

# ACEND Accreditation Standards

## For Nutrition and Dietetics Internship Programs (DI)

Adopted July 29, 2016

Effective as of June 1, 2017

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

the accrediting agency for the  
Academy of Nutrition  
and Dietetics



July 29, 2016

Copyright © July, 2016, Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND®). All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written consent of the copyright holder. Published in the United States of America. For more information on this document, please contact ACEND staff:

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

Phone: 312/899-0040 X 5400  
Fax: 312/899-4817

Email: [ACEND@eatright.org](mailto:ACEND@eatright.org)  
URL: [www.eatright.org/ACEND](http://www.eatright.org/ACEND)

# Contents 2017

## Contents

1: Program Characteristics and Resources .....	4
2: Consortia.....	7
3: Program Mission, Goals and Objectives .....	8
4: Program Evaluation and Improvement.....	9
5: Curriculum and Learning Activities.....	10
6: Student Learning Outcomes Assessment and Curriculum Improvement .....	13
7: Faculty and Preceptors.....	14
8: Supervised Practice/Experiential Learning Sites.....	15
9: Information to Prospective Students and the Public .....	16
10: Policies and Procedures .....	17

## **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 ELEMENTS:**

- 1.1** The program must be housed in a college or university, health care facility, federal or state agency, business or corporation.
  - a. Colleges and universities must be located in the U.S. or its territories and accredited in good standing by a U.S. regional institutional accrediting body for higher education.
  - b. Hospitals must be accredited by The Joint Commission, Det Norske Veritas (DNV), Healthcare Facilities Accreditation Program (HFAP) or other approved national accreditation organization.
  - c. Facilities for individuals with developmental disabilities must be accredited by the Council on Quality and Leadership in Support for People with Disabilities or by The Joint Commission, DNV, HFAP or other approved national accreditation organization.
  - d. Other health-care-related facilities must be licensed by an agency of the state in which it is located or accredited by The Joint Commission, DNV, HFAP or other approved national accreditation organization.
  - e. Business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below:
    1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years.
    2. Be in compliance with all local, state and federal laws and regulations.
    3. Provide statements covering the past five years from a licensed public accountant that indicates a review of the company's financial statements shows no irregularities and a positive net worth.
    4. Have an entity external to the program that provides oversight for the program's operations.
- 1.2** The program must be integrated within the administrative structure of the sponsoring organization, as evidenced by an organization chart showing the relationship of the nutrition and dietetics internship program to other programs/services.
- 1.3** The program must demonstrate that it has the administrative, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its goals. Programs offering tracks (such as distance, part-time/full-time, graduate degree/no degree) must document the financial support and learning resources provided to each track.
  - a. 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 and intern outcomes.
  - b. The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources.

## Standard 1: cont.

- 1.4** The internship must be a post baccalaureate degree program that admits only individuals who have a verification statement from a Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a bachelor's degree granted by a U.S. regionally accredited college/university or foreign equivalent. The program must award a verification statement upon completing program requirements.
- 1.5** The program director must have the authority, responsibility and sufficient time allocated to manage the program. 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 or external entity.
- a. Institutional policies related to 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.
  - b. The program director must:
    1. Have earned at least a master's degree.
    2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.
    3. Have a minimum of three years professional experience post credentialing.
    4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution.
    5. Not direct another ACEND-accredited nutrition and dietetics education program.
  - c. The program director responsibilities must include, but are not limited to:
    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.
    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 interns (such as program admission, retention and completion policies).
    3. Intern recruitment, advisement, evaluation and counseling.
    4. Maintenance of program accreditation, including:
      - a. Timely submission of fees, reports and requests for major program changes;
      - b. Maintenance of the program's intern records, including intern advising plans and verification statements;
      - c. Maintenance of complaints about the program received from interns or others, including disposition of the complaint;
      - d. On-going review of program's curriculum to meet the accreditation standards;
      - e. Communication and coordination with program faculty, preceptors and others involved with the program;
      - f. Facilitation of processes for continuous program evaluation and student learning outcomes assessment and
      - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

## **Standard 1: cont.**

- 1.6** The program must determine its length (in months) after taking into consideration competencies and learning activities that interns must accomplish, required hours of supervised practice, and mandates from the program's administration or state legislation. Programs offering tracks must document any differences that exist in program length among the tracks.
- a. The program must specify the program length (in months). The program must document that interns complete at least 1200 hours of supervised practice experiences with a minimum of 900 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional settings, simulation, case studies and role playing.
  - b. At least 900 of the supervised practice hours must be conducted in a work setting in the United States or its territories, possessions (including the District of Columbia, Guam, Puerto Rico and U.S. Virgin Islands) or military bases.
  - c. The program must schedule supervised practice experiences full-time, part-time, or both, to be completed generally within a two-year period.
- 1.7** A free-standing program certified by the U.S. Department of Education (USDE) for eligibility for Title IV student financial aid, which is not included in the Title IV (student aid) eligibility of a sponsoring college or university, must document compliance with Title IV responsibilities, including audits, program reviews, monitoring default rates, and other requirements. If the program's default rate exceeds the federal threshold (25 percent over a three-year period or 40% in one year), the program must provide a default reduction plan, as specified by USDE.

## **Standard 2: Consortia**

**Two or more independent institutions or organizations combining to sponsor a single program are termed a program consortium and must meet additional organizational structure criteria.**

### **REQUIRED ELEMENTS:**

- 2.1** The consortium must consider itself a single education program.
- 2.2** A formal agreement must exist between the two or more organizations that jointly sponsor the program. The formal agreement among members of the consortium must clearly define financial and other resource contributions of each member to the total program.
- 2.3** One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.
- 2.4** Each member organization in the consortium must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.
- 2.5** An organization chart must clearly show the relationship of each member of the consortium to the total program.

### **Standard 3: Program Mission, Goals and Objectives**

**The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare interns for practice as a registered dietitian nutritionist. The mission, goals and objectives must be congruent and support the program.**

#### **REQUIRED ELEMENTS:**

- 3.1** The program must have a mission that distinguishes it from other programs in the organization, is compatible with the mission statement or philosophy of the sponsoring organization and states its preparation of entry-level registered dietitian nutritionists.
- 3.2** The program must have at least two goals focused on program outcomes that are consistent with the program's mission.
- 3.3** The program must establish one or more program objectives as needed to evaluate achievement of each of the program's goals and demonstrate that the program is operating in the interest of interns and the public.
- 3.4** The program also must set the following required program objectives and align them with their program goals:
  - a. **Program Completion:** The program must develop an objective that states at least 80% percent of program interns complete program/degree requirements within 150% of the program length (as defined in months).
  - b. **Graduate Employment:** The program must develop an objective that states the percent of program graduates who are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation.
  - c. **Graduate Performance on Registration Exam:**
    1. The program must develop an objective that states the percent of program graduates who are expected to take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
    2. The program must develop an objective that states at least 80% of graduates over a five- year period pass the CDR credentialing exam for dietitian nutritionist within one year following first attempt. If less than five years of pass rate data are available, programs will be evaluated on data available.
  - d. **Employer Satisfaction:** The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.

## **Standard 4: Program Evaluation and Improvement**

**The program must continuously evaluate the achievement of its mission, goals and objectives. The program must have an evaluation plan, use the plan to collect data, improve the program based on the findings and update the plan accordingly.**

### **REQUIRED ELEMENTS:**

- 4.1** An ongoing program evaluation plan must be written, reviewed at least annually, updated as needed with changes documented and must include the following components:
- a. Each program goal.
  - b. Objective(s) that will be used to evaluate achievement of each program goal.
  - c. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
  - d. Groups from which data will be obtained; both internal and external stakeholders must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees).
  - e. Evaluation methods that will be used to collect the data.
  - f. Individuals responsible for ensuring that data are collected.
  - g. Timeline for collecting the necessary data.
- 4.2** The program must evaluate itself based on its program evaluation plan and provide evidence that:
- a. Data on actual program outcomes for each pathway or track are collected separately according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives.
  - b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.
  - c. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.
- 4.3** Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (policies, procedures, curriculum, teaching methods, program length, faculty, preceptors, 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.

## Standard 5: Curriculum and Learning Activities

**The Core Knowledge and Competencies must be the basis on which the program curriculum and learning activities are built and at least one concentration must be identified, all within the context of the mission and goals of the program.**

### REQUIRED ELEMENTS:

**5.1** A curriculum map must be developed that:

- a. Identifies supervised practice experiences, which occur in various settings or practice areas that interns will complete to meet the core competencies and program-defined concentration competencies.
- b. Sequentially and logically organizes the progression of didactic courses and supervised practice experiences from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge and competency by completion of the program.
- c. Culminates in experiences to demonstrate entry-level competence.

**5.2** The program's curriculum must be designed to ensure the breadth and depth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist.

a. The program's curriculum must prepare interns with the following core competencies:

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

#### Competencies

Upon completion of the program, graduates are able to:

- CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
- CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
- CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
- CRDN 1.6 Incorporate critical-thinking skills in overall practice.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

#### Competencies

Upon completion of the program, graduates are able to:

- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
- CRDN 2.4 Function as a member of interprofessional teams.
- CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.
- CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

## Standard 5: cont.

- CRDN 2.7 Apply leadership skills to achieve desired outcomes.
  - CRDN 2.8 Demonstrate negotiation skills.
  - CRDN 2.9 Participate in professional and community organizations.
  - CRDN 2.10 Demonstrate professional attributes in all areas of practice.
  - CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
  - CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.
  - CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
  - CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
  - CRDN 2.15 Practice and/or role play mentoring and precepting others.
3. Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.

### Competencies

Upon completion of the program, graduates are able to:

- CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  - CRDN 3.2 Conduct nutrition focused physical exams.
  - CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
  - CRDN 3.4 Design, implement and evaluate presentations to a target audience.
  - CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
  - CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.
  - CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
  - CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.
  - CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
  - CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
4. Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

### Competencies

Upon completion of the program, graduates are able to:

- CRDN 4.1 Participate in management of human resources.
- CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- CRDN 4.3 Conduct clinical and customer service quality management activities.
- CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.

## Standard 5: cont.

- CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
- CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
- CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
- CRDN 4.10 Analyze risk in nutrition and dietetics practice.

- b. The curriculum must include at least one program-defined concentration that builds on the core competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities.

**5.3** The program's curriculum must provide learning activities to attain the breadth and depth of the core competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated CRDN.

- a. Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare interns to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.

## **Standard 6: Student Learning Outcomes Assessment and Curriculum Improvement**

**The program must continuously assess achievement of student learning outcomes (SLO). The program must have a written SLO assessment plan, use the plan to collect and analyze data, improve the program based on the findings and update the plan accordingly. The results of the SLO assessment must be used to evaluate and improve the curriculum to enhance the quality of education provided.**

### **REQUIRED ELEMENTS:**

- 6.1** An SLO assessment plan must be written, reviewed at least annually, updated as needed and include the following components:
  - a. Core competency and program-defined concentration competency statements.
  - b. Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core competencies and program defined concentration competencies.
  - c. Supervised practice rotation(s) in which assessment will occur.
  - d. Individuals responsible for ensuring that assessment occurs.
  - e. Timeline for collecting formative and summative assessment data. Programs are expected to assess at least one SLO from each domain annually. Within the accreditation cycle, all SLOs must be assessed at least once. SLOs that are not met must be assessed annually until resolved.
- 6.2** The program must document that data on achievement of learning outcomes are collected, summarized and analyzed according to the program's SLO assessment plan.
- 6.3** Formal curriculum review must routinely occur and:
  - a. Use results of program evaluation and student learning assessment to determine strengths and areas for improvement.
  - b. Include input from interns and other stakeholders as appropriate.
  - c. Include assessment of comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), tracks, or supervised practice sites are used to accomplish the same educational objectives.
  - d. Result in actions to maintain or improve intern learning.

## **Standard 7: Faculty and Preceptors**

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

### **REQUIRED ELEMENTS**

- 7.1** The program must provide evidence that qualified and appropriately credentialed faculty and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of the program objectives and student learning outcomes.
- 7.2** The requirements for program faculty and preceptors must include:
- a. Program faculty (faculty within the academic unit), 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.
  - b. Preceptors must have the education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising interns.
  - c. Program faculty, including the program director, and preceptors must show evidence of continued competence appropriate to their teaching or precepting responsibilities through professional work, graduate education, continuing education, scholarship/research or other activities leading to professional growth in the advancement of their profession.
  - d. The program must have a process for the periodic review, including input from interns, of the effectiveness of faculty and preceptors.
- 7.3** The orientation and training requirements for program faculty and preceptor must include:
- a. New program faculty members, instructors, preceptors and teaching assistants must be provided orientation to the mission, goals, objectives and educational philosophy of the nutrition and dietetics program.
  - b. Program faculty members, instructors, teaching assistants and preceptors must receive feedback, and training as needed, based on program evaluation and input from interns.
  - c. Program faculty members, instructors, teaching assistants and preceptors must receive training on the ACEND Standards and required knowledge and competencies.

## **Standard 8: Supervised Practice/Experiential Learning Sites**

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

### **REQUIRED ELEMENTS:**

#### **8.1 Supervised practice site requirements:**

- 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 adequacy and appropriateness of supervised practice facilities.
- b. Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations and/or agencies.
- c. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing interns.
- d. The institution/organization must clarify in its policies any situation where affiliation agreements are not required (such as a site being part of the program's organization).

## **Standard 9: Information to Prospective Students and the Public**

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

### **REQUIRED ELEMENTS:**

- 9.1** Program policies, procedures, practices, and materials related to intern recruitment and admission must comply with state and federal laws and regulations.
- 9.2** All sources of information for prospective interns and the public must provide current and consistent information and each information source must provide a reference to where complete program information can be found.
- 9.3** Information about the program must be readily available to prospective interns and the public via a website and must include at least the following:
  - a. Accreditation status, including the full name, address, phone number and website of ACEND on the program's website homepage.
  - b. Description of the program, including program's mission, goals and objectives.
  - c. A statement that program outcomes data are available upon request.
  - d. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, supervised practice, passage on the CDR credentialing exam, and state certification/licensure, if applicable; and how the program fits into the process.
  - e. Cost to intern, such as estimated expenses for travel, housing, books, liability insurance, medical exams, drug testing, background checks, verification of intern identity (such as for distance learning), uniforms and other program-specific costs/fees, in addition to any institutional fees and tuition.
  - f. Application and admission requirements for all pathways and tracks for which the program is accredited.
  - g. Academic and program calendar or schedule.
  - h. Graduation and program completion requirements for all pathways and tracks for which the program is accredited.
  - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
  - j. Computer matching information, if applicable.
  - k. Guidance about distance education components, if applicable.
  - l. If interns are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described.

## **Standard 10: Policies and Procedures**

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

### **REQUIRED ELEMENTS:**

- 10.1** Programs are required to have policies and procedures for program operations including:
- a. Admission Requirements: Programs must establish criteria to determine intern potential for success in the program.
  - b. Intern Performance Monitoring: The program's system of monitoring intern performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the intern.
  - c. Intern Retention: Interns with a minimal chance of success in the program must be counseled into career paths that are appropriate to their ability.
  - d. Supervised Practice Documentation: The program must establish procedures for tracking individual intern's supervised practice hours in professional work settings, simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
- 10.2** The following policies and procedures specific to nutrition and dietetics programs must be provided to interns, such as in a program handbook or on a program website. Programs offering tracks must document policies that differ between each track:
- a. Insurance requirements, including those for professional liability.
  - b. Liability for safety in travel to or from assigned areas.
  - c. Injury or illness while in a facility for supervised practice.
  - d. Drug testing and criminal background checks, if required by the supervised practice facilities.
  - e. Requirement that interns doing supervised practice must not be used to replace employees.
  - f. When interns are paid compensation as part of the program, policies must be in place to define the compensation practices.
  - g. The process for filing and handling complaints about the program from interns and preceptors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of intern complaints for a period of seven years, including the resolution of complaints.
  - 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.
  - i. If the program grants credit, supervised practice hours or direct assessment for interns' 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.
  - j. Formal assessment of intern learning and regular reports of performance and progress.
  - k. Program retention and remediation procedures; interns must have access to remedial instruction such as tutorial support.

**Standard 10: cont.**

- l. Disciplinary/termination procedures.
- m. Graduation and/or program completion requirements for all tracks and pathways including maximum amount of time allowed for completing program requirements applicable at the time intern enrolls.
- n. Verification statement requirements and procedures ensuring that all interns completing requirements established by the program receive verification statements.
- o. Programs using distance instruction and/or online testing must employ strategies to verify the identity of an intern.
- p. Withdrawal and refund of tuition and fees, if applicable.
- q. Program schedule, vacations, holidays and leaves of absence.
- r. Protection of privacy of intern information, including information used for identifying interns in distance learning.
- s. Intern access to their own intern file.
- t. Access to intern support services, including health services, counseling and testing and financial aid resources.