

**GUIDANCE INFORMATION FOR**

**ACEND ACCREDITATION STANDARDS FOR ADVANCED PRACTICE**

**DOCTORAL EDUCATION IN NUTRITION AND DIETETICS**

June 2024

## Guidance Information

This document provides guidance to program directors on implementing and documenting compliance with the ACEND Accreditation Standards for Advanced Practice Doctoral Education in Nutrition and Dietetics. The document includes the types of information to be included in the self-study narrative, types of exhibits to include in the self-study appendix, and additional materials that should be available on site for the review team. Programs applying for candidacy for accreditation are expected to provide all information as described in Guidance Information except where specifically noted.

ACEND staff members are available to provide consultation, guidance, and support on meeting ACEND's accreditation standards, policies and procedures. Please email [ACEND@eatright.org](mailto:ACEND@eatright.org) or call (312) 899-0040 extension 5400.

### **Acronyms used in document:**

ACEND: Accreditation Council for Education in Nutrition and Dietetics

APD: Advanced Practice Doctorate

CDR: Commission on Dietetic Registration

C: Competency

PI: Performance Indicator

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## Standard 1: Program Characteristics and Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length, and program management.

Required Element 1.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must be housed in a college or university. The college or university must be located in the U.S. or its territories and accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE).</p>	<p><b>Note: Programs must submit the self-study report narrative in one searchable PDF file formatted using the Adobe bookmark feature. The self-study report narrative provided for the Required Element should reference the location of any corresponding evidence in the appendices PDF.</b></p> <ul style="list-style-type: none"> <li>• Explain how the organization is in compliance with this required element. Describe the impact, if any, of the current status of the program, if the organization/institution is out of compliance with their oversight agency. (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.)</li> <li>• <i>[Candidacy programs only]</i> If the program is not yet approved within the state and/or institution, the program must describe where the program is in the process in gaining approvals and the status of the approval process within the institution and the state.</li> <li>• State the name of the U.S. institutional accrediting body and the institution’s current accreditation status.</li> </ul>	<p><b>Note: Programs must submit all appendix evidence in two searchable PDF files formatted using the Adobe bookmark feature. One set of appendices will include all supporting evidence with the exception of syllabi and/or residency description. Syllabi and/or residency descriptions are to be included in a separate bookmarked PDF.</b></p> <ul style="list-style-type: none"> <li>• Copy of most recent letter or a website screenshot and active website link from the oversight agency website documenting the organization’s status with the oversight agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of any reports from the accrediting agency related to accreditation status, if institution is not fully accredited by its accrediting agency.</li> </ul>

Required Element 1.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must be integrated within the administrative structure of the sponsoring organization, show this structure, such as in an organizational chart, and indicate where the program will be housed.</p>	<ul style="list-style-type: none"> <li>• Describe the administrative structure of the institution/organization and where the program is housed.</li> </ul>	<ul style="list-style-type: none"> <li>• A copy of the organization chart that shows the location of the program within the institution and its relationship to other programs within the department. <ul style="list-style-type: none"> <li>○ It is not necessary that the chart be an “official” chart from the organization as long as the location of the program and other</li> </ul> </li> </ul>	

Required Element 1.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
		<p>programs within the department are evident. More than one chart may be needed that shows where the program fits within college/school/department and the institution, as applicable.</p> <ul style="list-style-type: none"> <li>○ All programs within the department, including that of the accredited program, must be identified by name in the chart.</li> </ul>	

Required Element 1.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must demonstrate that it has the administrative, clerical or other staff, technical and financial support, and the learning resources, physical facilities, and support services needed to accomplish its mission and goals. If any portion of the program is offered through distance education, the program must demonstrate that technology and resources are adequate to support a distance-learning environment.</p> <ul style="list-style-type: none"> <li>a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty, research advisors, residency mentors, and staff.</li> <li>b. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program goals and student outcomes.</li> <li>c. The program must report its maximum enrollment to ensure quality, viability, and appropriate use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the adequacy of program resources (e.g., administrative, clerical, technical and IT support, financial, physical facilities, learning resources, support services) to meet the needs of all program options (including distance education, if applicable) and produce the desired outcomes.</li> <li>• Describe the process used to determine budgetary needs that are tied to the short- and long-term strategies to achieve program mission and goals.</li> <li>• Describe how the budget and resources are adequate to support program faculty, research advisors, residency mentors, and staff for training on diversity, equity and inclusion, distance education, and other professional development topics to produce desired outcomes for the program.</li> <li>• State the maximum enrollment for which the program is seeking accreditation and discuss the adequacy of resources to support the enrollment. Explain how these enrollment numbers ensure quality, viability and appropriate use of resources of the program. Include enrollment maximums and adequacy of resources for the program.</li> </ul>		<ul style="list-style-type: none"> <li>• Tours of facilities.</li> <li>• Meeting minutes in which budget and resources are discussed, if applicable.</li> <li>• Examples of learning resources available to students.</li> </ul>

Required Element 1.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must award a doctoral degree upon completing program requirements.</p> <p>a. Individuals entering the program must meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. hold the Registered Dietitian Nutritionist (RD/RDN) credential,               <ol style="list-style-type: none"> <li>a. International students must hold a credential from their own country that is established and recognized by the country’s professional association or regulatory board for nutrition and dietetics,</li> </ol> </li> <li>and</li> <li>2. have a bachelor’s degree with a minimum of four years of full-time post-credentialing work experience or equivalent or a master’s degree with a minimum of two years of full-time post-credentialing work experience or equivalent.</li> </ol>	<ul style="list-style-type: none"> <li>• If the program is offering a degree that is not yet approved within the state and/or institution, the program must describe where the program is in the process in gaining approvals for granting a degree and the status of the approval process within the institution and the state, as applicable.</li> <li>• State the degree received upon completion of the program and describe completion requirements for receipt of degree. Information should be provided separately for each option (such as part-time) offered.</li> </ul>	<ul style="list-style-type: none"> <li>• A copy from catalog or website listing the admission requirements (<i>Programs applying for candidacy provide draft information</i>).</li> <li>• A copy from catalog or website listing the degree obtained and program completion requirements.</li> </ul>	

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility, and sufficient time allocated to manage the program and provide effective leadership for the program, the program faculty, and the students. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.</p> <p>a. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or</p>	<ul style="list-style-type: none"> <li>• Describe how institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.</li> <li>• State time allocation for program management.</li> <li>• Describe the program director’s credentials and how the director meets the ACEND requirements for the program director position.</li> <li>• Describe the authority and responsibility the director has to manage the program and how the program director’s listed responsibilities are achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Program director’s current curriculum vitae or resume.</li> <li>• Formal position description for the program director that includes ACEND responsibilities and clearly specifies the amount of time allocated for program management (e.g., number of hours, percentage of time, amount of course release time).</li> <li>• Optional: Use <a href="#">Program Director Job Description Template</a>.</li> <li>• Evidence of CDR registration status, such as photocopy of the program director’s CDR registration card or printout from CDR website verifying registration status.</li> </ul>	<ul style="list-style-type: none"> <li>• Student and graduate files showing adherence to outlined procedures for record keeping. (<i>Not applicable to program applying for candidacy</i>)</li> <li>• Examples of written communications with program faculty, research advisors, residency mentors, and others involved with the program.</li> <li>• Meeting minutes discussing accreditation.</li> </ul>

Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>reducing teaching load for administrative functions provided by the director.</p> <ol style="list-style-type: none"> <li>1. The program director must be assigned to the program on a twelve-month basis and at least 50% of the time devoted to program management in support of the program.</li> </ol> <p>b. The program director must:</p> <ol style="list-style-type: none"> <li>1. Have earned a doctoral degree.</li> <li>2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.</li> <li>3. Have a minimum of five years of full-time professional experience post-credentialing or equivalent.</li> <li>4. Be a full-time employee of the sponsoring institution.</li> <li>5. Not direct another ACEND-accredited nutrition and dietetics education program.</li> </ol> <p>c. The program director’s responsibilities must include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Provision or delegation of responsibilities to assure year-round coverage of director responsibilities in the absence of the director or in cases where the director’s full-time appointment does not cover all 12 months. In programs where the program director assigns some responsibilities to other individuals, the director must ensure that all program director responsibilities are accomplished throughout the year.</li> <li>2. 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 (such as program admission, retention, and completion policies).</li> <li>3. Student recruitment, advisement, evaluation, and counseling.</li> <li>4. Maintenance of program accreditation including:</li> </ol>	<ul style="list-style-type: none"> <li>• If the program director position is not a 12-month appointment discuss year-round coverage of the program when the program director is not available. This does not refer to short-term vacations or absences.</li> </ul>		



Required Element 1.5	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<ul style="list-style-type: none"> <li>a. Timely submission of fees, reports, and requests for major program changes;</li> <li>b. Maintenance of the program’s student records, including requirements for doctoral degree completion;</li> <li>c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;</li> <li>d. On-going review of the program’s curriculum to meet the accreditation standards;</li> <li>e. Communication and coordination with program faculty, research advisors, residency mentors, and others involved with the program and its students; and</li> <li>f. Facilitation of processes for continuous program evaluation.</li> </ul>			

Required Element 1.6	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must establish its length and provide the rationale for the program’s length after taking into consideration didactic learning, research, and residency needed by students to demonstrate the required competencies and state and institutional mandates.</p> <ul style="list-style-type: none"> <li>a. The program must be planned so that students complete at least 300 hours of advanced practice residency experiences. The program must document the planned residency hours.</li> </ul>	<ul style="list-style-type: none"> <li>• State the program length and number of residency hours.</li> <li>• Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required residency hours, and mandates from the program’s administration or state legislation).</li> <li>• Describe planned international experiences available for students, total residency hours provided internationally, and country in which experiences will occur, if applicable.</li> </ul>		

## Standard 2: Program Mission, Goals, Objectives and Program Evaluation and Improvement

The post-credential, advanced practice doctoral program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for advanced practice as a Registered Dietitian Nutritionist. The program must have a program evaluation plan to continuously evaluate the achievement of its mission, goals and objectives, use the plan to collect data, improve the program based on findings, and update the plan accordingly.

Required Element 2.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted, and must include the following components:</p> <ol style="list-style-type: none"> <li>a. The program mission. The program mission must be specific to the post-credential, advanced practice doctoral program. The mission must be distinguished from other programs in the sponsoring organization and be compatible with the mission statement or philosophy of the sponsoring organization.</li> <li>b. The program goals. The program must have at least two goals focused on program outcomes for graduates that are consistent with the program’s mission.</li> <li>c. The program objectives. The program objectives must measure the full intent of the mission and goals and are used to evaluate the achievement of each program goal.               <ol style="list-style-type: none"> <li>1. The program must align the following ACEND-required objectives with their program goals and demonstrate that the program is operating in the interest of students and the public. The program must set reasonable target measures when the targets are not specified. Required objectives must be evaluated annually using an average of data from the previous three years:                   <ol style="list-style-type: none"> <li>a. Program Completion: The program must establish an objective for program completion.</li> <li>b. Research Project: The program must establish an objective that addresses the outcome of the research project.</li> <li>c. Residency Experience: The program must establish an objective that addresses the outcome of the residency.</li> </ol> </li> </ol> </li> </ol>	<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• Provide the mission statements for:               <ul style="list-style-type: none"> <li>○ the institution</li> <li>○ the college and/or department in which the program resides, and</li> <li>○ the program itself</li> </ul> </li> <li>• Explain how the mission supports the program’s intent to prepare students for nutrition and dietetics practice and careers.</li> <li>• Discuss the compatibility of the program’s mission statement with the sponsoring organization.</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• State your program goals.</li> <li>• Discuss how the goals support the program’s mission.</li> </ul> <p>Note: Provide program goals that are well constructed and generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession. The goals must use the term “graduates” and must not use the terms “students”. Avoid having student learning objectives or management plans (i.e., action plans for running the program on a day-to-day basis) as program goals. A program can have more than two goals.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Provide ACEND-required program objectives, aligning them to the appropriate program goal.</li> <li>• Provide additional objectives that with target measures set by the program demonstrate that the program is operating in the interest of students and the public.</li> <li>• Describe the process for the annual review of the program evaluation plan and the relevant groups involved in the</li> </ul>	<ul style="list-style-type: none"> <li>• Most recently reviewed Program Evaluation Plan listing entries for the history of annual review, program mission, goals and objectives, the data to be collected for all program goals and objectives, groups from which data will be collected, methods used to collect data, individuals responsible for data collection and the timeline for data collection (use program specific template titled “<a href="#">Program Evaluation Plan</a>”)</li> <li>• Examples of tools used to collect evaluation data such as surveys, evaluations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from planning meetings or other documentation discussing development of mission, goals, objectives, and review of the program evaluation plan.</li> <li>• Historical data used to determine target measures. <i>(Not applicable to program applying for candidacy)</i></li> </ul>

<p>d. Program-specific objective: The program must establish one or more program-specific objectives.</p> <p>d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.</p> <p>e. Groups from which data will be obtained; both internal and external relevant groups must be represented (such as graduates, administrators, faculty, research advisors, residency mentors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines, and advisory committees).</p> <p>f. Evaluation methods that will be used to collect the data.</p> <p>g. Individuals responsible for ensuring that data are collected.</p> <p>h. Timeline for collecting the necessary data.</p>	<p>review. (<i>Programs applying for candidacy describe how process will occur</i>)</p> <ul style="list-style-type: none"> <li>• Discuss changes, if any, that have been made in the plan since the last accreditation review. (<i>Not applicable to programs applying for candidacy</i>)</li> </ul>		
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<b>Required Element 2.2</b>	<b>Narrative to Support Achievement</b>	<b>Appendix Evidence</b>	<b>Onsite Evidence</b>
<p>The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:</p> <p>a. Program outcomes data are collected according to the program evaluation plan, summarized, and analyzed by comparing actual achievements with objectives.</p> <p>b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.</p> <p>c. The targets set for ACEND-required objectives are met.</p> <p>d. Program changes have been made to improve outcomes for unmet objective(s).</p> <p>e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.</p>	<ul style="list-style-type: none"> <li>• Analyze degree of achievement of program goals and objectives, including trends observed in the data. (<i>Not applicable to programs applying for candidacy</i>)</li> <li>• Discuss factors impacting achievement of program goals and objectives. (<i>Not applicable to programs applying for candidacy</i>)</li> <li>• Describe how programmatic planning and outcomes evaluation are documented, and as appropriate, integrated with institutional planning and assessment.</li> <li>• Notes: To calculate program completion divide all students who finish the program (nominator) by all students who start the program (denominator); this includes students who drop out at any point after starting the program.</li> <li>• Reminder: Data for all ACEND-required objectives must be provided as three-year rolling averages from the last three years and over the seven-year accreditation cycle. To avoid gaps in data, for example, if you had a site visit in 2021, the three-year rolling averages should be indicated as 2019-2021, 2020-2022, 2021-2023, etc. because the data from 2021 forward is included in each of those rolling averages.</li> </ul>	<ul style="list-style-type: none"> <li>• Actual data (including both the number “n” and percentage) collected for each program objective, which must be provided in the final column in the Program Evaluation Plan”). (<i>Not applicable to program applying for candidacy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from planning meetings or other documentation discussing review of program evaluation results. (<i>Not applicable to program applying for candidacy</i>)</li> <li>• Completed evaluation surveys and/or other documentation supporting the data in the PEP (e.g., completion records, focus groups, interviews, etc.). (<i>Not applicable to program applying for candidacy</i>)</li> <li>• Institutional documents demonstrating integration of outcomes</li> </ul>

Required Element 2.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
			evaluation with institution assessment, if applicable.

Required Element 2.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (such as policies, procedures, curriculum, teaching methods, faculty, research advisors, residency mentors, and resources). Short- and long-term strategies must be developed, and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.</p>	<ul style="list-style-type: none"> <li>Briefly summarize information presented in the Continuous Program Improvement Plan and discuss how it links with the outcomes presented in the Program Evaluation Plan. <i>(Programs applying for candidacy must discuss how the improvement plan will link to the Program Evaluation Plan)</i></li> </ul>	<ul style="list-style-type: none"> <li>Most recent plan documenting continuous program improvement (use template titled "<a href="#">Continuous Program Improvement Plan</a>") <i>(Programs applying for candidacy must submit this plan with anticipated strengths and areas for improvement).</i></li> </ul>	<ul style="list-style-type: none"> <li>Minutes from planning meetings or other documentation discussing identification of program strengths and areas of improvement and development of short- and long-term strategies.</li> </ul>

### Standard 3: Curriculum and Learning Activities

The competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program. Demonstration of competence must be integrated in the coursework, scholarship, research, and residency activities throughout the program.

Required Element 3.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The Curriculum Map template must be used to document:</p> <ol style="list-style-type: none"> <li>a. Each competency (see Appendix A).</li> <li>b. Performance indicators (see Appendix A) for each competency on which summative assessment occurs in the curriculum.</li> <li>c. Course(s) (including residency and scholarly activities) in which summative assessment of performance indicators will occur.</li> <li>d. How the curriculum:               <ol style="list-style-type: none"> <li>1. Is logically organized, and</li> <li>2. The advanced practice, research, and residency components progress and are sequenced to achieve the expected depth and breadth of competence and the outcome of advanced nutrition and dietetics scholars.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Describe the program’s curriculum.</li> <li>• Discuss and provide examples of how the program’s didactic and/or residency experiences are organized and sequenced.</li> <li>• Discuss and provide examples of how the curriculum facilitates student achievement and demonstration of the expected depth and breadth of advanced-level competence.</li> <li>• Describe the culminating experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Course descriptions as published in the catalog. (<i>Programs applying for candidacy provide draft copy of course descriptions that will be published in the catalog.</i>)</li> <li>• Required curriculum components (use template titled “<a href="#">Curriculum Map</a>”).</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of completed student work as evidence of breadth and depth in the curriculum and educational approaches used. (<i>Not applicable to program applying for candidacy</i>)</li> </ul>

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program’s curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those for residency and scholarly activities) taught within the academic unit must include the relevant competencies.</p> <ol style="list-style-type: none"> <li>a. Learning experiences must prepare students for advanced nutrition and dietetics practice.</li> <li>b. Learning experiences must address and build competency in diversity, equity, and inclusion. The program must ensure that students have the skills to recognize biases in self and others and adapt to, understand, and embrace the diversity of the human experience.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide examples of the educational approaches that are used to meet learner needs and facilitate learning objectives.</li> <li>• Discuss how students are informed of where the competencies are met and performance indicators are covered, such as in a list or in the student handbook.</li> <li>• Describe how the program assures regular and substantive interaction between students and faculty occur in distance courses, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> course syllabi showing learning activities with the associated competencies (Note: If advance practice residency descriptions are not included in the course syllabi, this must be provided in addition to the course syllabi).</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks, either digital or hard copy, noted in course syllabi.</li> <li>• Minutes from planning meetings or other documentation that show discussions of curricular planning.</li> </ul>

Required Element 3.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>c. Learning experiences must incorporate a variety of educational approaches necessary for the delivery of curriculum content to meet learner needs and competencies.</p> <p>1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.</p>			

Required Element 3.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program and student must collaborate to identify and design a clearly defined area of interest for the advanced practice residency.</p> <p>a. At least two competencies for each student must be developed.</p>	<ul style="list-style-type: none"> <li>Discuss the collaborative process used to identify and design a clearly defined area of interest and competencies for the advanced practice residency.</li> </ul>		

Required Element 3.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program has the option to designate at least one program-defined focus area. The focus can be developed in one of two ways. Either by:</p> <p>a. Developing at least two new competencies to an existing unit. Each competency must include at least two performance indicators.</p> <p>Or,</p> <p>b. Developing a new unit (Unit 6), which must include at least two new competencies. Each competency must include at least two performance indicators.</p>	<ul style="list-style-type: none"> <li>State your program-defined focus area, if applicable.</li> <li>Discuss how the program-defined focus area is aligned with the program's mission, goals, and objectives and how it is supported by specific strengths of the program and/or expertise of program faculty, research advisors, and residency mentors.</li> <li>State the competencies and performance indicators aligned with the program-defined focus area and the process used to develop them.</li> </ul>		

## Standard 4: Competency Assessment and Curriculum Improvement

The program must continuously assess student achievement of required competencies. The program must collect and analyze aggregate data on student competency attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

Required Element 4.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must have a plan for assessment of competencies (Appendix A). The plan must identify summative assessment methods used, as well as courses, research project, and residency activities in which assessment will occur and the process for tracking individual student's demonstration of performance indicators/competencies.</p>	<ul style="list-style-type: none"> <li>• Describe the program's plan (process) for assessment of students' achievement of competencies and discuss updates made to the plan, if any.</li> <li>• Analyze the strengths and limitations of the assessment process since the last accreditation review. <i>(Not applicable to programs applying for candidacy)</i></li> <li>• Describe the process for tracking individual students' demonstration of competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Competency Assessment Table (use template titled "<a href="#">Competency Assessment Table</a>") that lists each of the core knowledge statements, didactic course(s) in which assessment will occur, and the specific, required assessment method(s) used to measure student achievement of core knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• All assessment methods documented in 4.1 Competency Assessment Table (Assessment methods may be detailed in course syllabi or provided separately).</li> </ul>

Required Element 4.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must document that data on student competency achievement are collected, summarized, and analyzed for use in curricular review and improvement.</p>	<ul style="list-style-type: none"> <li>• Describe how data on achievement of competency achievement were collected and analyzed for use in curricular improvement. <i>(Programs applying for candidacy must describe how the process will occur.)</i></li> <li>• Analyze the extent to which students achieved the competencies since the last accreditation review. <i>(Not applicable to programs applying for candidacy.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three examples of assessment tools such as exams, advanced practice residency evaluations, rubrics, projects, portfolios, etc. listed on the Competency Assessment Table.</li> </ul>	<ul style="list-style-type: none"> <li>• Example of evidence of the process that is done to track student achievement of the competencies for those assessments noted in column C of the Assessment Table.</li> </ul>

Required Element 4.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Formal curriculum review must routinely occur and:</p> <ol style="list-style-type: none"> <li>a. Use results of program evaluation and competency assessment to determine strengths and areas for improvement.</li> <li>b. Include input from students and other relevant individuals and groups, as appropriate.</li> <li>c. Include an assessment of the comparability of educational experiences and consistency of competency achievement when different courses and delivery methods (such as</li> </ol>	<ul style="list-style-type: none"> <li>• Describe the curriculum review process including timeframe and how input from students is incorporated. <i>(Programs applying for candidacy must describe how the curriculum review process will occur.)</i></li> <li>• State curriculum strengths and areas for improvement and discuss how results of program evaluation and competency assessment were used to determine strengths and limitations. <i>(Not applicable to programs applying for candidacy.)</i></li> </ul>		<ul style="list-style-type: none"> <li>• Minutes from meetings or other documentation of the program's curriculum review process. <i>(Not applicable to program applying for candidacy)</i></li> <li>• Examples of input collected from students</li> </ul>

Required Element 4.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>distance education) are used to accomplish the same educational objectives.</p> <p>d. Result in actions to maintain or improve student learning.</p>	<ul style="list-style-type: none"> <li>• Discuss how comparability of educational experiences and consistency of learning outcomes are assessed and maintained. <i>(Programs applying for candidacy must describe plans to ensure comparability of educational experiences and consistency of learning outcomes.)</i></li> <li>• Discuss how the program ensures comparability of educational experiences and consistency of learning outcomes for distance education students, if applicable.</li> <li>• Provide examples of how the curriculum review process has resulted in actions to maintain or improve student learning. <i>(Not applicable to programs applying for candidacy.)</i></li> <li>• <i>(Candidacy programs only)</i> Describe how the curriculum review process will occur and plans to ensure comparability of educational experiences and consistency of student learning.</li> </ul>		<p>about the curriculum. <i>(Not applicable to program applying for candidacy)</i></p>



## Standard 5: Faculty, Research Advisors, and Residency Mentors

The program must have qualified faculty, research advisors, and residency mentors in sufficient numbers to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, must show evidence of continuing competence appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

Required Element 5.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The program must provide evidence that qualified and appropriately credentialed faculty, research advisors, and residency mentors are sufficient to ensure the implementation of the program's curriculum and the achievement of program goals and objectives.</p> <p>a. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold a doctoral degree.</p> <p>1. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold the registered dietitian nutritionist credential.</p>	<ul style="list-style-type: none"> <li>• Discuss the adequacy of qualified and credentialed faculty, research advisors, and residency mentors to ensure implementation of the program's curriculum and achievement of the program goals and objectives.</li> <li>• Describe the process used to ensure the faculty, research advisors, and residency mentors, including those used for international experiences, and those selected by students are qualified for their role in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• List of faculty members within the academic unit, with their credentials and courses taught (use the template titled "<a href="#">Faculty Roster</a>").</li> <li>• List of residency mentors with credentials aligned with facility name and residency site (use the template titled "<a href="#">Residency Mentor Roster</a>"). Note: This template is also used to demonstrate compliance with Standard 6, RE 6.1. <i>(Not applicable to programs applying for candidacy).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>(Candidacy programs only)</i> Show evidence of plans for adequate residency mentors such as communications to potential residency mentors detailing expectations, mentors expressing interest, or confirming intent to accept students.</li> </ul>

Required Element 5.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The requirements for program faculty (faculty within the academic unit) must include:</p> <p>a. Program faculty, including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.</p> <p>b. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.</p> <p>c. Program faculty and instructors must be provided orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards, and required competencies. Program faculty must be trained in</p>	<ul style="list-style-type: none"> <li>• Describe the sponsoring organization's criteria for faculty appointment and how the program ensures that faculty meet those criteria.</li> <li>• Describe the process used to ensure faculty's continued competence appropriate to the teaching responsibilities.</li> <li>• Describe the orientation, including the process and timeline, for new program faculty members and instructors to mission, goals, objectives and ACEND's accreditation standards and competencies.</li> <li>• Provide a description and timeline for ongoing training of current faculty members and instructors.</li> <li>• Provide a description of how faculty and instructors are trained on the use of distance education pedagogy and recommended practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to mission, goals and objectives of the nutrition and dietetics program, ACEND Standards, and required competencies <i>(Programs applying for candidacy provide draft materials).</i></li> <li>• Examples of training provided to program faculty on the use of distance education pedagogy and recommended practices. Note: this training can be provided by the university of institution and not the program itself <i>(Programs applying for candidacy provide draft materials).</i></li> <li>• Examples of training agendas that demonstrate faculty are trained on the strategies to recognize and monitor biases</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that faculty orientation and training has been planned or completed (agenda, outline, and/or materials covered in orientation).</li> <li>• Evidence, such as a curriculum vitae/resume, of the program faculty demonstrating credentials and continued competence appropriate to teaching responsibilities.</li> </ul>

Required Element 5.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>the use of distance education pedagogy and recommended practices.</p> <p>d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.</p>	<ul style="list-style-type: none"> <li>Discuss how and when training on strategies to recognize biases in self and others has been conducted for all faculty members and instructors within the academic unit and how that training addresses strategies to reduce instances of microaggressions and discrimination.</li> </ul>	<p>in self and others and how to reduce instances of microaggressions and discrimination (<i>Programs applying for candidacy provide draft materials</i>).</p>	

Required Element 5.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The requirements for program residency mentors must include:</p> <p>a. The education and experience needed to provide appropriate guidance for the residency. Programs must demonstrate that residency mentors are qualified to serve as advanced-level coaches, advocates, and role models.</p> <p>b. Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards, and required competencies.</p> <p>c. Program residency mentors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.</p>	<ul style="list-style-type: none"> <li>Describe how program ensures residency mentors are qualified to serve as such. Note: Residency mentors are not required to hold an RDN or NDTR credential, unless required for their position.</li> <li>Describe the orientation, including the process and timeline, for new residency mentors to mission, goals, objectives and ACEND's accreditation standards, and required knowledge and competencies.</li> <li>Discuss how and when training on strategies to recognize biases in self and others has been conducted for all residency mentors and how that training addresses strategies to reduce instances of microaggressions and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of orientation materials, such as handbook, orientation outline or checklist including orientation to mission, goals and objectives of the nutrition and dietetics program, ACEND Standards, and required competencies (<i>Programs applying for candidacy provide draft materials</i>).</li> <li>Examples of training agendas that demonstrate residency mentors are trained on the strategies to recognize and monitor biases in self and others and how to reduce instances of microaggressions and discrimination (<i>Programs applying for candidacy provide draft materials</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that residency mentor orientation and training has been planned or completed (agenda, outline, and/or materials covered in orientation).</li> <li>Evidence of residency mentor credentials and continued competence appropriate to serve as advanced level coaches, advocates, and role models (Use individual curriculum vitae/resume or optional template titled "<a href="#">Residency Mentor Qualifications Form</a>").</li> </ul>

Required Element 5.4	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Formal evaluation of program faculty, research advisors, and residency mentors must routinely occur:</p> <p>a. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty, research advisors, and residency mentors.</p>	<ul style="list-style-type: none"> <li>Describe the process used by the institution and/or the program for periodic review of faculty, research advisors, and residency mentors, including opportunities for student input.</li> </ul>		<ul style="list-style-type: none"> <li>Samples of completed faculty, research advisor, and residency mentor evaluations completed by students. (<i>Not applicable to program applying for</i></li> </ul>

<p><b>b.</b> Program faculty, instructors, research advisors, and residency mentors must receive feedback, and training as needed, based on program evaluation and input from students.</p>	<ul style="list-style-type: none"> <li>• Discuss how faculty members, instructors, research advisors, and residency mentors receive feedback from evaluations and input from students.</li> <li>• Describe how program, research advisors, residency mentors, and student evaluations have influenced ongoing training provided to faculty members, instructors, research advisors, and residency mentors.</li> </ul>		<p><i>candidacy)</i></p>
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## Standard 6: Advanced Practice Residency Sites

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

Required Element 6.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Residency site requirements:</p> <ul style="list-style-type: none"> <li>a. The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process, and timeline for evaluation of the adequacy and appropriateness of residency sites.</li> <li>b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations, and/or agencies.</li> <li>c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of residency sites including distance sites or sites chosen by students.</li> <li>• If affiliation agreements are not available for any residency site, please explain why.</li> </ul> <p>Note: Programs need affiliation agreements for all facilities unless 1) the site is part of the program’s organization or 2) virtual experiences where students are not assessing or interacting with patients or clients. Programs will need to address these instances in a narrative.</p> <ul style="list-style-type: none"> <li>• If international experiences are provided, describe the selection criteria and evaluation process for those sites.</li> </ul>	<ul style="list-style-type: none"> <li>• List of all advanced practice residency sites in which current students are placed for residency (use the template titled “<a href="#">Residency Mentor Roster</a>”). Note: This template is also used to demonstrate compliance with Standard 5, RE 5.1.</li> <li>• Sample affiliation agreements/templates delineating rights and responsibilities of all parties and the educational purpose of affiliation.</li> <li>• Policies and procedures that outline: <ul style="list-style-type: none"> <li>○ The selection criteria, evaluation process and timeline for evaluation of adequacy and appropriateness of advanced practice residency sites, including distance sites, sites selected by students, and international sites.</li> <li>○ The maintenance of written agreements with institutions, organizations and/or agencies where students are placed for advanced practice residency.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written agreements for all advanced practice residency sites where current students are placed for residency, signed by the appropriate individuals from each organization.</li> <li>• Examples of completed residency site evaluations. <i>(Not applicable to program applying for candidacy)</i></li> </ul>

## Standard 7: Information to Prospective Students and the Public

The program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public at large.

Required Element 7.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently. The program shall demonstrate by tangible action their commitment to enrolling a diverse student body.</p>	<ul style="list-style-type: none"> <li>Discuss how program policies, procedures, practices, and materials related to student recruitment and admission comply with state and federal laws and regulations.</li> <li>Describe the tangible actions, such as documented conversations in meeting minutes, changes to admission requirements, policies or other verifiable activities, the program is taking that demonstrate their commitment to enrolling a diverse student body.</li> </ul> <p>Note: ACEND is not requiring quotas for diverse students, but instead looking at a program's <u>efforts</u> to have a diverse student body.</p>		

Required Element 7.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>All information to prospective students and the public must be current, accurate, and consistent. Each information source must provide a reference to where complete program information can be found.</p>	<ul style="list-style-type: none"> <li>Describe where complete program information can be found (i.e., website, brochure, handbook, etc.) and how program materials are updated to ensure accuracy and consistency.</li> <li>If the program's handbook contains the information for prospective students and the public, a statement on the program's website must state what required information can be found in the handbook and direct the viewer to the handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Any printed materials, such as brochures or catalogs, that are used to publicize the program, if applicable (<i>Programs applying for candidacy provide draft materials, if applicable</i>).</li> </ul>	

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Information about the program must be readily available to prospective students and the public via a website and must include at least the following:</p> <ol style="list-style-type: none"> <li>a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage.</li> </ol>	<ul style="list-style-type: none"> <li>Describe the program's role and responsibility to assist students in identifying residency sites and/or mentors, to ensure timely completion of the program, if applicable.</li> <li><i>(Candidacy programs only)</i> Provide draft website information and describe where complete program information will be found if granted accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Completed checklist with location of information for prospective students and the public (use template titled "<a href="#">Information to Prospective Students and the Public Checklist</a>"). (<i>Programs</i></li> </ul>	

Required Element 7.3	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<ul style="list-style-type: none"> <li>b. Description of the program, including the program’s mission, goals, and objectives.</li> <li>c. Description of the program’s focus area, if applicable.</li> <li>d. Statement that program outcomes data are available upon request.</li> <li>e. Estimated cost to students, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs.</li> <li>f. Application and admission requirements.</li> <li>g. Academic and program calendar or schedule.</li> <li>h. Graduation and program completion requirements.</li> <li>i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends, and other monetary support, if applicable.</li> <li>j. Guidance about distance education components, such as technology requirements, if applicable.</li> <li>k. If students are required to locate their own residency sites and/or mentors, requirements for this must be described, including the program’s role and responsibility to assist students to ensure timely completion of the program.</li> <li>l. A description of the criteria, policies, and procedures used to evaluate and award credit for prior learning experiences, such as coursework, and the types and sources from which credit will not be accepted.</li> </ul>	<ul style="list-style-type: none"> <li>• NOTE for 7.3.j: See glossary of terms for definition of distance education.</li> </ul>	<p><i>applying for candidacy provide draft materials).</i></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Information should be readily available (no more than three clicks from the program’s home page).</li> <li>• If institution information is used, such as a catalog/bulletin, tuition, academic calendar, program’s website must provide active links to this information.</li> <li>• If the program offers international residency, website information should describe the option, including costs associated.</li> <li>• If the program offers distance education, website information should include technological competence and skills needed to participate; equipment requirements; and any additional costs for distance programming.</li> <li>• Note for 7.3l: If the program does not award credit for prior learning experiences, such as coursework or residency hours, the program must indicate that it has no policy for assessing prior learning or competence on the website.</li> </ul>	

## Standard 8: Policies and Procedures for Enrolled Students

The program must have written policies and procedures that protect the rights of students and are consistent with current institutional practice.

Required Element 8.1	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>Programs are required to have policies and procedures for program operations including:</p> <ul style="list-style-type: none"> <li>a. Student Performance Monitoring: The program’s system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior, and academic integrity of the student.</li> <li>b. Student Remediation and Retention: Concerns about a student’s performance in meeting program requirements are addressed promptly and adequately to facilitate the student’s progression in the program.</li> <li>c. Equitable Treatment: The program must establish policies to support the diverse needs of students, ensure an inclusive environment, and ensure equitable treatment by program faculty and mentors of students from all backgrounds, including with respect to race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, or age.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the program’s system of monitoring student performance and how it provides for the early detection of academic difficulty and takes into consideration professional and ethical behavior and academic integrity of the student.</li> <li>• Discuss how and when students with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.</li> <li>• Describe the program’s procedures for tracking individual student’s residency hours.</li> <li>• Describe program policies that address the diverse needs of students and ensure equitable treatment by program faculty and mentors of students from all backgrounds.</li> <li>• Note for 8.1c: the program does not need to have all backgrounds indicated in the policy. The policy in place must ensure that the program is practicing an inclusive environment within the diverse group (i.e., students and faculty have a voice, changes are made to address inclusion and equitable treatment, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Website link to or copy of program policies related to student performance monitoring, student retention, advanced practice residency, and equitable treatment documentation (<i>Programs applying for candidacy provide draft materials</i>).</li> <li>• Program’s form used to track individual student’s advanced practice residency hours.</li> <li>• Completed Policy and Procedure Checklist with location of all policies, including any institutional policies. (use the template titled “<a href="#">Policy and Procedures Checklist</a>”.)</li> </ul>	<ul style="list-style-type: none"> <li>• Student files with evidence of how the policies and procedures are being implemented. (<i>Not applicable to program applying for candidacy</i>)</li> <li>• Examples of how retention and remediation procedures have been applied, if applicable. (<i>Not applicable to program applying for candidacy</i>)</li> </ul>

Required Element 8.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<p>The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a single comprehensive document, a program handbook, or on a program website:</p> <ul style="list-style-type: none"> <li>a. Insurance requirements, including those for professional liability.</li> <li>b. Liability for safety in travel to or from assigned areas.</li> <li>c. Injury or illness while in a facility.</li> <li>d. Drug testing and criminal background checks, if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how and when written policies and procedures are provided to students enrolled in the program.</li> <li>• State whether any complaints have been filed against the program during the past seven years that have gone above the level of the program director for resolution. (<i>Not applicable to programs applying for candidacy</i>).</li> <li>• Explain any additional details about implementation of policies that are not described in the policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Policy and Procedure Checklist with location of all policies, including any institutional policies (use program type specific “<a href="#">Policy and Procedure Checklist</a>” template).</li> <li>• Link to or copy of the program handbook where policies are located (<i>Programs applying for candidacy provide draft materials</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Student files with evidence of how the policies and procedures are being implemented. (<i>Not applicable to program applying for candidacy</i>)</li> <li>• Documents showing adherence to outlined procedures if complaints have been received. (<i>Not</i></li> </ul>

Required Element 8.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<ul style="list-style-type: none"> <li>e. Requirement that students in their residency must not be used to replace employees.</li> <li>f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.</li> <li>g. The process for filing and handling complaints about the program from students and mentors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.</li> <li>h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted.</li> <li>i. If the program grants credit or hours for students' prior learning, it must define procedures for evaluating the equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.</li> <li>j. Process for assessment of student competence and regular reports of performance and progress.</li> <li>k. Program retention and remediation procedures; students must have access to remedial instruction, such as through tutorial support.</li> <li>l. Disciplinary/termination procedures.</li> <li>m. Graduation and/or program completion requirements, including the maximum amount of time allowed for completing program requirements applicable at the time the student enrolls.</li> <li>n. Institutional process for students to withdraw from the doctoral program, which includes consideration to complete a master's degree. Otherwise, the program must indicate that it has no policy for consideration of a master's degree.</li> </ul>	<ul style="list-style-type: none"> <li>• If the program offers an international experience, information should describe policies and procedures specific to this experience.</li> </ul>		<p><i>applicable to program applying for candidacy)</i></p> <ul style="list-style-type: none"> <li>• Chronological record of students' complaints, including the resolution, for past seven years. <i>(Not applicable to program applying for candidacy)</i></li> <li>• Examples of how disciplinary/termination procedures have been applied, if applicable. <i>(Not applicable to program applying for candidacy)</i></li> </ul>



Required Element 8.2	Narrative to Support Achievement	Appendix Evidence	Onsite Evidence
<ul style="list-style-type: none"> <li data-bbox="198 196 876 253">o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.</li> <li data-bbox="198 272 715 297">p. Withdrawal and refund of tuition and fees.</li> <li data-bbox="198 321 822 378">q. Program schedule, vacations, holidays, and leaves of absence.</li> <li data-bbox="198 402 841 492">r. Protection of privacy of student information, including information used for identifying students in distance learning.</li> <li data-bbox="198 516 701 540">s. Student access to their own student files.</li> <li data-bbox="198 565 841 654">t. Access to student support services, including health services, counseling, tutoring, testing, and financial aid resources.</li> </ul>			

## APPENDIX A: GLOSSARY

<b>Accreditation</b>	A voluntary, non-governmental system of evaluation which includes a self-study report and 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.
<b>Accreditation Action</b>	Any decision made by ACEND affecting the accreditation status of a program. These actions are: 1) grant pre-candidacy, 2) grant candidacy, 3) grant accreditation, 4) continue accreditation, 5) continue accreditation on a reduced term, 6) place on probation, 7) withdraw accreditation, or 8) deny candidacy or accreditation. See the <a href="#">ACEND Policy and Procedure Manual</a> for further details about each accreditation action.
<b>Accreditation Rating</b>	A rating (meets or does not meet) used for evaluating program compliance with ACEND Standards.
<b>Accreditation Term</b>	The maximum amount of time that ACEND allows programs to remain accredited. ACEND has a 7-year accreditation term.
<b>ACEND®</b>	The Accreditation Council for Education in Nutrition and Dietetics is recognized by the US Department of Education as the specialized program accrediting agency for education programs in nutrition and dietetics. ACEND operates administratively autonomously from the Academy of Nutrition and Dietetics.
<b>ACEND Board</b>	The governing unit of ACEND that grants final accreditation awards.
<b>Additional Evidence Needed</b>	A rating used for evaluating compliance with ACEND Standards that indicates that one or more compliance problems with an ACEND Standard have been identified, and that the program needs to provide more explanation or documentation to demonstrate compliance.
<b>Advanced Practice Doctorate</b>	A professional doctoral degree level education program that provides the required advanced nutrition and dietetics coursework, advanced practice residency, and applied research to meet ACEND's competency requirements for registered dietitian nutritionists (RDNs) as leaders, advanced clinicians, educators, practice-based researchers, administrators, and other advanced professional roles in a variety of settings
<b>Advanced Practice Residency</b>	Planned learning experiences in a specific area of dietetics in which students perform tasks over defined periods of time to demonstrate mastery of ACEND competencies under the supervision of a residency mentor.
<b>Affiliation Agreement</b>	A legally binding document between an education program and a person or organization, who is providing advanced practice residency experiences, which delineates the responsibilities of all parties and the relationships between them.
<b>All Required Evidence Provided</b>	A rating used for evaluating compliance with ACEND Standards that indicates there is sufficient evidence to demonstrate that the program meets the Standards.
<b>Alternate Experience</b>	An activity that resembles or imitates real-life work experiences through guided, participative experiences that evoke or replace substantial aspects of the real world in a fully interactive manner. It is used to demonstrate competence and measure learning.
<b>Appeal</b>	The right and process available to a program or institution for a review of an adverse action.
<b>Case Study</b>	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.
<b>Clinical Workflow</b>	The sequence of processes that are performed within a healthcare establishment, including both administrative and clinical work. For example, it could be: a) the workflow between a doctor, dietitian or patient/client or the workflow performed during a patient/client visit, or b) the workflow of healthcare information in electronic or paper formats among people at a clinical practice.

<b>Code of Ethics</b>	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.
<b>Commission on Dietetic Registration (CDR)</b>	The credentialing agency, recognized by the National Commission for Certifying Agencies, who serves the public by establishing and enforcing standards for certification/recertification for professionals in nutrition and dietetics and issuing credentials to individuals who meet these standards.
<b>Competence</b>	An individual's skills and abilities.
<b>Competency</b>	Synthesis of knowledge, skills, abilities, behaviors and other characteristics an individual must demonstrate in order to function successfully in practice; Performance of skills, abilities and behaviors that are used as a predictor of professional performance.
<b>Competency Assessment</b>	The process of evaluating student demonstration of mastery of required competencies.
<b>Compliance</b>	The extent to which a program or institution conforms and adheres to accreditation standards.
<b>Credentialing</b>	The formal recognition of professional or technical competence through registration, certification or licensure.
<b>Critical Thinking</b>	The ability to objectively analyze and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to form beliefs and guide action about an issue or situation.
<b>Cultural Competence</b>	Understanding, appreciating, and working with individuals from cultures other than one's own while reflecting a self-awareness and acceptance of cultural differences, knowledge of other's culture, and adaptation of interpersonal skills to interact effectively.
<b>Didactic Instruction</b>	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.
<b>Directing</b>	Setting outcomes, defining results, providing resources and overseeing managers who will help assure the objectives are achieved.
<b>Distance Education</b>	Delivery of didactic courses in the professional curriculum where students are physically separated from instructors and learning synchronously or asynchronously through live or recorded media. "There must be regular and substantive interaction between students and instructors for a course to be considered distance education and not a correspondence course." (USDE)
<b>Effective Leadership</b>	When an ACEND-accredited program is well managed, including that data are collected, students are taken care of and responded to in a timely manner, and review of program documentation is completed.
<b>Entry-Level</b>	The term used to specify performance expected of the nutrition and dietetics practitioner in the first three years of practice.
<b>Evaluation Team</b> (see <i>Program Reviewers</i> )	
<b>Evidence-Based</b>	Using documented scientific evidence to inform professional practice.
<b>Evidence-Informed</b>	Using the best available research and practice knowledge to inform professional practice.
<b>Formative Assessment</b>	Evaluation of student learning at particular points in time during the instructional period, such as the midpoint of the activity. A primary focus of formative data is to identify areas that may need improvement prior to completion of the instructional unit or program.

<b>Goal</b>	A general statement of what a program must achieve to support its mission. Achievement of a goal should be defined by a series of objectives that logically relate to and support the goal. In nutrition and dietetics education, program goals are generally stated in terms of the impact of the program on graduates and their contributions to the nutrition and dietetics profession.
<b>Informatics</b> (see “ <i>Nutrition Informatics</i> ”)	
<b>Institutional Accreditation</b>	The evaluation and accreditation of an institution, usually by a regional or national accreditor.
<b>Interim Report</b>	Narrative and/or statistical report sent by the program between accreditation reviews for the purpose of updating ACEND on progress towards meeting Standards.
<b>Interprofessional Education</b>	Occasions when two or more professions learn from and about each other to improve collaboration and the quality of services provided.
<b>Learning Activities</b>	Projects, assignments, case studies, group activities, etc. designed by an educator or mentor to engage students in the learning process or that permit students to demonstrate competence.
<b>Learning Objective</b>	Specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of knowledge and/or competencies (the expected or desired result).
<b>Learning Resources</b>	Tools and materials (textbooks, study guides, workbooks, computers, software, journals, etc.) that are available to help enhance student learning.
<b>Licensure</b>	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.
<b>Logic</b>	The ability to reason, analyze and construct valid arguments.
<b>Major Program Change</b> (see “ <i>Substantive Program Change</i> ”)	
<b>Managing</b>	Determining how, when and by whom tasks are to be completed and supervising employees to assure they are completed.
<b>Management Plans</b>	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.
<b>Mission Statement</b>	A formal statement of an organization’s core purpose and focus that typically remains unchanged over time. Achievement of the mission should be provable by the achievement of goals which are in turn supported by specific program objectives. In nutrition and dietetics education, the mission statement typically distinguishes it from other programs in the sponsoring organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of nutrition and dietetics practitioners.
<b>National Advisory Committee on Institutional Quality and Integrity (NACIQI)</b>	
	The committee that advises the U.S. Secretary of Education on issues related to accreditation including the recognition of accrediting agencies such as ACEND.
<b>Nutrition and Dietetics Educators and Preceptors (NDEP)</b>	
	An organizational unit of the Academy of Nutrition and Dietetics that serves the needs of members who are interested in or engaged in educating nutrition and dietetics practitioners.
<b>Nutrition Care Process</b>	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.

<b>Nutrition Informatics</b>	Refer to <a href="#">page 53 of the Academy's Definition of Terms List</a> .
<b>Onsite</b>	The student and mentor are in the same physical location. For example, telehealth can be considered on-site if the mentor and student are in person at the same location; however, if the student and the mentor are virtual, this would not be considered onsite.
<b>People First Language</b>	Language used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: “a person who ...”, “a person with ...” or, “person who has...” A CDC-prepared handout indicates People First Language and Language to Avoid and is found here: <a href="https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/communicating-with-people.pdf">https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/communicating-with-people.pdf</a> . An example of people-first language is “A person with diabetes...” rather than “A diabetic...”
<b>People with Disabilities</b>	The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability.
<b>Relevant Groups</b>	Individuals not directly involved in an education program, such as employers of graduates, nutrition and dietetics practitioners, professionals from other disciplines and communities of interest and other program directors.
<b>Residency Mentor</b>	A practitioner who serves as faculty for students during the advanced practice residency by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values.
<b>Prior Learning Assessment</b>	An evaluation that grants credit or hours of experience for content or skills that the student has previously mastered.
<b>Program</b>	A formal plan of study leading to a degree and/or verification statement that is accredited by ACEND. In addition to the Advanced Practice Doctorate, the six program types are: Foreign Dietitian Education Programs (FDE), International Dietitian Education Programs (IDE), Nutrition and Dietetics Coordinated Programs (CP), Nutrition and Dietetics Didactic Programs (DPD) and Nutrition and Dietetics Internship Programs (DI).
<b>Program Director</b>	The individual responsible for assuring that accreditation standards, policies and procedures are met at an ACEND-accredited program.
<b>Program Evaluation</b>	The analysis and use of data by educators or administrators to make decisions about improvements in a program. This evaluation typically compares the intended results (program objectives) with the actual results (program outcomes).
<b>Program Length</b>	The amount of time in calendar years (months for DI programs) for completion of the program.
<b>Program Objective</b>	A statement of the expected or desired program results that includes qualitative or quantitative measures to evaluate program outcomes.
<b>Program Outcome</b>	The actual result of program activities as measured by the program objective.
<b>Program Reviewers</b>	A group of individuals appointed by ACEND with the task of reviewing program reports and/or visiting programs for the purpose of verifying information in the Self-Study Report.
<b>Qualitative Measure</b>	A subjective measure of quality, i.e., how well students/graduates perform, such as a rating of performance.
<b>Quantitative Measure</b>	An objective measure of quantity, i.e., how many students/graduates achieve an outcome, such as a percentage or number.
<b>Readily Available</b>	When information can be accessed by the public without disclosure of identity or contact information and is no more than three ‘clicks’ away from the program’s home webpage

<b>Regional Accreditor</b>	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.
<b>Regular and Substantive Interaction</b>	Engaging students on a regular basis in teaching, learning and assessment, consistent with the content under discussion, and includes at least two of the following: providing direct instruction; assessing or providing feedback on a student's coursework; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by ACEND. A regular and substantive interaction between the student and the program director/instructor must be reasonably frequent and consistent (at least once per week; may include advising), primarily initiated by the program director/instructor, related to the dietetic program/course, and provide useful/meaningful information to the student.
<b>Required Element</b>	Subcomponent of the Accreditation Standards that programs must meet to show compliance with the Standard.
<b>Research</b>	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. 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.
<b>Residency</b> (see <i>“Advanced Practice Residency”</i> )	
<b>Role-Playing</b>	A type of alternate experience activity that involves performing a particular role and assuming the attitudes, behaviors and skills expected of someone in that role that can be used to demonstrate competence in a particular area.
<b>Simulations</b>	A type of alternate experience that imitates real situations or processes that can be used to demonstrate competence in a particular area.
<b>Site Visit</b>	The part of an accreditation review in which individuals, appointed by ACEND, visit a program for the purpose of verifying information in the Self-Study Report.
<b>Sponsoring Institution</b>	The organization or entity that is responsible for a nutrition and dietetics program.
<b>Standards</b>	Minimum levels of quality on which ACEND evaluations and accreditation decisions are based.
<b>Student Identified Site</b>	When students are required to find their own advanced practice residency sites.
<b>Substantive Program Change</b>	Changes in an ACEND accredited program’s administration, structure or other aspects as defined in the ACEND Policy and Procedure Manual.
<b>Summative Assessment</b>	Evaluation of student learning at the end of an instructional unit or program.
<b>Telehealth</b>	Refer to page 59 of the Academy's <a href="#">Definition of Terms List</a> .

## APPENDIX B: GUIDELINES FOR USING THE ACEND<sup>®</sup> LOGO

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

### Accreditation Council for Education in Nutrition and Dietetics



“ACEND Logo”

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

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

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

Fax: (312) 899-4817

E-Mail: [ACEND@eatright.org](mailto:ACEND@eatright.org) URL: [www.eatrightPRO.org/ACEND](http://www.eatrightPRO.org/ACEND)

#### A. Authorized Use of the ACEND Logo and ACEND<sup>®</sup> Registration Mark

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

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

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



[Name of Institution]'s [Accredited Program Name] is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995, (312) 899-0040 ext. 5400.  
[Http://www.eatrightPRO.org/ACEND.](http://www.eatrightPRO.org/ACEND)

- b. **Pre-accreditation (Candidate Status).** References to a program that has been granted candidate status should display the following accreditation statement:

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



[Name of Institution]'s [Accredited Program Name] has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995, (312) 899-0040 ext. 5400.  
[Http://www.eatrightPRO.org/ACEND.](http://www.eatrightPRO.org/ACEND)

A new program that has been determined to be eligible to enroll students as the result of an on-site evaluation visit but has not had a graduating class may be granted candidate status. The granting of candidate status denotes a developmental program, which is expected to mature in 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.

- c. **Probation.** Reference to a program that has been placed in a probationary status should state the following:

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



The accreditation of [Name of Institution]'s [Accredited Program Name] has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995, (312) 899-0040 ext. 5400.  
[Http://www.eatrightPRO.org/ACEND.](http://www.eatrightPRO.org/ACEND)  
For an explanation of probationary status, consult the director of the nutrition and dietetics program.

**B. Unauthorized Use of the ACEND Logo**

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



2. **Company, Product, or Service Name:** You may not use or register, in whole or in part the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol or an alteration thereof, as or as part of a company name, trade name, product name, or service name except as specifically noted in these guidelines.
3. **Variations, Takeoffs or Abbreviations:** You may not alter or use the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol as design elements or incorporate them into any other design, graphic or illustration for any purpose.
4. **Disparaging Manner:** You may not use an ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol in a disparaging manner or in any manner that would impinge upon the integrity of ACEND or the Academy.
5. **Endorsement or Sponsorship:** You may not use ACEND Logo, Academy Logo or any other Academy- or ACEND--owned graphic symbol in a manner that would indicate or imply ACEND's or the Academy's affiliation with or endorsement, sponsorship or support of a third-party product or service.
6. **Merchandise Items:** You may not manufacture, sell or give-away merchandise items, such as T-shirts and mugs, bearing the ACEND Logo, Academy Logo or any other Academy- or ACEND-owned graphic symbol except pursuant to express, prior written approval of ACEND and/or the Academy.
7. **Website Link:** You may not use the ACEND Logo to link to a website.

## **APPENDIX C: ACEND DOCUMENT RETENTION PROCEDURES**

### **A. TRANSCRIPTS**

1. The program must have final transcripts available for review during accreditation site visits for graduates from the past seven years that state the degree and date conferred or a letter from the registrar or dean confirming the individual met all academic degree requirements and financial obligations and is cleared to graduate. They can be stored in hard copy or online through the university system.

### **B. COMPLAINTS**

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

### **C. OTHER DOCUMENTS**

1. ACEND does not prescribe the additional documents that the program must retain. However, the program needs to retain sufficient evidence to demonstrate ongoing program evaluation and curriculum assessment, compliance with the standards, and adherence to program policies. The program needs to determine what evidence will best document these practices of the program and support the information provided in the next self-study report.
2. Programs should consider retaining documents such as completed surveys, meeting minutes, advising documents, applications for admitted students, assessment of prior learning documents, and meeting minutes for the seven-year period since the last review to have available onsite during the site visit review. In addition, programs should consider retaining copies of syllabi, student files, examples of projects, tests and evaluations, orientation and training records, and affiliation agreements for at least the past several years to have available onsite during the site visit review. Records may be stored electronically. For the documents that are more than seven years old, the programs should follow the institution's record retention policy.