

### ***NEW FUTURE EDUCATION MODEL DEMONSTRATION PROGRAMS***

ACEND is pleased to announce the accreditation of the **Rutgers University Master of Science in Clinical Nutrition** program as a demonstration program under the *Future Education Model Accreditation Standards for Graduate Degree Programs*. Please contact Dr. Jennifer Tomesko ([tomeskje@shp.rutgers.edu](mailto:tomeskje@shp.rutgers.edu)) for more information.

### ***CALL FOR APPLICATIONS FOR 2<sup>ND</sup> COHORT OF DEMONSTRATION PROGRAMS***

ACEND has issued a second call for demonstration programs to be accredited under the future education model. The application materials are posted on the ACEND website: [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel). Applications are **due by 11 am CT on April 16, 2018** and applications for Cohort 3 are **due by 11 am CT on January 11, 2019**. A new webinar about the demonstration application process has been added to the website: [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel). ACEND is offering a Program Director's workshop on October 19-20, 2018 that is focused on the *ACEND Future Education Model Accreditation Standards* to assist directors in learning more about the standards and the demonstration program application process.

### **Overview of Formative and Summative Assessments**

The educational framework within the Future Education Model (FEM) is competency-based, focusing on students mastering the knowledge, skills and judgement needed for future practice in nutrition and dietetics. ACEND's *FEM Accreditation Standards* include the required competencies for each program degree level. For each competency, a number of specific and measurable performance indicators are listed that programs can select and use to measure each competency. To illustrate, under the Future Graduate (FG) Accreditation Standards, Competency (C) 7.2 "Uses effective communication, collaboration and advocacy skills," has four corresponding Performance Indicators (PIs), PI 7.2.1 through PI 7.2.4. For example, PI 7.2.2 "Works with and facilitates intraprofessional and interprofessional collaboration and teamwork" may be one of the PIs chosen by a FG program to measure achievement of the communication Competency 7.2.

In competency-based education (CBE), assessment of student achievement of a competency or a cluster of competencies must be frequent and completed by using multiple methods (e.g., quiz, paper, discussion, hands-on performance, real-world demonstration of skill). Educators generally use two types of assessments: formative and summative. Formative assessment is conducted during the learning process and is used to monitor student progress toward meeting a competency. The intent of formative assessment is to monitor students' progress and provide feedback that can be used by educators to adjust their instruction and by students to improve their learning. Its purpose is to begin providing students feedback early-on during the instruction process to help identify areas of strengths and weaknesses and specific target areas that need further work and development; therefore, educators may not assign any grade/points or a low grade/points for formative assessment assignments compared to other assignments in the course or rotation. For example, completing a draft menu plan might be reviewed by the instructor and formative feedback given to the students with no/few points given for this initial submission compared to the final menu plan that could be worth 50 points. Summative assessment, on the other hand, is completed at the end of instruction with the goal to evaluate if the competency has been met. In graded situations, summative assessments usually have a higher grade/point value than formative assessment and should, whenever possible, be authentic assessments that mirror real-

life experiences. The following table illustrates the differences between formative and summative types of assessment with examples of methods used.

<b>Areas of Difference</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
Goal and intent of assessment	<ul style="list-style-type: none"> <li>• Monitor students' learning to provide feedback to improve their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate students' learning at the end of instruction to ensure competency was met</li> </ul>
When assessment takes place	<ul style="list-style-type: none"> <li>• During the learning process</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of a course, instruction, activity or rotation</li> </ul>
Purpose of assessment	<ul style="list-style-type: none"> <li>• To improve students' learning</li> </ul>	<ul style="list-style-type: none"> <li>• To assess students' mastery of a skill or achievement of a competency</li> </ul>
Frequency of assessment	<ul style="list-style-type: none"> <li>• Occurs frequently (e.g., weekly or biweekly) and includes segments of a content area or parts of a skill set</li> </ul>	<ul style="list-style-type: none"> <li>• Takes place less frequently and includes larger segments of content areas, complete chapters, or an entire skill set</li> </ul>
Type of assessment	<ul style="list-style-type: none"> <li>• Considers assessment as a process</li> </ul>	<ul style="list-style-type: none"> <li>• Considers assessment as a product</li> <li>• Authentic assessment that mirrors real-world simulation</li> </ul>
Grade or point value	<ul style="list-style-type: none"> <li>• Typically, each assessment has relatively low point value or no grade</li> </ul>	<ul style="list-style-type: none"> <li>• Typically, the assessment has a relatively high point value such as a final project or midterm exam grade</li> </ul>
<b>Examples</b>		
Clinical	Drawing a concept map to represent the process of treating a patient with Type 2 diabetes	Case study with presentation of a patient with Type 2 diabetes
Community	Reflection paper of a farmer's market activity	Literature review with infographic on the Farmer's Market Nutrition Program
Foodservice Management	Checklist of large food production equipment	Exam on food processing and food production equipment
Research	Draft introduction to a research manuscript	Final research manuscript
Distance Pediatrics Course	Forum discussion postings on solid food introduction	Questions on solid food introduction on the midterm exam

### For Additional Information

- Review back issues of the monthly ACEND Standards Updates that are posted on the ACEND website [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel).
- Participate in a monthly ACEND virtual town hall on the 3<sup>rd</sup> Wednesday of each month at 3:00 pm CT; information on how to connect to the town hall is available at [www.eatrightpro.org/FutureModel](http://www.eatrightpro.org/FutureModel).
- Contact ACEND (acend@eatright.org; 800-877-1600 x5400).

## Questions That Have Come to ACEND

This section includes questions that have been raised during town hall and in-person meetings, on phone calls or through emails and ACEND's response to each. The following questions are divided into several sections to help categorize the responses.

### 2017 Accreditation Standards Questions

**Question:** *What has ACEND done with the materials submitted by programs to demonstrate compliance with the 2017 Accreditation Standards? Will programs get feedback on their documents?*

**ACEND Response:** To help assure that students are being prepared with the knowledge and competencies added in the *2017 Accreditation Standards*, all programs were required to demonstrate compliance with the new standards by submitting a revised curriculum map and student learning outcomes assessment plan by January 3, 2018. A late fee of \$150 was assessed to programs whose materials were not received by January 3, 2018. ACEND staff pulled a random sample of 25% of the programs (n=145) and reviewed the documents submitted for inclusion of the newly added knowledge and competency statements. ACEND expected 100% compliance with the new 2017 Standards; however, results of the audit revealed that 12% of programs either had not submitted all the required documents or had not included all of the knowledge and/or competency statements in the *2017 Accreditation Standards*. All programs audited will be sent a letter detailing the results of the audit. Based on results of that review, the ACEND Board has asked staff to conduct an audit of an additional 25% of plans. Note: The audit focused only on determining whether the new knowledge statements and competencies had been added to the documents; the review did not include an assessment of the quality of learning objectives associated with the incorporated CRDN/KRDN/CNDT/KNDT. The review of quality will occur during the program's next PAR or self-study review. If you have any questions about the process, please contact your ACEND program manager or ACEND ([acend@eatright.org](mailto:acend@eatright.org); 800-877-1600 x5400).

**Question:** *What does ACEND mean by a separate pathway?*

**ACEND Response:** In the *2017 Accreditation Standards* only one pathway is specified: The Individualized Supervised Practice Pathway (ISPP). Only programs that have an ISPP have a separate pathway. Programs without an ISPP do not have a pathway.

**Question:** *The distance track for our nutrition and dietetics internship (DI) is now being referred to as remote and/or intern-identified track. Why did ACEND change the terminology?*

**ACEND Response:** ACEND changed the terminology for distance tracks to be consistent with the United States Department of Education's (USDE) use of the term distance education. USDE uses distance education only for didactic programs; the terms remote site and intern-identified site are more accurate and appropriate for supervised practice sites. A remote site is a supervised practice site that is located 100 miles or more from the sponsoring program's location. An intern-identified site is a supervised practice site that has been identified by the intern. Therefore, a DI program may have a combined remote and intern-identified track where interns find their own sites that are located 100 miles or further from the internship program.

**Question:** *One of our program objectives collects data on the number of graduates who pursue advanced practice certificates. We gather these data once every four years. Do we need to start collecting the data on a yearly basis to provide the 3-year rolling average?*

**ACEND Response:** The program-specific objectives are evaluated over a timeline set by the program; the number of years of data collected will depend on that timeline. Only the ACEND-required objectives specified in Standard 3 RE 3.3 must be evaluated annually and reported using a 3-year rolling average.

**Question: Several nutrition and dietetics internships (DI) have reported having fewer applications this year. What does ACEND believe are the reasons for this reduction?**

**ACEND Response:** ACEND reviewed the application data provided by DI program directors on the annual report for the past three years (2014-2016 data). Those data indicated that 33% of DI program directors reported a decrease in applications, 39% reported an increase and 28% reported no change. DPD enrollment has declined by nearly 15% in the past five years as the numbers of traditional aged undergraduate students has declined nationwide. ACEND has worked to increase the numbers of supervised experience slots and has seen the number of intern slots increase nearly 40% in the past 10 years. The declining DPD enrollment and increased numbers of internship openings likely contribute to some programs having fewer applicants. In spring 2018, there were 4,337 individuals who submitted applications in DICAS, a decrease of 12% from the number of applications submitted in 2016.

### **Future Education Model (FEM) Accreditation Standards Questions**

**Question: Why do the FEM Accreditation Standards specify that a program director can direct only one ACEND-accredited nutrition and dietetics education program?**

**ACEND Response:** The FEM Accreditation Standards specify that a program director can direct only one ACEND-accredited nutrition and dietetics education program for a number of reasons: 1) For each accredited program, a significant amount of information is expected to be managed and shared with ACEND. Managing two ACEND-accredited programs significantly increases the workload and has the potential to overburden the program director. 2) With two programs, program directors' administrative load may be combined and the time allocated for program management may be potentially reduced. ACEND aims to ensure that program directors have sufficient time dedicated to manage their program. Finally, 3) there is the potential for conflict that may arise from simultaneously managing two ACEND-accredited programs. To protect students, ensure that programs receive equivalent time and attention and avoid the potential for conflict, ACEND specifies that each accredited program must be managed by only one program director.

### **Demonstration Program Questions**

**Question: What are the characteristics of the first cohort of demonstration programs?**

**ACEND Response:** For the first cohort, 19 programs have been approved under the *Future Education Model (FEM) Accreditation Standards* to move forward in the demonstration program application process. This group includes some programs that are reorganizing and others that are applying as candidacy for new programs. There are programs for all three degree levels and from various types of institutions, large and small, public and private and from all census regions in the country. Directors of these programs recently completed the ACEND required training and are working on the next phase of their application process. ACEND will release the names and degree levels/types of these programs once the Board has approved the reorganization applications or for candidacy programs, after a full self-study and site visit evaluation.

**Question: What is the process for the second cohort of demonstration programs?**

**ACEND Response:** The applications for the second cohort of demonstration programs are due by 11:00 am CT on April 16, 2018. Received applications will undergo a review by the ACEND Standards Committee's Demonstration Program Selection Committee on May 14 and 15, 2018 and will then go to the Board for approval. Programs moving forward as reorganization or candidacy will attend a 2 hour webinar (July 12, 2018) followed by a 2-day training workshop (August 9 and 10, 2018) on competency-based education and competency assessment before submitting either a report (reorganization programs) or self-study (candidacy) demonstrating compliance with the *Future Education Model Accreditation Standards*.

**Question: Will ACEND share the names of the programs selected as demonstration programs?**

**ACEND Response:** ACEND will share the names of the programs selected as demonstration programs once the ACEND Board has made a decision to grant accreditation under the *Future Education Model Accreditation Standards*. These programs also will be listed on ACEND’s website. ACEND is pleased to share that Rutgers University Master of Science program in Clinical Nutrition is the first program selected as a demonstration program.

**Question: Will ACEND share the data collected from the demonstration programs?**

**ACEND Response:** The data collected from the demonstration programs will be collated and shared in a variety of ways (Rationale Document, published manuscripts, oral presentations).

**Question: What will ACEND do to help demonstration programs with their marketing efforts to recruit students?**

**ACEND Response:** Once the ACEND board approves the applications of programs reorganizing under the FEM the programs’ information will be posted on the ACEND website and will be searchable by state and program type. New candidacy programs will have their information posted on the website after the board grants them candidacy status following a site visit evaluation. ACEND is working on developing marketing materials about the programs.

**Question: As we prepare our Curriculum Map, must all the competencies be demonstrated and assessed at the highest level of competency “Does?”**

**ACEND Response:** Not all competencies must be demonstrated at the Does level. The list of competencies in the top row of the Curriculum Map is color coded (see figure). The color shows the minimum level that must be demonstrated by the student for that competency. For example, the minimum level that must be met for C 1.6 below (see figure) is at the Shows level. Competency C 1.6 would not need to be assessed at the higher level of Does. A program that assesses C 1.6 at the Knows level falls short of meeting the minimum standard (Shows) set by ACEND. Accordingly, a program that assesses C 1.6 at Does, the highest level, would be exceeding the minimum ACEND expectations.

	Knows	Shows	Does												
Courses & Rotations	C 1.6	PI 1.6.1	PI 1.6.2	PI 1.6.3	PI 1.6.4		C 1.7	PI 1.7.1	PI 1.7.2	PI 1.7.3	PI 1.7.4	PI 1.7.5	PI 1.7.6		
<b>Semester 2</b>															
Course Sample 1	x		x				x	x	x	x	x				
Course Sample 2	x	x					x			x					
Clinical Rotation							x								
etc.															
<b>Semester 3</b>															
Course Sample 3											x				

**CDR’s 2024 Graduate Degree Registration Eligibility Requirement Questions**

**Question: What should programs do to prepare prospective students for the 2024 graduate degree registration eligibility requirement?**

**ACEND Response:** In order to prepare current and prospective students for the 2024 graduate degree requirement to be able to take the credentialing to become an registered dietitian nutritionist (RDN), programs should post the information about the future requirement and process to become an RDN under the 2024 mandate on their website and detail how the program fits within this process.

**Question: If a student takes the RDN exam on December 31, 2023 and does not pass, will they be required to obtain a graduate degree before they retake the exam in 2024?**

**ACEND Response:** Students who demonstrate their eligibility to take the RDN exam before January 1, 2024 will not be required to have a graduate degree before taking the RDN exam. The requirement only applies to applicants applying for registration eligibility and those who lose their registered status after January 1, 2024.

**Question: Starting January 1, 2024 will students need to hold a verification statement from a graduate ACEND-accredited program in order to sit for the RDN exam?**

**ACEND Response:** In 2024, the verification statement will be acceptable from either baccalaureate (DPD +DI, CP, IDE) or graduate level (DPD+DI, CP, FG, IDE) ACEND-accredited programs. Students will be required to have a graduate degree in addition to the baccalaureate level verification statements in order to be eligible to take the credentialing to become an RDN. CDR has an [information sheet](#) for students detailing all of the options to meet change in January 1, 2024 eligibility requirements.