INSTITUTION: Florida State University

DEGREE PROGRAM: Athletic Training

CIP CODE 51.0913 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. **YES**

2. Which criteria for specialized admissions status does the program meet?
   - [ ] Limited Resources (if approved, the status will last a maximum of four years)
   - [x] Minimal Skills (if approved, the status will last a maximum of five years)
   - [ ] Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

According to the National Athletic Trainers’ Association, “Athletic trainers (ATs) are unique health care providers and an essential member of any health care team skilled and trained in the prevention of injury and illness, examination, diagnosis, treatment and rehabilitation of emergency, acute or chronic injuries and medical conditions. Found on sidelines, military bases, warehouse floors, performance halls and clinics and hospitals, ATs provide a safer approach to work, life and sport.” [https://www.nata.org/prospective-students 7-19-2022](https://www.nata.org/prospective-students)

The Athletic Training Degree Program at Florida State University prepares students for careers and graduate study in athletic training, physical therapy, physician assistant and medicine. It is ideal for students interested in gaining clinical experience with injury prevention, recognition and immediate care, rehabilitation, health care management and professional development in a sports medicine environment. Given the rigor of the National Athletic Trainers’ Association healthcare professional standards; the critical need to maintain the safety of clinical patients in the practice settings; and the desire to
maintain FSU’s Athletic Training Program’s national reputation as a leader in preparing healthcare professionals, it is necessary that prospective undergraduate students possess “Minimal Skills” and knowledge prior to entering major coursework. If students lack these minimal skills, they will be unable to benefit from the coursework, practical training, and mentoring offered in the curriculum.

FSU Athletic Training graduates are recruited nationally because of their didactic knowledge and clinical skills proficiency. These clinical skills are taught and practiced on live patients with real ailments, which makes the students baseline of skill and aptitude prior to admission even more important. This baseline level of skill is then enhanced in coursework and supervised practical experience.

The Athletic Training faculty and clinical preceptors have determined that in order for a student to succeed in the program and profession, they must possess the following “Minimal Skills” and knowledge prior to enrolling in major coursework.

- Understanding of foundational pre-requisite knowledge content areas of College Algebra-MAC 1105, Analytic Trigonometry-MAC 114, Precalculus Algebra-MAC 1140, Biology I and the lab-BSC 2010/L, Chemistry I and the lab-CHM 1045/L, and Science of Nutrition-HUN 1201

- Acquisition of a minimum cumulative GPA of 2.50

- Acquisition of knowledge and skills for Healthcare Blood-Borne Pathogen Certification

- Understanding, compliance, and certification in Medical Information Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)

- Possession of Technical Skills and abilities which include:
  1. Mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

  2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

  3. Ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak
the English language at a level consistent with competent professional practice.

4. Ability to record the physical examination results and a treatment plan clearly and accurately.

5. Capacity to maintain composure and continue to function well during periods of high stress.

6. Perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

-Possession of professional, affective personality characteristics that are conducive to healthcare professionals by completion of a Personality Profile

-Completion of Career CenterProfessional Pathways for the Black Badge that are built around nine Professional Competencies that are based on the Career Ready Competencies desired by employers and established through research by the National Association of Colleges and Employers. https://career.fsu.edu/professionalpathways 7-19-2022

-Career Ready Competencies Include:

1. Critical Thinking & Problem Solving: Identifies important problems and questions and gathers, analyzes, evaluates information from a variety of sources before forming a strategy, decision, or opinion.

2. Research & Innovation: Accesses and evaluates multiple sources of information and synthesizes information to solve problems and create new insights to influence or develop new ways of thinking or working.

3. Communication: Conveys meaning and responds to needs of diverse audiences through writing and speaking coherently and effectively, and develops the expression of ideas through written, oral, and digital mediums.

4. Teamwork & Cross-Cultural Collaboration: Works with and seeks involvement from people with diverse experiences and identities towards a common goal, demonstrating strong interpersonal skills, respect, and dignity for others.
5. Leadership: Takes initiative, demonstrates effective decision-making and informed risk taking, and motivates and encourages participation from others to work towards a shared purpose and vision.

6. Professionalism & Ethical Responsibility: Demonstrates integrity, honesty, dependability, and ethical responsibility and accepts direction and personal accountability.

7. Career Management: Accesses information and opportunities for career exploration, understands and articulates transferable skills in the job search process, and engages in lifelong learning to network and self-advocate for future opportunities that lead to a fulfilled life.

8. Digital Fluency: Demonstrates technological literacy and skills, and ethically and effectively uses technology to communicate, problem-solve, and complete tasks.

9. Global Fluency & Social Responsibility: Demonstrates an understanding of systemic, complex global and social issues, and how issues and actions have local and global implications for the future; appropriately challenges unfair and unjust behavior to make a positive difference in the community.

- Completion of a scored artificial intelligence professional interview

- Possess knowledge, skills, and abilities necessary to earn national certification through the American Red Cross as a Professional Rescuer that include:

1. Adult, child, and infant rescue skills for airway obstruction/choking for the conscious victim
2. Adult, child, and infant rescue skills for the unconscious choking victim
3. Adult, child, and infant rescue skills for rescue breathing
4. Adult, child, and infant rescue skills for cardiopulmonary resuscitation (CPR)
5. Adult, child, and infant rescue skills for Automated External Defibrillator (AED)
6. Adult, child, and infant rescue skills for one and two rescuers
7. Adult, child, and infant rescue skills for acute care First Aid and trauma

- Ability to submit a completed Athletic Training Degree portfolio by the published deadline which includes:

1. All College Course Credit Transcript(s)
2. Transcript with the Cumulative GPA Circled
3. SAT/ACT Score Form-completed with unofficial copy included
4. Professional Rescuer Level – CPR/AED Card
5. Professional Rescuer Level- First Aid Card (must be valid to 10-2022)
6. Resume #1 – Career Center Edits (screenshot with comments)
7. Resume #2-Final Version (all edits completed from version #1)
8. Two Professional Letters of Recommendation
10. Personality Profile Report
11. Medical Information Confidentiality/HIPAA Certification
12. Black Badge Certification with name and date
13. Quinncia Artificial Interview Score
14. Academic Integrity Form
15. Criminal Background Form and Check
16. Academic Acknowledgement (Advising) Form
17. Technical Standards Form
18. Medical History Form
19. AT Shadow Forms-(6)-completed and signed – AT Subplan only
20. Additional Certifications-optional

In addition to “Minimal Skills” requirements, Athletic Training Degree Program has several limitations that affect the quality of instruction. The limitations of resources include the number of total students that the program can effectively accommodate due to the number of full-time, health care licensed faculty (2), sports medicine facilities, diagnostic, therapeutic, and rehabilitation equipment, and licensed clinical instructors and preceptors.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.

☒ Not applicable.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Athletic Training Degree Program’s admission requirements are the following:

Students may formally apply to the program during the spring semester once the pre or corequisite coursework and minimal GPA have been met. The admission requirements and procedures for the Athletic Training Program at Florida State University include common entry indicators. The common indicators included in each student’s portfolio will be ranked as follows:

1. Florida State University Cumulative grade point average of 2.5 or better based on at least 12-15 hours of FSU course work (weighted rank of GPA at 50%). Must take and complete (1) HUN 1201 (B- or better), (2) MAC 1105, (3) MAC 1140, (4) MAC 1114, (5) BSC 2010 and lab, (6) CHM 1045 and lab by the end of the spring semester.
2. SAT/ACT Scores (weighted rank of SAT/ACT at 25%)

3. Interview Score (weighted rank of interview score at 25%)

In order to be eligible for the interview, the student must complete an application portfolio that includes completed portfolio, resume, two letters of recommendation, official copies of all post-secondary transcripts, SAT scores, medical and criminal history forms, other required content, and current enrollment in or completion of ATR 1800. All students must earn a satisfactory grade in ATR 1800 in order to be considered for formal admission.

Composite applicant scores, based on the above indicators, are calculated, and ranked. The number of athletic training applicants admitted is determined by available vacancies created by graduation. The top-ranking students are then admitted filling the vacancies.

Please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

These requirements and procedures are the same for Florida College System Associates in Arts graduates competing for admission. The College of Health and Human Sciences Academic Advising Center staff provide information and support for those interested students who have graduated from a two-year institution to ease transition and application to the Athletic Training Degree Program at FSU.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

2022-2023 Athletic Training Degree Program Race and Gender Profile:

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Athletic Training Degree Students (127 Total)</th>
<th>FSU Undergraduate Students (Approximately 34,000 Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female=77</td>
<td>61%</td>
<td>58%</td>
</tr>
<tr>
<td>Male=50</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Asian=5</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Black=15</td>
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<td>8%</td>
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<td>Caucasian=91</td>
<td>72%</td>
<td>64%</td>
</tr>
<tr>
<td>Hispanic=16</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>
The data were analyzed for the potential impact of applying specific admission criteria which would be used if specialized admission access status was granted. Since the admission criteria would stay the same, the profiles would stay the same given the typical applicant pool. Diversity would not be negatively affected.

The Athletic Training Degree faculty and staff will maintain diversity and inclusion within the Athletic Training Degree Program by leveraging existing University recruitment initiatives. Contact with appropriate advisors and administrators at historically black universities, including Florida A&M, and Florida’s predominately Hispanic institution, Florida International University will be maintained. In the Introduction to Athletic Training course, ATR 1800, the Athletic Training Degree Program will encourage diverse, undergraduate students to apply.

In closing, the Athletic Training Degree Program is a unique health care career preparation program. It is imperative that students possess the listed knowledge and skills prior to being admitted to the rigorous didactic and clinical major coursework. Live patients with real health conditions are utilized for teaching clinical skills during the program progression and many of the program admission criteria ensure that the athletic training student will not only have success in the courses and upon graduation, but also ensure the safety of the patients on which clinical skills are practiced by athletic training students.
Required Signatures

DocuSigned by:

Angela Selegal
Requestor/Initiator

DocuSigned by:

Damon Andrew
Signature of College Dean

DocuSigned by:

Renée Gibbs
Signature of Campus EO Officer

DocuSigned by:

Signature of Provost

DocuSigned by:

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

8/5/2022 | 3:30 PM EDT
Date

8/5/2022 | 3:32 PM EDT
Date

8/11/22
Date

8/9/22
Date
Board of Governors, State University System of Florida

Specialized Admissions Status
Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Communication Science & Disorders

CIP CODE 51.0204 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, this request applies to the whole degree program.

2. Which criteria for specialized admissions status does the program meet?

☒ Limited Resources (if approved, the status will last a maximum of four years)
☒ Minimal Skills (if approved, the status will last a maximum of five years)
☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor’s degree in Communication Science and Disorders offered by the FSU School of Communication Science and Disorders (SCSD) provides students an opportunity to learn about anatomy and physiology of the speech and hearing mechanisms; sound and its perception; the development of language and communication systems, as well as the components of the English sound system; the neurological bases of speech, language and hearing; and strategies used in the management and evaluation of speech, language and hearing impairments.

The Bachelor’s degree offers the pre-professional education required to gain entry into graduate programs in Speech-Language Pathology and Audiology. Students who successfully complete the program are eligible for employment as a Speech-Language Pathologist Assistant (SLPA) or Audiology Assistant (AuDA). SLPA clinical treatment and AuDA are under the supervision of a Speech-Language Pathologist (SLP). As practitioners of clinical services, it is imperative that students who complete our program are able to successfully deliver these services. Therefore, the enrollment limitations currently in place are critical to maintaining curriculum delivery that ensures the highest level of career-
preparatory, and graduate-school preparatory, instruction and learning.

Anticipated student demand is difficult to determine precisely. Currently, we admit approximately 90 students annually, for a total major enrollment of 180. Current application numbers would indicate an annual increase of approximately 40-50%, or 40-45 students for a total population of 270. However, removal of the minimum GPA requirement of 3.0 will likely cause an even higher interest, as most students who do not meet this minimum requirement currently do not apply. Therefore, it is reasonable to estimate that enrollment interest would likely increase beyond 50% for a total population that would exceed 300.

Access alone most definitely does not guarantee successful completion of the program. The degree outcomes are preparing students for graduate study in CSD and/or preparing them to be SLP-A’s with the ability to treat patients post-graduation. The level of competency required for success in both outcomes requires substantial academic ability, as evidenced by the rigor of the curriculum in compliance with professional standards. As reported in our Institutional Effectiveness Outcomes, our students are quite successful in gaining access to graduate study or employment post-graduation with an average of over 90% annually. Removing the GPA requirement will allow students who may not be academically equal to the task to begin a program that they may not be able to complete, increasing attrition. Consequently, this outcome would negatively impact 4-year program completion rates, time to degree, and excess hours.

If the program were to become open access, student success would depend heavily on the amount of resources provided, given the clinical/hands-on nature of the major. These resources extend beyond the School and College as students who struggle academically will need additional supports at the University level. Failure to provide new resources despite increasing enrollment would significantly decrease the chance of success not just for the students who may not have been accepted via specialized admissions, but those who would have been admitted but benefit from the current student-to-faculty ratios.

Two main factors will negatively affect a student’s chance of success should the specialized admission not be granted: a) resources and b) the national limited access to graduate study.

Resources:
Faculty – Current student-to-faculty ratios range from 18:1 (labs) to 90:1 (large lectures) and allow for more in-depth instruction and hands-on practice. Enlarging these ratios would be a detriment to the student learning experience which can have far-reaching effects (e.g. clinical treatment of patients, employment, etc.).

Classroom space – We already struggle with room capacity in one of our assigned rooms (DIF 228) and have just enough space overall. Opening access would necessitate an immediate move to large lectures for the vast majority of the undergraduate curriculum (which also has a substantial negative effect on institutional class-size goals).

Lab space and equipment – As a health program preparing students to assist with treating patients, this program requires intensives hands-on speech and audiology laboratories with expert instruction and specialized equipment. Similarly to classroom space, there is limited lab space and equipment. The current lab space has a capacity of 18. The faculty who instruct the lab sections have full teaching loads, meaning that even if the lab is unoccupied during
certain hours, there would be no faculty who could teach additional lab sections. Substantial expertise, not only in using the complex equipment but also instructing novices in its correct use, is required, and hiring qualified faculty requires care and investment. Further, there would be no way to accommodate more than 18 students at one time, resulting in some students receiving lab instruction in a manner that would reduce quality and job success.

Academic support staff – The College of Communication and Information’s Academic Advising team does a stellar job providing services for our students. They frequently compliment how self-sufficient and independent CSD students are, and how rare it is that a student needs support beyond the normal scope. They attribute this to the level of organization, academic capability, and driven nature of our students. Unlimited enrollment to this program would yield an untenable workload for our current team of advisors, especially because the students opting in to the program would require more assistance, expertise, and time from the advisors. The current ratio of students to advisors in CCI is 433:1, much higher than the FSU goal of 300:1. Within the School of Communication Science & Disorders, the Academic and Student Services team consists of 1.75 FTE and their workload is already overfull. The administrative consequences from unlimited enrollment such as late course drops, probation and dismissal monitoring, and the like would increase, necessitating additional support staff.

Graduate study limited availability: A master's degree is required to qualify students to work as an independent SLP. Due to the limited availability of required clinical placements for master’s students, the current graduate program in CSD admission acceptance rate nationally is approximately 25%. Within our own graduate program admissions, the average upper-division GPA is approximately 3.85 for those undergraduates to whom admission is offered. Therefore, students who struggle academically are far less likely to get into a graduate program, especially in an SUS institution, as most SUS programs require at least a 3.0 upper division GPA. While GPA is not the sole component of graduate school admissions, academic letters of recommendation significantly contribute to an applicant’s competitiveness and are considered the gold standard of letters of support. Increasing enrollment without increasing faculty would lead to a reduced number of faculty letters of recommendation being written for FSU students, thereby reducing the competitiveness of FSU students during graduate admissions and/or job-seeking. This would be to the detriment of Goals IV and V, Initiative B, “Support Student Career Advising to Promote Positive Post-Graduation Outcomes,” of FSU’s strategic plan.

Without additional resources, a specialized admissions process is required to ensure success of the students in Communication Science and Disorders (CSD). Due to the robust curriculum and clinical nature of the profession, the ability to succeed academically is required and the GPA is an appropriate mechanism in determining academic capability. Further, a specialized admissions process discourages students who are unfamiliar with the major, its content, and narrow employment focus from joining capriciously or even erroneously, as students who have no prior personal experience with CSD often confuse the major with one from the School of Communication. The current admissions process has served both students and the program well since the inception of its designation as a limited access program, and students continue to thrive under these parameters. Failure to balance higher enrollment with appropriate resources would decrease student performance and increase attrition.
One benefit of limited access in the past has been to balance course sequencing with course demand because all students enter the program in the Fall semester. Expanding course offerings to facilitate necessary sequencing with a substantially larger student population requires offering not only more class sections but sections offered during more semesters, which will require additional faculty as noted.

There will also be students attempting to enter the program later in their college career. For students who attempt to start in a later term, there will likely be an extension in the time-to-degree due to the sequential nature of the curriculum (i.e., the curriculum cannot be “doubled up” or taken out of sequence, so a late start means a late finish).

Student discouragement will likely occur in students who were not academically capable of successfully completing the classes, particularly for those who intended to attend graduate school. Due to the nationally low graduate acceptance rate (~25%), there is strong competition amongst the students, and this competition would become more fierce in the wake of increasing enrollment. Lower-performing students would likely feel discouraged as their prospects for graduate study, and thus independent practice as SLPs, dwindled. Retention would likely be impacted, with a significant increase in attrition. Students who joined the major without an extremely dedicated, focused, and specific interest in the field would likely drop out after encountering the demanding curriculum or a term of poor performance, leading to late major changes with a negative impact on time-to-graduation and possibly retention/completion.

Current student-to-faculty ratios at the undergraduate level range from 18:1 (labs) to 90:1 (large lectures) with the median being 45:1. Increasing program access without appropriate resources would result in student to faculty ratios increasing by an estimated 50% in the first year (i.e. 27:1 to 135:1, median 67.5:1) and probably by 100% over the course of 3 years (i.e. 36:1 and 180:1, median 90:1). Due to the highly specialized and technical level of content, faculty members cannot just be assigned to teach any class in the program, ; they must teach within their areas of expertise. Most, if not all, of our undergraduate instructors also have teaching responsibilities at the graduate level. Therefore, increasing the number of students faculty must teach without appropriately increasing supports will result in a larger time commitment to teaching, likely resulting in less time they would have for their research. This would have a strong negative impact on faculty retention and recruitment in an already extremely competitive environment with an undersupply of potential faculty, discipline-wide. This would run counter to the University’s strategic priorities (Goal II, Academic and Research Excellence).

Currently, there are not enough spaces available to accommodate all students who wish to enroll in the major. The School of Communication Science & Disorders is housed in the Warren building in downtown Tallahassee. This building is already at capacity and cannot accommodate any additional personnel or students. SCSD also has a limited number of dedicated, yet shared, classroom spaces in HCB and Diffenbaugh, though we typically request additional classrooms each term from Space and Scheduling.

The equipment currently used and shared by the clinic is employed nearly 100% of the time during normal business and class hours. There is the potential for a slight increase in enrollment but not unlimited enrollment. To accommodate an enrollment increase by 45 students would require another fully equipped lab space particularly for clinical experiential learning.

The field of Communication Science and Disorders is a clinical field that allows graduates to practice service delivery to patients and their caregivers. Graduates who become SLPAs will be allowed to perform myriad duties that range from administering
assessments to providing direct therapy. Patients treated by SLPAs cross the entire lifespan and can possess one or more of a vast array of conditions. Examples include treating children with Autism Spectrum Disorder (ASD) who may be nonverbal, stroke victims who must be rehabilitated in swallowing and/or speech, and use of assistive technology and augmentative and alternative communication for individuals with complex communication needs. Given the potential for serious injury if the patient is improperly treated, it is critical that our students not experience a degradation in instruction quality; limited lab capacity (space and equipment) and limited numbers of clinical experiences would cause such a degradation. Currently, our program is known for producing well-qualified graduates and an FSU graduate is often highly prized by grad programs and employers alike. Accepting students who would not be academically capable of success jeopardizes this external recognition, which can also impact program rankings.

FSU is known for its quality of instruction and student preparation and SLPSs from around the state actively recruit our students. A large number of these SLPSs also accept and help train our distance learning master’s students with their practicum hours. Removing the limited access designation and allowing students who do not have the academic capability required for successful completion of this clinically-based program would likely generate a higher number of graduates who would not be equal to the high expectations and requirements of employers, resulting in diminished employment for graduates and diminished (but still required) placement options for graduate students.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

Communication Science and Disorders (CIP 51.0204) is a Program of Strategic Emphasis (Health). While it is likely that FSU would desire to gradually increase capacity in this program over the next few years, as it aligns with the University’s strategic goals in health-related programs and also FSU Strategic Plan goals II, III, IV, VI, and VI, the dollar amount required is so substantial ($1,528,850) that it is also likely that the resources will not be available at this time.

New resources required to meet predicted demand include: 4 tenure track faculty, 2 specialized faculty, 2 staff, 3 classrooms, 1 instructional lab and associated equipment, 8 offices, 4 research lab spaces, student advising, and technology support. Technology and equipment also have associated recurring costs for maintenance and replacement.
If, however, these resource requests are met, enabling the program to accept more students, here is a proposed timeline for implementation:

It is anticipated that, if resource requests are met, the major enrollment capacity can be increased significantly within three years, with a target implementation date of Fall term, 2025. However, the resources requested are substantial, and without them, the capacity cannot be increased while maintaining student success and employability.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create job descriptions for all positions.</td>
<td>1. Secure or begin construction on additional space.</td>
<td>1. Continue and complete faculty and staff recruitment.</td>
</tr>
<tr>
<td>2. Begin faculty recruitment.</td>
<td>2. Begin lab equipment requests and installation.</td>
<td>2. Finalize curricular updates through all stages including recognition through FLDOE Office of Articulation.</td>
</tr>
<tr>
<td>3. Adjust curriculum to offer additional experiential learning courses/C-SLPA certification.</td>
<td>3. Continue faculty recruitment.</td>
<td>3. Launch increased enrollment admissions.</td>
</tr>
<tr>
<td>4. Beginning staff recruitment.</td>
<td>4. Begin staff recruitment.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Some important and uncontrollable factors shape the prospects for this plan:

For faculty recruitment, there is a nationwide shortage of both senior level faculty as well as newly graduated PhDs. These vacancies would take all three years to successfully fill with quality candidates.

This plan includes adjusting the curriculum and offering additional experiential learning courses so that the undergraduate program would lead to C-SLPA certification (current graduates can work as SLPAs but are not Certified SLPAs, which would require changes to the curriculum for which we currently do not have resources).

Additional space would need to be secured or constructed. Use of existing space requires substantial renovation. For example, sound booth must reside on the lowest
floor within a given building due to its weight. As such, allowing additional time for building code compliance is necessary. Equipment that is set up prior to the actual offering of additional lab sections can be used by current and new faculty for either clinical, instructional, or research purposes for the short period of time between installation and instructional use so that this resource is never wasted.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The program’s specialized admissions requirements would be similar to the admission requirements for the current limited access program:

Minimum requirements for review of application include an overall GPA of 3.0 on all college work attempted. Students must have a minimum of 52 hours (acceptable to FSU) and ASHA standards IV-A requirements (accomplished through the Common Prerequisite Coursework, listed below) completed by the end of the term in which they apply.

Physical science (3 hours). One course from: PHY XXXX or CHM XXXX
Biological science (3 hours). One course from: BSC XXXX
Statistics (3 hours). STA XXXX
Social/behavioral sciences (3 hours). One course from any of the following: PSY XXXX, CLP XXXX, DEP XXXX, EXP XXXX, SYG XXXX, SYD XXXX, SYO XXXX, SYP XXXX, FYC XXXX or FAD XXXX

Applicants to the program submit an internal application form through our website which includes basic demographic information, a checklist for the prerequisite classes taken, transfer student status, and a checkbox that grants the School of Communication Science & Disorders Admissions Coordinator and Admissions Team permission to access current FSU students’ unofficial transcripts for the purpose of GPA calculation and coursework verification. Current FSU students only have to submit this form as the Admissions Coordinator has access to their unofficial transcripts. Transfer students must submit the form, official transcripts, and apply to FSU. The Admissions Team reviews applications to ensure eligibility and puts forth all eligible applicants forward to the Admissions Coordinator for review. The Admissions Coordinator ranks applications based on GPA and makes admissions recommendations to the School Director for final approval.

Applications for the program are due in February each year as this timing accommodates both current and transfer students. Applications are open to current FSU students and to transfer students equally, and are available online. The Common Prerequisites for this program are readily accessible to Florida College System Associates in Arts students.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The race and gender profile of the program are shown below. The American Speech Language Hearing Association shows little racial and linguistic diversity among the profession with only 8.8% of members identifying as racial minorities (ASHA 2020) and
only 5.8% are Hispanic or Latino(a). FSU’s undergraduate program in Communication Science and Disorders currently enrolls 23% Hispanic or Latino(a) students and 30% of students are from racial minorities, numbers that have been achieved with its limited access procedures. An open-access program will be limited only by the completion of the common prerequisite coursework which consists of high DFW-rate courses, so there is no assurance that relying on the prerequisites alone will shift the race and gender profile of the program. In addition specialized admissions will help ensure continued student success in the program to completion of the major without extending time-to-graduation or excess-credit attempts.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>39</td>
<td>3</td>
<td>42</td>
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Required Signatures

Michelle M. Kazmer  
Requestor/Initiator  
8/3/2022 | 7:22 PM EDT

Steve McDowell  
Signature of College Dean  
8/4/2022 | 6:29 AM EDT

Renice Gibess  
Signature of Campus EO Officer

Signature of Provost  
Date

Signature of Chair of the 
Board of Trustees  
8/9/22

Date Approved by the Board of Trustees
INSTITUTION: Florida State University

DEGREE PROGRAM: Dietetics

CIP CODE 51.3012  Effective Academic Year 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes.

2. Which criteria for specialized admissions status does the program meet?
   - ☒ Limited Resources (if approved, the status will last a maximum of four years)
   - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The undergraduate dietetics program is accredited by the Accreditation Council on Nutrition and Dietetics Education (ACEND) as a Didactic Program in Dietetics (DPD). This program is the first step in preparing students to become a Registered Dietitian. After successful completion of the program, one must earn a graduate degree, complete an accredited internship providing a minimum of 1000 hours in multiple settings, and sit for the national examination.

The Registered Dietitian is a health professional who possesses a specialized skill set earned through rigorous education and practice hours. More than half of Registered Dietitians are employed as clinical dietitians in hospitals, long term care facilities, skilled nursing facilities and out-patient clinics. Other fields of employment include management of food service facilities, public health, and private practice.

The COVID pandemic has emphasized the need for Registered Dietitians who calculate
parenteral and enteral feeds for those on respiratory assist devices, work in various agencies which provide aid to those experiencing food insecurity and treat nutrition related conditions as part of the medical interdisciplinary team. The US is currently experiencing a formula shortage, and dietitians are engaged at every level to find solutions and help caregivers who are unable to find formula.

ACEND Accreditation standards directly address enrollment: 
**Standard 1, Program Characteristics and Resources, Required Element 1.3c:** The program must establish and report its maximum enrollment to ensure quality, viability and appropriate use of resources.

Currently ACEND has approved admission of 35 students each year for a total of 70 upper-division students at any given time. The program may not increase enrollment without permission from ACEND. Demand for the program has remained consistent.

Accreditation standards also indirectly address enrollment standards in the compulsory program outcomes. Program outcomes found in **Standard 2, Program Mission, Goals, Objectives and Program Evaluation and Improvement, Required Element 2.1c(1c and 1d)** require programs to track the number of graduates applying to dietetic internships and the number of graduates who are accepted into these programs.

Prior to limited access status there were over 300 students in the major. Application rates to internships, a program outcome under program goal 1, were below 40%. The major was attractive to students who were undecided up until mapping term four or who were not admitted to other programs. To aid in meeting program outcomes, limited access status was part of the improvement plan in the 2001 self-study for reaccreditation. Admission criteria include a minimum GPA and a writing sample indicating their interest in becoming a nutrition professional. Removing the admission standard to allow open enrollment of students who do not intend on becoming nutrition professionals would jeopardize the programs ability to meet ACEND required program outcomes and accreditation status.

Limited credentialed faculty is also a barrier to increasing enrollment. **Accreditation Standard 5, Faculty and Preceptors, Required Element 5.1:** The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program’s curriculum and the achievement of the program goals and objectives. The department employs three Registered Dietitians who teach the core coursework. These three faculty also maintain administrative roles (DPD Director, Dietetic Internship Director and HUN 1201, Science of Nutrition coordinator) and teach courses in addition to the core dietetics courses. The department has research lines open and is actively seeking new hires. The PhD RD credential is unique and hiring new faculty who are qualified to teach student learning outcomes has been a challenge.

ACEND requires 31 Knowledge Requirements in Dietetics and Nutrition (KRDNs), more commonly known as student learning outcomes. These outcomes are met by individual assignments built into eight core dietetics courses. In accordance with ACEND **Standard 3**,
Student Learning Assessment and Curriculum Improvement, Required Element 3.3d: d.
Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate learning objectives.

It is imperative the curriculum offer applied hands-on learning activities and assess knowledge beyond multiple-choice exams and quizzes. Small class sizes are necessary to meet these standards. If the number of credentialed faculty increased, student learning outcomes could be more widely distributed among dietetics courses and/or courses could be offered more than once per year.

To continue offering practical hands-on learning approaches to a larger number of students, the program would need additional faculty who hold the credential of Registered Dietitian.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The program is requesting an increase in enrollment from ACEND during renewal of its accreditation. The self-study document containing the request to increase enrollment from 35 to 50 students each year was submitted in December 2021. The program hosted site visitors in March 2022 and is awaiting a final response from ACEND. At the time of the request, the department employed an additional Registered Dietitian. The department is actively recruiting for additional faculty lines. If the request is approved by ACEND and another credentialed faculty is hired, the program will be able to increase enrollment to 50 students each year. If the accrediting body does not approve the current request, the program may submit a substantive change request along with the required fees at a later date.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The program is currently limited access. If approved, admission requirements to the program will remain the same.
Students must:
- Complete mapping milestone courses up to term four:
  - ENC 1101, grade of C- or better
  - ENC 2135, grade of C- or better
  - HUN 1201, grade of B or better
  - MAC 1105, grade of C- or better
  - CHM 1045 and lab, grade of C- or better
  - CHM 2XXX, Organic chemistry, grade of C- or better
  - DIE 2005, grade of “S”

Completion of mapping milestones ensures timely completion of coursework and
graduation within two years.

- Earn a grade of B or better in HUN1201, Science of Nutrition
  This course is an indicator of interest and aptitude in the field of nutrition

- A minimum overall 2.75 GPA

A GPA of 2.75 was set after taking into consideration the GPA necessary to be competitive for an internship. A typical student will enter the program with approximately 60 hours. If they hold a 2.75 GPA, they will need to earn at least B’s in the last 60 hours to bring their GPA up to 3.0 by graduation. A 3.0 graduating GPA is the required minimum for most accredited internships and graduate programs. Students intending to become Registered Dietitians are more likely to apply for accredited internships, thus allowing the program to better meet the required program outcomes.

- Submit a writing sample indicating their interest and/or intent in the field of nutrition and dietetics.

Courses required for admission are offered at most if not all Florida institutions and fall within Florida’s common course numbering system. The only exception is Introduction to Dietetics, DIE3005. This one-hour course is specific to the dietetics program and is offered spring and summer. Admissions occur at the completion of the summer term to allow transfer students to take DIE3005 and transition seamlessly into the program.

Students who do not meet the minimum prerequisites are directed to an advisor who will counsel them into appropriate majors.

Over the past several years, the program has admitted all students who meet admission requirements. In the event the number of qualified applicants exceed the available seats, the admissions committee will rank applications based on grades in sciences and quality of application materials.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The program is currently limited access; race and gender profiles are not expected to change with the transition to specialized admissions status.

Each fall enrollment statistics are reported to ACEND for continued monitoring. The profession is predominantly white female. ACEND considers any gender/ethnicity that is not white female a minority.

The dietetics student population in the 2021-2022 academic year were:

<p>| Selected demographic characteristics of US students and professionals and FSU students |
|---------------------------------|----------------|----------------|----------------|
| Characteristic                  | US Dietetics Students | Dietetics Professionals | FSU dietetics students |
| Population, n                   | 15,769            | 119,249          | 67              |</p>
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Increasing diversity is also an important initiative to ACEND and the profession. The accrediting body offers Diversity, Equity and Inclusion toolkits, webinars and other resources to programs. Program outcomes and learning outcomes also address diversity and cultural competency.
Required Signatures

Jennifer Farrell
Requestor/Initiator

Damon Andrew
Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

8/4/2022 | 2:04 PM EDT
Date

8/4/2022 | 2:08 PM EDT
Date

8/11/22
Date

8/11/22
Date
Certificate Of Completion

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jefarrell2@fsu.edu Location: DocuSign

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jefarrell2@fsu.edu
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Not Offered via DocuSign

Damon Andrew
dandrew@fsu.edu
Dean, College of Education
Security Level: Email, Account Authentication (None)

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Appendix

Appendix A
2022 ACEND Accreditation Standards
  Standard 1, Required Element 1.3c – regarding maximum enrollment
  Standard 2, Required Element 2.1c – regarding program outcomes
  Standard 3, Required Element 3.3d – regarding educational approaches for learning activities
  Standard 5, Required Element 5.1 – regarding program faculty

Appendix B
ACEND Substantive Change guidelines

Appendix C
FSU Didactic Program in Dietetics, Program Outcomes

Appendix D
FSU Didactic Program in Dietetics, Student Learning Outcomes
Contents

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Standard 7: Information to Prospective Students and the Public ............................ 16
Standard 8: Policies and Procedures for Enrolled Students ................................. 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 or offered in a consortium 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).
   a. A consortium is defined as two or more independent institutions working together under a formal written agreement to sponsor a single program. The consortium must consider itself a single education program.

1.2 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. In a consortium, an organizational chart must clearly show the relationship of each member of the consortium to the program and where the program will be housed.

1.3 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. Programs offering an Individualized Supervised Practice Pathway (ISPP) must document the financial support and learning resources provided to the ISPP.
   a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty and staff.
   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.
      1. Programs offered in a consortium must clearly define financial and other resource contributions of each member to the total program.
   c. The program must establish and report its maximum enrollment to ensure quality, viability and appropriate use of resources.

1.4 The program must award at least a baccalaureate degree and verification statement upon completing program requirements to individuals who enter the program with an associate degree or less.
   a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.
   b. If the program awards a graduate degree, the nutrition and dietetics-specific knowledge must be achieved through prerequisite or graduate courses required for completion of the graduate degree.
1.5 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.

a. For programs offered in a consortium:
   1. One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND.
   2. 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.

b. 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.

c. 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.

d. 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 students (such as program admission, retention and completion policies).
   3. Student 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 student records, including student advising plans and verification statements;
      c. Maintenance of complaints about the program received from students 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 and its students;
      f. Facilitation of processes for continuous program evaluation, and
      g. Timely submission of required documentation supporting the graduate’s eligibility for a Commission on Dietetic Registration (CDR) credentialing exam.

1.6 The program must establish its length and provide the rationale for the program length based on knowledge and learning activities that students must accomplish and mandates from the program’s administration and state legislation.
Standard 2: Program Mission, Goals, Objectives and Program Evaluation and Improvement

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for careers in nutrition and dietetics. 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 ELEMENTS:

2.1 A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted and must include the following components:

a. The program mission. The program mission must be specific to the program, distinguishes it from other programs in the sponsoring organization, and be compatible with the mission statement or philosophy of the sponsoring organization.

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.

c. The program objectives. The Program objectives must measure the full intent of the goals and are used to evaluate achievement of each program goal.

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:

a. Program Completion: “At least 80% of students complete program requirements within ___ (150% of planned program length)”.

b. Graduate Application and Acceptance into Supervised Practice:

1. “At least ___ percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation”.

2. “Of program graduates who apply to a supervised practice program, at least ___ percent are admitted within 12 months of graduation”.

c. Graduate Performance on Registration Exam: “The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%”.

d. Satisfiability with Graduate Performance: The program must develop an objective for evaluation of graduate’s performance in supervised practice, graduate program or employment within 12 months of graduation.

d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.

e. 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).

f. Evaluation methods that will be used to collect the data:

   g. Individuals responsible for ensuring that data are collected.

   h. Timeline for collecting the necessary data.
2.2 The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:

a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives. ISPP data, if applicable, are collected, summarized and analyzed separately.

b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved.

c. The targets set for ACEND-required objectives are met.

d. Program changes have been made to improve outcomes for unmet objective(s).

e. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

2.3 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, 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 3: Curriculum and Learning Activities

The Core Knowledge 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.

REQUIRED ELEMENTS:

3.1 The program’s curriculum must be designed to ensure the breadth and depth of requisite knowledge needed for entry to supervised practice to become a registered dietitian nutritionist.

a. The program’s curriculum must include the following required components, including prerequisites:

1. Research methodology, interpretation of research literature and integration of research principles into evidence-based practice
2. Communication and documentation skills sufficient for entry into professional practice
3. Principles and techniques of effective education, counseling and behavior change theories and techniques
4. Governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings
5. Principles of medical nutrition therapy, the Nutrition Care Process and clinical workflow elements
6. Role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention
7. Management theories and business principles required to deliver programs and services
8. Continuous quality management of food and nutrition services
9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice
10. Licensure and certification in the practice of nutrition and dietetics
11. Individual National Provider Identifier (NPI)
12. Health care delivery systems (such as accountable care organizations, managed care, medical homes, local health care agencies)
13. Coding and billing of nutrition and dietetics services to obtain reimbursement for services from public or private payers, fee-for-service and value-based payment systems
14. Food science and food systems, food safety and sanitation, environmental sustainability, global nutrition, principles and techniques of food preparation, and development, modification and evaluation of recipes, menus and food products acceptable to diverse populations
15. Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan
16. Cultural humility, self-reflection, and diversity, equity and inclusion
17. Human behavior, psychology, sociology or anthropology

b. The program’s curriculum must prepare students with the following core knowledge:
1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.

Knowledge

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

2. Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

Knowledge

Upon completion of the program, graduates are able to:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.

KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

3. Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

Knowledge

Upon completion of the program, graduates are able to:

KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).
KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client’s/patient’s needs.

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.

Knowledge
Upon completion of the program, graduates are able to:

KRDN 4.1 Apply management theories to the development of programs or services.

KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.

KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Knowledge
Upon completion of the program, graduates are able to:

KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one’s skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).

KRDN 5.4 Practice resolving differences or dealing with conflict.

KRDN 5.5 Promote team involvement and recognize the skills of each member.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

3.2 A curriculum map must be developed that:

a. Identifies didactic courses which occur in various settings or practice areas that students will complete to meet the required curriculum components and core knowledge.

b. Sequentially and logically organizes the progression of didactic courses from introductory to more advanced learning activities and builds on previous knowledge or experience to achieve the expected depth and breadth of knowledge by completion of the program.

3.3 The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge. Syllabi for courses taught within the academic unit must include the KRDNs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the KRDNs.

a. Learning activities must prepare students 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 students to implement the Nutrition Care Process with various populations and diverse cultures.

c. Learning activities 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 embrace the diversity of the human experience.

d. Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate learning objectives.

1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.
Standard 4: Student Learning Assessment and Curriculum Improvement

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

REQUIRED ELEMENTS:

4.1 The program must have a plan for on-going assessment of student’s attainment of core knowledge. The plan must identify summative assessment methods used, as well as courses and learning activities in which assessment will occur and the process for tracking individual students’ demonstration of core knowledge.

4.2 The program must document that data on student core knowledge attainment are collected, summarized and analyzed for use in curricular review and improvement.

4.3 Formal curriculum review must routinely occur and:
   a. Use results of program evaluation and data on student core knowledge attainment to determine strengths and areas for improvement.
   b. Include input from students 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) are used to accomplish the same educational objectives.
   d. Result in actions to maintain or improve student learning.
Standard 5: Faculty and Preceptors

The program must have qualified faculty 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, research or other activities leading to professional growth and the advancement of their profession.

REQUIRED ELEMENTS:

5.1 The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program’s curriculum and the achievement of the program goals and objectives.

5.2 The requirements for program faculty (faculty within the academic unit) must include:
   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.
   b. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.
   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 core knowledge requirements. Program faculty must be trained in the use of distance education pedagogy and recommended practices.
   d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

5.3 The requirements for program preceptors must include: (Not applicable to DPD)
   a. 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, in the area in which they are supervising students and must be qualified to serve as educators and professional role models.
   b. Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required knowledge and competencies.
   c. Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

5.4 Formal evaluation of program faculty must routinely occur:
   a. The program must have a process for the periodic review, including input from students, of the effectiveness of faculty.
   b. Program faculty and instructors must receive feedback, and training as needed, based on program evaluation and feedback from students.
Standard 6: Supervised Practice Sites (Not Applicable to DPD)

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 the adequacy and appropriateness of facilities to ensure that sites are able to provide supervised practice learning experiences compatible with the competencies that students are expected to achieve.

REQUIRED ELEMENTS:

6.1 Supervised practice site requirements (Not applicable to DPD):
   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 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 students.
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 ELEMENTS:

7.1 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. Programs shall demonstrate by tangible action their commitment to enrolling a diverse student body.

7.2 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.

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:
   a. Accreditation status, including the full name, address, phone number and website of ACEND must appear 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, computer matching information, if applicable, supervised practice, 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.
   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.
   f. Application and admission requirements.
   g. Academic and program calendar or schedule.
   h. Graduation and program completion requirements.
   i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
   j. Guidance about distance education components, such as technology requirements, if applicable.
   k. If students are required to locate their own supervised practice 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. (Not applicable to DPD)
   l. A description of the criteria and policies and procedures used to evaluate and award credit for prior learning experiences, such as coursework, supervised practice hours or direct assessment, and the types and sources from which credit will not be accepted.
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 ELEMENTS:

8.1 Programs are required to have policies and procedures for program operations including:
   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.
   b. 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.
   c. Supervised Practice Documentation: (Not applicable to DPD)
   d. 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 of students from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, and age.

8.2 The following policies and procedures specific to nutrition and dietetics programs must be provided to students in a single comprehensive document, such as in a program handbook or on a program website.
   a. Insurance requirements, including those for professional liability. (Not applicable to DPD)
   b. Liability for safety in travel to or from assigned areas. (Not applicable to DPD)
   c. Injury or illness while in a facility for supervised practice. (Not applicable to DPD)
   d. Drug testing and criminal background checks, if required by the supervised practice sites. (Not applicable to DPD)
   e. Requirement that students doing supervised practice must not be used to replace employees. (Not applicable to DPD)
   f. When students 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 students and 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.
   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.

Standard 8: cont.

i. If the program grants credit, experiential learning hours or direct assessment 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.

k. Program retention and remediation procedures; students must have access to remedial instruction such as tutorial support.

l. Disciplinary/termination procedures.

m. Graduation and/or program completion requirements for the program including maximum amount of time allowed for completing program requirements applicable at the time student enrolls.

n. Verification statement requirements and procedures ensuring that all students 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 a student.

p. Withdrawal and refund of tuition and fees.

q. Program schedule, vacations, holidays and leaves of absence.

r. Protection of privacy of student information, including information used for identifying students in distance learning.

s. Student access to their own student file.

t. Access to student support services, including health services, counseling, tutoring and testing and financial aid resources.
Appendix B

Guidelines for Requesting Substantive Changes
2022 and Future Education Model ACEND Accreditation Standards
Overview and General Directions for All Program Types

Effective April 15, 2022

The U.S. Department of Education requires ACEND to monitor and approve “substantive changes” that potentially may impact the ability of an ACEND accredited program to meet the accreditation standards.

- **Candidacy Programs**: Substantive program changes (other than Program Director changes, changes in Administrative Structure or the addition of a graduate degree) are not accepted from, or approved for, programs in Candidacy for Accreditation until after the program achieves full accreditation status.
- Substantive changes are reviewed and approved based on the type of change as noted in this document. Changes must be made within the context of the program’s long-term mission and goals; therefore, the program should determine the long-term feasibility of implementing the change and its impact on the quality of the program as a whole. Once this has been considered, an explanation of the proposed change must be submitted to ACEND for review and approval before implementation.
- All substantive changes must be submitted by the program director except for a program director change which is submitted by the program director’s immediate supervisor.
- Changes become effective at the time of ACEND approval and may not be dated retroactively. ACEND may require an interim report, self-study report or an on-site evaluation to assess the effect of the change on the program’s accreditation status. The program is responsible for all applicable fees.

Requirements for Submitting Substantive Changes and Timeline

1. Substantive Program Change Cover Page template briefly describing the request. The template is located on the ACEND Portal, on the home page under the link “Download Substantive Change Cover Page”. When the program downloads this page, there will be instructions about how to upload the complete document in order to submit to ACEND.
2. Some substantive changes require templates or forms which are located on the ACEND website: 2022 Standards Templates and FEM Standards Templates
3. The official name of program (indicate if requesting a name change), sponsoring institution and location.
4. Summary of proposed changes, rationale and proposed date of implementation. Please note that changes become effective at the time of approval by ACEND and may not be dated retroactively.
5. Narrative and documentation of continued compliance with the specific accreditation standard(s) affected by the proposed change, as described on the following pages. Refer to the Guidance Information Document for a description of the narrative and ACEND required templates that should be provided to address specific standards.
6. Substantive change fee. You will receive an invoice for the change fee when ACEND receives the program change request. Refer to ACEND fee schedule for current fees: ACEND Fee Schedule
7. For those changes that require an ACEND Board approval, view the ACEND decision calendars to determine which meeting the change will be reviewed: ACEND Decision Calendars

To Submit the Substantive Change: Upload one (1) searchable PDF document formatted using the Adobe bookmark feature to the DocuWare report submission form. Upload instructions are located within the Substantive Program Change Cover Page document located on the ACEND Portal.
Substantive Changes During a Program’s Accreditation Cycle

Changes Integrated within the Self-Study report: Fully accredited programs applying for continued accreditation may integrate substantive program changes within a self-study report. Substantive changes integrated into the self-study report represent how the program wishes to be accredited going forward. For example, a program currently accredited at the bachelor’s level that would like to be accredited at the graduate level would write the self-study report based on a graduate level program. Or, if a program is accredited to enroll 18 students each year and would like to increase enrollment, it would indicate the new enrollment on the cover page and explain adequacy of resources to support that enrollment within the self-study report. Programs would then receive an accreditation decision according to the timeline in the ACEND Decision Calendars based on the information provided in the self-study report and during the site visit. The accreditation letter will include a decision regarding the substantive change.
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Program Director Appointment
Every accredited program must have a program director at all times. Changes in program director appointments must be reported by the immediate supervisor of the program director at the time of the change. The designated program director must meet qualifications specified in the ACEND Accreditation Standards in effect at the time of the appointment. Standards are available on the ACEND webpage at www.eatright.org/ACEND.

Information Required by ACEND
Prior to the effective date, submit a completed Program Director Change Request template and a curriculum vitae or resume documenting the individual’s credentials.

Review and Final Approval
- ACEND Staff
Change to Program Mission or Objectives
A change to the program mission’s intent and corresponding changes to the intent of the program goals and objectives requires submission of a substantive program change. Edits to wording, adding or eliminating objectives that align with the original mission or changes to comply with the ACEND standards need not be submitted for approval.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:

- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives and Program Evaluation and Improvement--A revised On-going Program Evaluation Plan with updated mission, goals and objectives
- Standard 7, Required Element 7.3: Information to Prospective Students and the Public--Draft website with revised mission, goals and objectives

Review Process
- ACEND Staff

Final Approval
- ACEND Board

Distance Education or Branch Campus
Programs must submit a substantive change request for a new education track which (a) adds distance education delivery for 50% or more of didactic courses in the professional curriculum or (b) expands or adds one or more branch campuses to an existing campus-based model, regardless of the mode of education delivery or (c) add distance education delivery for 50% or more of master’s level required courses within a graduate dietetic internship. Refer to ACEND P&P Manual, Substantive Program Change section for detailed information about requirements for distance education or a branch campus; especially if the program has received previous approval to operate on a branch campus.

Distance Education: Uses one or more of the technologies listed below (1-4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
1 The internet;
2 One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices; 3 Audio conferencing; or
4 DVDs, CD-ROMs, or other technology, if these are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

**Branch Campus:** A branch campus is a site that meets all the following conditions:

1. An additional location of an institution that is geographically apart and independent of the main campus of the institution and at which the institution offers 50% or more of the program. A branch campus is independent of the main campus if:
   a. It is permanent in nature.
   b. Both faculty and students in the accredited program are located at the branch campus.
   c. It has its own faculty and administrative or supervisory organization.
   d. It has its own budgeting and hiring authority.
   e. The curriculum offered allows students to meet the same program and degree completion requirements of the ACEND accredited program on the primary campus.
   f. The degree is granted by the higher education institution that offers the degree in the primary accredited program.

**Information Required by ACEND**

Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.3: Resources
- Standard 1, Required Element 1.5: Program Director Responsibilities and Qualifications
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives and Program Evaluation and Improvement
- Standard 3: Curriculum and Learning Activities
- Standard 4, Required Element 4.1: Core Competency Assessment Table (For DPD: Core Knowledge Assessment Table; For FEM: AP or GP Competency Table)
- Standard 4, Required Element 4.3.c: Information regarding comparability of educational experiences
- Standard 5: Faculty and Preceptors
- Standard 6: Supervised Practice/Experiential Learning Sites
- Standard 7: Information to Prospective Students and the Public—Draft of information to the public about the distance pathway or branch campus including any costs associated with the verification of student identity and guidance about distance education including identification of supervised practice sites if applicable.
- Standard 8: Policies and Procedures for Enrolled Students/Interns-- Any changes to policies and procedures due to the addition of distance education or a branch campus including the process used to verify the identity of students who participate in distance courses and how the privacy of student identifying information used for distance learning is protected.

**NOTES:**

- Programs that have successfully completed at least one cycle of accreditation, have not been placed on probation over the prior three years and have previously received ACEND approval for the addition of at least two branch campuses or do not need to apply for approval for an additional branch campus. Any additional branch campus must be reported to ACEND within 30 days. To do so, send an email to acendreports@eatright.org with the program name, new branch campus location and link to program’s website where information about the branch campus location of the program can be found. ACEND may request additional information, if necessary.
- If the program wishes, programs with branch campuses or that offer both a distance and onsite option may request a second program code from CDR to track pass rate for a distance campus.
**Review Process**

Document review by:

- Lead Program Reviewer

For branch campus, site visit or similar review:

- One-year advance notice before accepting students in new education pathways at branch locations to allow time for a focused site visit.

**Final Approval**

- ACEND Board
Substantive Change Guidelines
2022 and Future Education Model ACEND Accreditation Standards
Changes to Remote or Student Identified Supervised Practice Rotations
Effective November 15, 2021

Changes to Remote or Student Identified Supervised Practice/Experiential Learning Rotations
A program change is required if a program plans to add ≥10% of the number of supervised practice/experiential learning hours required by the program at a remote site (defined as ≥ 100 miles from sponsoring organization) or when a student/intern is required to find their own supervised practice/experiential learning for ≥10% of supervised practice/experiential learning hours, regardless of whether the sites are local or remote.

In both these situations it is expected that students/interns are practicing under the supervision of a preceptor in the location that they are completing supervised practice/experiential learning. Once a program change for remote or intern/student-identified supervised practice/experiential learning is approved a program does not need to submit a change if additional remote sites are added.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.3: Resources
- Standard 1, Required Element 1.5: Program Director Responsibilities and Qualifications
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives, and Program Evaluation and Improvement
- Standard 4, Required Element 4.3.c: Student Learning/Competency Assessment and Curriculum Improvement--Information regarding comparability of educational experiences
- Standard 5: Faculty and Preceptors
- Standard 6: Supervised Practice/Experiential Learning Sites
- Standard 7: Information to Prospective Students and the Public—Draft of materials addressing guidance about distance education components and requirements for practice sites if students/interns locate their own
- Standard 8: Policies and Procedures for Enrolled Students/Interns--The program must update policies and procedures to reflect the change.

Review and Final Approval
- ACEND Senior Staff

Substantive Change Guidelines
2022 ACEND Accreditation Standards (Not applicable to FEM Standards)
Change or Add Degree Requirements; or Change to Direct Assessment
Effective April 15, 2022
Change or Add Degree Requirements or Change to Direct Assessment

Programs must submit a substantive change request when they intend to do any of the following options:

- Add a graduate degree option to a program accredited at the baccalaureate degree level (e.g. BS/CP moving to an MS/CP)
- Add a graduate degree to a program accredited as a non-degree option
- Delete a graduate degree requirement from a program accredited at the graduate level
- Change to Direct Assessment as a measure of student learning

Information Required by ACEND for the Addition of a Graduate Degree

- ACEND has developed a Compliance with Required Element 1.4-Program Completion Requirements Template located on the ACEND website to use when requesting to add a graduate degree. For programs already approved to offer a graduate degree but plan to add an additional graduate degree option, please contact your ACEND manager.

Information Required by ACEND for the Deletion of a Degree or Change to Direct Assessment

Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.3: Resources—The program must explain how it assures that resources are sufficient to meet the needs of the program and discuss any changes to the maximum enrollment, if applicable.
- Standard 1, Required Element 1.4: Program Completion Requirements; Required Element 1.5: Program Director Responsibilities and Qualifications; Required Element 1.6: Program Length
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives based on the assessment process.
- Standard 3: Curriculum and Learning Activities
- Standard 4, Required Element 4.1: Core Competency Assessment Table (For DPD: Core Knowledge Assessment Table)
- Standard 5: Faculty and Preceptors
- Standard 7: Information to Prospective Students and the Public
- Standard 8: Policies and Procedures for Enrolled Students/Interns—The program must update policies and procedures to reflect the change.

Review Process*

- Lead Program Reviewer

Final Approval

- ACEND Board

*ACEND staff review only for DI programs completing only section 1 of the Graduate Degree Completion Template

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1 Definition abstracted from the United States Department of Education found in the Federal Register (34 CFR 668.10) at:
https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=aa81e13550784d0a1d75eac08a3484f4&ty=HTML&h=L&mc=true&r=PART&n=pt34.3.668#se34.3.668_110
Substantive Change Guidelines
2022 and Future Education Model ACEND Accreditation Standards
Changes to Clock or Credit Hours and Measures of Student Progress
Effective November 15, 2021

Changes to Clock or Credit Hours and Measures of Student Progress
Programs must submit a substantive change request when they intend to do any of the following:

- Change the way they measure student progress, including changes in semesters, trimesters or quarters, or use time-based or non-time-based methods.
- Change from clock hours to credit hours or vice versa
- Substantially increase (10% or more in professional courses only) the number of clock or credit hours required for program completion (For example, if a DPD requires 60 hours of nutrition and dietetics courses then it would need to report an increase of 6 or more credit hours of dietetics coursework)

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.6: Program Length (Program length and ability to achieve competencies/learning outcomes)
- Standard 2, Required Element 2.1c: Program Completion Objective if program length changes
- Standard 3, Required Element 3.2: Curricular Mapping (2022 Standards)
- Standard 3, Required Element 3.1: Curricular Mapping (FEM Standards)
- Standard 4, Required Element 4.1: Core Competency Assessment Table (For DPD: Core Knowledge Assessment Table; For FEM: AP or GP Competency Table)
- Standard 7: Information to Prospective Students and the Public—Draft of program information for prospective students to reflect the change.
- Standard 8: Policies and Procedures for Enrolled Students/Interns—The program must update policies and procedures to reflect the change.

Review and Final Approval
- ACEND Senior Staff
Enrollment Monitoring
Effective November 15, 2021

Enrollment Monitoring for ACEND-accredited Programs
Each ACEND accredited program must establish an enrollment maximum, considering normal attrition rates, enrollment history, projected enrollment increases, and adequacy of resources to support student/intern success. DPDs should also take into consideration the availability of supervised practice placement for students or graduates. After the enrollment maximum is established, the actual number of students/interns in the class must stay within this number as the class proceeds through the program. Programs are only required to establish an enrollment maximum for the professional level courses in the program. For example, an undergraduate DPD would include junior and senior year students and post-graduate students completing DPD requirements.

Any program wishing to increase its maximum enrollment by 3 students/interns or 20%, whichever is greater, within the accreditation cycle is required to submit a Substantive Program Change Request. The request would consist of current enrollment, proposed enrollment and resources to support an increase in enrollment.

Any maximum enrollment increase of 2 students/interns or less or 19% students/interns or less, whichever is greater, must be reported to ACEND within 30 days. To do so, send an email to acendreports@eatright.org. ACEND may request additional information, if necessary. During an accreditation cycle, once a program has increased the enrollment by 3 or 19% student/interns any additional increases must be submitted to ACEND as a Substantive Program Change request.

ACEND monitors annual report data to ensure compliance with the enrollment monitoring policy. As with all Substantive Program Changes, ACEND requires prior approval in advance of the planned increase to demonstrate that the program has sufficient resources to accommodate students. Although ACEND has established thresholds for submitting a request for a change in enrollment, the ACEND Board maintains the right to investigate any patterns of increases it considers problematic and not in the best interest of students.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.3: Program Resources—The program must explain how it assures that resources are sufficient to meet the needs of the program with an increased enrollment.
- Standard 1, Required Element 1.5: Responsibilities of the Program Director—Describe the adequacy of the time allocated relative to meeting program needs.
- Standard 3, Required Element 3.2: Curricular Mapping—Rotation schedule and progression of learning (2022 Standards)
- Standard 3, Required Element 3.1: Curricular Mapping—Curriculum map and progression of learning (FEM Standards)
- Standard 5: Faculty and Preceptors—The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of the required learning activities.
Substantive Change Guidelines
2022 and Future Education Model ACEND Accreditation Standards

- Standard 7: Information to Prospective Students and the Public—Draft program information for prospective students and public regarding changes. Review and Final Approval
- ACEND Senior Staff
Addition of International Supervised Practice Rotations
Effective November 15, 2021

Addition of International Supervised Practice/Experiential Learning Rotations
Programs under the 2022 and Future Education Model Accreditation Standards that intend to provide supervised practice experiences/supervised experiential learning in a foreign country must submit a substantive change request. In accordance with ACEND standards, supervised practice for educating dietetic technicians must be at least 450 hours, of which 350 must take place in the United States, its territories, possessions or military bases. Similarly, supervised practice for registered dietitians must be at least 1000 hours, of which 700 must take place in the United States, its territories, possessions or military bases. Supervised practice outside the core 350- and 700-hour requirements may take place in other countries. (Note: The FEM Standards do not require that 700 hours be completed within the U.S.; the program will determine its number of international hours and its rationale for the number of hours. The Board may choose to request a decrease in the proposed number of international hours.)

International rotations may be located in more than one country, in which case, policies and procedures must be developed that are applicable to all the countries where the experiences are to be located. International rotations must be available to all students or interns who meet qualifications specified by the program.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:
- Standard 1, Required Element 1.3: Program Resources—The program must explain how it assures that resources are sufficient to meet the needs of the program.
- Standard 1, Required Element 1.5: Program Director Responsibilities and Qualifications—Describe the adequacy of the time allocated relative to meeting program needs.
- Standard 1, Required Element 1.6: Program Length—Discuss any change that the addition of international supervised practice has on the total hours.
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives, and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives based on the assessment process.
- Standard 3, Required Element 3.1 (FEM) 3.2 (2022): Curricular Mapping—Curriculum Map and Rotation schedule demonstrating progression of learning; and ability to achieve the competencies in the international rotation.
- Standard 4, Required Element 4.1: Core Competency Assessment (For FEM: AP or GP Competency Table)
- Standard 5: Faculty and Preceptors—The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of the required learning activities in the international rotation/SEL.
Substantive Change Guidelines
2022 and Future Education Model ACEND Accreditation Standards

- Standard 6: Supervised Practice/Experiential Learning Sites—Selection of facilities for international rotations/SEL
- Standard 7: Information to Prospective Students and the Public
- Standard 8: Policies and Procedures for Enrolled Students—Policies related to international experience

Review and Final Approval
- ACEND Senior Staff
Change in Administrative Structure
Effective November 15, 2021

Changes in Administrative Structure
Programs must submit a substantive change request when they intend to change the location of a program and reporting structure of a program director within the sponsoring institution.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:
- Self-study report cover page with signatures of new administrators.
- Standard 1, Required Element 1.2: Organizational chart that shows the location of the program
- Standard 1, Required Element 1.3: Program Resources—The program must explain how it assures that resources are sufficient to meet the needs of the program.
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives based on the assessment process
- Standard 7: Information to Prospective Students and the Public—Draft program information for prospective students regarding the changes

Review and Final Approval
- ACEND Senior Staff
Reorganization of Existing Program
Effective November 15, 2021

Reorganization of an Existing ACEND Accredited Program – 2022 Standards Only
Programs must submit a substantive change request when they intend to reorganize an existing ACEND accredited program or programs into another program type of the same degree level. This includes the reorganization of a Didactic Program in Dietetics or Dietetic Internship into a Coordinated Program in Dietetics or two or more existing programs reorganizing into one program. A program planning to reorganize into a program at a higher degree level can do so if it aligns with an existing graduate program; otherwise, it will need to apply for accreditation as a new program. Programs accredited under the 2022 Standards considering reorganizing into a FEM demonstration program should refer to the Demonstration Program application posted on the ACEND website under Future Education Model Programs.

Please keep the following in mind when planning a reorganization:

- Programs must be accredited in good standing with ACEND. Requests for reorganization will not be considered for programs on a reduced accreditation term or probation.
- If the change requires approval of an institutional accreditor, evidence that the change has been approved must be provided.
- The status and impact of the change on students who were enrolled prior to the reorganization must be clearly outlined and announced.
- Programs will be required to cease to exist as individual programs.
- A plan for reorganization and an Eligibility Application must be submitted to ACEND for review and approval in advance of implementing the reorganization and accepting new students.
- Upon approval of the plan and Eligibility Application, the new program must submit a comprehensive self-study report for accreditation and schedule an on-site evaluation after two classes have graduated, typically within four years.
- Payment of any required fees must be submitted with the plan for reorganization and eligibility application. Current fees can be found in the ACEND fee schedule.

Information Required by ACEND
Plan for reorganization with proposed implementation timeline. Using the Eligibility Application template, provide narrative and documentation that addresses the following:

- Signature Pages
- Standard 1: Program Characteristics and Resources
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives, and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives
- Standard 3: Curriculum and Learning Activities—Ability to achieve foundation knowledge and/or competencies
- Standard 5: Adequacy of faculty and preceptors
Substantive Change Guidelines
2022 ACEND Accreditation Standards (Does not apply to FEM Standards)

- Standard 7: Information to Prospective Students and the Public—Draft program information for current and prospective students regarding changes
- Implementation timeline and program management

Reorganization of an Existing Program
Effective November 15, 2021

Review Process
- Board approval of the Reorganization Plan and Eligibility Application based on review by an ACEND Lead Program Reviewer and an Accompanying Program Reviewer in order to allow the continued enrollment of students.
- Note: The reorganized program must have a comprehensive on-site evaluation visit after two classes have graduated from the reorganized program, typically within four years. The Board will determine the timeframe for the site visit at the time the reorganization is approved.

Final Approval
- ACEND Board
Substantive Change Guidelines
2022 ACEND Accreditation Standards (Does not apply to FEM Standards)

Reorganization of a Program into a Consortium
Effective November 15, 2021

Reorganization of Programs into a Consortium – 2022 Standards Only
Programs under the 2022 Accreditation Standards must submit a substantive change request when they intend to reorganize two or more existing accredited programs into a consortium. A consortium is defined as two or more independent institutions or organizations or two or more existing accredited programs combining to sponsor a nutrition-and-dietetics education program. Please keep the following in mind when planning a consortium:

- Programs must be accredited in good standing with ACEND. Requests for a reorganization will not be considered for programs on a shorted accreditation term or probation.
- The status and impact of the change on students who were enrolled prior to the reorganization into a consortium must be clearly outlined and announced.
- The consortium members will retain their identity and be listed individually as sites.
- A plan for reorganization and an Eligibility Application must be submitted to ACEND for review and approval in advance of implementing the merger and accepting new students.
- Upon approval of the plan and Eligibility Application, the new program must submit a comprehensive self-study report for accreditation and schedule an on-site evaluation after two classes have graduated, typically within four years.
- Each member of a program designated as a consortium pays a separate annual fee.

Information Required by ACEND
Plan for reorganization with proposed implementation timeline. Using the Eligibility Application template, provide narrative and documentation that addresses the following:

- Signature Pages
- Standard 1: Program Characteristics and Resources
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives
- Standard 3: Curriculum and Learning Activities—Ability to achieve foundation knowledge and/or competencies
- Standard 5: Adequacy of faculty and preceptors
- Standard 7: Information to Prospective Students and the Public—Draft program information for current and prospective students regarding the changes
- Implementation timeline and program management

Review Process
- Board approval of the Reorganization Plan and Eligibility Application based on review by a Lead Program Reviewer and 1 Program Reviewer. Note: The reorganized program must have a
comprehensive on-site evaluation visit after two classes have graduated from the reorganized program, typically within four years. The Board will determine the timeframe for the site visit at the time the reorganization is approved.

Final Approval
  • ACEND Board
2022 and Future Education Model ACEND Accreditation Standards

Change in legal status, form of control or ownership of the organization sponsoring the program
Effective November 15, 2021

Transfer of Sponsorship or Acquisition of Another Program

Programs must submit a substantive change request when they intend to make a change in the legal status, form of control or ownership of the organization sponsoring the program or wish to acquire another ACEND accredited program.

- Sponsorship of an accredited program may be transferred to another institution.
- If the change requires approval of an institutional accreditor or other entity, evidence that the change has been approved must be provided.
- A plan for reorganization or transfer must be submitted to ACEND for review and approval in advance of approval of the transfer and acceptance of new students.
- Payment of a fee must be submitted with the transfer plan and Eligibility Application. Current fees can be found in the ACEND fee schedule.
- A change in ownership of a free-standing dietetic internship using ACEND accreditation to obtain Title IV funds requires that a site visit occurs no later than six months after the change of ownership.
- At its discretion, the ACEND board may require a focused site visit to any other program that submits a request for change in legal status, form of control or ownership.

Information Required by ACEND

Plan for reorganization with proposed implementation timeline. Using the Eligibility Application template, provide narrative and documentation that addresses the following:

- Signature Pages
- Standard 1: Program Characteristics and Resources: specifically address Required elements 1.1, 1.2, 1.3 and 1.5
- Standard 2, Required Element 2.1: Program Mission, Goals, Objectives, and Program Evaluation and Improvement—How the change fits with the program mission, goals and objectives
- Standard 3: Curriculum and Learning Activities—Curriculum and ability to achieve foundation knowledge and/or competencies
- Standard 5: Adequacy of faculty and preceptors
- Standard 7: Information to Prospective Students and the Public—Draft program information for current and prospective students regarding changes
- Implementation timeline

Review Process

- Board approval of the Plan and Eligibility Application based on review by a Lead Program Reviewer in order to allow the continued enrollment of students
- Site visit within six months for DI eligible for Title IV funds; Site visit may be required for all other program types

Final Approval

- ACEND Board
Change to Admission Hold Status
Programs must submit a substantive change request when they intend to stop the admission of students/interns for up to two consecutive academic/program years. Students/interns who are currently enrolled in the program must be allowed to continue the program without interruption. During an admission hold, programs must continue to submit documents and pay fees that are due during that time unless otherwise directed by the ACEND Board. Ordinarily, programs in Candidate Status are not eligible to request an admission hold.

Information Required by ACEND
Request for an admission hold must be submitted on the Admission Hold Request template and include:

• Reason(s) why the program will not be admitting students/interns
• Effective date and length of time that the program will not be admitting students/interns
• Number of students/interns currently enrolled in the program
• Description of plans to ensure all currently enrolled students/interns will be provided the opportunity to complete program requirements as planned
• List of courses/rotations/ (dietetics and non-dietetics) that each enrolled student/intern must complete for graduation/program completion and date of expected completion
• General description of resources (faculty/preceptors, advising, physical facilities, etc.) that will be available to enrolled students/interns
• Plans to maintain program management activities including data collection for the Program Evaluation Plan and Core Competency Assessment Table (for DPD: Core Knowledge Assessment Table; For FEM: AP or GP Competency Table) and maintenance/updates to program information to the public and policies and procedures
• Draft website information that includes program’s admission hold status

Notes
• Programs are not granted an admission hold for more than two consecutive academic/program years
• Programs must submit a substantive change to either resume admission activity or, if they are unable to resume active admissions after two years, the program would need to submit a closing plan to voluntarily withdraw from ACEND accreditation
• No new students/interns may be accepted or admitted to a program on an admission hold until ACEND Board approval to resume admissions. A request to resume admissions must be submitted no later than six months before the program wants to accept students again (typically fall for spring acceptance to begin the program the following fall).

Review Process
• ACEND Staff for requests of up to one academic/program year
• Lead Program Reviewer for requests for two academic/program years (programs cannot be on an admission hold longer than two academic/program years)

Final Approval
• Senior staff for requests of up to one academic/program year
• ACEND Board for requests for greater than one year, but no more than two academic/program years
Resume Active Admissions
Effective November 15, 2021

Change to Active Admission Status
Programs must submit a substantive change request when they intend to resume normal admissions after having been on an admission hold. This request must be provided to ACEND for approval prior to accepting any new students after an admission hold. A request to resume admissions must be submitted no later than six months before the program wants to accept students again (typically fall for spring acceptance to begin the program the following fall).

Information Required by ACEND
Request to resume active accreditation status must include:

- Reason(s) for resuming the program activities
- If original admission hold request was related to a substantive program change, documentation of compliance with the accreditation standards must be provided. Refer to the specific substantive change guidelines in this document for information on what must be provided.
- Effective date program will begin admitting students/interns
- Number of students/interns to be enrolled
- General description of resources (faculty/preceptors, advising, physical facilities, etc.) that will be available to enrolled students/interns
- How prospective and enrolled students/interns will be informed that the program is resuming active status.

Review Process
- ACEND staff will review the program if it has been on an admission hold for one academic/program year or less
- Lead Program Reviewer will review the program request if it has been on an admission hold for more than one academic/program year. Final Approval
- ACEND Senior staff for admission hold one academic year or less
- ACEND Board for admission hold greater than one program/academic year
- Focused site visit may be required
- No new students/interns may be accepted or admitted into the program on an admission hold until ACEND Board approval to resume admissions.

Voluntary Closing or Withdrawal from Accreditation
Effective November 15, 2021

Voluntary Closing or Withdrawal from Accreditation
Programs must submit a substantive change request when they intend to voluntarily close or withdraw from accreditation and must make provisions to assure that all currently enrolled students/interns have the ability to complete their education. In accordance with ACEND policies, the program will be required to maintain its regular
review cycle during the phase out. When an application for reaccreditation is due prior to the voluntary closing, a Progress Report may be submitted in lieu of a self-study report and site visit, provided that the program is phased out within four years of notifying ACEND.

**Consortia (2022 Standards only):** In the event that a program decides to dissolve a consortium arrangement and one or more members of a consortium intends to continue as a single dietetics education program, they must:

- The status and impact of the change on students who were enrolled prior to the dissolution must be clearly outlined and announced.
- Submit a teach-out plan for students enrolled at the consortium location that is closing.

**Information Required by ACEND**
The program must meet the requirements for program closure as described in the *ACEND Policy & Procedure Manual* section on Substantive Program Changes. The program must provide the following narrative and documentation about the closure using the Teach-Out Plan template.

- Date the program will close based on the information below
- Information on why the program is closing or withdrawing from accreditation
- Explanation of the adequacy of program resources (faculty/preceptors, advising, physical facilities, etc.) that are available to enrolled students/interns and discussion of resources that have been or will be impacted by the program closure, if any.
- List of students/interns currently enrolled in the program
- List of courses/rotations (dietetics and non-dietetics) that each enrolled student/intern must complete for graduation/program completion and date of expected completion
- Whether the teach-out plan results in additional fees to students, and if so, how students will be notified of the fees.
- How prospective and enrolled students/interns will be informed of the program’s closing and any implications (including but not limited to, those pertaining to students/interns’ prospects for employment, eligibility to sit for qualifying exams or qualify for internships) of the closure.
- Efforts the program will make to ensure current and prospective students/interns receive and acknowledge receipt of this information.
- How program stakeholders, including faculty, preceptors, academic advisors (including advisors of transfer students/interns), affiliated community colleges (including those with articulation agreements) and advisory board, as applicable, will be informed as soon as practicable of the program’s closure and its implications for the stakeholders.
- The names of other similar programs that could potentially enter into a teach-out agreement, if needed.
- If the program reaches a teach-out agreement with another ACEND accredited program to teach the remainder of the program, the information identified in the Teach-out plan must be provided. For more information about teach-out agreements, refer to *ACEND Policy & Procedure Manual*: Substantive Program Changes, Program Closure. A program sponsored by a US regional accredits must provide evidence that it meets the requirements for teach-out agreements in effect for the sponsoring institution.

**Review Process**
• Lead Program Reviewer

Final Approval

• ACEND Board
Contracting with Non-Accredited Organizations
Effective November 15, 2021

Contracting with Non-Accredited Organizations
According to U.S. Department of Education regulations, an institution that is eligible to seek Title IV, HEA programs must submit a substantive change request before it enters into a written agreement with another institution or organization that is not certified to participate in Title IV, HEA programs to offer more than 25 percent and up to 50% of the educational program. For example, a non-accredited organization such as a foodservice management company could be contracted by the institution sponsoring a Dietetic Internship to teach activities in the program, or a university forming a partnership under the Future Education Model with a freestanding dietetic internship that is not eligible for Title IV.

Information Required by ACEND
Narrative and documentation of how the proposed change affects compliance with:

• How the change fits with the program’s mission and goals
• Ability to achieve foundation knowledge, skills and/or competencies
• Implementation timeline and program management; and adequacy of resources to support the change
• Impact on students and if necessary, draft program information for current and prospective students regarding the changes

Review and Final Approval

• ACEND Senior Staff
• Staff make a final decision within 90 days of the receipt of a complete request, unless the staff determine sufficient circumstances related to the change require a review by the ACEND Board to occur within 90 days.
Substantive Change Guidelines
2022 ACEND Accreditation Standards (Does not apply to FEM Standards)
Addition of an Individualized Supervised Practice Pathway (ISPP)
Effective November 15, 2021

Addition of the Individualized Supervised Practice Pathway (ISPP) – 2022 Standards Only
Programs must submit a substantive change request when they intend to add the ISPP to their already accredited program. ACEND® accredited programs that have a pass rate at or above 80%, are fully accredited, and not on probation can add an ISPP.

Information Required by ACEND
Program must provide a narrative describing the following:

- Pathway entry: What type of individuals are eligible to apply for this ISPP? Indicate graduates with a DPD verification statement, graduates with a doctoral degree, or both.
- Pathway locations: Will the ISPP be remote (10% or more of the supervised practice hours are ≥100 miles from the sponsoring organization), local, or both?
- Preceptor Recruitment: Indicate who recruits preceptors for the program: program director/faculty, interns, or both.
- Degrees or Certificates Awarded: Aside from a Supervised Practice Verification Statement, indicate what graduates will receive upon successful completion of the ISPP, if applicable: Master’s Degree or Doctoral Degree.

Narrative and documentation of how the proposed change affects compliance with:

- Standard 1, Required Element 1.3.c – The program must report its maximum enrollment to ensure quality, viability and appropriate use of resources. The program must state the proposed maximum enrollment of the ISPP.
- Standard 1, Required Element 1.5 – The program director must have the authority, responsibility and sufficient time allocated to manage the program. The program must describe the adequacy of the time allocated relative to meeting program needs.
- Standard 1, Required Element 1.6 – The program must specify ISPP length. The program must document that interns complete at least 1000 hours of supervised practice experiences. The program must document the planned hours in professional settings, simulation, case studies and role playing on the Planned Supervised Practice Hours Template.
- Standard 3: Curriculum and Learning Activities – The program must provide a curriculum map which identifies supervised practice experiences that are sequentially and logistically organized for the ISPP. The program must provide rotations descriptions that include required learning activities and associated competencies.
- Standard 6 – Supervised Practice Sites – The program must address all of RE 6.1.
- Standard 7: Information to Prospective Students and the Public – The program must provide a completed Information to Prospective Student and the Public Template in relation to information about the ISPP and a draft copy of any information to be provided to prospective students and the public about the ISPP.
- Standard 8: Policies and Procedures for Enrolled Students/Interns – The program must provide a completed Policy and Procedure Checklist Template and a copy of any program materials that contain ISPP-specific policies and procedures.
Notes

• Programs must track the ISPP interns separately for program assessment and learning assessment. • The ISPP is a pathway within an ACEND-accredited program so a distinct mission and goals are not needed; however, the program must incorporate the pathway into the program’s mission and goals.

• Programs with branch campuses or that offer both a distance and onsite may wish to request a second program code from CDR to track pass rate for a distance or branch campus option.

Review Process •

ACEND Staff Final Approval

• ACEND Vice Chair or Past Chair
Other Curriculum Changes that Must Be Reported to ACEND

Programs on probation within the past three years must submit the following curriculum changes for approval by the ACEND Board prior to implementation using the major program change submission process.

Programs in good standing do not need to submit a substantive program change request for these changes, however, they must report the changes to ACEND within 30 days of the change. An email briefly describing the change must be sent to acendreports@eatright.org. ACEND may request additional information, if necessary.

- A change in an existing program’s method of delivery, not described previously in this document.
- An aggregate change of 25 percent or more of the curriculum content (curriculum, learning objectives, competencies, number of credits required or required supervised practice/supervised experiential learning) of the program since the last accreditation review. (Note: any substantial credit or clock hour increase must be submitted as a substantive program change as described in page 10 in the document.)
- Development of customized pathways or abbreviated or modified courses to:
  a. Accommodate and recognize a student’s existing knowledge (such as that obtained through employment or military service and assessed though the program’s prior learning policy).
  b. Close competency gaps between demonstrated prior knowledge or competency and the full requirements of a particular course or the program (e.g., a streamlined curriculum to address career changers).

Information Required by ACEND

- Standard 3: Curriculum and Learning Activities—Narrative and documentation demonstrating required components are covered, curriculum map, rotation schedule, progression of learning and learning activities (For FEM: curriculum map, progression of learning)
- Standard 4, Required Element 4.1: Core Competency Assessment Table (For DPD: Core Knowledge Assessment Table; For FEM: AP or GP Competency Assessment Table)
- Standard 5: Faculty and Preceptors—The program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of the required learning activities
- Standard 7: Information to Prospective Students and the Public—changes to admission or completion requirements
- Standard 8: Policies and Procedures for Enrolled Students/Interns—Policies and procedures for enrolled students specific to program admission and completion requirements or any other policy changes due to change in curriculum

Review Process for Programs on Probation

- Lead Program Reviewer

Final Approval

- ACEND Board
Adding a Pre-select Option (DI Programs Only)

Dietetic Internships may apply for participation in the preselect process if one of the following situations exists:

1. The program is a non-degree granting Dietetic Internship, that wishes to grant early admission to students already enrolled in a graduate program in one of the following situations.
   a. The graduate degree is provided by the sponsoring university. For example, Ceres University Hospital DI will preselect from the Master of Science in Nutrition program at Ceres University.
   b. The graduate degree is provided by a university outside of the sponsoring organization. For example, Town Hospital DI will preselect from the Master of Public Health program at Ceres University. A DI program wishing to preselect under this criterion must establish an affiliation agreement(s) that does not include a provision for financial compensation for the internship positions used to place students in the preselect process.

2. The program admits graduates from DPD at the same institution and wishes to grant early admission to those applicants. For example, Ceres University DI will preselect from Ceres University DPD graduates.

3. The program admits employees of the sponsoring organization and wishes to also fill some positions through computer matching. For example, a DI program housed in a WIC facility will preselect from their current employees.

4. An institution that sponsors a Dietetic Internship but not both Dietetic Internship and a Didactic Program in Dietetics may grant early admission to applicants from Didactic Programs. This option requires that the Dietetic Internship and Didactic Program(s) establish an affiliation agreement(s) that does not include a provision for financial compensation for the internship positions used to place students in the preselect process. For example, Ceres University Hospital DI will preselect from State University DPD.

5. The program has the ability to award financial aid, such as graduate assistantships or scholarships. The DI program must select applicants for this aid prior to the computer match withdrawal deadline date. For example, Ceres University DI awards scholarships annually in January and will preselect those scholarship awardees to start in their program in June.

Programs who wish to participate in the preselect process must identify the number of positions to be filled early through the preselect process. The remaining positions will be filled through the computer matching process. Applicants for the preselect positions must be notified of their acceptance/rejection by established deadlines posted here.

Once preselected interns are selected, programs must e-mail D&D Digital (info@dnddigital.com) the preselected individuals' names with their email addresses by the established deadline dates. With this information, D&D Digital will be able to ensure that these students are not participating in the computer match.

All program materials will need to clearly describe the preselect process and state the number of positions preselected so that applicants will be prepared to participate in the computer match process if necessary. February 1 and September 1 have been established as the preselect deadlines for the April and November computer match, respectively.
Information Required by ACEND
Programs must submit the following to preselect within one of the five situations noted above or if they are requesting to preselect under a different one of the five situations previously approved for. Documentation on how the program meets the requirements as described below:

- Maximum enrollment of the program
- Number of interns to be preselected (programs must notify ACEND if the number of interns preselected changes)
- Number of positions to be filled through computer matching • Provide a description of how the program fits within the situations (#1-5) above
  1. If the program is applying under #1, include the program completion time for interns to complete both the supervised practice component and the graduate degree and any changes to program completion requirements such as requiring the completion of a graduate degree. The program completion requirements must be updated in the draft website and policies in the handbook as indicated below.

- Draft of recruitment materials describing this preselect process. This includes draft website materials as well as program handbook

For those programs applying under #1b and #4, provide a copy of the signed affiliation agreement between the two programs/entities

Review and Final Approval
- ACEND Staff
**Goal 1:** Graduates will achieve success pertaining to post baccalaureate opportunities leading to careers in the field of nutrition and dietetics

Objective 1: At least 80% of program students complete the program/degree requirements within 3 years (150% of the program length).

Objective 2: 70% of DPD graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.

Objective 3: 50% of program graduates are admitted to a supervised practice program within 12 months of graduation.

Objective 4: 80% of program graduates who apply to internships are admitted to a supervised practice program within 12 months of graduation.

Objective 5: Supervised practice program directors will rank 100% of program graduates as “prepared” for supervised practice.

Objective 6: The program’s one-year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

**Goal 2:** The program will prepare a diverse group of graduates who demonstrate a commitment to community and professional service.

Objective 1: At least 75% of ethnically and/or gender diverse dietetics students will graduate with a DPD verification statement.

Objective 2: 80% of DPD graduates will have been a member of a related professional or pre-professional organization (such as: Student Dietetic Association, Tallahassee Academy of Nutrition and Dietetics/Panhandle Academy of Nutrition and Dietetics, Florida Academy of Nutrition and Dietetics or Academy of Nutrition and Dietetics) prior to program completion.

Objective 3: 80% of DPD graduates will have completed >20 hours of volunteer or philanthropic activities prior to program completion.
## Appendix D: Student Learning Outcomes

### Florida State University DPD

**RDN Core Knowledge Assessment (Required Element 4.1 and 4.2)**

**DPD**

<table>
<thead>
<tr>
<th>Core Knowledge Statement</th>
<th>List course and course number in which the knowledge is assessed</th>
<th>List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of core knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.</strong></td>
<td></td>
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</tr>
<tr>
<td>KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.</td>
<td>DIE4244 Medical Nutrition Therapy II</td>
<td>Literature Review of scientific literature</td>
</tr>
<tr>
<td>KRDN 1.2 Select and use appropriate current information technologies to locate and apply evidence-based guidelines and protocols.</td>
<td>DIE 4243 Medical Nutrition Therapy I</td>
<td>Electronic Nutrition Care Process Terminology assignment</td>
</tr>
<tr>
<td>KRDN 1.3 Apply critical thinking skills.</td>
<td>DIE4244 Medical Nutrition Therapy II</td>
<td>Presentation on Literature Review</td>
</tr>
<tr>
<td><strong>Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.</strong></td>
<td></td>
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</tr>
<tr>
<td>KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.</td>
<td>DIE 4243 Medical Nutrition Therapy I</td>
<td>Dietary recall assessment</td>
</tr>
<tr>
<td>KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.</td>
<td>HUN 4941 Practicum and Professionalism in Dietetics</td>
<td>Professional Issues Quiz</td>
</tr>
<tr>
<td>KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.</td>
<td>DIE 4310 Community Nutrition</td>
<td>Debate regarding a public policy</td>
</tr>
<tr>
<td>KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.</td>
<td>DIE 4310 Community Nutrition</td>
<td>Paper regarding Federal Food Distribution</td>
</tr>
<tr>
<td>KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.</td>
<td>HUN 3403 Life Cycle Nutrition</td>
<td>Case Study part II, Interprofessional collaborations</td>
</tr>
<tr>
<td>KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.</td>
<td>DIE 4310 Community Nutrition</td>
<td>Cultural Awareness Presentation</td>
</tr>
<tr>
<td>KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.</td>
<td>DIE 4310 Community Nutrition</td>
<td>Cultural Awareness Presentation</td>
</tr>
<tr>
<td>KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.</td>
<td>HUN 4941 Practicum and Professionalism in Dietetics</td>
<td>Attend a professional organization’s meeting and submit a write-up explaining the role of the organization.</td>
</tr>
<tr>
<td>Core Knowledge Statement</td>
<td>List course and course number in which the knowledge is assessed</td>
<td>List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of core knowledge</td>
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<tr>
<td>KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.</td>
<td>HUN 4941 Practicum and Professionalism in Dietetics</td>
<td>Licensure Quiz</td>
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<tr>
<td><strong>Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.</strong></td>
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<tr>
<td>KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.</td>
<td>DIE4244L Medical Nutrition Therapy II Lab</td>
<td>Case study</td>
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<tr>
<td>KRDN 3.2 Develop an educational session or program/educational strategy for a target population.</td>
<td>HUN 3403 Life Cycle Nutrition</td>
<td>Lesson Plan</td>
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<tr>
<td>KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.</td>
<td>DIE 4310 Community Nutrition</td>
<td>Scenario based behavior change quiz</td>
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<tr>
<td>KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).</td>
<td>DIE4244L Medical Nutrition Therapy II Lab or Anatomy and Physiology Lab</td>
<td>Demonstrate Blood Pressure assessment and blood Glucose screening</td>
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<tr>
<td>KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.</td>
<td>DIE4244 Medical Nutrition Therapy II</td>
<td>Nutritional Genomics Quiz</td>
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<tr>
<td>KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client’s/patient’s needs.</td>
<td>DIE4244 Medical Nutrition Therapy II</td>
<td>Diabetes meal planning assignment</td>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td>KRDN 4.1 Apply management theories to the development of programs or services.</td>
<td>FSS4312 Food Service Management</td>
<td>Policy project</td>
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<tr>
<td>KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.</td>
<td>FSS4135 Food Economics</td>
<td>Financial Budgeting quiz</td>
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<tr>
<td>KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.</td>
<td>DIE4243 Medical Nutrition Therapy I</td>
<td>Coding and Billing Quiz</td>
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<tr>
<td>KRDN 4.4 Apply the principles of human resource management to different situations.</td>
<td>FSS4135 Food Economics</td>
<td>HR management exam</td>
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<tr>
<td>KRDN 4.5 Apply safety and sanitation principles related to food, personnel and consumers.</td>
<td>FSS4135 Food Economics</td>
<td>HACCP quiz</td>
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<tr>
<td>KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.</td>
<td>FSS4135 Food Economics</td>
<td>Purchase Order Project</td>
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<tr>
<td>KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.</td>
<td>FSS4312 Food Service Management</td>
<td>Food Service Inspection Exam</td>
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<tr>
<td>Core Knowledge Statement</td>
<td>List course and course number in which the knowledge is assessed</td>
<td>List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of core knowledge</td>
</tr>
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</tr>
<tr>
<td><strong>Domain 5. Leadership and Career Management:</strong> Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.</td>
<td></td>
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</tr>
<tr>
<td>KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.</td>
<td>FSS4312 Food Service Management</td>
<td>Personality and Leadership style test</td>
</tr>
<tr>
<td>KRDN 5.2 Identify and articulate one’s skills, strengths, knowledge and experiences relevant to the position desired and career goals.</td>
<td>HUN 4941 Practicum and Professionalism in Dietetics</td>
<td>Resume assignment</td>
</tr>
<tr>
<td>KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).</td>
<td>FSS4312 Food Service Management</td>
<td>Interview at FSU career center</td>
</tr>
<tr>
<td>KRDN 5.4 Practice resolving differences or dealing with conflict.</td>
<td>FSS4312 Food Service Management</td>
<td>Conflict Management assignment</td>
</tr>
<tr>
<td>KRDN 5.5 Promote team involvement and recognize the skills of each member.</td>
<td>HUN 3403 Life Cycle Nutrition</td>
<td>Lesson Plan peer evaluation</td>
</tr>
<tr>
<td>KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.</td>
<td>HUN 4941 Practicum and Professionalism in Dietetics</td>
<td>Preceptor quiz</td>
</tr>
</tbody>
</table>
INSTITUTION: Florida State University

DEGREE PROGRAM: Nursing

CIP CODE  51.3801 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? Yes. If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☒ Minimal Skills (if approved, the status will last a maximum of five years)
   ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University College of Nursing (CON) is seeking specialized admissions status due to limited resources as well as potential impacts of over-enrollment on its ability to meet accreditation requirements. Additionally, every Nurse practicing in the state must meet minimum requirements for safe practice. Minimal skills/talents required in the program, are outlined by the Florida Nurse Practice Act code 464.001-464.027;

"the sole legislative purpose in enacting this part is to ensure that every nurse practicing in this state meets minimum requirements for safe practice. It is the legislative intent that nurses who fall below minimum competency or who otherwise present a danger to the public shall be prohibited from practicing in this state."

Additionally, the Professional Nursing Scope and Standards of Practice as identified by The American Nurses Association (ANA) and the Standards of Professional Nursing practice describe a competent level of Nursing care as demonstrated by the critical thinking model known as the Nursing process. Additionally, Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in
professional role activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

The number of interested students who meet all the requirements for admission to the University (642 in Fall 2022 declares interests in Nursing, and average 500 over the past few years) exceeds available resources at the College of Nursing (currently enrolled 164 by adding a summer enrollment besides Fall and Spring admissions, with a goal to expand to 249 per year with new resources from the state to address nursing shortage) such as space, equipment, other instructional facilities; clinical facilities; required student-faculty ratios, fiscal, or other resource limitations. Our local clinical sites consist of three (3) healthcare systems and twelve (12) competing healthcare programs. In addition, the classroom space allocated to the College of Nursing is currently being utilized to its maximum extent.

The Florida Board of Nursing code 464.019 provides regulations for professional Nursing programs. The regulations state:

“The number of program faculty members equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member”.

Subsequently, this places restrictions on the number of students we can assign to a clinical facility with a faculty member. Recruitment of faculty is underway to address the ratio demands, in addition to academic clinical partnerships to increase the availability of adjunct faculty to facilitate clinical experiences.

Accreditation by The American Association of Colleges of Nursing (AACN)/Commission on Collegiate Nursing Education (CCNE) procedures for accreditation of baccalaureate and graduate Nursing programs is granted by the CCNE Board. Accreditation is an indication of CCNE confidence in the overall integrity of the program, the demonstrated success of the program in achieving program outcomes and engaging in continuous self-improvement, and the ability and wherewithal of the program to continue as an accredited program for the foreseeable future. Maintaining limited access ensures applicants to the College of Nursing meet the standards required for accreditation.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

A total of 642 students are entering FSU in the Fall of 2022 who have listed Nursing- Not Formally Admitted (NFA) as their intended major. In recent years, this number has averaged around 500 students. However, the number of students who retain Nursing as their major and enter the College of Nursing (CON) is significantly fewer. For example, in the traditional undergraduate program, the College of Nursing (CON) graduated 77 students in 2019, 76 students in 2020, and 81 students in 2021. Traditionally, there have been many intrinsic barriers to students entering the CON, some of which have already been addressed- such as hard-to-achieve admission requirements and limited space available to support students in congruence with regulatory and quality standards. As of July 2022, faculty have approved changes in our prerequisite requirements to make acceptance into the Nursing program more obtainable for students and consistent with other Nursing programs across the state. In addition, the CON has increased opportunities for entry into the program to three times per year (from 2 entry points in
These changes will allow us to accept more students but will also allow students with a more diverse level of academic performance record (3.0 GPA instead of 3.4 as the minimum; now accepting ‘C’ science grades to enter Nursing, whereas ‘B’ was the lowest acceptable science grade). The College of Nursing utilizes a holistic admission process to interview and screen applicants. Therefore, the Nursing Student Success Center is designed to mentor, engage, and academically support an expanded number of students, as well as a student population that will have increased support needs, to ensure program progression success at the CON, and, eventually, and positive National Council Licensure Examination (NCLEX) results. Additionally, the Nursing Student Success Center will support the CON’s goal is to increase the number of students from underrepresented populations- i.e., CARE students and those who receive PELL Grants. The ultimate objective of the Nursing Student Success Center is to increase the overall number of graduates and ensure they pass the NCLEX on their first attempt allowing them to increase the Nursing workforce. Additional student support services are also needed in advisement, outreach, admissions, and logistics of managing student services for a larger population of students.

The Center for Nursing Student Success is unique to the field of Nursing and has four well-defined goals:

- Recruit FSU first- and second-year students into the CON; recruit transfer and community college students; increase the number of underrepresented students, including CARE, first generation, Pell grant, and ROTC students
- Support the academic performance of the students enrolled in the CON
- Retain current students in the CON
- Successful completion of all program requirements, including passing NCLEX after graduation

Important metrics related to the goals of a CON Student Success Center are:

- Increase the number of traditional BSN students graduating from the CON from 81 students in 2021 to 175 students in 2023
- Increase the number of Pell Grant students
- Increase the number of CARE and first-generation students
- Maintain a first-time NCLEX pass rate of 90% or above

Nursing is a limited access major due primarily to the number of clinical placements available to students in Tallahassee. Nursing students require hands-on experiences with patients in a hospital or clinical setting under the direct supervision of a Nursing faculty member. However, under accreditation guidelines, Nursing students can exchange up to 50% of these clinical hours in a simulation setting. To increase the Nursing enrollment, clinical simulation will be heavily utilized to offset the hospital and clinical setting- instead of using simulation as an enhancement to clinical experience, and it will be used to expand opportunities for clinical experiences for our students. We need additional simulation equipment, facilities, faculty, and staff to do this. Most other local schools are also increasing their enrollment. The local hospitals, including TMH, HCA, and Archbold will eventually have more clinical placement requests than they can accommodate, meaning simulation learning will be vital to enrolling and graduating more BSN students. Additionally, simulation allows the CON to ensure our students are ready to join the workforce as well-balanced and clinically competent Nursing professionals, increasing satisfaction within the healthcare systems that hire our graduates.

The Student Clinical Experience Expansion aims to enhance and expand the use of simulation experiences to offset the number of required clinical hours for students.
Important goal metrics related to the successful enhancement of the Student Clinical Experience include:

- The Nursing simulation center will provide 50% of required clinical/skill hours for all undergraduate students by 2023, allowing for expanded enrollment in the program.
- The simulation center will support student learning to decrease the number of students falling out of sequence due to unsuccessful attempts in the clinical course.
- The first-time NCLEX-RN pass rate of 90% will be maintained while accepting students with higher academic support needs.

The recruitment and retention of qualified Nursing faculty are critical actions for Nursing programs and, consequently, imperative for the future of the healthcare workforce in the State of Florida and nationwide. Recruitment and retention of qualified nurse educators have become necessary to meet the need to produce more nurses into the healthcare workforce, and job satisfaction and compensation for faculty expertise have emerged as key considerations in measuring the success of Nursing program expansions. Per accreditation, the College of Nursing is expected to provide and maintain an environment that supports faculty teaching, scholarship, service, and practice consistent with the mission and values of Florida State University. However, to increase our undergraduate student enrollment, we must recognize and appreciate that we will recruit students with increased educational needs above and beyond our current faculty expertise. Therefore, recruiting new faculty and providing faculty development to support retention is requisite to meet program needs, accreditation standards, and additional nurses to the workforce. Additionally, matching salary with other professional opportunities available to qualified Nursing faculty is an important work factor, consistently influencing faculty members’ decision to remain in the academic setting.

First-time NCLEX-RN pass rate as the principal, if not sole, an indicator of the quality of prelicensure Nursing programs. Used by state boards of Nursing, accreditors, hiring healthcare organizations, and Nursing faculty, a program’s first-time NCLEX-RN pass rate impacts important decisions about overall program quality, policies on admission and progression, curricula, teaching and learning practices, and the College of Nursing’s ability to meet the needs of our esteemed clinical partners. Therefore, the key metric for the initiative to expand faculty recruitment and retention to the extent that will support increased enrollment and subsequent increased nurses to enter the healthcare workforce will be the first-time NCLEX-RN pass rate of 90%, as the national first-time NCLEX-RN pass rate for US-prepared nurses in 2020 was 86.5%.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

As of July 2022, faculty have approved changes in our prerequisite requirements to make acceptance into the Nursing program more obtainable for students and consistent with other Nursing programs across the state. In addition, the CON has increased opportunities for entry into the program to three times per year (from 2 entry points in 2021). These changes will allow us to accept more students but will also allow students with a more diverse academic performance record (3.0 GPA instead of 3.4 as the minimum; now accepting ‘C’ science grades to enter Nursing, whereas ‘B’ was the lowest acceptable science grade). Strategies are underway with increasing enrollment to encourage transfer students to apply.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to
promote and maintain diversity in the program?

Currently, 86.5% of our students are female and 13.5% male, 65.4% are white, 24% Hispanic or Latino, 7.7% Black or African American, and 2.9% other. FSU and the CON are seeking to embrace the full potential of an increasingly diverse population. We are aiming to be leaders whereby diversity in all its forms (e.g., diversity of thought, of gender, of race, of ethnicity, of religion, of programs) is highly valued and actively pursued. In short, our progressive practices need to reflect Florida's demographics and make a difference in our society. We must foster a culture where there is acceptance, appreciation, and accolades; these are the hallmarks of academic freedom and of innovative thinking that moves us well beyond the status quo. We have the goal to recruit FSU first and second year students into the CON; recruit transfer and community college students; increase the number of underrepresented students, including CARE, first generation, Pell grant, and ROTC students.

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**Required Signatures**

**Susan Baker**  
Requestor/Initiator  
8/5/2022  
Date

**Jing Wang**  
Signature of College Dean  
8/5/2022  
Date

**Renée Bibbs**  
Signature of Campus EO Officer  
8/11/22  
Date

**Signature of Provost**  
8/1/22  
Date

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees
INSTITUTION: Florida State University

DEGREE PROGRAM: Social Work

CIP CODE 440701 Effective Academic Year 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. This request is for the entire Bachelor of Social Work (BSW) degree program. Up until the introduction of Specialized Admission Status, this degree program was approved for limited access.

Yes.

2. Which criteria for specialized admissions status does the program meet?

☒ Limited Resources (if approved, the status will last a maximum of four years)
☐ Minimal Skills (if approved, the status will last a maximum of five years)
☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Social work is an applied profession that requires our students to complete a full semester of a field education internship (512 contact hours) under the supervision of MSW level field educators. The internship requirement is mandated by our accrediting body, the Council on Social Work Education (CSWE). As specified by CSWE, field education is the distinguishing pedagogy of social work education, differentiating it from other helping professions (Appendix A).

BSW students are placed in social service agencies that meet CSWE parameters in Tallahassee and the surrounding area. These agencies also serve students from other social work programs, including FAMU and Thomas University, as well as students who participate in online social work programs of other institutions while residing in Tallahassee. Additionally, the College of Social Work offers a Master of Social Work (MSW) Program that also requires a field internship. On the Tallahassee campus, BSW annual enrollment is approximately one hundred and fifty (150) students and the MSW enrollment is approximately two hundred and fifty (250) students. The emphasis on a
larger graduate student enrollment is intentional as the MSW is a requirement for obtaining the Licensed Clinical Social Worker (LCSW) credential administered by the Department of Health. LCSW social workers provide a higher level of specialization and expertise as social work service providers.

Unlike other SUS social work programs located in larger metropolitan areas, Florida State University is in a city, with a population of approximately 200,000, that is surrounded by rural communities. The size and scope of mental health and social service provision in the area is constrained by this population. The College employees three (3) faculty assigned to field operations for the College who actively work to cultivate new placements for the BSW Program. Part of their annual assignment is to develop contacts with prospective agencies in an effort to generate more placement opportunities. These efforts have helped to sustain field placement opportunities for students in the BSW Program. However, intense competition for these placements (as described earlier) has not allowed for growth of our placement inventory. There are a limited number of viable field placement entities available to meet student demand.

Currently, the College has active agreements with one-hundred and three (103) agencies that serve both BSW and MSW Programs. In the Spring 2022 semester, the BSW program placed fifty-two (52) students and the MSW program placed ninety-two (92) students for a total of one hundred and forty-four students (144). A few of the larger field agencies were able to accommodate more than one student. However, these numbers illustrate that any expansion in our current enrollment will create a hardship for students and agencies that accommodate social work students.

Students cannot graduate unless they complete the field placement requirement and graduation will be delayed for students who cannot be placed. Controlling the number of students and their progress through the program via specialized admissions will help to ensure that we can offer the highest quality internship opportunities and ensure that students graduate in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The number of high-quality field placements for BSW students is limited by the number of qualified partner agencies within Tallahassee and the surrounding area. This resource is beyond the control of the College of Social Work and Florida State University. Specialized admission status will ensure that program growth does not outpace field placement resources in the area and will help to ensure timely graduation for BSW students admitted into the program.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The BSW program is currently approved for Limited Access and thus, no changes to admissions requirements are being proposed. The College continues to work with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU.
Currently, students enter our major with a liberal arts foundation, as required by our professional accrediting body, the Council on Social Work Education (CSWE).

The admissions requirements include:
• Completed BSW Program Application (includes personal statement and resume)
• A cumulative GPA of 3.0 or higher
• The completion of the prerequisite courses with a B- or better (American National Government; Economics; Human Biology; Psychology; and Sociology)
• Completion of all General Education Requirements (minimum 60 hours)

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Diversity is a core value of the social work profession. Operating as a limited access program since 2011, the BSW student body has remained diverse. Specialized Admission status would have no impact on the current diversity of the BSW student body (see Table 1).

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Female Main Campus</th>
<th>Male Main Campus</th>
<th>TOTAL</th>
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<td>6</td>
<td>69</td>
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<tr>
<td>Black/African American</td>
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<td>11</td>
<td>144</td>
<td>100%</td>
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<tr>
<td>Percentage</td>
<td>92%</td>
<td>8%</td>
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</tr>
</tbody>
</table>
Required Signatures

Carol O. Echandza
Requestor/Initiator

8/1/2022
Date

Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the
Board of Trustees

8/1/2022
Date

8/11/22
Date

8/9/22
Date

Date Approved by the Board of Trustees
Appendix A

CSWE Accreditation Standards for Field Education

2022 Educational Policy and Accreditation Standards: https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.
   a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:
      i. individuals,
      ii. families,
      iii. groups,
      iv. organizations, and
      v. communities.
   b. The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
   a. The program describes the field education program’s process for:
      i. orienting students;
      ii. placing students;
      iii. monitoring and supporting student learning;
      iv. implementing student safety protocols; and
      v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
   b. The program describes how these processes are articulated to students and field personnel.
   c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.
   a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
c. The program describes how these processes are articulated to students and field personnel.
d. The program addresses all program options.

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.
a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
c. The program describes how these processes are articulated to students and field personnel.
d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:
   i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
   ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and
   iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
b. The program describes how these policies are articulated to students and field personnel.
c. The program addresses all program options.