**<Name of your program goes here>**

**Graduate Program in Nutrition and Dietetics**

***ACEND Future Education Model Accreditation Standards*Report for Programs Seeking Reorganization**

Revised February 2025

<Date Submitted>

Refer to the Future Education Model ACEND Standards and Guidance Information when completing the self-study report template. The [Future Education Model Standards, Templates and Guidance Information](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022) are available on the ACEND website and include the following:

* Future Education Model Accreditation Standards and required elements
* Description of the narrative needed to support achievement of each standard and required element
* Required appendix evidence to demonstrate achievement of each standard and required element
* Required onsite evidence to demonstrate achievement of each standard and required element
* Other important accreditation information, such as a Glossary of Terms
* Competencies and Performance Indicators

|  |
| --- |
| **Directions for submission:****Programs must submit three (3) searchable PDF files formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document:** [**https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html**](https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html)**):****PDF #1: The program reorganization report narrative for the ACEND Accreditation Standards under which you are seeking accreditation (see** [**https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022**](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)**), and****PDF #2: All appendix evidence identified in the Guidance Information for the ACEND Accreditation Standards under which you are seeking accreditation (see** [**https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022**](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)**), as well as any additional materials the program wishes to include to support the narrative.****PDF #3: All syllabi for the courses taught within the academic unit and/or all experiential learning descriptions; place in chronological order as they are offered in the curriculum.** **Each Required Element and appendix document within the PDFs must be labeled, (for example, “Required Element 1.1” or “Appendix A”) and the text narrative provided for the Required Element should reference the appendix evidence by this labeling.****Please refer to your decision letter for instructions on submitting these documents.** |

**Report for Programs Seeking Reorganization – ACEND Future Education Model Standards**

**Graduate Program in Nutrition and Dietetics**

|  |  |
| --- | --- |
| **Date:** | Click or tap to enter a date. |
| **Program name:** |  |
| **Educational Institution:** |  |
| **City:** |  | **State:** |  |
| **Partnering Institution, if applicable:** |  |  |  |
| **City:** |  | **State:** |  |
| **Substantive program changes included in report:** | [ ]  **No |** [ ]  **Yes** | **List change:** |  |

|  |  |
| --- | --- |
| **Program length:** |  |
| **Start date of first cohort (term and year):** |  |

##### **Degree granted — (check all that apply):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Master’s |  | Other, Please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**Distance Didactic Education — select a percentage in dropdown if any of the program is offered via distance education.**

Choose an item.

##### **Distance Education — select the location in dropdown of the distance education offered. If none, leave blank.**

Choose an item.

##### **Student-identified supervised experiential learning (SEL):**

|  |
| --- |
| [ ]  Student is required to find their own SEL sites for ≥10% of total SEL hours |

##### **Other Program Options — (check all that apply):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Part-time |  | Other Option |  |

##### **Accelerated Degree Options – select item to indicate whether the program offers graduate credit during undergraduate years**

Choose an item.

**Enrollment Date — (check all that apply):**

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  Fall | [ ]  Winter | [ ]  Spring | [ ]  Summer  |

**Enrollment**: Enter maximum number of students for which program is seeking accreditation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 3rd Year Baccalaureate Students | 4th Year Baccalaureate Students  | 1st Year Graduate Degree Students  | 2nd YearGraduate Degree Students | 3rd Year Graduate Degree Students |
| Maximum Enrollment |  |  |  |  |  |

##### ***Signatures must be present and may be presented as an electronic signature or scanned.***

##### **Program Director:**

*The program director is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics. The program director agrees to attend required training, submit requested data and work with ACEND to collect outcomes data from graduates and employers.*

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Educational Institution Address |
| Title |
| CDR Registration Number |
| Signature | E-mail Address |
| Telephone | Fax Number | Website Address |

***Director of ACEND-accredited Program being Phased Out/Closed (if different than program director above):***

|  |  |
| --- | --- |
|  |  |
| *Name & Credentials* | *Business Address* |
| *Title* |
| *CDR Registration Number* |
| *Signature* | *E-mail Address* |
| *Telephone* | *Fax Number* | *Website Address* |
|  |  |  |

***Sponsoring Organization Administrators***

*The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics. The organization agrees to provide the administrative, technical and financial support and the learning resources, physical facilities and support services necessary to support the development of the nutrition and dietetics education program and student achievement.*

##### ***Signatures must be present and may be presented as an electronic signature or scanned.***

**Administrator for Future Education Model Program:** Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom the director of the future education model program director is responsible.

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Business Address |
|  |
| Title |
|  |
| Telephone | E-mail |
|  |  |  |
| Signature |
|  |

|  |
| --- |
| **Administrator of ACEND-accredited Program being Phased Out/Closed (if different than administrator above):** Provide name, credential, title, and signature of the Administrator to whom Director of the ACEND-accredited Program being phased out/closed is responsible. |
| Name & Credentials | Business Address |
|  |  |
| Title |
|  |
| Telephone | E-mail |
|  |  |  |
| Signature |
|  |

**Other Administrators:**

**Administrators:** Provide names(s), credentials, title(s) and signature(s) of Administrator(s) to whom program director is responsible.

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Business Address |
|  |  |
| Title |
|  |
| Telephone | E-mail |
|  |  |
| Signature |
|  |  |

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Business Address |
|  |  |
| Title |
|  |
| Telephone | E-mail |
|  |  |
| Signature |
|  |  |

##### **Chief Executive Officer:\*\***

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Business Address |
|  |  |
| Title |
|  |
| Telephone | E-mail |
|  |  |
| Signature |
|  |  |

***\*****This form must be submitted with the application documenting compliance with ACEND’s Future Education Model Accreditation Standards.*

***\*\*****The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring organization's CEO or designated officer.*

**For Partnerships Only**

**If the program is offered as a partnership, provide names, credentials, titles and signatures for a program coordinator, administrator and the chief executive officer of the partner organization, who did not sign above.** Copy signature blocks and add signatures for additional administrators and/or partners, if applicable.

**Program Coordinator:**

|  |  |
| --- | --- |
|  |  |
| Name & Credentials | Business Address |
| Title |
| Signature | E-mail Address |
| Telephone | Fax Number | Website Address |

|  |  |
| --- | --- |
| **Administrator:** |  |
| Name & Credentials | Business Address |
|  |  |
| Title |  |
|  |  |
| Telephone | E-mail |  |
|  |  |  |
| Signature |  |
|  |  |

|  |  |
| --- | --- |
| **Chief Executive Officer:** |  |
| Name & Credentials | Business Address |
|  |  |
| Title |  |
|  |  |
| Telephone | E-mail |  |
|  |  |  |
| Signature |  |
|  |  |

If you used a consultant to prepare your reorganization follow-up report, please describe the nature of the services provided and include the name and contact information of the consultant. Indicate “N/A” if not applicable:

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Consultant Name |  | Business Address |
|  |  |  |
| Title |  |  |
|  |  |  |  |
| Telephone | E-mail |  |  |
|  |  |  |
|  |  |  |

**Report for Programs Seeking Reorganization**

**ACEND Future Education Model Accreditation Standards for Graduate Program in Nutrition and Dietetics
<Program Name Goes Here>**

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 **Program Summary Information**

|  |  |
| --- | --- |
| **Program Name:** |  |
| **Educational Institution:** |  |
| **Educational Institution’s Accreditor or Recognition Body:** |  |
| **If in partnership, Partnering Institution:** |  |
| **Partner’s Accreditor or Recognition Body:** |  |

 **Executive Summary of the Program**

Briefly (in one to two pages) provide an overview of your program’s reorganization report. Describe where your program is in the curriculum approval process (including the university, state and/or institutional accreditation review processes).

*Your response goes here.*

**Standard 1: Program Characteristics & Finances**

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.

**Directions:** Ensure that each Required Element is addressed according to the information listed below under each Required Element. This includes narrative and appendices.

**Partnerships Only:**

Required Element 1.1

The program must be housed in a college or university or offered in a partnership with 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).

1. A partnership is defined as two or more independent institutions, one of which is an accredited college or university, working together under a formal written agreement to sponsor a single program. The partnership must consider itself a single education program.

**Narrative:**

In your narrative for this Required Element:

* Explain how the organization is in compliance with this required element, and identify all partner organizations
* [Partnership only] Describe the formal agreement between organizations in the program partnership including financial and other resource contributions of each member.

**Appendix:**

* Copy of the formal written partnership agreement between the organizations involved

**All Programs**

Required Element 1.4

The program must award at least a master’s degree and verification statement upon completing program requirements to individuals who enter the program with a baccalaureate degree or less.

a. If the program admits individuals with a master’s degree or higher, the program must award at least a verification statement to individuals who complete program requirements.

**Narrative:**

In your narrative for this Required Element:

* Describe completion requirements for receipt of verification statement. Information should be provided separately for each option offered.
* 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 of gaining approvals for granting a degree, including timeline and the status of the approval process within the institution and the state, as applicable. Note: all state and institutional approvals are required for the ACEND Board to grant candidacy accreditation.
* 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 offered. If the program has not received approval to offer the degree, describe where the program is in the approval process and expected timeline. Note: The master’s degree must be in a major course of study in human nutrition, foods and nutrition, dietetics, public health, food systems management, or an equivalent course of study (including MBA, MEd and other relevant degrees).

**Appendix:**

* A copy from catalog or website listing the degree obtained and course requirements and prerequisites.

*Your response goes here.*

Required Element 1.6

The program must establish its length and provide the rationale for the program’s length after taking into consideration didactic learning and required supervised experiential learning needed by students to demonstrate the required competencies and mandates from the program’s administration and state legislation. Programs must include both the didactic and supervised experiential learning components integrated into a single program.

1. The program must be planned so that students complete at least 1000 supervised experiential learning hours. The program must document the planned hours in professional work settings and in alternate experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.

**Narrative:**

In your narrative for this Required Element:

* State the program length and number of supervised experiential learning hours.
* Describe how the didactic and supervised experiential learning will be integrated throughout the program.
* Briefly describe the rationale for the program length (considering learning activities that students must accomplish, required hours of supervised experiential learning and mandates from the program’s administration or state legislation).
* State the major rotations and describe how the program ensures the majority of the rotation hours (>50%) are completed onsite (in-person). Clinical rotations must be indicated as a major rotation with >50% of hours completed onsite (in-person).
* Describe planned international experiences available for students, total supervised experiential learning hours provided internationally, and country in which experiences will occur, if applicable.
* *[Partnership Only]* Describe the coursework and supervised experiential learning activities provided by each partner organization.

**Appendix:**

* Planned SEL hours (use template titled “[Planned Supervised Experiential Learning Hours](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)”) (Note the major rotations with an asterisk on the template).

Note: Accelerated degree programs must have at least 1000 supervised experiential learning hours in the graduate level. For the definition of accelerated degree program see the glossary of the [Guidance Information Document](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022).

*Your response goes here.*

**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 and supervised experiential learning activities throughout the program.

**Directions:** Ensure that each Required Element is addressed according to the information listed below under each Required Element. This includes narrative and appendices.

Required Element 3.1

The Curriculum Map template must be used to document:

* + 1. Each competency.
		2. Performance indicators for each competency on which summative assessment occurs in the curriculum.
		3. Course(s) (including supervised experiential learning) in which summative assessment of performance indicators will occur.
		4. How the curriculum:
			1. is sequentially and logically organized,
			2. progresses from introductory to more advanced learning experiences and
			3. builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.

**Narrative:**

In your narrative for this Required Element:

* Describe the program’s curriculum.
* Discuss and provide examples of how the program didactic and supervised experiential learning courses are organized, sequenced and integrated. (It is acceptable to have one or two sole experiential learning courses, without a didactic component; additional experiential learning must be woven into other courses.)
* Discuss and provide examples of how the curriculum builds on previous knowledge and experience to progress from introductory to more advanced learning activities.
* Discuss and provide examples of how the curriculum facilitates student achievement of the knowledge requirements and expected depth and breadth of competency.
* Explain how students demonstrate entry-level competence.
* Describe the culminating experiences.

Note: Competencies, performance indicators, practice illustrations and demonstration or assessment methods can be found in Appendix D of the Guidance Information Document.

*Your response goes here.*

**Appendix:**

* Course descriptions as published in the catalog *[Programs provide draft copy of course descriptions that will be published in the catalog]*
* A curriculum map of didactic courses and supervised experiential learning courses aligned with required performance indicators and competencies (use template titled “ [Curriculum Map](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)”). The curriculum map indicates where PIs are covered or addressed in the curriculum. Reminder: It is the competencies that must be assessed, not each performance indicator.

Note: All performance indicators (PIs) must be covered and identified on the curriculum map at least once. PIs may be covered and competencies met in pre-requisites (including undergraduate curriculum) through evaluation of prior learning; however, the enhanced competencies must be met in the program

Required Element 3.2

The program’s curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those with supervised experiential learning) taught within the academic unit must include the relevant competencies.

1. Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity; disordered eating; developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
2. Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures.
3. 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.
4. Learning experiences must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.
	* 1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.
5. Learning experiences must prepare students to become competent in the following skills:
	* 1. Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).
		2. Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
		3. Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
		4. Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

**Narrative:**

In your narrative for this Required Element:

* Provide examples of the educational approaches that are used to meet learner needs and facilitate achievement of competencies.
* 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.
* Describe how the program assures regular and substantive interaction between students and faculty occurs in distance courses, if applicable.

*Your response goes here.*

**Appendix:**

* Summary of where learning activities occur (use template titled “[Summary of Learning Activities](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)”).
* The following syllabi must be provided in a separate third bookmarked PDF document and not as part of the appendices. Place them in chronological order as they are offered in the curriculum.
* All departmental syllabi within the academic unit relevant to the program (plan of study) and
* Any non-departmental course syllabi where competencies are assessed as identified on the Competency Assessment Table. *(Programs provide draft rotation descriptions or syllabi for each course in the curriculum)*

**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.

**Directions:** Ensure that each Required Element is addressed according to the information listed below under each Required Element. This includes narrative and appendices.

Required Element 4.1

The program must have a plan for assessment of competencies. The plan must identify summative assessment methods used, as well as courses and/or supervised experiential learning activities in which assessment will occur and the process for tracking individual student’s demonstration of performance indicators/competencies.

**Narrative:**

* Describe the program’s plan (process) for assessment of students’ achievement of competencies and discuss updates made to the plan, if any.
* Analyze the strengths and limitations of the assessment process since the last accreditation review. *[Not applicable to programs applying for candidacy]*
* Describe the process for tracking individual students’ demonstration of competencies.

*Your response goes here.*

**Appendix:**

* Three examples of assessment tools such as exams, rotation evaluations, rubrics, projects, portfolios, etc. listed on the Competency Assessment Table
* Completed Competency Assessment Table (use template titled “[Competency Assessment Table](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)”) that lists each of the required competency statements, the course or supervised experiential learning course/rotation in which assessment will occur, and the specific, required assessment method(s) used to measure achievement of competency.

Note: Each competency must have at least one assessment, even if all the PIs within a competency are covered in prerequisites. In this case, the assessment may be prior learning assessment and program must have a clear policy for evaluation of assessment of prior learning in RE 8.2i).

Note: Enhanced competencies must be covered within the program and not in pre-requisite coursework.

**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.

**Directions:** Ensure that each Required Element is addressed according to the information listed below under each Required Element. This includes narrative and appendices.

Required Element 7.3

Information about the program must be readily available to prospective students and the public via a website and must include at least the following:

1. Accreditation status, including the full name, address, phone number and website of ACEND on the program’s website homepage.
2. Description of the program, including program’s mission, goals and objectives.
3. A statement that program outcomes data are available upon request.
4. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, supervised experiential learning, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process.
5. 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.
6. Application and admission requirements.
7. Academic and program calendar or schedule.
8. Graduation and program completion requirements.
9. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
10. Guidance about distance education components, such as technology requirements, if applicable.
11. If students are required to locate their own supervised experiential learning sites and/or preceptors, requirements for this must be described, including the program’s role and responsibility to assist students to ensure timely completion of the program.
12. A description of the criteria and policies and procedures used to evaluate and award credit for prior learning experiences, such as coursework or supervised experiential learning hours, and the types and sources from which credit will not be accepted.

 **Narrative:**

* Describe the program’s role and responsibility to assist students in identifying supervised experiential learning sites and/or preceptors, to ensure timely completion of the program, if applicable.

*Your response goes here.*

**Appendix:**

* Completed checklist with location of information for prospective students and the public (use template titled “[Information to Prospective Students and the Public Checklist](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)“). *[Programs provide draft website materials.]* No information about the program can be published on a website or provided to potential students until an ACEND decision is made.

**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.

**Directions:** Ensure that each Required Element is addressed according to the information listed below under each Required Element. This includes narrative and appendices.

Required Element 8.1

Programs are required to have policies and procedures for program operations including:

1. 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.
2. Student Remediation and Retention: Concerns about a student’s performance in meeting program requirements are addressed promptly and adequately to facilitate student’s progression in the program.
3. Supervised Experiential Learning Documentation: The program must establish procedures for tracking individual student’s supervised experiential learning hours in professional work settings and in alternate supervised experiential learning, such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
4. Equitable Treatment: The program must establish policies to support the diverse needs of students, ensure an inclusive environment, and to ensure equitable treatment by program faculty and preceptors 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.

**Narrative:**

* 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.
* Discuss how and when students with minimal chances of success in the program are counseled into career paths that are appropriate to their ability.
* Describe the program’s procedures for tracking individual student’s supervised experiential learning hours in professional work settings, simulation, case studies and role playing.
* Describe program policies that address the diverse needs of students and ensure equitable treatment by program faculty and preceptors of students from all backgrounds.

*Your response goes here.*

**Appendix:**

* Website link to or copy of program policies related to admissions requirements, student performance monitoring, student retention, and supervised experiential learning documentation
* Program’s form used to track supervised experiential learning hours

Required Element 8.2

The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a single comprehensive document, such as in a program handbook or on a program website.

1. Insurance requirements, including those for professional liability.
2. Liability for safety in travel to or from assigned areas.
3. Injury or illness while in a facility for supervised experiential learning.
4. Drug testing and criminal background checks, if required by the supervised experiential learning facilities.
5. Requirement that students doing supervised experiential learning must not be used to replace employees.
6. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
7. The process for filing and handling complaints about the program from students and preceptors 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.
8. 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.
9. If the program grants credit or supervised experiential learning hours for students’ prior learning, it must define procedures for evaluating equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
10. Process for assessment of student competence and regular reports of performance and progress.
11. Program retention and remediation procedures; students must have access to remedial instruction such as through tutorial support.
12. Disciplinary/termination procedures.
13. Graduation and/or program completion requirements, including maximum amount of time allowed for completing program requirements applicable at the time student enrolls.
14. Verification statement requirements and procedures ensuring that all students completing requirements as established by the program receive verification statements.
15. Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student.
16. Withdrawal and refund of tuition and fees.
17. Program schedule, vacations, holidays and leaves of absence.
18. Protection of privacy of student information, including information used for identifying students in distance learning.
19. Student access to their own student files.
20. Access to student support services, including health services, counseling, tutoring and testing and financial aid resources.

**Narrative:**

* Describe how and when written policies and procedures are provided to students enrolled in the program.
* 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. *[Not applicable to programs applying for candidacy]*
* Explain any additional details about implementation of policies that are not described in the policies.
* If the program offers an international rotation, information should describe policies and procedures specific to this experience.

*Your response goes here.*

**Appendix:**

* Completed Policy and Procedure Checklist with location of all policies, including any institutional policies (use template “[Policy and Procedure Checklist](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model-standards-and-templates-v2022)” template)
* Copy of or direct active link to program handbook where policies are located

**Additional Materials**

**Directions:** Refer to the ACEND Board’s decision letter and use the box below to include any additional documentation requested to clarify information in the initial application. Cut and paste from the decision letter the information to be addressed for each standard and required element followed by your response. Repeat as necessary.

**FUTURE EDUCATION MODEL REORGANIZATION TEACH-OUT PLAN**

**If Applicable**

ACEND requires programs to submit a Teach-Out Plan when an ACEND-accredited program is being phased out/closed as part of the reorganization of an existing ACEND-accredited program into a Future Education Model program. The Teach-Out Plan Template and supporting documentation must be submitted electronically to acendreports@eatright.org and approved by the ACEND Board prior to implementation of the plan. Alternately, the teach out plan template may be submitted as part of the appendices of this reorganization report. Use the “Teach out Plan template” located here: <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/acend-policy-and-procedures>