Welcome to the Webinar!

- Lines have been muted

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

THIS WEBINAR IS ABOUT FEM 2022

NOT

Reformat of the FEM Standards

- FEM Standards are reformatted to correspond with the 2022 Standards. Any additions/revisions are:
  - USDE requirements
  - DEI concepts
  - Clinical skills

- Changes were posted for 2 rounds of public comment periods (with the 2022 Standards)

- Proposed changes discussed during the monthly demonstration discussions

Key Overall Changes

- Combined Standards 2 and 3: Mission, Goals and Objectives with Program Evaluation
- Program specific objectives
- Continued education for preceptors
- Strengthened diversity, equity and inclusion
- Strengthened distance education requirements
- Specified length of Supervised Experiential Learning
- Specified the clinical skills as learning experiences

FEM Standards Timeline

- Effective date for implementation of FEM Standards
- Eligibility applications must follow requirements within these reformatted Standards
- Programs with site visits Spring 2022 may do their self-study using the reformatted FEM Standards, if they choose
- Compliance audit:
  - New clinical skills competencies
New additions:
- RE 1.3 resources for faculty (public comments)
- RE 1.6 professional work setting hours in-person

Additions already required/followed:
- RE 1.5 coordinator for partnerships
- RE 1.6 1000 hours of SEL

RE 1.3: New Addition
Resources for faculty (public comments)

RE 1.5: Addition (moved from partnership guidelines)
Coordinator for partnerships

RE 1.6: Addition
- Minimum 1000 hours of SEL to meet licensure
- Professional work setting hours in-person

The program currentlicensure has the administrative, clinical, and/or staff, technical and financial support and the training resources, clinical facilities and support services needed to complete the training and qualification. 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.

The program must demonstrate that administrative support and resources are adequate to support a distance learning environment.

The program must provide a description of the budgeting process for the program that demonstrates fiscal resources to meet the needs of the program.

The program must include both the didactic and supervised experiential learning components outlined in the Standard of Program Characteristics and Resources.
12/8/2021

RE 1.6 Majority of hours in major rotations must be 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:** student and preceptor are in the same physical location

---

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

- The program must do the following:
  - The program must have mission, goals, and objectives that are tied to the program.
  - The program must have a program evaluation and improvement plan.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

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

- The program must do the following:
  - The program must have mission, goals, and objectives that are tied to the program.
  - The program must have a program evaluation and improvement plan.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

**STANDARD 3: Curriculum and Learning Activities**

- The program must do the following:
  - The program must have curriculum and learning activities that are tied to the program's mission, goals, and objectives.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

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

- The program must do the following:
  - The program must have mission, goals, and objectives that are tied to the program.
  - The program must have a program evaluation and improvement plan.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

**STANDARD 3: Curriculum and Learning Activities**

- The program must do the following:
  - The program must have curriculum and learning activities that are tied to the program's mission, goals, and objectives.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

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

- The program must do the following:
  - The program must have mission, goals, and objectives that are tied to the program.
  - The program must have a program evaluation and improvement plan.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.

---

**STANDARD 3: Curriculum and Learning Activities**

- The program must do the following:
  - The program must have curriculum and learning activities that are tied to the program's mission, goals, and objectives.

**GUIDANCE**

- **Guidelines:**
  1. The program evaluation and improvement must be an essential component gathered and used to support the program's mission, goals, and objectives.
  2. The program must have a program evaluation and improvement plan.
Standard 3: Curriculum and Learning Activities

**Overall Summary**

**New additions:**
- RE 3.2c: Learning experiences to address DEI (DEI)
- RE 3.2d1: Distance Education: interactions with students (USDE)
- RE 3.2e 1-4: The clinical skills (2022 Standards and discussion with FG program directors)

**No Other Changes**

---

### Standard 3: Curriculum and Learning Activities

#### RE 3.2c: Learning experiences to address DEI (DEI)

**RE 3.2d1: Distance Education: interactions with students (USDE)**

*DEI*

**GUIDANCE**

Programs must either have these clinical skills 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.

---

### Standard 3: Curriculum and Learning Activities

#### RE 3.2e 1-4: The clinical skills (discussion with FG program directors)

**Clinical Skills Under Learning Experiences**

1. Learning experiences must prepare students to become competent in the following skills:
   - Perform routine health screenings including measuring blood pressure, conducting visual field testing, or assessing respiratory function.
   - Provide interventions to clients with conditions such as diabetes or hypertension, including self-management education.
   - Develop and implement care plans for clients with chronic conditions or complex care needs.
   - Conduct assessments and interventions to address psychosocial factors and improve client outcomes.
   - Evaluate clients and adjust care plans based on client responses to interventions.

---

### Standard 4: Competency Assessment and Curriculum Improvement

**Current FEM Standard 5**

**GUIDANCE**

Programs must either have these clinical skills 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.
Overall Changes:

- Separated faculty requirements (RE 5.2) from preceptor requirements (RE 5.3) (public comments)

RE 5.2: Faculty within the Academic Unit

- Addressed distance education (USDE)
- Added requirement for training of faculty on diversity, equity and inclusion (public comments)

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)
Standard 7: Information to Prospective Students and the Public

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.

RE 7.3
- New 7.3d: “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)

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

RE 7.3
- Strengthened 7.3k “students locating their own SEL sites” to explain program’s responsibility with assisting students

GUIDANCE
Programs must provide assistance to students to find sites in order to complete the program on time
**Standard 7: Information to Prospective Students and the Public**

### 7.3

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

A description of the criteria and policies used to evaluate and award credit for prior learning experiences, such as coursework, supervised job hours or direct assessment, and the types and sources from which credit will not be accepted.

**Prior learning assessment**

---

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

### 8.1

- Removed admission requirement (Existing FEM)
- Revised 8.1b: Remediation and Retention practices
- Added new RE 8.1d for policies on equitable treatment of students

- Programs are required to have policies and procedures for program operations including:
  - Student Performance Monitoring
  - Governance of student performance
  - Learning outcomes and learning outcomes assessment
  - Remediation and Retention
  - Supervised experiential learning documentation
  - Remediation and Retention Practices
  - Equitable treatment of students

### 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.

---

**Cover Page**

Name change from FG to GP (Recommendation by "FG" program directors)

ACEND ACCREDITATION STANDARDS FOR NUTRITION AND DIETETICS

- Graduate Degree Programs (GP)
  - In-Nutrition and Dietetics (FG)

(Future Education Model)

---

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

Currently FEM Standard 9

<table>
<thead>
<tr>
<th>GUIDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remember:</strong> Programs can adopt any name they wish, and they are able to leave “Future Graduate” in the name of the program</td>
</tr>
<tr>
<td>The Standards are still called Future Education Model Standards</td>
</tr>
<tr>
<td>The program type name has changed from FG (Future Graduate) to GP (Graduate Program)</td>
</tr>
</tbody>
</table>
Appendix A – Competencies and PIs

Competencies

Performance Indicators

(Examples) Practice Illustrations

(Examples) Assessment

FEM Standards Timeline

- Effective date for implementation of FEM Standards
- Eligibility applications must follow requirements within these reformatted Standards
- Programs with site visits Spring 2022 may do their self-study using the reformatted FEM Standards, if they choose
- Compliance audit:
  - New clinical skills competencies

NOTE

- On October 11, 2021 the ACEND Board voted to begin accepting FEM eligibility applications on a rolling basis.
- There will no longer be set cohorts: Programs can submit their FEM applications when ready
- Trainings on CBE will continue to be conducted in cohorts
ACEND program Director Training on the FEM Accreditation Standards

- FEM Standards Workshop
  - Coming Fall 2022

- Recorded Webinar
  - Today’s webinar will be posted on ACEND website
  - Q&A will be posted on website

- FEM Standards Online Modules
  - Coming in 2022/2023 and will be posted on ACEND website

Webinar Evaluation

Scan the QR code or use the link provided

https://www.surveymonkey.com/r/revFEMStandards

Thank You