is in compliance with accreditation standards; however, either the program or graduates do not have full rights and privileges of an accredited program. For example, graduates of a substantially equivalent program are not eligible for U.S. licensure examinations.

Substantive Change: Significant modification, expansion or contraction in the nature or scope of an accredited program or institution including, but not limited to mission, organization, curricular delivery, enrollment, leadership, etc.

Supervised Practice (also “Experiential Education”): Planned learning experiences in which students/interns perform tasks over a defined period of time to integrate knowledge, skills and values in real-life situations to contribute to acquisition and mastery of practitioner competencies. Supervised Practice is commonly called “Experiential Education” in other health-care professions.

Sustainability: Practices in harmony with the environment that allow future generations to have water, materials, and resources to protect human health and life on the planet.

Team (see “External Reviewers”): An individual who must have the practical knowledge, skills and techniques for employment in a particular job, but who is not necessarily required to know the underlying rationale or in-depth theoretical principles for the work being done.

Term: The length of time of accreditation awarded to a program before the next accreditation decision must be made.

Transparency: The concept of making accreditation processes easier to understand, including opening them up to public scrutiny and making them subject to challenge or change.

Unexpected Outcome: An unanticipated result of an activity or an intervention.
Verification Statement  The form completed by an ACEND program director, indicating that a student or intern has successfully fulfilled the requirements for completion of the program in accordance with institutional, CDR and ACEND policies.

Withdraw Accreditation  An accreditation action that is taken when a program is no longer accredited by an agency effective as of a specific date. Accreditation may be withdrawn, because (1) it has failed to demonstrate compliance with one or more standards, or policies within the timeframe requested following probation; (2) the severity of current compliance issues within the program places students or the public health in great jeopardy; (2) the program failed to meet financial obligations to the accreditation agency; or (4) the program or institution is voluntarily withdrawing from the accreditation process.
L : ACEND’s Decision-Making Body

ACEND is governed by a board of 15 voting members. The ACEND Chair, two public members, one student, one program administrator, and representatives of various program types are elected by the ACEND board. Two practitioner representatives are elected by the general membership of the Academy of Nutrition and Dietetics. The ACEND chair appoints members of the ACEND board to the following committees: Standards Committee, Education Committee, Nominating Committee, and Policy & Procedure Committee. In addition, the ACEND board appoints dietetics educators and practitioners who are responsible for reviewing programs based on policies and procedures developed by the ACEND board.

Members of ACEND’s Board of Directors (June 1, 2011–May 31, 2012)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Kevin Haubrick, MS, RD</td>
<td>Director, Food and Nutrition Services and Dietetic Internship, Baptist Health System, San Antonio, TX</td>
</tr>
<tr>
<td>Vice Chair</td>
<td>Elaine Fontenot Molaison, PhD, RD</td>
<td>Associate Professor and Director, Dietetic Internship Programs, The University of Southern Mississippi, Hattiesburg, MS</td>
</tr>
<tr>
<td>Past ACEND Chair and</td>
<td>Jane F. Allendorph, MS, RD</td>
<td>Director, Dietetic Internship Programs, Harper College, Palatine, IL</td>
</tr>
<tr>
<td>ACEND Representative to the</td>
<td>Merievelyn Stuber, MS, RD, CD, CNSD</td>
<td>Patient Safety Coordinator, Risk Management, The Methodist Hospitals, Highland, IN</td>
</tr>
<tr>
<td>ADA House of Delegates</td>
<td>Judith H. Hall, MS, RD, LRD</td>
<td>Chair, Department of Nutrition and Dietetics; Director, Coordinated Program, University of North Dakota, Grand Forks, ND</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>Kay N. Wolf, PhD, RD, LD</td>
<td>Director, Coordinated Program and Associate Professor, Medical Dietetics Division, The Ohio State University, Columbus, OH</td>
</tr>
<tr>
<td>Education Program Representative</td>
<td>Cheryl A. Houston, PhD, RD, LD</td>
<td>Director, Didactic Program; Associate Professor and Chairperson, Fontbonne University, Saint Louis, MO</td>
</tr>
<tr>
<td>Representative</td>
<td>Nancy V. Rhoades, MS, RD, LD</td>
<td>National Account Manager, Aladdin Temp-Rite, Atlanta, GA</td>
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<td>Didactic Program</td>
<td>Janice D. Cannon, MS, MAA, RD, CDN</td>
<td>Clinical Nutrition Manager, Hartford Hospital, Oxford, CT</td>
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<td>Adjunct Assistant Professor, Department of Clinical Nutrition, Rush University Chicago, IL</td>
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<td>Internship Program</td>
<td>Teri L. Burgess-Champoux, PhD, RD</td>
<td>Lecturer, Department of Food Science and Nutrition, University of Minnesota, St. Paul, MN</td>
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<td>Janet L. Debelius, MA, RD, LD</td>
<td>Director, Dietetic Internship, Sodexo Health Care Services Mid-Atlantic, Columbia, MD</td>
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<tr>
<td>Internship Program</td>
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<td>Associate Professor, Case Western Reserve University, Cleveland, OH</td>
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<td>Representative-elect</td>
<td>Maxine C. McElligott, MA, RD, CDE</td>
<td>Inpatient Diabetes Education Coordinator, The University of Nebraska Medical Center, Omaha, NE</td>
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<td>Ashley T. Roseno, Graduate Student</td>
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<td>Large</td>
<td>Jason R. Pelzel</td>
<td>Dietetic Intern, Texas A&amp;M University, College Station, TX</td>
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<td>ACEND Student Representative</td>
<td>Joan Straumanis</td>
<td>Nursing Education Consultant, Hartford, CT</td>
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<td>Coordinated Program, East Carolina University, Greenville, NC</td>
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<td>Program Administrator</td>
<td>David D. Gale</td>
<td>Dean, College of Health Sciences at Eastern Kentucky, University, Richmond, KY</td>
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<tr>
<td>Public Members</td>
<td>Susan E. Abbe, PhD, RN</td>
<td>Nursing Education Consultant, Hartford, CT</td>
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<td>elbows</td>
<td>Alison Steiber, Chair</td>
<td>Higher Education Consultant, Arlington, VA</td>
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<td>Judith Hall</td>
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<td>Mary Ann Taccona</td>
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(Updated February 8, 2012)