Crosswalk of 2022 with 2017 Accreditation Standards
for
Nutrition and Dietetics Coordinated Programs (CP)

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

2022 Standards/Topic	Location in 2017 Standards	Key Changes
1. Program Characteristics and Resources		
1.1 Program location	1.1, 2.1, 2.2	Reworded; Incorporated location requirements for International Dietetics Education (IDE) programs; Added consortia
1.2 Organization structure	1.2, 2.5	Reworded; Added consortia
1.3 Program resources	1.3, 2.2	Reworded; removed tracks; Clarified requirement for programs to demonstrate resources for distance education and ISPPs; added requirement for demonstration of support and resources to support continued development and training for faculty, preceptors and staff; added consortia
1.4 Degree/verification awarded	1.4	Changed degree requirement to graduate degree; Added IDE requirements.
1.5 Program director requirements & responsibilities	1.5, 2.3, 2.4	Reworded to clarify that the program must have one designated program director who has primary responsibility for the program and communication with ACEND; Added consortia; Reworded program director requirements and responsibilities; Added IDE requirements.
1.6 Program length	1.6	Removed the requirement to set length in years; Removed tracks; Reduced supervised practice hours to at least 1000 hours with a minimum of 700 hours in professional work settings; Added that the majority of the professional work setting hours in the major rotations be completed onsite; Added IDE requirements
2. Program Mission, Goals, Objectives and Program Evaluation and Improvement		
2.1 Program Evaluation Plan, Mission, goals and objectives	4.1, 3.1, 3.2, 3.3	Program Evaluation Plan, mission, goals and objectives in one required element; removed requirement for program specific objectives although additional objectives may be needed to fully measure the goals; reworded some of the ACEND required objectives
2.2 Evaluation evidence	4.2	Program evaluation with mission, goals and objectives all in one standard; removed tracks; clarified ISPP data must be collected separately
2.3 Use of plan	4.3	Program evaluation with mission, goals and objectives all in one standard

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3. Curriculum and Learning Activities		
3.1 Required curriculum components and core knowledge and competencies	5.1	Added requirements under the curriculum components include the addition of documentation with communication skills; clinical workflow elements with principles of MNT and NCP; licensure and certification in the practice of nutrition and dietetics; obtaining an Individual National Provider Identifier (NPI) number; global nutrition; reworded and separated the requirements for cultural consideration, and reflexivity, diversity, equity and inclusion from human behavior, psychology, sociology or anthropology; removed requirement for program-defined concentration. See crosswalk for KRDN and CRDN changes.
3.2 Curriculum map	5.2	Removed requirement for mapping program-defined concentration competencies.
3.3 Learning activities	5.3	Removed requirement for learning activities for program-defined concentration competencies; Reworded the populations and cultures; Added activities must address and build competency in diversity, equity and inclusion; Added that if the program offers distance education, the program assures regular and substantive interaction between students and faculty.
4. Student Learning Assessment and Curriculum Improvement		
4.1 Student learning assessment plan	6.1	Removed requirement for SLO Assessment Plan; added requirement for RDN Core Competency Assessment Table; Process needed for tracking individual students' demonstration of core knowledge and competencies.
4.2 Student assessment	6.2	Reworded
4.3 Curriculum review	6.3	Reworded; removed tracks, however programs must address comparability of educational experiences and consistency of learning outcomes when different courses, delivery methods (such as distance education), or supervised practice sites are used to accomplish the same educational objectives.
5. Faculty and Preceptors		
5.1 Number of faculty and preceptors	7.1	Reworded.
5.2 Faculty requirements	7.2.a,c, 7.3.a,c	Separated faculty and preceptors into different required elements; moved faculty requirements and training into one required element; Added requirement for faculty to be trained on distance education pedagogy and recommended practices; added requirement for faculty to be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination
5.3 Preceptor requirements	7.2.b, 7.3.a,c	Separated faculty and preceptors into different required elements; moved preceptor requirements and training into one required element; Removed requirement for preceptors to show continued competence; added requirement for faculty to be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination
5.4 Evaluation	7.2.d, 7.3.b	Moved periodic review and feedback into one required element.

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6. Supervised Practice Sites		
6.1 Site requirements	8.1d	Removed requirement for policies where affiliation agreements are not required; however, if there is no affiliation agreement in place with a particular site explain why.
7. Information to Prospective Students and the Public		
7.1 Meeting regulations	9.1	Added requirement for fair and consistent admission practices and demonstration of commitment to enrollment of a diverse student body.
7.2 Source of information	9.2	Reworded
7.3 Required program information	9.3	Most same; moved computer matching information with information about requirements and process to become a RDN; reworded information regarding estimated cost to students; removed tracks; clarified distance education requirement; clarified information regarding assistance for students finding own sites; New: include description of criteria and policies and procedures used to evaluate and award credit for prior learning experiences.
8. Policies and Procedures for Enrolled Students		
8.1 Program operations policies	10.1	Moved admission requirements to information to prospective students and the public; Some rewording regarding remediation; added requirement for equitable treatment policy to support diverse needs of students.
8.2 Program policies	10.2	Clarified how policy and procedures must be provided to students/interns specifically that they must be provided in a single comprehensive document (handbook or website); removed tracks; reworded policy regarding formal assessment.