## Slide 1

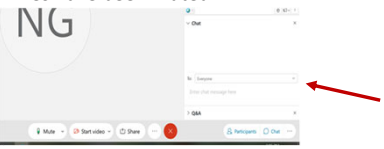# Welcome to the Webinar!

- Lines have been muted



- If you have questions or comments, Use the chat feature and post a chat to EVERYONE

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## Slide 2



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

**2022 ACEND Accreditation Standards**
**Summary of Changes**

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

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## Slide 3
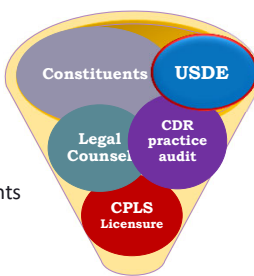
### Revision Process of the 2022 Standards

**Revision Process:**

- Required by USDE at least every 5 years
- Input from various sources
- 2 rounds of public comments



Constituents · USDE · Legal Counsel · CDR practice audit · CPLS Licensure

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## Slide 4

### Streamlining

Key Overall Changes

- **Decreased number of Standards from 10 to 8**
  - Incorporated Standard 2- Consortia into Standard 1
  - Combined Standards 3 and 4: Mission, Goals and Objectives with Program Evaluation

- **Removed one program type**
  - Incorporated IDE Standards into CP Standards
  - Removed requirement for 900 hours in the US or its territories for IDE programs

CP for US **+** IDE international that lead to RDN **→** CP global

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## Slide 5

### Streamlining

Key Overall Changes

- Removed **NEW** business entities/publicly-/privately-held corporations from DI Standards
  - **Grandfathered** already accredited programs and those in process

- **ISPPs** follow DI Standards requirements

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## Slide 6

### Simplifying
**Removed requirement for:**

Key Overall Changes

1. Reporting on tracks
2. Concentration for CP and DI
3. Program specific objectives
4. Continued education for preceptors
5. Supervised Practice Standard is not applicable for DPDs
6. SLO Assessment plan (replaced with Knowledge/Competency Assessment)

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## Protecting Students

**Key Overall Changes**

- Added requirement of a **graduate degree for CP and DI** programs by December 31, 2023
  - Able to accept students with graduate degrees
- Strengthened **diversity, equity and inclusion** requirements
- Strengthened **distance education** requirements

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## Protecting Students

**Decreased program length:**

**Key Overall Changes**

- **CP and DI:** Number of SP hours from 1200 to 1000 hours
- **FDE:** Number of SP hours from 1200 to 700 hours

Decreased program length

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## Advancing the Profession

**Key Overall Changes**

- **CP, DI & FDE:** Added clinical Skills
- **All programs:** Added Domain 5 - *Leadership and Career Management*

ACEND support with clinical skills workshop

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## 2022 Standards Timeline

**June 1, 2022**
- Effective date for implementation of 2022 Standards

**After September 1, 2021**
- Eligibility applications under the 2017 Standards will not be accepted

**Spring 2022**
- Programs with site visits Spring 2022 may do their self-study using 2022 Standards, if they choose

**December 31, 2023**
- Compliance audit:
  - New clinical skills competencies
  - Curriculum assessment

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**Standard 1: Program Characteristics and Resources**

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

**REQUIRED 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. For programs located outside the United States and its territories:
    1. If accreditation or a quality assurance process has been established by the country's professional association or regulatory board for nutrition or dietetics, the program must be recognized by this process before applying to ACEND for candidacy for accreditation and it must be housed in a college or university.
    2. Colleges and universities that are not part of the U.S.-based educational system must be authorized under applicable law by the country's ministry of education or equivalent public entity to provide an educational program beyond secondary education.
    3. If the native language of the sponsoring institution is not English, the institution must provide all program documents (application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.
  b. 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

**STANDARD 1 Program Characteristics and Resources**

**(2017 Standards 1 & 2)**

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**Standard 1: Program Characteristics and Resources**

**RE 1.1**

- **CP:** Incorporated international IDE program requirements
- **DI:** Removed new business entities, grandfathered existing ones

Existing DI programs

  f. Existing ACEND-accredited business entities or publicly- or privately-held corporations without oversight by one of the regulatory bodies listed above must meet all the requirements below:
    1. Be legally organized and authorized to conduct business by the appropriate state agency for a minimum of five years.
    2. Be in compliance with all local, state and federal laws and regulations.
    3. Provide statements covering the past five years from a licensed public accountant that indicate a review of the company's financial statements shows no irregularities and a positive net worth.
    4. Have an entity external to the program that provides oversight for the program's operations.

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## Slide 13

**Standard 1: Program Characteristics and Resources**

**RE 1.3**
- Strengthened distance education requirement (USDE)
- Support for faculty and preceptor development (public comments)

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, preceptors and staff.

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## Slide 14

**Standard 1: Program Characteristics and Resources**

**RE 1.4**
- **CP:** Required at least a graduate degree (USDE)

**Deadline December 31,2023**

1.4 The program must award at least a master's degree and a verification statement upon completing program requirements to individuals who enter the program with a baccalaureate degree or less. The degree must be equivalent to a master's degree conferred by a U.S. accredited college or university.

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

   b. Existing programs must meet the requirements listed above on or before December 31, 2023.

   c. International programs must be in operation and have graduated at least one class of students that has completed all requirements for the program and degree as stated in these accreditation standards.

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## Slide 15

**Standard 1: Program Characteristics and Resources**

**RE 1.4**
- **DI:**
  1. Admits students with graduate degree **And/or**
  2. Has a process to ensure students complete graduate degree (USDE)
     - Includes adding a graduate degree (e.g., MS/DI)

1.4 The internship must:

   a. Be a post baccalaureate program that:
      1. Admits only individuals who have a verification statement from a Didactic Program in Dietetics (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a master's degree granted by a U.S. accredited college/university or foreign equivalent,
   and/or
      2. Admits only individuals with a DPD or FDE verification statement and has a process to ensure interns complete a graduate degree by the end of the program.
      3. Meets the requirements listed above on or before December 31, 2023
   b. Award a verification statement to individuals who have earned a graduate degree and completed program requirements.

**Deadline December 31, 2023**

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## Slide 16

**Guideline for submitting graduate degree substantive change**

**GUIDANCE**

Substantive changes to add a graduate degree need to be submitted by December 31, 2022 in order to be reviewed and approved by the ACEND Board. Programs should look at internal deadlines and requirements and submit changes accordingly.

**Substantive change fee to add a graduate degree waived until January 1, 2024**

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## Slide 17

**Guideline for Programs 2022-2023 Academic Year**

**GUIDANCE**
- ✓ Must require a graduate degree for students completing the program **after** the December 31, 2023 deadline

- ✓ DIs can continue as non-degree programs for the 2022-2023 academic year to allow interns to complete the program before December 31, 2023 without a graduate degree

Nathan Dumlao Unsplash.com

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## Slide 18

**Guideline for Programs Awarding Verification Statements**

**GUIDANCE**
- ✓ Programs can continue to award verification statements to their students/interns who do not have a graduate degree until December 31, 2023

Top: V. Hryshchenko - Bottom: N Pekin Unsplash.com

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## Slide 19

**Standard 1: Program Characteristics and Resources**

**RE 1.5**

- **CP – International Programs Only**
  - Program director must hold CDR's RDN credential or credential from a country with reciprocity with CDR



Canada · Ireland · Netherland · Philippines

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## Slide 20

**Standard 1: Program Characteristics and Resources**

**RE 1.6**

**CP and DI:**
- Decreased length of SP to 1000 hours CPLS/USDE)
- Minimum of 700 hours in professional work settings

**DT**
- No change to hours

**FDE:**
- Decreased length of SP to 700 hours
- Minimum of 500 hours in professional work settings (FDE program directors)

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## Slide 21

**Standard 1: Program Characteristics and Resources**

**RE 1.6**

- Majority of hours in major rotations must be onsite

a. The program must be planned so that students complete at least 1000 hours of supervised practice experiences with a minimum of 700 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional work settings and in alternate supervised experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.

**GUIDANCE**

- **Majority:** More than 50% of total hours in major rotations
- **Major rotations:** Defined by the program. Typically major clinical, food service and/or community
- **Onsite:** Intern/student and preceptor are in the same physical location

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## Slide 22

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

**REQUIRED 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 mission and 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 Employment: "Of graduates who seek employment, at least ___ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
      c. Graduate Performance on Registration Exam:
        1. "At least ___ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
        2. "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. Employer Satisfaction: The program must develop an objective for employer satisfaction with graduate's preparation for entry-level practice.
  d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.

**STANDARD 2**

**Program Mission, Goals and Objectives and Program Evaluation and Improvement**

**(2017 Standards 3 & 4)**

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## Slide 23

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

**RE 2.1**

- Includes mission, goals and objectives and program evaluation plan
- **Program mission** is not prescriptive (public comments)
- **Program objectives:**
  - Program specific objectives: no longer required but **may be need to measure full intent of the goal**
  - Clarified DPD objective (public comments)

**DPD: Acceptance into Supervised Practice**

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".

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## Slide 24

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

**RE 2.2 – Data collection**
- 2017 Standards RE 4.2

**RE 2.3 – Areas for strengths and improvement**
- 2017 Standards RE 4.3

**Minimal Changes**

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**Slide 25**

Standard 3: Curriculum and Learning Activities

The Core Knowledge and Competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

**STANDARD 3**

**Curriculum and Learning Activities**

**(2017 Standards 5)**

REQUIRED ELEMENTS:

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

a. The program's curriculum must 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

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**Slide 26**

Standard 3: Curriculum and Learning Activities

- **CP, DI, FDE:** Removed concentration (public comments)

**RE 3.1 – Required Components: CP, DPD, FDE**
- Added new Required Components 10 and 11:
  10. Licensure and certification
  11. Individual National Provider Identifier (NPI)

- Added "food safety and sanitation" and "global nutrition" to Required Component 14 (2017 RC 12)

- The last Required Component (#14 in 2017 Standards) was divided:

16. Cultural humility, self-reflection, and diversity, equity and inclusion
17. Human behavior, psychology, sociology or anthropology

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**Slide 27**

**RE 3.1 Core Knowledge and Competencies**

2022 Standards and Templates

Crosswalks
- 2022-2017 RDN Competency Crosswalk
- 2022-2017 NDTR Competency Crosswalk
- 2022-2017 CP Standards Crosswalk
- 2022-2017 DI Standards Crosswalk
- 2022-2017 DPD Standards Crosswalk
- 2022-2017 FDE Standards Crosswalk
- 2022-2017 DT Standards Crosswalk

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**Slide 28**

Discussion of RE 1.3 Core Knowledge and Competencies

**Order of Discussion**

1. Core knowledge requirements (RDN and DT Programs)

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**Slide 29**

Discussion of RE 1.3 Core Knowledge and Competencies

**Order of Discussion**

1. Core knowledge requirements (RDN and DT Programs)
2. DT program core competencies

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**Slide 30**

Discussion of RE 1.3 Core Knowledge and Competencies

**Order of Discussion**

1. Core knowledge requirements (RDN and DT Programs)
2. DT program core competencies
3. RDN programs core competencies

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**Slide 31**

Standard 3: Curriculum and Learning Activities

**RE 3.1 Core Knowledge and Competencies**

**Core Knowledge**

**KRDNs/KNDTS – Additions:**
- KRDN/KNDT 2.7 on diversity, equity and inclusion
- KRDN 3.6/KNDT 4.5 on menu planning
- KRDN 3.4 on routine health screening
- KRDN 4.6 on process of delivering quality nutrition services
- Domain 5: Leadership and Career Management (6 KRDNs/KNDTs)

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**Slide 32**

**KRDNS DPD**

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 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.

**KNDTS DT**

Upon completion of the program, graduates are able to:

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

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

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

KNDT 5.4 Practice resolving differences or dealing with conflict, as appropriate.

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

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

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**Slide 33**

Standard 3: Curriculum and Learning Activities

**RE 3.1 Core Knowledge and Competencies**
**DT Program Competencies**

**CNDT – Additions:**
- CNDT 3.6 present educational session
- Domain 5: Leadership and Career Management (7 CNDTs)

**CNDTS DT Standards**

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

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

CNDT 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CNDT 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).

CNDT 5.5 Promote team involvement and value the skills of each member.

CNDT 5.6 Mentor others.

CNDT 5.7 Identify and articulate the value of precepting.

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**Slide 34**

Standard 3: Curriculum and Learning Activities

**RE 3.1 Core Knowledge and Competencies**
**RDN/Dietitian Competencies**
**(CP, DI, FDE)**

- Added examples for several competencies

**CRDNs– Additions:**
- CRDN 2.12 supporting DEI
- CRDNs 3.3-3.6 new clinical skills (revised based on public comments)
- Domain 5: Leadership and Career Management (8 CNDTs – only 5 new)

- **Combined** 2017 CRDN 1.4 with CRDN 1.2

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**Slide 35**

**Clinical Skills CRDNS**

CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, $B_{12}$ or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

**GUIDANCE**

Programs must either have KRDN 3.4 and CRDNs 3.3-3.6 implemented by June 1, 2022 or programs must show evidence of plans for implementation such as meeting minutes where implementation is discussed. After December 31, 2023 programs must have these competencies fully implemented within the curriculum.

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**Slide 36**

**CP, DI, FDE**

**Domain 5: Leadership and Career Management CRDNS**

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

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

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CRDN 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

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**Slide 37**

Standard 3: Curriculum and Learning Activities

**RE 3.2 Curriculum Map**
- No change

**RE 3.3 Learning Activities**
- **3.3b** List of populations and diverse cultures removed – captured in Template
  - Added "people with disabilities" to template

People with disabilities

RDN Summary of Learning Activities (Required Element 3.3)
(CP, DI, DPD, FDE, ISPP)

| Populations | List a course or rotation in which the populations and/or cultures are covered | Learning Activity Example |
|---|---|---|
| Infants | | |
| Children | | |
| Adolescents | | |
| Adults | | |
| Pregnant & Lactating Females | | |
| Older Adults | | |
| People with Disabilities | | |
| Examples of other populations and diverse cultures | | |

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**Slide 38**

Standard 3: Curriculum and Learning Activities

**RE 3.3 Learning Activities**
- **3.3c** learning activities on DEI
- **3.3d1:** Addition on distance education- ensuring substantive interaction with students – (USDE)

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.

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**Slide 39**

Standard 4: Student Learning Assessment and Curriculum Improvement

2017 Standard 6

**Overall Changes**
- Removed SLO assessment plan requirement and SLO template
- Replaced SLO plan with a Core Knowledge or Core Competency Assessment Table

**Core Competency Assessment Table**

RDN Competency Assessment (Required Element 4.1 and 4.2)
CP, DI, FDE, ISPP

| Core Competency Statement | List course and course number or supervised practice rotation in which the competency is assessed | List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student/intern achievement of competency |
|---|---|---|
| **Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.** | | |
| CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives. | | |
| CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice. | | |
| CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data. | | |
| CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies. | | |
| CRDN 1.5 Incorporate critical-thinking skills in overall practice. | | |
| **Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and** | | |

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**Slide 40**

**Rationale**

Change in Knowledge/ Competency Assessment

Accreditor does not collect data at the student level
- Role of the faculty, university and credentialing body (CDR)

Accreditor sets the standards, knowledge and competencies and then ensures:
- The program has the resources to meet the standards
- Every student has the opportunity to be assessed on the knowledge/competency at least once during the course of study
- Curriculum review and updates take place

*ACEND Accreditation Legal Counsel*

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**Slide 41**

**Core Competency Assessment Table**

**EXAMPLE**

| Column A | Column B | Column C |
|---|---|---|
| Core Competency Statement | List course and course number or supervised practice rotation in which the competency is assessed | List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student/intern achievement of competency |
| CRDN 4.1 Participate in management functions of human resources (such as training and scheduling). | NTR 401 – Food Service Internship | Preceptor Evaluation of in-service on food safety and sanitation |
| CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food. | NTR 411 – Food Experience | Preceptor Evaluation of sanitation audit |
| | NTR 401 – Food Service Internship | Preceptor Evaluation of in-service on food safety and sanitation |
| CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects). | NTR 514- Clinical Internship | Rubric to assess implementation of client survey to assess preferences |

Recording with directions to follow

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**Slide 42**

Standard 5: Faculty and Preceptors

2017 Standard 7

**Overall Changes:**
- Separated faculty requirements (RE 5.2) from preceptor requirements (RE 5.3) (public comments)

**RE 5.2: Faculty within the Academic Unit**
- Removed teaching assistants (public comments)
- Addressed distance education (USDE)
- Added requirement for training of faculty on diversity, equity and inclusion (public comments)

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**Slide 43**

Standard 5: Faculty and Preceptors

**RE 5.3: Preceptors**
- Not applicable to DPD
- Added expectation for preceptors to be "*qualified to serve as educators and professional role models*"

**GUIDANCE**
- Explain how program ensures quality of preceptors.
  - Includes tools such as intern/student evaluations, providing feedback, training, etc.

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**Slide 44**

Standard 5: Faculty and Preceptors

**RE 5.3: Preceptors**
- Added requirement for training of preceptors on diversity, equity and inclusion (public comments)
- **For preceptors only:** Removed requirement for demonstrating continuing competence (public comments)

Professional Development Requirement
All RDs and DTRs must complete continuing education in order to maintain their credential. RDs need 75 credits and DTRs need 50 credits in their 5 year cycle (1 credit

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**Slide 45**

Standard 6: Supervised Practice Sites

2017 Standard 8

**RE 6.1: Supervised Practice Site Requirements**
- Removed requirement for DPD
  - If offer experiential learning, follow university policy

**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.

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**Slide 46**

**RE 6.1: Supervised Practice Site Requirements**
- Removed 6.1d in 2017 Standards
  - Situation when affiliation agreements are not required

**GUIDANCE**
Programs need affiliations agreements with all facilities unless the site is part of the program's organization.

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**Slide 47**

Standard 7: Information to Prospective Students and the Public

2017 Standard 9

**RE 7.1**
- Added requirement for recruitment and admission practices to address diversity and equity

**GUIDANCE**
- Tangible action:  In narrative programs are asked to show their efforts – changes to policies, practices, activities, etc.

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

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**Slide 48**

Standard 7: Information to Prospective Students and the Public

**RE 7.3**
- **New 7.3d:** Combined 2017 Standards 9.3j "computer matching" with 9.3d "requirement to become an RD/DTR"

**GUIDANCE**
All programs must mention that RDNs are required to be licensed/certified in some states and indicate whether this requirement is applicable in the state in which the program resides (USDE)

   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.

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**Slide 49**

Standard 7: Information to Prospective Students and the Public

**RE 7.3**

- **7.3e:** Provided expected list for Estimated Cost to Students (USDE)

**GUIDANCE**
Include costs for:
- Tuition and fees
- Necessary books and supplies
- Transportation
- Typical charges for room and board/housing
- Other program specific costs

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.

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Standard 7: Information to Prospective Students and the Public

**RE 7.3**

- **Strengthened 7.3k** "students locating their own SP sites" to explain program's responsibility with assisting students/interns
- 7.3k not applicable to DPD

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)

**GUIDANCE**
Programs must provide assistance to interns/students to find sites in order to complete the program on time

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Standard 7: Information to Prospective Students and the Public

**RE 7.3**

**New 7.3l:** Requirement for prior assessed learning to be posted on the program's website (USDE)

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.

Prior learning assessment

Unsplash.com

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**Slide 52**

Standard 8: Policies and Procedures for **Enrolled Students**

2017 Standard 10

**RE 8.1**

- **Removed admission requirement** (*2017 Standards 10.1a*): Captured in Standard 7
- **Revised 8.1b:** Remediation and Retention practices
- **DPD Only: RE 8.1c** Supervised practice documentation – Not applicable to DPD
- **Added new RE 8.1d** for policies on equitable treatment of students

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: The program must establish procedures for tracking individual student's supervised practice hours in professional work settings and in alternate practice activities such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
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 and preceptors of students from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, and age.

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**Slide 53**

Standard 8: Policies and Procedures for Enrolled Students

**RE 8.2**

- **All Programs:** P&P provided to students in a single comprehensive document

**GUIDANCE**
Comprehensive document: all in one location; either handbook or website. Materials should not be spread out across multiple sources.

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.

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**Slide 54**

Standard 8: Policies and Procedures for Enrolled Students

**RE 8.2**

- **DPD Only:** Removed reporting requirement to ACEND for
  - RE 8.2b liability
  - RE 8.2c Injury during supervised practice
  - RE 8.2d Drug testing, and
  - RE 8.2e Interns used to replace employees,

and specified not applicable to DPD

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)

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## 2022 Standards Timeline

**June 1, 2022**
- Effective date for implementation of 2022 Standards

**After September 1, 2021**
- Eligibility applications under the 2017 Standards will not be accepted

**Spring 2022**
- Programs with site visits Spring 2022 may do their self-study using 2022 Standards, if they choose

**December 31, 2023**
- Compliance audit:
  - New clinical skills competencies
  - Curriculum assessment

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## ACEND program Director Training on the 2022Accreditation Standards

**2022 Standards Virtual**
- February 24-25, 2022
- Under Training and Resources

**Recorded Webinar**
- Today's webinar will be posted on ACEND website
- More recording to follow

**2022 Standards Online Modules**
- Coming in 2022 and will be posted on ACEND website

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## Thank You

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## Webinar Evaluation

Scan the QR code or use the link provided

https://www.surveymonkey.com/r/2022StandardsWebinar

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