right. Academy of Nutrition

Competency-Based Education Programs – Benefits to Demonstration Programs and Students:

- The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has released the *Future Education Model* Accreditation Standards for Graduate Programs (GP) in Nutrition and Dietetics, which are competency-based education (CBE) programs that integrate classroom learning with hands-on supervised experiential learning activities.
- Nutrition and Dietetics is joining other health professions that have transitioned to CBE model, such as physical therapy, speech language pathology, occupational therapy, audiology, nursing and pharmacy.
- CBE fosters work readiness. In the *FEM Accreditation Standards*, the curriculum is guided with the competencies and their respective performance indicators, which are defined based on the desired behaviors and job skills targeted.
- Employers see potential value in job applicants who will study using CBE since it aligns academics with the skills they seek in their employees.
- Students will benefit from programs that offer both the required experiential and didactic in a single degree program versus the most common dietetics education traditional process of completing a bachelor's degree program and then requiring a separate application to a supervised practice program; reducing both anxiety and expense for the student.
- FEM demonstration programs have access to CBE support materials from ACEND, along with online and in-person training on CBE and competency assessment.
- FEM demonstration programs and their organizations gain national recognition as leaders and early adopters.
- Directors of demonstration programs will participate in a network of educators implementing the *FEM Accreditation Standards*, as well as in tele-networking and in-person meetings with other demonstration program directors.
- Directors of demonstration programs will have access to collated data, collected by ACEND from stakeholders of demonstration programs, which can be used to inform enhancements to their programs.
- Financial benefits include waived fees for the candidacy application, a one-year accreditation fee, training webinars and travel and registration for the in-person training on CBE and assessment. For a list of current fees visit the website at: https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/fee-schedule
- No decision has been made to discontinue existing program types (CP, DI, DPD, DT, FDE, IDE) under the 2022 Accreditation Standards.
- CP, DPD, DI and IDE programs that do not offer a master's degree must tell students they need, at minimum, a master's degree to be eligible to take the CDR registration exam for Registered Dietitian Nutritionists.
- There has been no change to the degree requirement to take the CDR registration exam for Nutrition and Dietetic Technicians, Registered (NDTR).

Communication:

- For more information on the degree-based FEM standards and submitting applications to become a demonstration program visit https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model
- ACEND hosts quarterly virtual town halls. Go to: <u>https://www.eatrightpro.org/acend/public-notices-and-announcements/virtual-town-hall-meetings</u> for more details.
- Contact ACEND at 1-800-877-1600 ext. 5400 or futuremodel@eatright.org with any questions.

References

- Chisholm O. Curriculum transformation: From didactic to competency-based programs in pharmaceutical medicine. *Frontiers in Pharmacology*. March 2019(10); article 278.
- Gauthier T. The value of microcredentials: The employer's perspective. Competency-Based Education. 2020; 5:1-6. DOI: 10.1002/cbe2.1209.
- Accreditation Council for Education in Nutrition and Dietetics. *Rationale for Future Preparation of Nutrition and Dietetics Practitioners*. <u>https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model/rationale-for-future-education-of-nutrition-and-dietetics-practitioners</u> Accessed September 29, 2020.
- Sutcliffe N, Chan SS, Nakayama M. A competency based MSIS curriculum. Journal of Information Systems Education. 2005;16(3):301-310.
- Henrich J. Competency-based education: The employer's perspective of higher education. *Competency-Based Education*. 2016; 1:122-129. DOI: 10.1002/cbe2.1023.
- Rivers C, Sebesta JA. "Right on the money": CBE student satisfaction and postgraduation outcomes. *Competency-Based Education*. 2017; 2:1-9.
- Rivers C, & Sebesta J. (2016). *Competency-Based Education: Saving Students Time and Money*. The EDUCAUSE Review, December 16. <u>https://er.educause.edu/articles/2016/12/competency-based-education-saving-students-time-and-money</u> Accessed September 29, 2020.
- Garn M. Three decades and still counting (the wrong things): An analysis of three reports on the possibility and practicality of shifting our academic currency from credit hours to competencies. *Competency-Based Education*. 019; 4:1196-1205. DOI: 10.1002/cbe2.1196.
- Laitinen A. (2012). Cracking the credit hour. New America Foundation and Education Sector. <u>https://www.luminafoundation.org/files/resources/cracking-the-credit-hour.pdf</u>_Accessed September 29, 2020.
- American Institute for Research, Encoura Eduventures Research, Lumina Foundation, and Ellucian. *State of the Field: Findings from the 2018 National Survey of Postsecondary Competency-Based Education (NSPCBE)*. 2019. <u>https://www.air.org/sites/default/files/National-Survey-of-Postsecondary-CBE-Lumina-October-2019-rev.pdf</u> Accessed September 29, 2020.