

CALL FOR APPLICATIONS FOR THE 3rd COHORT OF DEMONSTRATION PROGRAMS

ACEND has issued a third call for demonstration programs to be accredited under the *Future Education Model Accreditation Standards*. The application materials are posted on the ACEND website: www.eatrightpro.org/FutureModel. Applications are due by 11 am CT on **January 11, 2019**.

**FUTURE EDUCATION MODEL (FEM) ACCREDITATION STANDARDS
PRE-FNCE WORKSHOP FOR PROGRAM DIRECTORS**

Friday October 19, 11:00 am – 5:30 pm and Saturday October 20, 8:00 am – 3:00 pm
Marriott Marquis Hotel, Liberty Ballroom IJ

This two-day workshop is designed for program directors of current demonstration programs and those interested in applying to become a demonstration program. The workshop will cover the *Future Education Model (FEM) Accreditation Standards*, assist program directors in completing the application for becoming a demonstration program, review how to complete a self-study under the FEM Accreditation Standards and detail the steps for the site visit.

Advantages of Going to Competency-based Education and the *Future Education Model Accreditation Standards* –

Competency-based education:

- Ensures consistency among the graduates' competence: all graduates are competent in all essential domains
- Enhances the development of students' knowledge, skills, attitudes and abilities by integrating didactic and experiential learning
- Results in a more flexible learning environment for students who progress based on their demonstration of competence rather than following assigned time periods
- Gives more opportunity for feedback and more timely remediation because students are assessed on a regular basis throughout the program
- Assesses students' achievement of each competency rather than assuming learning is captured in an overall course grade
- Simplifies preceptor work and assessment through well-developed assessment tools
- Facilitates innovation in demonstration of competence:
 - Preceptors can coach and provide formative assessment and faculty can provide summative assessment
 - Competency assessment can be done in various forms of experiential learning including simulations, role playing, and case studies
 - May reduce the numbers of preceptors needed to supervise experiential learning
- Provides opportunities for the use of a fewer number of well-designed and reliable assessment tools to measure students' demonstration of the competencies
- Encourages students' ownership of their own learning

NEW SCHEDULE FOR the ACEND STANDARDS NEWS AND VIRTUAL TOWN HALLS

ACEND Standards News: The ACEND Standards News is published every other month. The next Standards News will be issued in November 2018.

Virtual Town Halls: The virtual town halls now are held quarterly. The next ACEND Virtual Town Hall will be held on **Wednesday September 19 at 3 pm CT**. See www.eatrightpro.org/FutureModel for more details.

ACEND Events at FNCE®:

- Friday, October 19 and Saturday, October 20: ACEND Workshops Pre-FNCE
 - 2017 Standards Program Director Workshop: Friday October 19, 11:00 am – 5:30 pm and Saturday October 20, 8:00 am – 3:00 pm – Marriott Marquis Hotel, Independence Ballroom BC
 - Future Education Model Standards Program Director Workshop: Friday October 19, 11:00 am – 5:30 pm and Saturday October 20, 8:00 am – 5:30 pm – Marriott Marquis Hotel, Liberty Ballroom IJ
- Sunday, October 21, ACEND Forum: Demonstration Program Innovations in Educating Future Practitioners, 10:00 am – 11:30 am – Convention Center, East Salon ABC
- Sunday, October 21, ACEND Consulting Time with ACEND Managers for Program Directors, 11:30 – 2:00 pm – Marriott Marquis Hotel, Treasury Room
- Monday, October 22, ACEND Consulting Time with ACEND Managers for Program Directors, 12:30 – 2:00 pm – Marriott Marquis Hotel, Treasury Room
- Sunday, October 21 – Tuesday, October 23 – ACEND Booth

2017 ACCREDITATION STANDARDS PRE-FNCE WORKSHOP FOR PROGRAM DIRECTORS

Friday October 19, 11:00 am – 5:30 pm and Saturday October 20, 8:00 am – 3:00 pm
Marriott Marquis Hotel, Independence Ballroom BC

This two-day workshop is designed for program directors and others interested in ACEND accreditation to learn about the 2017 Accreditation Standards and how to prepare for self-study reports and site visits.

For Additional Information

- Review back issues of the ACEND Standards News that are posted on the ACEND website www.eatrightpro.org/FutureModel.
- Participate in an ACEND virtual town hall; information on how to connect to the town hall is available at 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: *Is it acceptable to use the word “student” in the program goals and objectives as long as the intent of the goal or objective is what students will accomplish after graduation?*

ACEND Response: The intent of the program goals and objectives are to measure outcomes of the program. These outcomes are based on what graduates of the program will do after finishing the program, not on what students will achieve while enrolled in the program. Typically the word “graduate” would be used in the program goals and objectives. If the word student is used, the intent of the goal or objective would need to be clear that it focuses on what will be accomplished after graduating from the program, not while enrolled in the program.

Question: *How is the three-year rolling average calculated?*

ACEND Response: Required Element 3.3 has two components. First, all of the ACEND-required outcomes must be evaluated annually, which means programs will need to collect data for those objectives each year. The second component is that the figure used to assess program performance for a given year should be an average of the previous three years of data. For example, a program’s three-year average completion rate for 2017 would be an average of the completion rates for 2015, 2016 and 2017 and is calculated by adding the total number of students who completed the program within 150% of program length in 2015, 2016 and 2017 and then dividing this number by the total number of students who graduated from the program in 2015, 2016, and 2017 (see table below for an example).

	Year			Total
	2015	2016	2017	
The total number of students who completed the program within 150% of program length	24	28	19	71
Total number of students who graduated	25	31	22	78
3-year average completion rate for 2017 =				$(71/78) \times 100 = 91\%$

Future Education Model (FEM) Accreditation Standards Questions

Question: *What is the difference between “shows” and “does” level of performance?*

ACEND Response: Using Miller’s Pyramid of Clinical Competence (Miller, 1990), the lowest level of competence “knows” only tests cognition through traditional didactic assessments such as exams, essays, or matching. The upper two levels of competence, “shows” and “does”, test student behavior by having students demonstrate that they can apply what they know into practice. For example, can the student show how to create a menu or can the student actually create (“does”) a menu to be implemented? The “shows” level of performance is completed in artificial/alternate types of situations; for example, providing a case study and asking students to write a PES statement, or requesting that students calculate the energy needs for a teenage pregnant mother or run descriptive statistics on a simplified artificially created data set. In the “does” level of performance, students apply the knowledge in real-life environments or in artificial/alternate situations that simulate real-life environments; for example, developing a menu to be executed and served to faculty or patients, analyzing data collected from participants in a research study, counseling clients, or conducting a group education session for patients with diabetes.

Question: Are we required to use all of the performance indicators included in the Future Education Model Accreditation Standards in the curriculum or are they optional?

ACEND Response: Programs must assess at least one performance indicator for each competency at the required level of the competency; for example, if the competency is at the “does” level, at least one performance indicator for that competency must be assessed at the “does” level. Programs may choose to use performance indicators that have already been developed, they may choose to develop their own performance indicators, or they may use a combination of existing and program developed indicators.

Demonstration Program Questions

Question: When will the applications be due for cohort 4?

ACEND Response: The ACEND Board has set a goal of having 60 demonstration programs for the *Future Education Model Accreditation Standards* (45 graduate, 10 bachelor’s, 5 associate). Once these numbers are reached, the ACEND Board will determine whether to accept additional applications for demonstration programs. The applications for cohort 3 are due January 11, 2019. The ACEND Board will review the numbers of demonstration programs at that time and determine whether to do a call for cohort 4 applications.

Question: My program’s next accreditation review will be in 2023. Can I switch to being accredited under the Future Education Model Accreditation Standards for that review?

ACEND Response: Only programs approved to be demonstration programs will be able to be accredited under the *Future Education Model Accreditation Standards*; all other programs will continue under the *2017 Accreditation Standards* (which will be revised in 2022) until the ACEND Board makes a decision about implementation of the *Future Education Model Accreditation Standards*. Programs interested in being accredited under the *Future Education Model Accreditation Standards* should submit an application to be part of cohort 3 demonstration programs (see www.eatrightpro.org/FutureModel).

Question: On the first page of the demonstration program application, the form states to check the box if 30% or more of “required courses” are delivered by distance education. Does this definition of “required courses” include those courses meeting the required FEM program competencies or should it include all courses that are required for the degree itself?

ACEND Response: The 30% or more of required courses refers to any courses in the professional curriculum; those would be any courses that include content to meet the FEM competencies.

Question: Has ACEND received applications from demonstration programs representing a variety of educational models?

ACEND Response: Demonstration programs that have applied under the *Future Education Model Accreditation Standards* represent a number of different models. The majority of programs are Future Graduate (FG) programs that are integrating experiential learning with the didactic curriculum at the graduate level and require applicants to have completed a Bachelor’s degree before entry into the program. These programs often list a number of prerequisite courses that need to be completed before starting the FG program. Another model of FG programs has students apply to the program while completing their undergraduate degree, such as during their sophomore or junior year; these programs are typically accelerated where students are completing a three plus two or two plus four type of model. The *Future Education Model Accreditation Standards* do not specify a particular model of education; the ACEND Board is encouraging innovation in the demonstration programs.