
ACEND Virtual Town Hall Meeting
April 20, 2021, 11:00 a.m. Central Time

Host: Coni Francis, PhD, RD
DI Representative, ACEND Board

Presenter: Rayane AbuSabha, PhD, RD
ACEND Executive Director

**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the
 Academy of Nutrition
and Dietetics

Webinar Recording Link

<https://vimeo.com/736184141>

Proposed Skills (KRDN 3.4 and CRDNs 3.3.-3.6) Rationale Document Link

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/proposed-2022-standards>

Introduction/Announcements: Rayane AbuSabha welcomed all in attendance and introduced Town Hall host and ACEND Board member, Dr. Coni Francis

James indicated the objectives for the virtual Town Hall:

- Provide ACEND update and announcements
- Discuss latest ACEND Board decisions
- Announce 2020 noteworthy practice honorees
- Provide overview of ACEND's webinars and trainings
- Answer questions

Coni began with updates from ACEND. The 2022 standards are scheduled to be released September 1, 2021. The implementation date for the standards will be set for Fall 2021 for eligibility applications only and June 1, 2022 for all currently accredited programs. If a program has a site visit before the implementation date, it will be able to complete its' self-study report under the 2022 Standards if it chooses to do so. If a program has a report due and is unsure of which set of standards to use, please reach out to your ACEND manager.

Coni provided updates about recent ACEND Board decisions.

- During its August 2020 meeting, the ACEND Board lifted the moratorium on Didactic Programs in Dietetics due to the recent increase in the match rate to Dietetic Internships.
- During its October 2020 meeting, the ACEND Board waived the substantive change fee for programs adding a graduate degree. This is to help assist programs in meeting the CDR graduate requirement. From now until December 31, 2023 the Board will not charge a fee to any program moving to the graduate level.
- Also, at its October meeting, the ACEND Board made a decision to no longer use the pass rate policy as a primary factor in making accreditation decisions. This is in line with other accreditors' policies. Passing the RDN or NDTR exam is a VERY important outcome for graduates of ACEND accredited programs; however, programs will no longer be reviewed solely based on their graduates' pass rate level. There are other indicators of program quality that the board will take into consideration to ensure a more holistic review of the quality of our programs.

- To help assist programs during the COVID pandemic, during the February 2021 meeting, the ACEND Board voted to freeze its annual accreditation fee for 2022. The fee schedule has been revised and posted on the ACEND website. On it you will note that the annual accreditation fee for 2022 will not change and will be the same as this year.
- ACEND launched its Future Education Model demonstration program pilot in 2017 and since then has been collecting data to evaluate and monitor the success of the Future Education Model (FEM) Standards. The data so far suggest great benefits of competency-based education in preparing Registered Dietitian Nutritionists (RDNs), indicated by the number of programs that have applied to become a Future Education Model Graduate (FG) demonstration program, the pass rate on the registration exam for these programs, and the many benefits reported in the surveys of faculty and students.
 - Over the past four years, there have been few applications for the Future Bachelor's (FB) Demonstration Program, with less than 10% of total FEM applications and less than 2% of total FEM students enrolled. This suggests limited support for a Nutrition and Dietetics Technician, Registered program at the bachelor's level; therefore, on March 8, 2021, the ACEND Board voted to discontinue the FB demonstration program. Discontinuation of the FB demonstration program was not an outcome hoped for by the ACEND Board; but the Board is committed to a thorough and honest evaluation of its FEM Standards and programs.
 - ACEND will continue to accredit Didactic Programs in Dietetics (DPDs) as the undergraduate nutrition and dietetics degree program. ACEND will assist all accredited FB programs, and FB programs in the demonstration process, that want to transition to the DPD Standards.

Coni indicated that because of the success of the FG programs, ACEND will continue to accept applications for the Future Graduate (FG) programs in future cohorts of FEM demonstration programs. In addition, ACEND will continue to accept applications for the Future Associate (FA) demonstration program. An update was then provided on currently accredited FEM programs.

- In Cohorts 1, 2 and 3, ACEND accredited 34 Future Graduate Programs and 4 Future Bachelor's. (ACEND staff are working with the FB programs to help them transition to the DPD standards.) Overall, 18 programs are still in process.
- For Cohort 4, ACEND accredited 5 Future Graduate Programs and there are 23 programs from that cohort in process.
- For Cohort 5, 17 applications were received in December 2020 and they are currently under review. Programs contacted ACEND and requested that due to COVID 19 situation, to either extend the deadline for cohort 5 applications or to have a second call for applications. ACEND listened to this request and, as a result, a second call for Cohort 5 applications has been issued. Those applications are due on Monday May 3, 2021. The application to become a demonstration program can be found on the ACEND website at [this link](#).
- ACEND also issued the call for applications for cohort 6 of demonstration programs. Applications for cohort 6 are due on Monday December 6, 2021. The application can be found [here](#). ACEND is accepting applications only for the FG and FA programs.

Coni stated that ACEND identifies Noteworthy Dietetics Practices among ACEND-accredited programs and highlights one or more programs for noteworthy practices each quarter on the ACEND website. Since ACEND began the recognition program four years ago, 33 programs have been recognized for noteworthy practices. The Noteworthy Practice honorees for 2020 include:

- Under the curriculum category:
 - University of Hawaii at Manoa DPD

- Cedar Crest College DPD
- Maricopa County Department of Public Health DI
- Under the IPE Category
 - Lebanese American University IDE

Coni reminded participants that ACEND has a [page](#) for resources on diversity, equity and inclusion (DEI).

On this page you may find:

- ACEND Board messages addressing DEI
- Diversity enrollment trends in ACEND-accredited programs
- The submission form and criteria for the DEI Noteworthy Practices
- Access to recorded ACEND Webinars and other Academy presentations and sessions on DEI
- An Articles and Books section and other resources

Coni suggested that program directors access the page periodically for newly added resources. In addition, ACEND has launched a series of webinars on diversity, equity and inclusion. These webinars are recorded and posted on the ACEND DEI webpage. The next webinar in this series is titled: “*Legal and Ethical Admissions Processes that Promote Diversity*” and will cover holistic admission processes. This webinar will be presented by Tamara Melton, co-founder of Diversify Dietetics. The webinar will take place on Tuesday June 8, 2021 from 11:00 am – 12:30 pm CT. Information about the webinar and the link to register for it are found on the ACEND DEI webpage. This webinar will be recorded and posted on the ACEND DEI [webpage](#).

To respond to dietetic Internship directors’ request to discuss the options available to the free-standing dietetic internship programs, ACEND dedicated a special virtual town hall specific to this topic and invited all dietetic internship directors and faculty to attend. The webinar was recorded and is now posted on the ACEND [website](#). This recording may be helpful to all dietetic internship programs. Other helpful topics that have been recorded include:

- A [presentation](#) on Competency-Based Education and what makes it different in the FEM versus the 2017 Standards.
- There is also a [recording](#) on the FEM research results on the Program Director Surveys conducted in 2018-2019.

ACEND offers several workshops and modules specifically for program directors. These workshops are designed to help dietetic education program directors learn the latest accreditation standards and specific details on how to prepare for self-study reports, program assessment reports, and site visits. The next [workshop](#) that is based on the Future Education Model Accreditation Standards will be held virtually on August 5 and 6, 2021.

New this year, and available on the ACEND [website](#), are the online program director modules on the Future Education Model Accreditation Standards which specifically address the FEM Standards, competency-based education, and how to apply to become a demonstration program. Under [Training and Resources](#), other useful workshops, including the recorded CBE workshop that is presented by ACEND consultant Leanne Worsfold, can also be found there. Also on the webpage, the ACEND leadership and professional communication certificate can be found. This certificate is intended to provide ACEND program directors with training to build their leadership skills and improve communication and management skills. It is being made available to all ACEND stakeholders (including preceptors) for purchase at a discounted price.

Coni reminded participants that the *Dietetics Preceptor Training Program Modules* (8 CPEUs) that were available on CDR's Online Campus are now being offered by ACEND. Preceptors can now access the course from the ACEND website under "[Training and Volunteer Opportunities](#)".

Coni encouraged participants to consider becoming a program reviewer. ACEND needs both educators and practitioners as reviewers. Serving as a reviewer provides a good opportunity to network with other program directors and faculty and to learn new ideas. Program reviewer typically review two to three program self-study reports per year and go on site visits to those programs. They also review two to four progress reports each year as well. Program reviewers are eligible to serve on the ACEND board. The application to become a program reviewer is posted on the ACEND [website](#). ACEND is in need of FEM program reviewers. Current program reviewers who are interested in reviewing programs under the Future Education Model Standards are asked to contact ACEND at acend@eatright.org.

Coni closed with a reminder of ACEND communications that include the monthly ACEND Update, quarterly Virtual Town Hall and availability of ACEND staff. The next Town Hall is scheduled for July 20, 2021.

Rayane AbuSabha thanked Coni for hosting. Rayane reminded participants that the first draft of the 2022 Standards were posted for public comment between September and November 2020. The process for most accreditation standards is to seek only one round of public comment. However, the second draft of the 2022 Standards were released this past Friday (April 16, 2021) for public comment. While this second draft reflects changes that the Standards Committee made based on the first round of public comments, the Standards Committee also made some changes to the core knowledge and competencies on which ACEND requests stakeholder comments.

Rayane explained that the knowledge and competencies were not revised in the first draft because the public comments on the 2017 Standards that were made in Fall 2019 asked ACEND to do minimal revisions to the core knowledge and competency statements. The Standards Committee listened and did only the absolute necessary revisions to these statements. However, not revising the core knowledge and competencies did not seem to work. One year later, when it came time to comment on the draft proposed 2022 Standards (in Fall 2020), the comments ACEND received overwhelmingly addressed those core knowledge and competency statements that ACEND had tried so hard not to change. The core knowledge and competencies received by far the largest chunk of comments with many requests and recommendations to revise, reword or expand them. The Standards Committee could not ignore these comments that made up close to a third of the comments received.

Rayane indicated that she would summarize the revisions made for each standard that are a major departure from the first draft and may need stakeholders' attention.

Standard 1

- Required Element 1.3: Added a statement to make sure that program faculty, preceptors and staff receive the support they need for training on distance education; diversity, equity and inclusion; and other professional development needs. This was based on public comment.
- Required Element 1.4 (DI programs only): The requirement for a graduate degree was changed. Now the DI program has to have "a process to ensure interns complete a graduate degree by the end of the program." This change will give DI programs more flexibility with using different admission processes, using prior assessed learning and other policies. In the end DIs have the

responsibility to make sure the intern completes the graduate degree by the end of the program and this could be done before or during the program.

- Required Element 1.6 (CP, DI, DT and FDE programs): Added a statement to make sure that the majority of the professional work setting hours spent in the major rotations are completed on site and in person. This stemmed from concerns that in a post-COVID environment, students are not completing a major rotation without having stepped foot onsite. The term “major rotations” is defined by the program; however, ACEND is generally looking at the major clinical, foodservice and community rotations so that programs are not graduating a practitioner who has never counseled a patient in person, never set foot in a hospital room, or never experienced a foodservice or community environment. Of course, this does not apply to shorter, less major rotations which can still be completed in full virtually or by using alternate experiences. (This is not enforced during the COVID pandemic because of the flexibilities allowed by USDE. Hopefully, we will not be still in a COVID environment by June 2022 when these Standards will need to be adopted.)

Standard 2 – very minor changes were made

- Required Element 2.3 (DPD programs only): Addressed the “Supervised Practice Program Director Satisfaction” objective that is currently in the 2017 Standards. Since the mission of the DPD Standards was changed from solely preparing registered dietitian nutritionists to a more general mission for preparing students for careers in nutrition and dietetics, this includes supervised practice to become an RDN, graduate school or employment. Public comments that we received about this change were quite positive.
 - To measure the intent of the new more general DPD mission, the objective was changed to a more general Graduate’s Performance objective.
 - Data collected for this objective must be within 12 months of graduation so that it better reflects the impact of the DPD program on the graduate.

Standard 3 – majority of revisions made in this standard

- Required Element 3.1a (CP, DPD and FDE programs): The term “clinical workflow elements” was added to component #5, principles of medical nutrition therapy. The full definition of “clinical workflow elements” can be found in the recorded webinar posted on the ACEND website. ACEND will also include this definition in the Guidance Information document, but basically it is the flow of work within a healthcare facility. For example, it could be the workflow between a doctor, dietitian or patient or the workflow that happens during a patient visit.
- Required Element 3.1a: One new required component was added *“Licensure and certification in nutrition and dietetics”* to underscore the increased importance of licensure and certification and their impact in the field.
- For CP, DPD and FDE, KRDN 3.5 *“Describe basic concepts of nutritional genomics”* was removed and incorporated in Required Component 14 with the other sciences.
- A number of skills were added. One new KRDN was added for practicing routine health screenings including measuring blood pressure, blood glucose and blood cholesterol. Then at the higher level for CPs, DIs and FDEs only (not DPDs) four competencies CRDNS 3.3-3.6 were added. These include:
 - Performing routine health screening including insulin management and vaccine injections;

- Providing instruction on insulin administration and adjusting diabetes medication;
 - Inserting feeding tubes; and
 - Conducting a bedside swallow screening.
 - For all of these skills, dietitians are often asked to assist with them in practice but they are rarely able to do so because of lack of training. We need to equip our graduates to be prepared to extend themselves and their abilities.
 - ACEND appreciates that programs will need time to find the appropriate preceptors and facilities, or even simulations, to train students and interns on these higher-level skills. Therefore, programs are not expected to come into compliance with this specific core knowledge and these four competencies until June 1, 2024.
- Domain 5: To prepare strong future nutrition and dietetics leaders, a new domain was added to all programs with a new set of core knowledge statements and core competencies. Domain 5 includes leadership and career management; the skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.
- While there are nine KRDNs in Domain 5, eight them are new, and include exhibiting self-awareness, performing self-assessments, exploring career options, self-advocating for opportunities, team involvement, resolving differences and understanding the importance of mentoring and precepting. For the DT Standards, the KNDTs in Domain 5 are the same or very similar to the KRDNs.
 - Twelve competency statements fall under new domain 5. Eight are new competencies and similar to the KRDN and KNDT statements. They include exhibiting self-awareness, articulating one's skills, exploring career options, advocating for opportunities in the workplace, coaching individuals, resolving conflict and promoting team involvement. One added competency specifies helping students prepare an application to obtain an individual national provider identifier (NPI). Like the competency regarding the professional development portfolio (PDP) this could be done through a simulation. Hopefully, this exercise will encourage our graduates to obtain an NPI number.
 - The National Provider Identifier (NPI) is a Health Insurance Portability and Accountability Act (HIPAA) Administrative Standard. An NPI is a unique identification number for covered health care providers, created to improve the efficiency and effectiveness of electronic transmission of health information.
 - Two existing competencies were moved to Domain 5: Performing self-assessments and preparing a PDP.
 - One competency "*Understanding the mentoring role and practices mentoring and precepting*" was divided into two competencies: CRDN 5.11 *Mentor others* and CRDN 5.12 *Identify and articulate the value of precepting*.
 - For the DT Standards 10 competency statements fall under Domain 5. Nine are new competencies similar to the CRDN statements. The existing competency regarding preparation of a PDP was moved to this domain.

Standards 4, 5, 6 – no changes or only minor word-smithing changes

Standard 7

- Required Element 7.3: Changes made to meet new USDE regulation
 - In item d, added the requirement to provide information on states for which the program meets State requirements for licensure/certification.
 - In item e, defined the list of estimated cost to students based on the list provided by USDE.
 - Added one item at the end of 7.3 as “l” for the program to provide information on their prior learning assessment policy.

Standard 8

- Removed the statement on Admission requirements to reduce redundancy. Admission requirements are covered under Standard 7.
- ACEND also clarified the expectations for Student Retention and Remediation Policies to make sure students are receiving appropriate advising and get the help they need to progress in the program.

Rayane encouraged participants to go to the ACEND website and complete the survey to give comments about this revised set of standards. The [survey](#) will close on **Friday June 18, 2021**.

Rayane then shared the proposed timeframe for implementing the 2022 Accreditation Standards which are expected to be released on September 1, 2021.

- They will become effective for adoption by all programs on June 1, 2022. A reminder that this date is different for the following:
 - Graduate degree timeframe. The date to come into compliance with the graduate degree matches the CDR date and is by December 31, 2023.
 - The date for coming into compliance with KRDN 3.4 and CRDNs 3.3-3.6 (the new skills added to the core knowledge and competencies) is also different which is by June 1, 2024.

What if your program has an upcoming site visit?

- Programs with site visits between January and May 2022 may submit their self-study based on the 2022 Standards. That is optional.
- Programs with site visits after June 1, 2022 must submit their self-study based on the 2022 Standards.

Rayane then opened the Town Hall to questions and comments in the chat.

FEM Programs

Will the same criteria as used to discontinue the FB program be used to decide on whether to continue the FG program (< 10% of total FEM applications and < 2% total FEM students enrolled as well as limited public support)?

- One reason we knew the FB programs needed to be discontinued was when we compare them to the success of the FG programs. As mentioned earlier by Coni, ACEND has accredited 39 FG programs and 58 are in process. Enrollments in FG programs are healthy and students and faculty report great satisfaction. Dr. Long Wang presented some of this data at the 2020 NDEP meeting and he will be presenting updated data during the ACEND July 20 town hall. The recording, along with the abstract that was presented at FNCE, are posted on the ACEND

website on the FEM Rationale Document page.

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model/rationale-for-future-education-of-nutrition-and-dietetics-practitioners>.

And also apply to criteria for the FA program continuation?

- The Standards Committee is holding off promoting the FA programs to the community colleges until post-COVID. Then we apply the same criteria to the FA programs as we did the FB programs.

Are there any FA programs currently in progress?

- There are currently no FA programs in progress. However, this is because ACEND has not done any promotion of these programs. The Standards Committee is holding off promoting the FA programs to the community colleges until post-COVID.

What are the student numbers in the future education programs, not program numbers? We are asking the number of students, not the number of programs.

- This year, ACEND started posting FG enrollment data on the ACEND website here: <https://www.eatrightpro.org/acend/about-acend/enrollment-statistics>. In 2020, 521 students were enrolled in a small handful of FG programs.

How many applications were made to the FG programs in 2021, 2020, 2019, and going back to their beginning?

- Information was provided by Coni Francis earlier in this presentation as part of the ACEND update (see page 2 of this document). Cohorts 1, 2 and 3 were for 2017, 2018 and 2019 (Total 56 programs). Cohort 4 was completed in 2020 (28 programs) and Cohort 5 (two rounds, still in process) is in 2021.

Is it better to start a Future Graduate program or a Dietetic Internship?

- We recommend that you contact your ACEND manager to talk through the benefits of each program type.

How many FG programs are accepting students as the numbers posted on the ACEND site indicates 36 programs with only 521 students in 2020 with only 77 graduates - so are all of these program accepting students? Another way to ask this - are the FG slots filling their slots? Are all 36 FG programs listed on the ACEND website accepting students - if so why are numbers so low?

- 36 FG programs were accredited by the end of 2020; however, only a small handful enrolled students in 2020. The 521 students were from only 20 FG programs. The 77 graduates were from an even smaller number of programs (n=7).

For marketing to students on how to become a RD on the ACEND website - why is the FEM marketed as "option A" versus downplaying the DPD/DI route as "option C." Students who do not understand the differences are confused thinking that FEM is superior to the traditional route, when we know that is not the case.

- The marketing on the ACEND website follows the logical sequence of highest degree level starting from Bachelor's degree at the bottom to graduate degree.

How many student representatives are part of the decision making process? The current cost of mandatory, unpaid internships is a major financial burden and these revisions appear to only further dramatically increase the cost. As a student, I have a hard time believing there is genuinely decreased interest in the FB programs, but rather an immense pressure imposed on students by a culture that continues to undervalue undergrad degrees (perpetuated in part by current RDs), forcing our hands into FG programs. The discontinuation of the FB in addition to these revisions standards appear to be tone deaf and out of touch with the current realities of students and program coordinators.

- Student representatives make-up close to 10% of the ACEND Board. At any point in time ACEND has two student representatives on its Board, including one elect position.

In our state to initiate a new program requires department, college, university, system and state approval before being implemented. It also requires a market survey. So, can ACEND share any of its market surveys done on FG programs?

- Access the ACEND Rationale document posted on the ACEND website here
<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model/rationale-for-future-education-of-nutrition-and-dietetics-practitioners>
This document continues to be updated on a regular basis.

Move from FB to DPD

I attended the FEM Program Director Workshop but our program was recently switched to candidacy for a DPD program. Are we still eligible to attend Program Director Workshops for 2017 since we were not able to incorporate/ implement FEM standards?

- Contact Rayane or your ACEND manager and we will work with you on your next move.

How is the discontinuation of the Bachelor's option consistent with the conversation about increasing diversity in the RD field?

- **The DPD remains the bachelor's option for nutrition and dietetics.** The FB was proposed to elevate the education level of the NDTR from associate to bachelor's level. By discontinuing the FB, ACEND kept the NDTR education at the lower associate level.

DPD

Is ACEND still accrediting graduate level DPD programs?

- ACEND standards are minimum which require a bachelor's degree. Programs may exceed the minimum requirement and require a graduate degree.

CRDN is a DPD Knowledge requirement?? DPD is listed with CRDN 3.3-3.6 - is that a mistake?

- On the slide, the DPD (in blue font) was the title for the KRDN 3.4 and the CP, DI, and FDE (in blue font) were the title for the CRDNs 3.3-3.6. DPDs do not have to meet any CRDNs.

Many of our interns in our post bac program must work to pay their bills. Several indicated they would not be entering dietetics if an MS was required. This new requirement impacts students from low-income families many of whom come from underrepresented groups.

- The 2024 graduate degree requirement is a CDR requirement. ACEND has added this requirement to the 2022 Standards to meet CDR's requirement.

DIs

In regard to standard 1 for graduate degree for DIs, can a DI offer both options 1 and 2? Accept some students with a master's degree and accept others without but require it before program completion?

- A DI can offer both options.

I understand there was a webinar on free standing programs but the standards do not align with the "line" we were fed. If there are no noted characteristics noted for free standing programs and we come up for re-accreditation, we do not meet the standards. In addition, we were told the DI could not hold the verification statement until the MS program was completed. The standards read there must be processes to ensure interns complete a graduate degree by the end of the program. Do DIs need to throw interns out of the program if "life happens"? Where is the cultural sensitivity for child-birth age females that may need to prolong the MS due to becoming pregnant?

- Completing the program means awarding a verification statement and completing the students'/interns' application in the REPS system. For interns who are delayed in the program, the DI director withholds issuing the verification statement until the student completes program requirements.

Our DI program runs January-November each year. Does this mean our program will need to be in compliance with new 2022 standards starting January 2022 versus June 2022?

If a program has students that start in January 2022 and finish the program in August of 2022, can they finish with the 2017 standards and start using the 2022 standards with the new class that starts in August of 2022?

- The program will need to come into compliance with the new class of students that enrolls in the program after the June 2022 date.

What steps is ACEND taking in making internships more affordable for historically disenfranchised groups in light of these standard revisions that will continue to increase costs?

- Access the ACEND DEI webpage here <https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion> for more information on all of ACEND's activities on diversity, equity and inclusion.

CDR

During the CDR recording for the NDEP Spring meeting last week, Le Greta reported that the CDR board would be discussing CDR's 2024 mandate that a graduate degree be required for eligibility to take the RD credentialing exam and entry-level practice as an RD.

- ACEND learns of CDR's decisions at the same time as the rest of the program directors due to the autonomy between ACEND and CDR. If CDR decides not to move forward with the 2024 graduate degree, the standards committee will remove the graduate requirements in the 2022 standards.

Le Greta also noted that CDR received a letter from ACEND regarding the mandate. What did this letter from ACEND say?

- ACEND was concerned with the January 1, 2024 requirement that any student placed in REPS past that day will need to have a graduate degree. ACEND was concerned for those students who had completed the program but did not receive their degree until January or February from

the Registrar's Office (past the January 1, 2024 deadline) and asked that they be permitted to be processed in REPS. We were trying to protect our students.

Are you allowed to share what was contained in the formal letter sent to the CDR board that Le Greta spoke about in her presentation?

- The letter requested to postpone the January 1, 2024 deadline by a few months to allow all students who complete ACEND program requirements prior to the deadline date to be verified in REPS and take the exam without having to seek a graduate degree.

2022 Standards – CRDNs 3.3-3.6

Not sure if I misunderstood, but DI programs need to be in compliance with CRDNs 3.3-3.6 by June 1, 2024 vs. June 1, 2022?

- Correct. This date is set to provide programs with time to put plans in place for these added CRDNs.

2022 Standards – Supervised Practice Hours

Is the total number of required supervised practice hours remaining at 1,000 or will it return to 1,200?

- The minimum number of hours will be 1000 hours in the 2022 Standards.

Do some state licensure laws require x amounts of 1000 hours be spent in clinical, community and food service?

- Licensure laws do not specify the type of supervised experience.

2022 Standards – Postpone Start Date?

If we get the finalized 2022 standards in Fall 2021 - that will only give us months to implement before June 1, 2022. Given all the disruption caused by COVID pandemic - is there any way the new standards can be put off until January 1, 2023 in order to give program directors more time to make changes, complete additional agreements with sites to meet new CRDN 3.3, 3.4, 3.5, etc. and "catch their breath".

- Request will be brought to the ACEND Board.

I'm getting lots of questions regarding whether the 2022 Standards will not be expected to be implemented by June 2022 due to the many complications and demands imposed by COVID and its ongoing realities being addressed by all program directors, faculty, and preceptors.

- Request will be brought to the ACEND Board.

2022 Standards – Guidance Information Document

Where can we find the guidance document when available?

Is there a guidance document?

Will the guidance document be available before the survey on 2nd round of revisions to Accreditation Standard is due June 18th? It is hard to comment if it is unclear what is needed to meet the standard.

- The guidance document is developed once the standards are finalized and will be posted on the ACEND 2022 Standards webpage.

COVID-related comments/questions

Where does the requirement for in-person rotations leave those who went through the programs during the pandemic? Will their job chances be diminished?

- As indicated during the presentation, the requirement for in-person rotations does not apply during the COVID pandemic due to flexibilities provided by the USDE.

Hospitals in this area are looking for "in person" clinical training - how will simulations meet this?

- As the revised proposed 2022 standards indicate, it is ACEND's expectation that the majority of the hours spent in the major clinical rotation be in-person. The program can decide which skills could be met through alternate experiences and/or simulations.

Not all internships have access to a simulation lab.

We do have access to a Sim Lab, but the cost per hour is beyond what our program can afford without raising our program fees.

- Simulations are one form of alternate experience. Many other forms of alternate experiences are available where students are given the opportunity to practice their skills.

Suggestions received about the draft 2022 Standards

Note: These will not be addressed at this time. Please enter all comments in the draft 2022 Standards survey for public comment where they will be compiled for the Standards Committee review and Board action. Thank you!

- I have a question relating to the new draft KRDN 3.1 – Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition-related problems, determine appropriate nutrition interventions and monitor the effectiveness of these interventions. The issue is that DPD students do not monitor clinical MNT... strongly recommend change to “and develop plans to monitor...” If this goes through as worded, we need to determine how to accomplish this at the undergraduate level – since our students do not see patients routinely in the hospital or clinic as dietetic interns are able too.
- In regard to CRDNs 3.3 to 3.6 in the DI standards. What considerations were given to state licensure and hospital privileging and current scope of practice documents. For example, in our state there is some wording in other professions' licensing acts that may prevent dietitians from giving vaccines (CRD 3.3). Another example, only one hospital in our state privileges dietitians to place TF (CRDN 3.5). One last example, numerous scope of practice documents (diabetes, nutrition support, etc.) list these actions at the expert level, yet interns are trained at the entry level. Thanks.
- CRDNs 3.3-3.6 will be very difficult to implement by our preceptors.
- What about liability? I think our General Counsel's Office may have something to say about this.
- How will undergrads be expected to do hands on training with patients?
- All of those are advanced practice.
- Is inserting feeding tubes allowed by state licensure laws - or is it considered the domain of other professions?
- I thought inserting TF was considered an advanced practice skill.
- Not only is this a liability-but many, many hospitals are not going to allow this. Physicians are going to have to co-sign this, we cannot order Ensure without a MD order.

- These skills were on the list of competencies many years ago, but they were optional.
- Has anyone researched the number of NG tubes used for nutrition care in today's environment? This is an outdated and antiquated practice. In addition, as a program director, I will not be held liable for verifying an intern competency to place an NG tube or conduct a bedside swallow just to wait for that call from the lawyer due to a perforation or pneumonia caused by inaccurate placement.
- Will ACEND provide training to directors who have never placed feeding tubes or conducted swallow evals?
- Are we going to have to change the SOPPs for the medication management for diabetes? That was fine when I was had the CDE credential. Legally are we able to do this?
- I'm hearing a great deal of concern with CRDNs 3.3 to 3.6 and have them as well licensing, clinical privileges, scope of practice, etc. I encourage everyone to make comments on the second draft, so the concerns are noted formally.
- This will also require update to the SOP and SOPP for RDs - how will current practitioners (meaning current and potential preceptors as well) meet these expectations for skilled practice (CRDN 3.3 - 3.6 particularly)?
- Many of our preceptors can't implement a nutritional supplement, how will we be able to change insulin?
- It would be helpful for these new competencies to have an example of how one sees them happen in practice and how they could be measured. Some have so many components, it would be hard to access them in one activity.
- Our faculty had a lot of concern about the new CRDN's 3.3-3.6 and have provided feedback on the survey. In general, we are training entry-level practitioner and many of these competencies are not entry level. Many also suggest they are outside our scope of practice – collaboration should be added to these competencies—the way they are worded sounds like we will be doing this by ourselves. I have never been asked to give a vaccine, are other RDN's being asked to do this? The changes are very overwhelming from the first draft. I agree with the discussion and questions asked above. I don't think this will be helpful to our DI's, especially those in rural locations or distance interns who are in rural locations. With all of the issues with COVID and applications for DI's being down, why are we trying to make it harder to train our interns?
- We already have difficulties finding preceptors. I foresee a significant decrease in the number of preceptors when we indicate they have to show that the intern has placed a NG tube, conducted a swallow eval, give an injection, etc.
- This is wrong on so many levels.
- Does the CDR Practice Audit support many of the proposed CDRNs?
- Are we encroaching on other professions scope of practice? SLPs and conducting a bedside eval?
- No RDs at our facility, or I believe in our state, engage in 3.3, 3.5, or 3.6. Conducting a swallow screen is completely outside our scope.
- My liability insurance from Mercer does not cover inserting NGs, giving injections, prescribing medication levels, etc.
- You still need to be prepared to initiate the Heimlich maneuver during a bed side swallowing eval, per individuals who are qualified to do this.
- Is inserting a nasogastric tube or completing a swallowing evaluation in our scope of practice?

- We are also very advanced scope of practice at our 900 bed Level 1 Trauma and Teaching Hospital, but neither insert feeding tubes nor conduct swallow studies since these are best performed by other ancillary practitioners. Why are we requesting advanced practice skills for our entry level practitioners?
- While driving practice changes many times comes from educational programs, some of the new competencies in Standard 3, seems aggressive and highly unachievable by most programs. Expecting interns to be able to dose medications, place feeding tubes, and initiate and carry out bedside swallow screenings is going to be highly difficult. Even with more time to institute, increasing the program fee to cover sim centers isn't fair to students, and most clinical sites (including academic medical centers) do not include this in their scope of practice (due to facility liability). These skills are ADVANCED practice skills, not entry level competencies expected of new grads. Why the push?
- The CRDN(s) are already so difficult to achieve as there are 41+. With these changes how many total CRDN(s) seems like they are a lot more - it this correct?
- We were recommended to add "in person" clinical training on all resumes our students use to optimize chances of employment - are others using this?
- Domain 5 will require a lot of work for DPD directors.
- In case you have not already seen it, there is a petition being circulated to stop the 2024 CDR Mandate. If you're interested, here's the link to the STOP CDR 2024 MANDATE petition: https://www.change.org/STOP_CDR_2024_Masters_Degree_Mandate This petition is being shared among many individuals and groups, with hopes that it be shared widely so that more are aware of it. Thus, there's no problem with sharing it with anyone you'd like.

The next Town Hall is scheduled for Tuesday, July 20, 2021 at 11 am Central Time.

Rayane and Coni thanked everyone (180 participants) for their discussion on the Town Hall. The call ended at 12:00 pm CT.

Welcome to the ACEND Virtual Town Hall





Rayane AbuSabha,
PhD, RD
ACEND Executive
Director



**Coni Francis,
PhD, RD
ACEND Board**

Objectives



- Provide ACEND update and announcements
- Discuss latest ACEND Board decisions
- Announce 2020 noteworthy practice honorees
- Provide overview of ACEND's webinars and trainings
- Answer questions

ACEND Updates and Announcements



2022 Accreditation Standards



- To be released September 1, 2021
- Implementation date:
 - Eligibility applications only: Fall 2021
 - June 1, 2022 all accredited programs
- All currently accredited programs must come into compliance on **June 1, 2022**
 - Implementation date of the graduate degree requirement for CP and DI programs is December 31, 2023



Recent ACEND Board Decisions

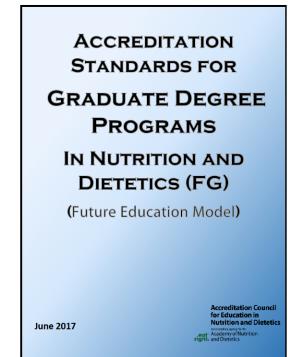
- Lifted the moratorium on Didactic Programs in Dietetics (August 2020)
- Waived the substantive change fee for programs adding a graduate degree (October 2020)
- Removed the current Pass Rate Policy from the P&P Manual to allow for a more holistic approach to reviewing programs (October 2020)
- Froze the ACEND annual accreditation fee for 2022. The 2022 annual fee will be the same as 2021. (February 2021)

Recent ACEND Board Decisions



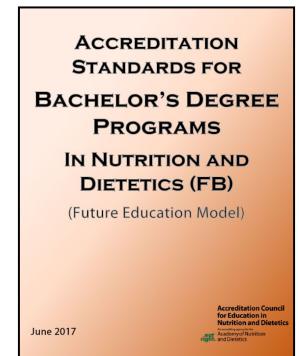
■ Future Graduate (FG) Demonstration Programs continue:

- Benefits of CBE
- Positive student and faculty surveys
- Preliminary positive pass rate data



■ Discontinued the Future Bachelor's (FB) Demonstration Program (March 2021)

- <10% of total FEM applications
- <2% of total FEM students enrolled
- Limited public support

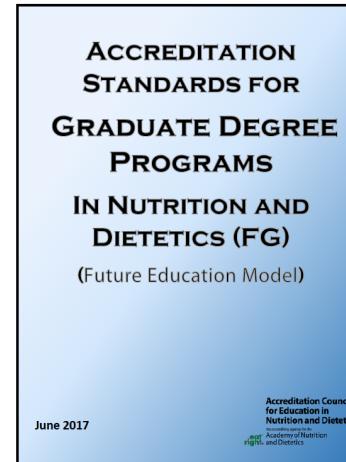
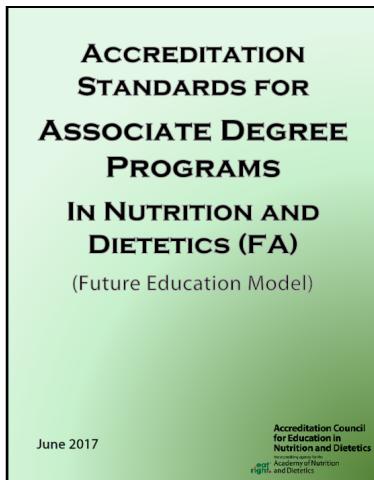


FEM Standards Demonstration Program



Future Graduate (FG) Demonstration Programs continue

Future Associate (FA) Demonstration Programs continue



FEM Standards Demonstration Programs



In Cohorts 1, 2 & 3	34 Future Graduate 4 Future Bachelor's 18 programs in process
Cohort 4	5 Future Graduate 23 programs in process
Cohort 5	17 applications under review

FEM Standards Demonstration Programs

X

Accepting Applications for FG and FA Programs

Cohort 5 2nd Call

Applications due **Monday May 3, 2021**

Posted on the ACEND website:

<https://www.eatrightpro.org/futuremodel>

Cohort 6 2nd Call

Applications due **Monday Dec 6, 2021**

Posted on the ACEND website:

<https://www.eatrightpro.org/futuremodel>

2020 Noteworthy Practice Honorees



■ Curriculum Category

- University of Hawaii at Manoa Didactic Program in Dietetics
- Cedar Crest College Didactic Program in Dietetics
- Maricopa County Department of Public Health Dietetic Internship

■ Interprofessional Education Category

- Lebanese American University (LAU), International Coordinated Program (IDE)

Webinars and Trainings for Program Directors

X



Diversity, Equity and Inclusion ACEND Webpage

www.eatrightpro.org/ACENDforDEI



- ACEND Board messages on DEI
- Diversity enrollment trends in ACEND-accredited programs
- Submit DEI Noteworthy Practices
- Access to recorded ACEND Webinars and other Academy presentations on DEI
- Articles and Books section

Diversity, Equity and Inclusion ACEND Resources

ACEND® will not tolerate any instances of inequity nor discrimination in our nutrition and dietetics education programs.

The links below provide information and resources to assist nutrition and dietetics faculty and preceptors on the topic of Diversity, Equity and Inclusion (DEI). ACEND® is in the process of developing a library of reputable educational materials on DEI. This page will be updated on a regular basis with new resources. If you need further assistance, please contact [ACEND Staff](#).

- [July 2020 Message from the ACEND® Board](#)
- [June 2020 Message from the ACEND® Board](#)
- [A Story on the Journey of Perseverance in Becoming a RDN Leader](#)
- [1998-2020 Diversity Enrollment Trends](#)

Diversity, Equity and Inclusion ACEND Webpage

www.eatrightpro.org/ACENDforDEI



- ACEND Series of Webinars on DEI
 - *Legal and Ethical Admissions Processes that Promote Diversity*
 - Presented by Tamara Melton, Diversify Dietetics
 - Tuesday June 8, 2021: 11:00 am CT – 12:30 pm CT
 - To register, go to: www.eatrightpro.org/acendfordei

ACEND Series of Webinars on Diversity, Equity and Inclusion

Legal and Ethical Admissions Processes that Promote Diversity Webinar

Date: June 8, 2021

Time: 11 a.m. - 12:30 p.m. (Central time)

- [Webinar Information](#)
- [Register](#)



Town Hall Recordings



- Special Topics ACEND Virtual Town Halls:
 - Options for Free-Standing Dietetic Internships
 - Competency-Based Education in the FEM Standards
 - FEM Research: Program Director Survey, 2018-2019 Results
- Recordings posted on ACEND website under Virtual Town Hall webpage



Public Notices and Announcements

ACEND® adheres to principles of transparency and regularly posts information regarding accreditation processes, policies, standards and requirements.

- ⌚ ACEND UPdate
- ⌚ Noteworthy Practices
- ⌚ Filing a Complaint
- ⌚ Accreditation Decisions
- ⌚ ACEND Standards News
- ⌚ Programs Under Review
- ⌚ Virtual Town Hall Meetings



Program Director Workshops and Online Modules

Recorded Workshops and Modules

X

- **FEM Program Director Workshop Virtual**

- August 5-6, 2021

- **NEW! FEM Program Director Online Modules (8 CEUs)**

- **CBE Workshop – presented by Leanne Worsfold (5 CEUs)**

- **ACEND Leadership Certificate! (16 CEUs)**

Training and Volunteer Opportunities

ACEND provides opportunities for both accreditation and dietetics and nutrition professionals to expand their knowledge with professional development resources.

- Preceptors and Mentors
- Program Reviewers
- Training and Resources
- Dietetics Preceptor Training Program



Preceptor Training Course Open

X

- The *Dietetics Preceptor Training Program Modules Course* (8 CPEUs) is now available on the ACEND website:
- <https://www.eatrightpro.org/acend>

Training and Volunteer Opportunities

ACEND provides opportunities for both accreditation and dietetics and nutrition professionals to expand their knowledge with professional development resources.

- Preceptors and Mentors
- Program Reviewers
- Training and Resources
- Dietetics Preceptor Training Program



ACEND Program Reviewers

- Great Opportunity!
 - Networking
 - Benefit to learn from others
 - Learn standards
- Responsibilities:
 - Review self-study reports and go on site visits (2-3/year), review Progress Reports (2-4/year)
 - Application on ACEND website
www.eatright.org/acend





Communication from ACEND

- **ACEND Update**
 - Monthly update from ACEND posted on the website
- **Virtual Town Hall**
 - Next town hall: Tuesday, July 20, 11:00 am – 12:00 noon CT
 - Directions for joining on the ACEND website
- **ACEND Staff**
 - 800-877-1600 x5400
 - acend@eatright.org

Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the
Academy of Nutrition
and Dietetics



SECOND DRAFT 2022 ACEND ACCREDITATION STANDARDS

SUMMARY OF CHANGES

Accreditation Council
for Education in
Nutrition and Dietetics

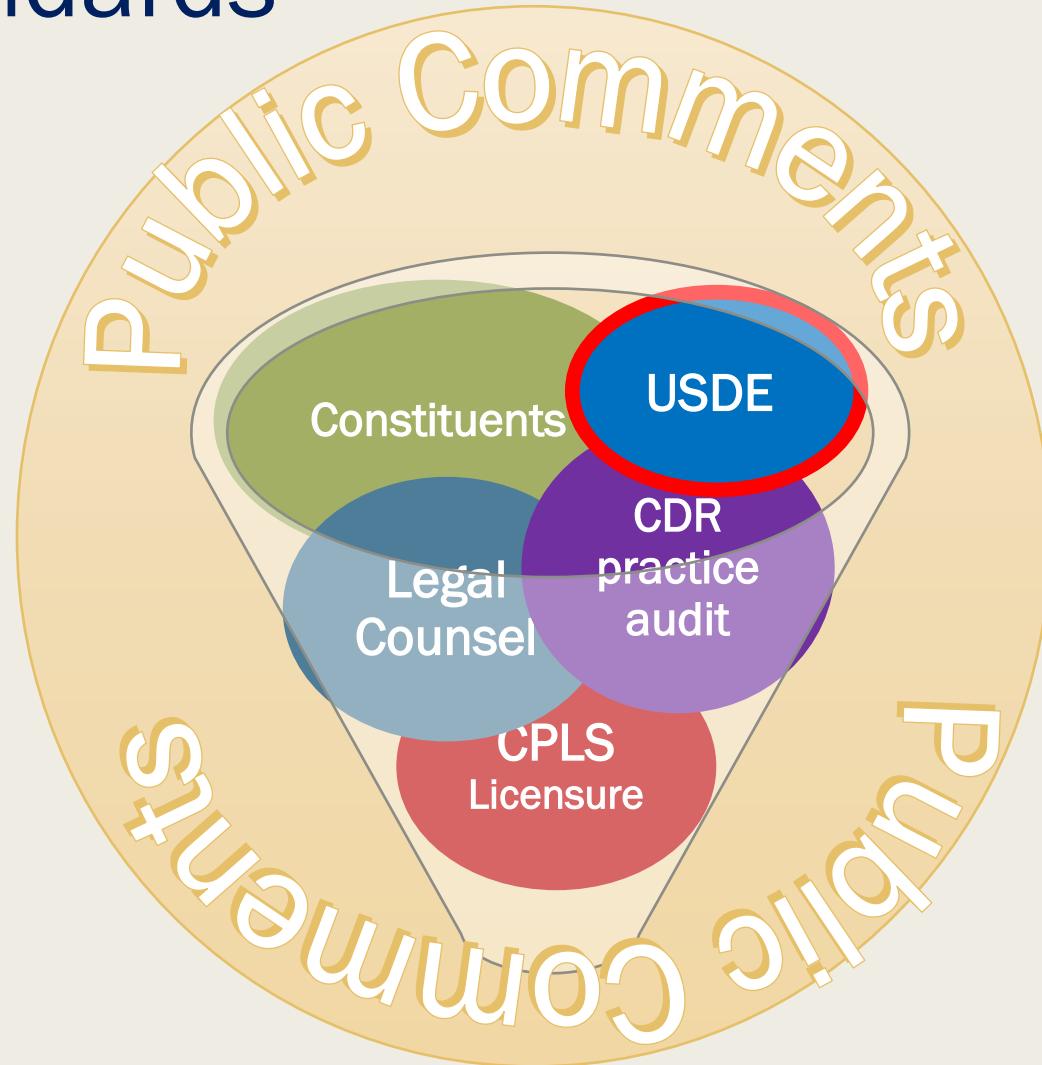
the accrediting agency for the
**Academy of Nutrition
and Dietetics**



Revision Process of the Second Draft 2022 Standards

Revision Process:

- Reviewed public comments on the first draft of the proposed 2022 Standards



What Prompted a Second Round of Comment Period?

- Revisions to the Core Knowledge and Competencies (K&C)

Why these K&C Were Not Revised in the First Draft?

- Public comments on the 2017 Standards (Fall 2019) asked ACEND to do minimal revisions to the K&C
- Comments on the draft proposed 2022 Standards (Fall 2020) were numerous

Standard 1

Program Characteristics and Resources

- RE 1.3: Added statement to ensure support for program faculty, preceptors and staff

All Program Types

1.3 The program must demonstrate that it has the administrative, technical and financial support and the learning resources, physical facilities and support services needed to accomplish its goals. 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. Programs offering an Individualized Supervised Practice Pathway (ISPP) must document the financial support and learning resources provided to the ISPP.

-  The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty, preceptors and staff.
- b. The program must provide a description of the budgeting process for the program that demonstrates financial resources are sufficient to produce the desired short- and long-term program goals and student outcomes.

Standard 1

- RE 1.4 –DI Only: Requirement for a graduate degree changed to having “a process to ensure interns complete a graduate degree by the end of the program”

DI Only

1.4 The internship must:

- a. Be a post baccalaureate program that:
 1. Admits only individuals who have a verification statement from a Didactic Program in Dietetics (DPD) or Foreign Dietitian Education program (FDE) and have earned at least a master's degree granted by a U.S. regionally-accredited college/university or foreign equivalent,
or
 2. Admits only individuals with a DPD or FDE verification statement and has a process to ensure interns complete a bachelor's degree if it requires a graduate degree be completed as part by the end -of the program.
 3. Meets the requirements listed above on or before December 31, 2023
- c. ~~Must award~~ a verification statement to individuals who have earned a graduate degree and completed program requirements.



Standard 1

- RE 1.6a: The majority of the professional work setting hours spent in the major rotations are completed on site
 - Major rotation: Defined by program

CP, DI, DT and FDE

- 1.6 The program must establish and justify its length and provide the rationale for the program length based on competencies and learning activities that students must accomplish, required hours of supervised practice and mandates from the program's administration and/or state legislation.
- a. The program must document be planned so that students complete at least 1000 hours of supervised practice experiences with a minimum of 700 hours in professional work settings; a maximum of 300 hours can be in alternate supervised experiences such as simulation, case studies and role playing. The program must document the planned hours in professional work settings and in alternate supervised experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.



Current Flexibility due to COVID pandemic

Standard 2

Mission, Goals, Objectives and Evaluation

- RE 2.1c – Satisfaction with Graduate Performance objective: Includes evaluation of graduate performance within 12 months of graduation in:
 - Supervised practice
 - Graduate program, or
 - Employment
- Measures the intent of the new more general DPD mission

DPD Only

- d. ~~Supervised Practice Program Director Satisfaction with Graduate Performance~~: The program must develop an objective for ~~evaluation of graduate's performance in supervised practice program director's, graduate program or employment within 12 months of graduation -satisfaction with graduate's preparation for supervised practice.~~

Standard 3

Curriculum and Learning Activities

RE 3.1a: Required Components

- All Programs: General wordsmithing and added examples
- CP/DPD/FDE: Added “clinical workflow elements” to MNT

CP, DPD and FDE

4. Governance of nutrition and dietetics practice, such as the Scope of ~~Nutrition and Dietetics~~ Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics; and interprofessional relationships in various practice settings
5. Principles of medical nutrition therapy ~~and~~, the Nutrition Care Process and clinical workflow elements



Standard 3

RE 3.1a: Required Components

- Added one component: *Licensure and certification in nutrition and dietetics*
- Removed KRDN 3.5 “*Describe basic concepts of nutritional genomics*” to Required Component 14

CP, DPD, DT and FDE

9. Fundamentals of public policy, including the legislative and regulatory basis of nutrition and dietetics practice
10. Licensure and certification in nutrition and dietetics

CP, DPD and FDE

14. Organic chemistry, biochemistry, anatomy, physiology, genetics, nutritional genomics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan

RE 3.1b: Core Knowledge and Competencies- New Skills

Standard 3

CP, DPD and FDE

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

CP, DPD, DI and FDE

CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), initiating pharmacotherapy plans (such as insulin management), and administering vaccine injections (such as flu shots).

CRDN 3.4 Provide instruction for self-monitoring blood glucose, insulin administration and adjusting diabetes medication.

CRDN 3.5 Insert nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Initiate and conduct bedside swallow screenings.

Compliance date by June 1, 2024

RE 3.1b: Core Knowledge and Competencies

New Domain

Standard 3

Domain 5: Leadership and Career Management

(9 KRDNs; 12 CRDNs
9 KNDTs; 11 CNDTs)

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Domain 5: Leadership and Career Management

Core Knowledge - KRDNs

Knowledge

Upon completion of the program, graduates are able to:

- KRDN 5.1** Exhibit self-awareness in terms of personality, learning, leadership style and cultural orientation.
- KRDN 5.2** Perform self-assessments and develop goals for self-improvement.
- KRDN 5.3** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth.
- KRDN 5.4** Identify and explore career options.
- KRDN 5.5** Understand how to self-advocate for opportunities in the workplace.
- KRDN 5.6** Coach and advise individuals and teams on resolving differences or dealing with conflict.
- KRDN 5.7** Promote team involvement and recognize the skills of each member.
- KRDN 5.8** Resolve to explore the uniqueness of each patient, client and colleague.
- KRDN 5.9** Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Domain 5: Leadership and Career Management

Core Knowledge - KNDTs

Knowledge

Upon completion of the program, graduates are able to:

- KNDT 5.1 Exhibit self-awareness in terms of personality, learning, leadership style and cultural orientation.
- KNDT 5.2 Perform self-assessment and develop goals for self-improvement.
- KNDT 5.3 Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth.
- KNDT 5.4 Identify and explore career options.
- KNDT 5.5 Understand how to self-advocate for opportunities in the workplace.
- KNDT 5.6 Coach and advise individuals and teams on resolving differences or dealing with conflict, as appropriate.
- KNDT 5.7 Promote team involvement and recognize the skills of each member.
- KNDT 5.8 Resolve to explore the uniqueness of each patient, client and colleague.
- KNDT 5.9 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Domain 5: Leadership and Career Management

Core Competencies - CRDNs

Competencies

Upon completion of the program, graduates are able to:

CRDN 5.1 Exhibit self-awareness in terms of personality, learning, leadership style and cultural orientation.

CRDN 5.2 Perform self-assessments and develop goals for self-improvement throughout the program.

CRDN 5.3 Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth.

CRDN 5.4 Identify and explore career options.

CRDN 5.5 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CRDN 5.6 Prepare an application to obtain an individual National Provider Identifier (NPI).

CRDN 5.7 Advocate for opportunities in the workplace.

CRDN 5.8 Coach and advise individuals and teams on resolving differences or dealing with conflict.

CRDN 5.9 Promote team involvement and recognize the skills of each member.

CRDN 5.10 Resolve to explore the uniqueness of each patient, client and colleague.

CRDN 5.11 Understand the mentoring role and practices mentoring and precepting Mentor others.

CRDN 5.12 Identify and articulate the value of precepting.

Domain 5: Leadership and Career Management

Core Competencies - CNDTs

Competencies

Upon completion of the program, graduates are able to:

CNDT 5.1 Exhibit self-awareness in terms of personality, learning, leadership style and cultural orientation.

CNDT 5.2 Perform self-assessments and develop goals for self-improvement throughout the program.

CNDT 5.3 Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth.

CNDT 5.4 Identify and explore career options.

CNDT 5.5 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CNDT 5.6 Advocate for opportunities in the workplace.

CNDT 5.7 Coach and advise individuals and teams on resolving differences or dealing with conflict, as appropriate.

CNDT 5.8 Promote team involvement and values the skills of each member.

CNDT 5.9 Mentor others.

CNDT 5.10 Identify and articulate the value of precepting.

Standards 4, 5 and 6

- No changes or minor changes to
- Standard 4 (Curriculum Assessment),
 - Standard 5 (Faculty and Preceptors)
 - Standard 6 (Supervised Practice Sites)

Standard 7 Information to Prospective Students and the Public

RE 7.3 – To meet new USDE regulation

- Requirement to provide information on states for which the program meets State requirements for licensure/certification
- Defined the list of estimated cost to students

- d. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, computer matching information, if applicable, supervised practice, the CDR credentialing exam, and state certification/licensure/certification, states for which the program meets State requirements for licensure/certification; and how the program fits into the process.
- e. Estimated cost to students, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs~~Estimated total program-specific cost to student, in addition to any institutional fees and tuition.~~

- Information on prior learning assessment

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

Standard 8 Policies for Enrolled Students

RE 8.1 –

- Removed statement on Admission requirements
- Clarified Student Retention and remediation

8.1

Programs are required to have policies and procedures for program operations including:

~~Admission Requirements: Programs must establish criteria to determine student potential for success in the program.~~

- a. Student Performance Monitoring: The program's system of monitoring student performance must provide for the early detection of academic difficulty and must take into consideration professional and ethical behavior and academic integrity of the student.
- b. Student Remediation and Retention: ~~Concerns about a student's performance in meeting program requirements are addressed promptly and adequately to facilitate student's progression in the program. Students with a minimal chance of success in the program must be counseled on alternate career paths that are appropriate to their ability.~~

Public Comments

Opportunity to Provide Feedback on the Second Draft 2022 Standards

Public Comments:

- Survey to evaluate the Second Draft 2022 Accreditation Standards is posted on the ACEND website:
<https://www.eatrightpro.org/ACEND/Standards>
- Closes Friday June 18, 2021

Time Frame

Timeframe for Implementing the 2002 Standards

- Released September 1, 2021
- Effective June 1, 2022
 - Graduate degree timeframe: Before December 31, 2023
 - KRDN 3.4 and CRDNs 3.3-3.6 timeframe: Before June 1, 2024
- Programs with site visits between January and May 2022 may submit self-study based on 2022 standards
- Programs with site visits after June 1, 2022 must submit self-study based on 2022 standards

QUESTIONS?

**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the
 Academy of Nutrition
and Dietetics