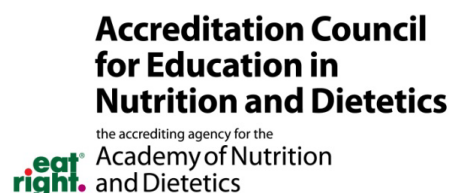

ACEND Virtual Town Hall Meeting
September 17, 2024, 11:00 a.m. Central Time

Host/Presenter: Rayane AbuSabha, PhD, RD
ACEND Executive Director



Webinar Recording Link:
<https://vimeo.com/1010356122>

Rayane thanked all attendees (142 participants). The meeting ended at 12:00 PM CT.

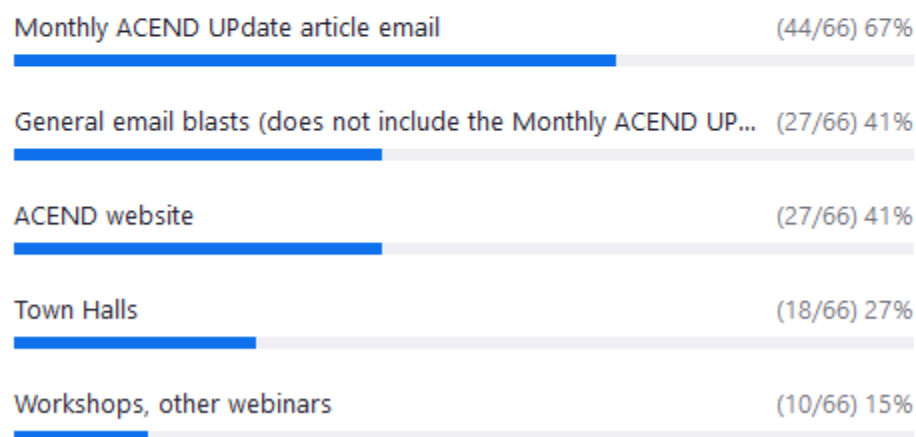
ACEND gathered Program Director feedback regarding communication resources. Below are the shared results:

ACEND Communication Poll

Poll ended | 1 question | 66 of 91 (72%) participated

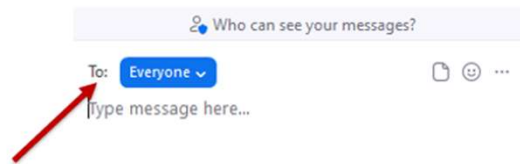
1. Which ACEND resource do you refer to the most to obtain important ACEND information (please only select up to two resources): (Multiple Choice)

66/66 (100%) answered



Welcome!

- Lines have been muted.
- If you have questions or comments, use the chat feature and post to EVERYONE.
- To enable closed captioning, select **Show Captions** icon **CC** from the meeting controls toolbar.



© ACEND

1

Using Chats During ACEND Town Hall



ACEND encourages attendees to use the chat feature to ask questions and express their opinions respectfully




At any point, ACEND reserves the right to remove an attendee from the Town Hall for inappropriate or harassing comments

© ACEND


2

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

**eat
right.**



This webinar is being
recorded



The slides and recording will
be shared on the ACEND
Townhall webpage

© ACEND

3

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

**eat
right.**

**Communication Poll
(Program Directors Only)**

© ACEND

4

ACEND Updates and Announcements

© ACEND

5

Competency Software Resources for Program Directors

- Weekly Training and Q&A webinars:
 - Webinars held every Tuesday from 1 – 2 PM CT
 - Recordings posted on the Competency Software Resources webpage
- Competency software questions? Please send an email to Education@eatright.org

The screenshot shows the 'eat right' Academy of Nutrition and Dietetics website. The navigation bar includes links for About Us, Advocacy, Leadership, Practice, Career, and News Center. A search bar is located on the right. The main content area is titled 'Competency Software for Program Directors'. It includes a sidebar with links to Program Directors, ACEND Portal, Application Process for Program Directors, ISPP for Directors, Program Director FAQs and Resources, and Competency Software Resources. The main text explains that program directors are assigned to their ACEND accredited programs under a Program Director role. It mentions that Competency Software for Program Directors can create, edit, and manage program schedules, users, and assessment data, as well as create reports for directors, faculty, and supervisors. A red button labeled 'Download User Guide for Program Directors' is visible. Below this, there is a section titled 'Getting Started with Competency' which includes a link to 'Introduction to Competency' and a list of topics: 'Creating, Managing and Assigning Assessments' and 'Evaluating Students and Reviewing Reports'.

Resource
Guides &
Video Tutorials
located under
Program
Directors page

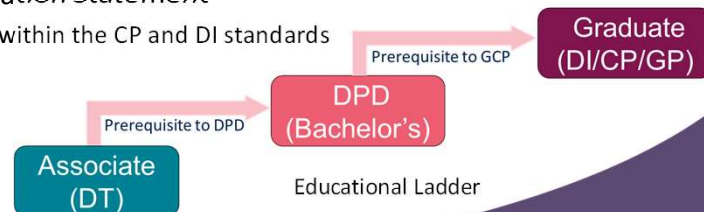
© ACEND

6

Board Discussions and Decisions: Future of ACEND Standards

By 2027:

- Move CP and GP to one set of standards: Graduate CP standards
- Keep DPD + DI + graduate degree as a separate pathway to ensure availability of sites
 - Protect interns in intern-identified SP programs
- Move all programs to competency-based education (CBE) curriculum
- Ensure education laddering: Associate to Bachelor's to Master's
- Move to a general associate-level standards: incorporate DT as a pathway
- Discontinue ISPP-DPD-Verification Statement
 - Keep ISPP-PhD and incorporate within the CP and DI standards



7

Upcoming Program Director Workshop

2022 Standards and FEM Program Director Workshop

- Virtual: September 26 – 27, 2024



ACEND Training and Volunteer Opportunities

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

[Learn About >](#)

Registration information posted on the ACEND website!

Program Director Workshops

The Program Director 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 and site visits. Individuals interested in applying to start a new ACEND program, as well as newly appointed program directors, are welcome and encouraged to attend and may be eligible for a registration discount. If you meet the discount requirements as outlined in the ACEND fee schedule, contact ACEND for a discount code before you register. Note: After October 2023, ACEND no longer offers the Clinical Skills Workshop. For inquiries about Academy-provided workshops, including future clinical skills workshops, please contact the Academy's Center for Lifelong Learning team.

Workshops Covering the 2022 and Future Education Model Accreditation Standards

Dates and Times

- Thursday, September 26: 9 a.m. – 4 p.m. (Central time)
- Friday, September 27: 9 a.m. – 1 p.m. (Central time)

Location: Virtual

Description:

The Accreditation Council for Education in Nutrition and Dietetics will be offering a virtual Accreditation Workshop. The workshop is designed to help dietetic education program directors and others interested in ACEND accreditation learn the latest accreditation standards and specific details on how to prepare for self-study reports and site visits. This workshop will focus on preparing a self-study report based on the 2022 and FEM standards. During the workshop, interactive sessions cover plans for how to conduct a self-study process and how to work with ACEND staff and reviewers. Individuals with a site visit scheduled in 2025 or 2026, individuals interested in applying to start a new ACEND accredited program, as well as newly appointed program directors, are welcome and encouraged to attend.

Topics:

- Overview of ACEND accreditation
- Review of the 2022 and FEM Standards
- ACEND Accreditation Review Process
- Preparing Your Self-Study Report and On-site Evaluation

© ACEND

8



ACEND Leadership Training Resource Webpage

- ACEND now offers free leadership training resources designed to enhance leadership skills and confidence!
- Resources located in the ACEND Training and Volunteer Opportunities section of the ACEND website.



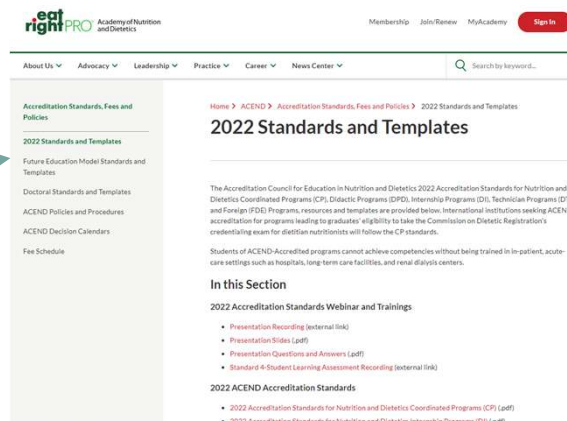
9

2022 Accreditation Standards Template Reminder

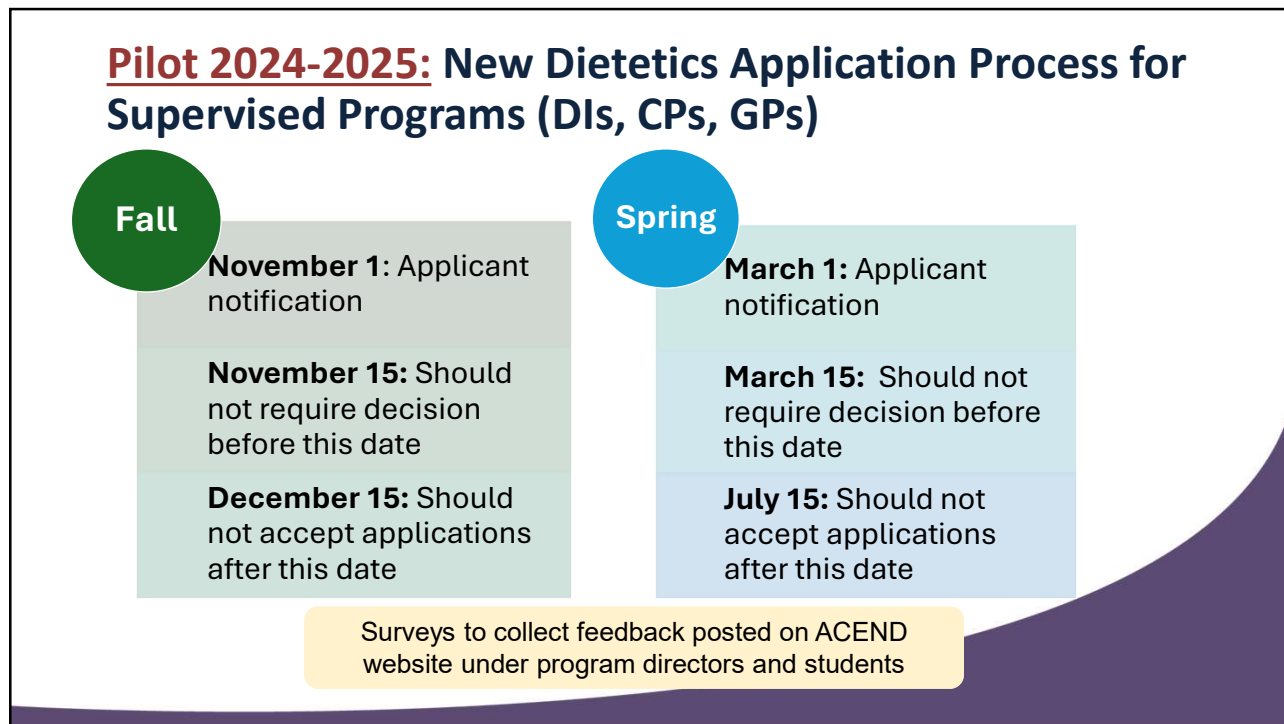
Nutrition and Dietetics Standard-Specific Templates

- Required Element 1.5 Program Director Job Description (all program types) (Optional) (.doc download)
- Required Element 1.6 Planned Supervised Practice Hours (CP, DI, DT, ISPP) (.doc download)
- Required Element 1.6 Planned Supervised Practice Hours (FDE) (.doc download)
- Required Element 2.1-2.2 Program Evaluation Plan (CP) (.doc download)
- Required Element 2.1-2.2 Program Evaluation Plan (DI) (.doc download)
- Required Element 2.1-2.2 Program Evaluation Plan (DPD) (.doc download)
- Required Element 2.1-2.2 Program Evaluation Plan (DT) (.doc download)
- Required Element 2.1-2.2 Program Evaluation Plan (FDE) (.doc download)
- Required Element 2.3 Continuous Program Improvement Plan (.doc download)
- Required Element 3.1 NDR Required Components Checklist (DT) (.doc download)
- Required Element 3.1 RDN Required Components Checklist (CP, DPD, FDE, ISPP) (.doc download)
- Required Element 3.2 CRDN Curriculum Map (DI) (.doc download)
- Required Element 3.2 KRDN- CRDN Curriculum Map (CP, FDE) (.doc download)
- Required Element 3.2 KRDN Curriculum Map (DPD) (.doc download)
- Required Element 3.2 KRDN Curriculum Map (DT) (.doc download)
- Required Element 3.2 NDR Summary of Learning Activities (DT) (.doc download)
- Required Element 3.2 RDN Summary of Learning Activities (CP, DI, DPD, FDE, ISPP) (.doc download)
- Required Element 4.1-4.2 RDN Core Competency Assessment Table (CP, DI, FDE, ISPP) (.doc download)
- Required Element 4.1-4.2 Core Knowledge Assessment Table (DPD) (.doc download)
- Required Element 4.1-4.2 NDR Core Competency Assessment Table (DT) (.doc download)
- Required Element 5.1 Faculty Roster (.doc download)
- Required Element 5.1-6.1 Preceptor and Faculty Roster (CP, DI, FDE, DT, ISPP) (.doc download)
- Required Element 5.2 Preceptor Qualifications Form (Optional) (.doc download)
- Required Element 7.3 Information to the Public Checklist (All programs) (.doc download)
- Required Element 8.1-8.2 CP and FDE Policies and Procedures Checklist (CP, FDE) (.doc download)
- Required Element 8.1-8.2 DI and ISPP Policies and Procedures Checklist (DI, ISPP) (.doc download)
- Required Element 8.1-8.2 DPD Policies and Procedures Checklist (DPD) (.doc download)

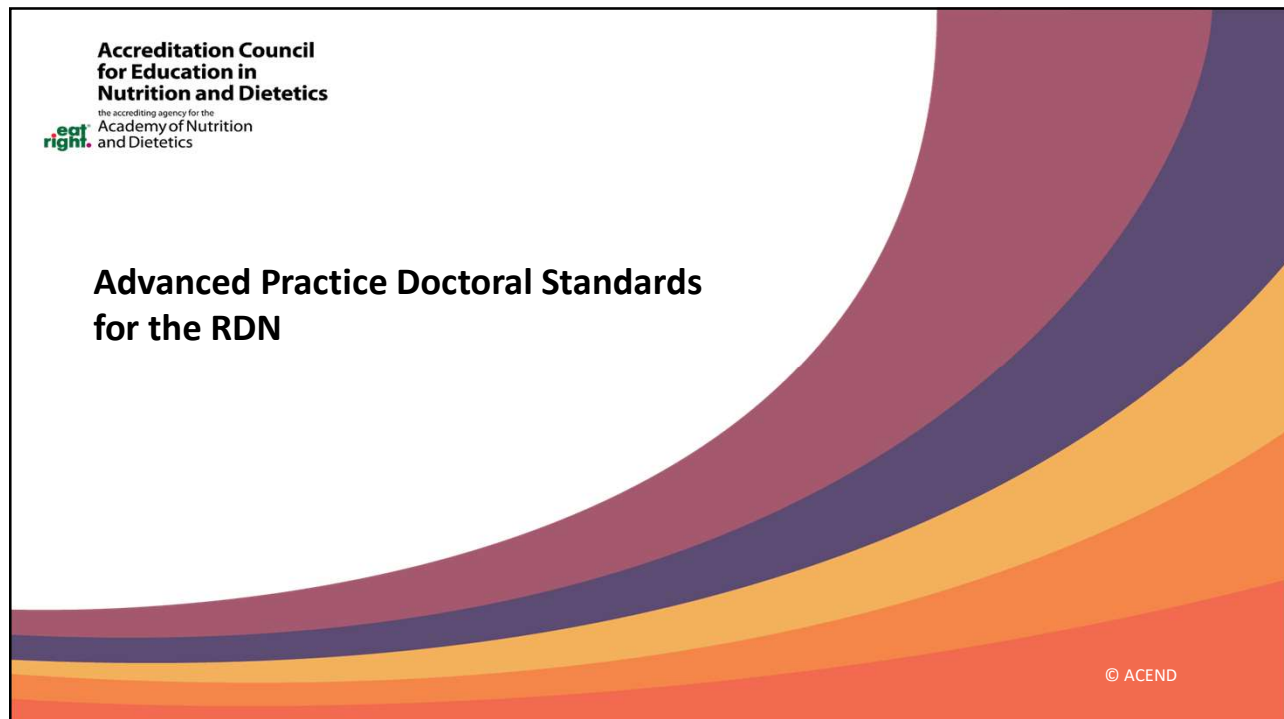
Templates are found in the Accreditation Section of the ACEND website.



10



11



12

Advanced Practice Doctoral (APD) Standards

APD Standards are Live!

- Released June 1, 2024

Posted on the
ACEND Website
under
Accreditation
Standards, Fees,
and Policies



© ACEND

13

Request from Current Nutrition Professional Doctorate Programs

Concerns with professional doctorate programs in the US

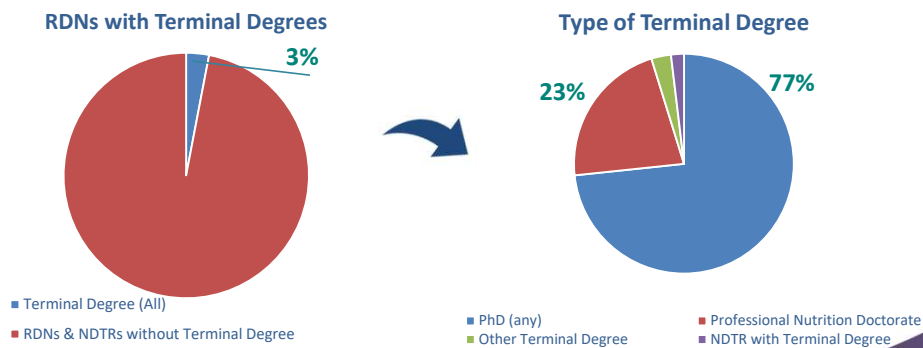
- Lack of standardization
- Lack of definition of the professional graduate
- Confusion with current entry-level doctoral programs intended to prepare graduates to sit for the RDN exam

Request to develop professional
doctoral standards

14

Shortage of RDNs with Terminal Degree

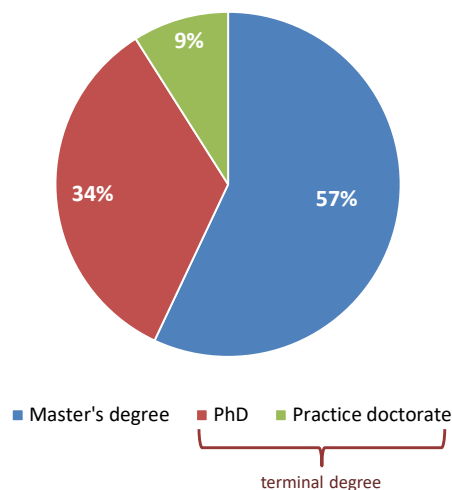
Academy of Nutrition and Dietetics data show that only 3.1% of RDNs hold a terminal degree in 2024



Source: Academy of Nutrition and Dietetics. Member and Non-Member RDN and NDTR Data. June 2024.

15

Percent of Nutrition and Dietetics Education Program Directors by Highest Degree Earned (2022)



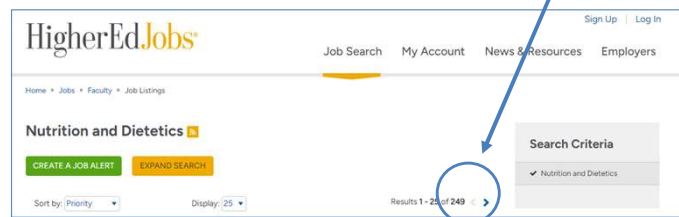
Only 43% of program directors hold a terminal degree

16

Shortage of Faculty

- At any one time there are over 200 nutrition and dietetics faculty openings posted in HigherEdJobs.com
- The demand for PhDs in the health sciences has significantly increased in industry, government, and policy sectors.
- In 2024, private sector employment of PhDs (47%) exceeded the education sector (44%).

- Davis et al., JAND 2022
- Konig et al, PLoS One, 2022
- NSB Science & Engineering Indicators 2024 ([nsb20245 \(2\).pdf](#))



17

Expanded Standards Committee Members 2022-2024

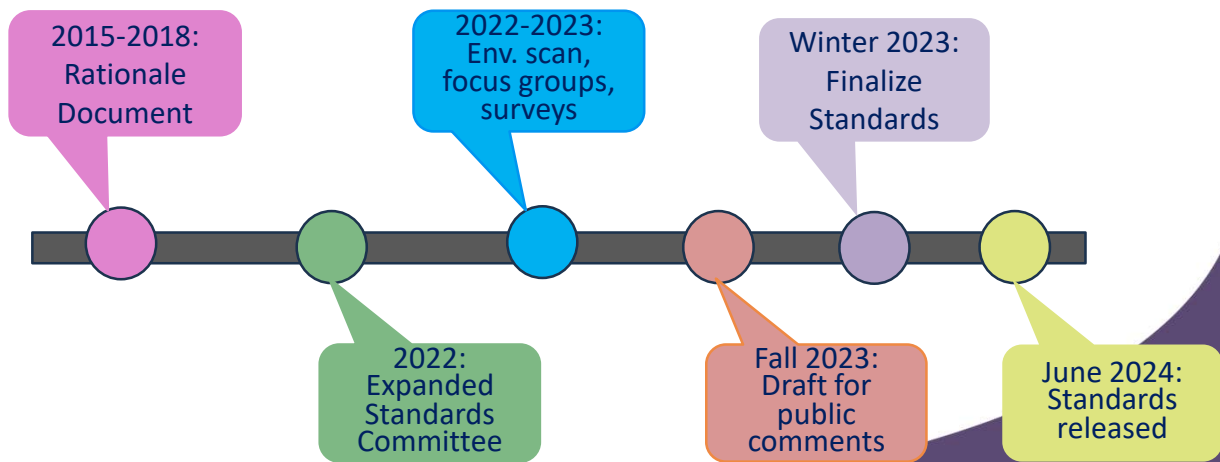
Kendra Kattelmann, Chair
 Cheryl Bacon, ACEND
 Janet Bezner, Public member
 Rebecca Brody, CDR
 Kristi Chapman, DCN graduate
 Corrine Hanson, Faculty
 Renee Hodgkins, Public member
 Swarna Mandali, Faculty

Jason Stevens, DCN graduate
 Julie O'Sullivan Maillet, Academy BOD
 Leslie Van Horn, DCN graduate
 Lauri Wright, Faculty
 Jane Ziegler, Faculty
 Lauren Housley, NDEP
 Gina Pazzaglia, Faculty
 Anne Davis, NDEP
 Jody Vogelzang, ACEND Fellow



18

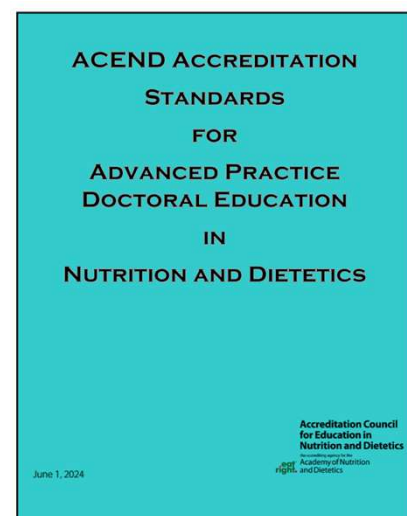
Timeline for Conception and Development



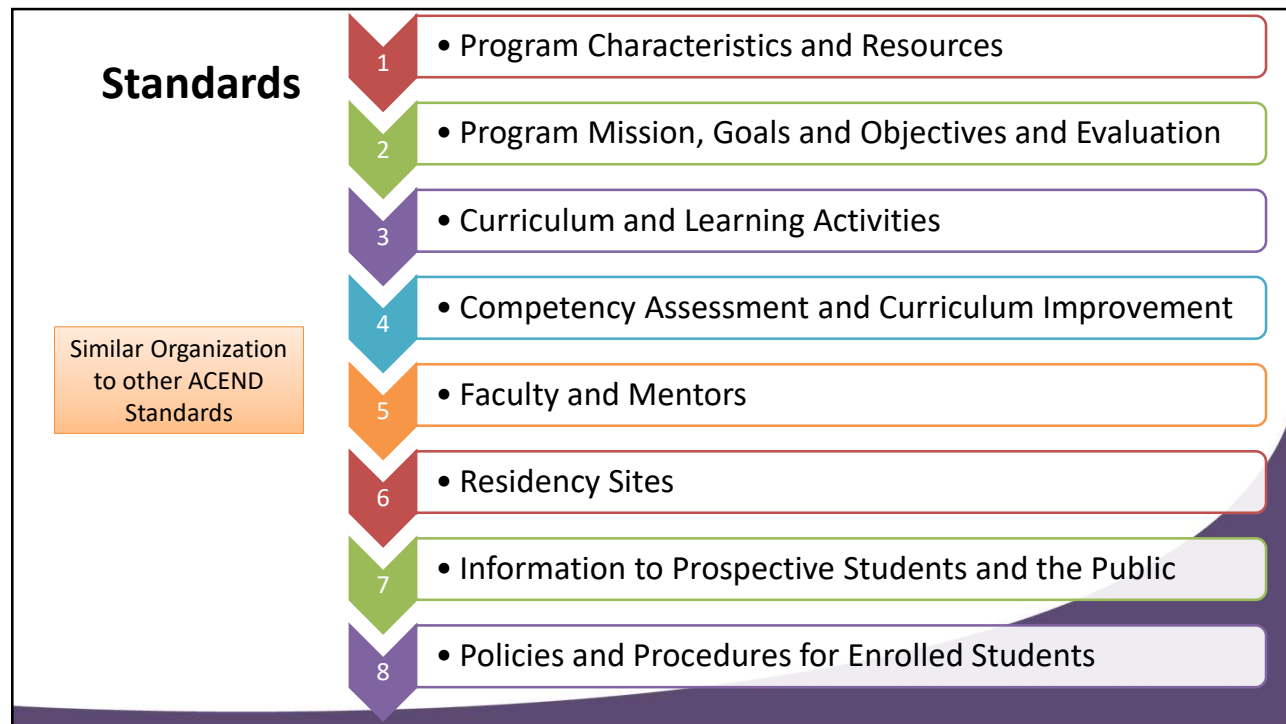
19

Doctorate Level Standards – KEY Features

- **Optional** standards and degree level
- **Not entry-level**
- **For the RDN** with professional experience
- Professional doctorate and **not PhD**
- Accessed on ACEND website at www.eatrightpro.org/ACEND



20



21

Key Differences in Terminology

Doctoral (APD) Standards	2022/FEM Standards
Degree Designator	-
Faculty and Research Advisors	Faculty
Residency	Supervised Practice/SEL
Residency Mentor	Preceptor
RDN credential required	Leads to RDN credential
Admission requirements: • BS with 4 years experience post RDN • MS with 2 years experience post RDN	-
Optional: Focus Area	-

22

Introduction

The Advanced Practice Doctorate prepares registered dietitian nutritionists (RDNs) as leaders, advanced clinicians, educators, practice-based researchers, administrators, and other advanced professional roles in a variety of settings. The advanced practice degree is distinct from the entry-level master's degree in nutrition and dietetics, as well as the research PhD. It incorporates advanced didactic coursework, an advanced practice residency, and applied research to achieve its core competencies. Students entering a post-credential advanced practice doctoral program are expected to hold the RDN credential and to have earned a bachelor's degree with a minimum of four years of full-time post-credentialing work experience or a master's degree with a minimum of two years of full-time post-credentialing work experience.

Degree Designator

The degree designator may be determined by the institutions. It is recommended that, where possible, the designator *Doctorate in Clinical Nutrition* (DCN) be used. The designator DCN is already in use and gaining recognition. Note that clinical in this context is meant to be interpreted more broadly to include the application of practice, such as in community nutrition. Identifying one primary degree designator should help to promote consistency across programs and reduce confusion for both the public and potential students. In addition, the DCN designator also serves to highlight that this is specifically a nutrition and dietetics degree and not a more broadly based degree. This recommendation is not intended to devalue existing degrees that use an alternative designator (e.g., DND).

DCN
encouraged

Introduction

Degree Designator

- Encourages the continued use of the DCN

23

STANDARD 1: Program Characteristics and Resources

All programs applying for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length, and program management.

REQUIRED ELEMENTS:

- 1.1 The program must be housed in a college or university. The college or university must be located in the U.S. or its territories and accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE).
- 1.2 The program must be integrated within the administrative structure of the sponsoring organization, show this structure, such as in an organizational chart, and indicate where the program will be housed.
- 1.3 The program must demonstrate that it has the administrative, clerical or other staff, technical and financial support, and the learning resources, physical facilities, and support services needed to accomplish its mission and 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.
 - a. The program must demonstrate that administrative support and resources are adequate to support continued development and training for program faculty, research advisors, residency mentors, 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.
 - c. The program must report its maximum enrollment to ensure quality, viability, and appropriate use of resources.
- 1.4 The program must award a doctoral degree upon completing program requirements.
 - a. Individuals entering the program must meet the following requirements:
 1. hold the Registered Dietitian Nutritionist (RD/RDN) credential,
 - a. International students must hold a credential from their own country that is established and recognized by the country's professional association or regulatory board for nutrition and dietetics, and
 2. have a bachelor's degree with a minimum of four years of full-time post-credentialing work experience or equivalent or a master's degree with a minimum of two years of full-time post-credentialing work experience or equivalent.
- 1.5 The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility, and sufficient time allocated to manage the program and provide effective leadership for the program, the program faculty, and the students. The program director may have other responsibilities that do not compromise the ability to manage the program. Responsibilities and time allocation for program management are reflected in a formal position description for the program director and approved by an administrator.

Standard 1: Program Characteristics and Resources

Distinct Required Elements:

- RE 1.4 – Program Requirements
- RE 1.5 – Program Director Characteristics
- RE 1.6 – Program Length

24

Standard 1: Program Characteristics and Resources

Must be
RDN

RE 1.4 –Program Requirements

- **BS:** Minimum 4-years experience as RDN
- **MS:** Minimum 2-years experience as RDN

1.4 The program must award a doctoral degree upon completing program requirements.

a. Individuals entering the program must meet the following requirements:

1. hold the Registered Dietitian Nutritionist (RD/RDN) credential,
 - a. International students must hold a credential from their own country that is established and recognized by the country's professional association or regulatory board for nutrition and dietetics, and
2. have a bachelor's degree with a minimum of four years of full-time post-credentialing work experience or equivalent or a master's degree with a minimum of two years of full-time post-credentialing work experience or equivalent.

25

Standard 1: Program Characteristics and Resources

RE 1.5 –Program Director Position

- 12-months full-time position
- Minimum 50% time devoted to program management
- Have a terminal degree
- RDN with minimum 5 years of experience

a. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing teaching load for administrative functions provided by the director.

1. The program director must be assigned to the program on a twelve-month basis and at least 50% of the time devoted to program management in support of the program.

b. The program director must:

1. Have earned a doctoral degree.
2. Be credentialed as a registered dietitian nutritionist by the Commission on Dietetic Registration.
3. Have a minimum of five years of full-time professional experience post-credentialing or equivalent.
4. Be a full-time employee of the sponsoring institution.
5. Not direct another ACEND-accredited nutrition and dietetics education program.

26

Standard 1: Program Characteristics and Resources

RE 1.6 –Program Length

- Minimum 300 hours of advanced practice residency

- 1.6** The program must establish its length and provide the rationale for the program's length after taking into consideration didactic learning, research, and residency needed by students to demonstrate the required competencies and state and institutional mandates.
- a. The program must be planned so that students complete at least 300 hours of advanced practice residency experiences. The program must document the planned residency hours.



27

STANDARD 2: Program Mission, Goals and Objectives and Program Evaluation and Improvement

The post-credential, advanced practice doctoral program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for advanced practice as a Registered Dietitian Nutritionist. The program must have a program evaluation plan to continuously evaluate the achievement of its mission, goals and objectives, use the plan to collect data, improve the program based on findings, and update the plan accordingly.

REQUIRED ELEMENTS:

- 2.1** A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted, and must include the following components:
- a. The program mission. The program mission must be specific to the post-credential, advanced practice doctoral program. The mission must be distinguished from other programs in the sponsoring organization and be compatible with the mission statement or philosophy of the sponsoring organization.
 - b. The program goals. The program must have at least two goals focused on program outcomes for graduates that are consistent with the program's mission.
 - c. The program objectives. The program objectives must measure the full intent of the mission and goals and are used to evaluate the achievement of each program goal.
 1. The program must align the following ACEND-required objectives with their program goals and demonstrate that the program is operating in the interest of students and the public. The program must set reasonable target measures when the targets are not specified. Required objectives must be evaluated annually using an average of data from the previous three years:
 - a. Program Completion: The program must establish an objective for program completion.
 - b. Research Project: The program must establish an objective that addresses the outcome of the research project.
 - c. Residency Experience: The program must establish an objective that addresses the outcome of the residency.
 - d. Program-specific objective: The program must establish one or more program-specific objectives.
 - d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved.
 - e. Groups from which data will be obtained; both internal and external relevant groups must be represented (such as graduates, administrators, faculty, research advisors, residency mentors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines, and advisory committees).
 - f. Evaluation methods that will be used to collect the data.
 - g. Individuals responsible for ensuring that data are collected.
 - h. Timeline for collecting the necessary data.
- 2.2** The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:
- a. Program outcomes data are collected according to the program evaluation plan, summarized, and analyzed by comparing actual achievements with objectives.

Standard 2 Program Mission, Goal and Objectives and Program Evaluation and Improvement

Distinct Required Elements:

- RE 2.1c – Program Objectives

28

Standard 2: Program Mission, Goals and Objectives

No Objectives on:

- Employment
- Employer satisfaction

RE 2.1c –Program Objectives

- **Program Completion:** set by program
- **Research Project:** addresses project outcome
- **Residency Experience:** addresses residency outcome
- **Program-specific objective:** set by the program

- Program Completion: The program must establish an objective for program completion.
- Research Project: The program must establish an objective that addresses the outcome of the research project.
- Residency Experience: The program must establish an objective that addresses the outcome of the residency.
- Program-specific objective: The program must establish one or more program-specific objectives.



29

STANDARD 3: Curriculum and Learning Activities

The competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program. Demonstration of competence must be integrated in the coursework, scholarship, research, and residency activities throughout the program.

REQUIRED ELEMENTS:

- The Curriculum Map template must be used to document:
 - Each competency (see Appendix A).
 - Performance indicators (see Appendix A) for each competency on which summative assessment occurs in the curriculum.
 - Course(s) (including residency and scholarly activities) in which summative assessment of performance indicators will occur.
 - How the curriculum:
 - Is logically organized, and
 - The advanced practice, research, and residency components progress and are sequenced to achieve the expected depth and breadth of competence and the outcome of advanced nutrition and dietetics scholars.
- The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses (including those for residency and scholarly activities) taught within the academic unit must include the relevant competencies.
 - Learning experiences must prepare students for advanced nutrition and dietetics practice.
 - Learning experiences must address and build competency in diversity, equity, and inclusion. The program must ensure that students have the skills to recognize biases in self and others and adapt to, understand, and embrace the diversity of the human experience.
 - Learning experiences must incorporate a variety of educational approaches necessary for the delivery of curriculum content to meet learner needs and competencies.
 - If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.
- The program and student must collaborate to identify and design a clearly defined area of interest for the advanced practice residency.
 - At least two competencies for each student must be developed.
- The program has the option to designate at least one program-defined focus area. The focus can be developed in one of two ways. Either by:

Standard 3 – Curriculum and Learning Activities

Distinct Required Elements:

- RE 3.1 – Competencies and Performance Indicators
- RE 3.3 – Residency
- RE 3.4 – Focus area

30

RE 3.1 Advanced Practice Doctorate Curriculum- 5 Units



31

RE 3.1 Advanced Practice Doctorate Curriculum- Unit 1

Unit 1: Advanced Nutrition and Related Science

RDNs who complete a doctorate in advanced nutrition and dietetics investigate emerging and evolving topics in nutrition science and integrate these findings into practice.

- 1.1 Analyze and synthesize evidence-based information and science to inform and transform advanced nutrition and dietetics practice.
 - a) Integrate advanced knowledge in physiology, pathophysiology, and pharmacology to inform advanced nutrition practice in complex situations.
 - b) Analyze interrelationships of dietary habits, evolving biomedical, clinical, epidemiological, or social-behavioral sciences, including scientific inquiry, in the care of individuals, groups, or populations.
- 1.2 Create and implement evidence-based tools, algorithms, guidelines, or pathways to inform a targeted intervention or practice change.
 - a) Synthesize and prioritize assessment data of individuals, groups, or populations to inform discovery and decision-making.
 - b) Integrate concepts related to well-being and social determinants of health into complex nutrition decision-making.
 - c) Formulate a recommendation, an opinion, or a diagnosis integrating critical inquiry and complex assessment findings.
 - d) Articulate an evidence-based rationale for opinions, decisions, recommendations, or diagnoses.
- 1.3 Explore and integrate advanced technology to achieve desired outcomes and to advance nutrition and dietetics practice.
 - a) Evaluate the risks, ethics, validity, reliability, and potential use of advanced technologies.

32

RE 3.1 Advanced Practice Doctorate Curriculum- Unit 2

Unit 2: Leadership

RDNs who complete a doctorate in advanced nutrition and dietetics apply higher-order thinking, emotional intelligence, creativity, and innovation to lead individuals, groups, and programs.

- 2.1 Promote innovation, guide change, create vision and strategy, and mobilize people to generate desired outcomes.
 - a) Navigate diverse organizational cultures and systems to achieve goals.
 - b) Apply cognitive and non-cognitive attributes to address situations (e.g., emotional, social and cultural intelligence, self-regulation, and self-awareness).
 - c) Apply systems thinking to analyze problems and solutions critically.
- 2.2 Demonstrate inclusive leadership to create a positive culture.
 - a) Develop and lead intra- and inter-professional opportunities to achieve common goals.
 - b) Recognize, challenge, and address personal and systemic unconscious bias and power imbalances.
- 2.3 Model high-level interpersonal and communication skills in complex situations.
 - a) Constructively challenge relational practices of individuals and organizations.
 - b) Use conflict resolution and mediation skills during difficult situations.
- 2.4 Apply ethical frameworks to support decision-making and to guide others to resolve ethical issues.
 - a) Critically evaluate and apply ethical frameworks to provide professional guidance.
 - b) Apply bioethics to identify and critically analyze moral questions and to manage ethical dilemmas.

33

RE 3.1 Advanced Practice Doctorate Curriculum- Unit 3

Unit 3: Advocacy

RDNs who complete a doctorate in advanced nutrition and dietetics advocate for change and address issues related to the broader environment.

- 3.1 Develop, evaluate, and justify modifications to policies.
 - a) Examine the efficacy of existing policies, regulations and legislation, and identify gaps and opportunities to inform program and legislation changes.
 - b) Evaluate interests, environment, and trends to inform strategies and policy revision and development.
- 3.2 Advocate for the profession of nutrition and dietetics, individuals, groups, and populations.
 - a) Participate as a subject matter expert providing evidence-based information.
 - b) Advocate and advance professional scope of practice to promote quality care.
 - c) Plan and guide advocacy efforts to address social injustice and disparities, and to support equitable access to food, nutrition, and health services.

34

RE 3.1 Advanced Practice Doctorate Curriculum- Unit 4

Unit 4: Critical Inquiry, Research, and Scholarship

RDNs who complete a doctorate in advanced nutrition and dietetics lead research initiatives and scholarly activities.

4.1 Engage in critical inquiry to challenge practice.

- a) Critically evaluate research and nutrition information to verify and identify gaps, trends, and patterns.
- b) Incorporate scientific reasoning, higher-order thinking, or inquiry into the decision-making process.

4.2 Conceptualize, design, and implement research to contribute to nutrition and dietetics.

- a) Differentiate among research methodologies including qualitative, quantitative and mixed methods.
- b) Identify funding sources and conceptualize and develop a research or program proposal (including budget and timelines) that aligns with guidelines or standards.
- c) Apply human subject protection requirements, navigate ethical issues, and comply with legal and regulatory requirements.
- d) Conduct research using valid and reliable methods including performing statistical or qualitative analysis.
- e) Synthesize and interpret research findings to draw valid conclusions and make evidence-based practice decisions and recommendations.
- f) Disseminate scholarly findings utilizing knowledge translation frameworks.

35

RE 3.1 Advanced Practice Doctorate Curriculum- Unit 5

Unit 5: Education

RDNs who complete a doctorate in advanced nutrition and dietetics lead educational initiatives or programs.

5.1 Design and deliver educational content incorporating pedagogy knowledge, inclusivity, and innovative approaches and technology.

- a) Apply various learning theories and instructional strategies in design and delivery.
- b) Apply instructional design principles and models.
- c) Apply universal design for learning (UDL) principles to accommodate the needs and abilities of all learners and eliminate unnecessary barriers to learning.

5.2 Implement and evaluate educational programs or courses for learners in various settings.

- a) Establish strategies to support inclusive and equitable treatment of diverse learners.
- b) Identify potential or actual barriers to learning and access to education, and work to minimize or overcome barriers.
- c) Create processes and instruments to evaluate the effectiveness of education.

36

Standard 3: Curriculum and Learning Activities

RE 3.3 – Residency Competencies

- Student collaborates with faculty to design their practice residency
- Minimum of 2 competencies must be developed

3.3 The program and student must collaborate to identify and design a clearly defined area of interest for the advanced practice residency.

- a. At least two competencies for each student must be developed.



37

Standard 3: Curriculum and Learning Activities

RE 3.4 – Focus Area (Optional)

- **Optional:** decide on a focus area (clinical, leadership, community, research, etc.)
- Minimum of 2 competencies for the focus area (each competency must have minimum of 2 PIs)

Optional

3.4 The program has the option to designate at least one program-defined focus area. The focus can be developed in one of two ways. Either by:

- a. Developing at least two new competencies to an existing unit. Each competency must include at least two performance indicators.
- Or,
- b. Developing a new unit (Unit 6), which must include at least two new competencies. Each competency must include at least two performance indicators.



38

RE 3.4 Focus Area Competencies (Optional) - Unit 6

Unit 6: Focus Area [Unit Name]
<i>If the program has focus area(s) and is developing a new competency unit, lists at least two competencies and two associated performance indicators.</i>
6.1
6.1.1
6.1.2
6.2
6.2.1
6.2.3

Optional

39

STANDARD 4: Competency Assessment and Curriculum Improvement

The program must continuously assess student achievement of required competencies. The program must collect and analyze aggregate data on student competency attainment. The results of the assessment plan must be used to evaluate and improve the curriculum to enhance the quality of education provided.

REQUIRED ELEMENTS:

4.1

The program must have a plan for assessment of competencies (Appendix A). The plan must identify summative assessment methods used, as well as courses, research project, and residency activities in which assessment will occur and the process for tracking individual student's demonstration of performance indicators/competencies.

4.2

The program must document that data on student competency achievement are collected, summarized, and analyzed for use in curricular review and improvement.

4.3

Formal curriculum review must routinely occur and:

a.

Use results of program evaluation and competency assessment to determine strengths and areas for improvement.

b.

Include input from students and other relevant individuals and groups, as appropriate.

c.

Include an assessment of the comparability of educational experiences and consistency of competency achievement when different courses and delivery methods (such as distance education) are used to accomplish the same educational objectives.

d.

Result in actions to maintain or improve student learning.

Standard 4 – Competency Assessment and Curriculum Improvement

No Changes

40

STANDARD 5: Faculty, Research Advisors, and Residency Mentors

The program must have qualified faculty, research advisors, and residency mentors in sufficient numbers to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, must show evidence of continuing competence appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth in the advancement of their profession.

REQUIRED ELEMENTS:

- 5.1** The program must provide evidence that qualified and appropriately credentialed faculty, research advisors, and residency mentors are sufficient to ensure the implementation of the program's curriculum and the achievement of program goals and objectives.
- a. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold a doctoral degree.
 1. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold the registered dietitian nutritionist credential.
- 5.2** The requirements for program faculty (faculty within the academic unit) must include:
- a. Program faculty, including the program director, must meet the sponsoring organization's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience.
 - b. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.
 - c. Program faculty and instructors must be provided orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards, and required competencies. Program faculty must be trained in the use of distance education pedagogy and recommended practices.
 - d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.
- 5.3** The requirements for program residency mentors must include:
- a. The education and experience needed to provide appropriate guidance for the residency. Programs must demonstrate that residency mentors are qualified to serve as advanced-level coaches, advocates, and role models.
 - b. Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards, and required competencies.

Standard 5 – Faculty, Research Advisors, and Residency Mentors

Distinct Required Elements:

- RE 5.1 – Number of faculty

41

Standard 5: Faculty, Research Advisors, and Residency Mentors

RE 5.1 – Number and Characteristics of Faculty

In addition to the Program Director:

- 2 full-time faculty, or equivalent, with a doctoral degree
- 2 full-time faculty, or equivalent, with RDN credential

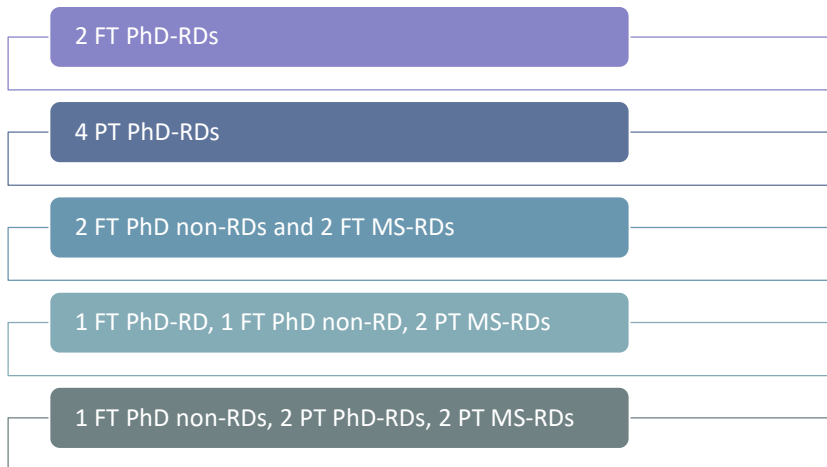
- 5.1** The program must provide evidence that qualified and appropriately credentialed faculty, research advisors, and residency mentors are sufficient to ensure the implementation of the program's curriculum and the achievement of program goals and objectives.
- a. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold a doctoral degree.
 1. At least two full-time members, or equivalent, of the program's faculty, in addition to the program director, must hold the registered dietitian nutritionist credential.



42

RE 5.1 – Number and Characteristics of Faculty

Able to mix and match: EXAMPLES



Total must be equivalent to:
 ✓ 2 full-time PhDs
 and
 ✓ 2 full-time RDs

43

STANDARD 6: Advanced Practice Residency Sites

The program must have policies and procedures to maintain written agreements with institutions, organizations, and/or agencies providing residency experiences to meet the competencies. The policies and procedures must address the selection and periodic evaluation of the adequacy and appropriateness of facilities to ensure that sites are able to provide residency experiences compatible with the competencies that students are expected to achieve.

REQUIRED ELEMENTS:

6.1 Residency site requirements:

- The institution/organization must establish policies that outline the issuance and maintenance of written affiliation agreements and the selection criteria, evaluation process, and timeline for evaluation of the adequacy and appropriateness of residency sites.
- Agreements must delineate the rights and responsibilities of both the sponsoring organization and affiliating institutions, organizations, and/or agencies.
- Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students.

Standard 6 – Advanced Practice Residency Sites

No changes

44

STANDARD 7: Information to Prospective Students and the Public

The program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public at large.

REQUIRED ELEMENTS:

- 7.1 Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently. The program shall demonstrate by tangible action their commitment to enrolling a diverse student body.
- 7.2 All information to prospective students and the public must be current, accurate, and consistent. Each information source must provide a reference to where complete program information can be found.
- 7.3 Information about the program must be readily available to prospective students and the public via a website and must include at least the following:
 - a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage.
 - b. Description of the program, including the program's mission, goals, and objectives.
 - c. Description of the program's focus area, if applicable.
 - d. Statement that program outcomes data are available upon request.
 - 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.
 - f. Application and admission requirements.
 - g. Academic and program calendar or schedule.
 - h. Graduation and program completion requirements.
 - i. Availability of financial aid and loan deferments (federal or private), scholarships, stipends, and other monetary support, if applicable.
 - j. Guidance about distance education components, such as technology requirements, if applicable.
 - k. If students are required to locate their own residency sites and/or mentors, requirements for this must be described, including the program's role and responsibility to assist students to ensure timely completion of the program.
 - l. A description of the criteria, policies, and procedures used to evaluate and award credit for prior learning experiences, such as coursework, and the types and sources from which credit will not be accepted.

Standard 7 – Information to Prospective Students and the Public

Distinct Required Elements:

- RE 7.3c – Focus area (Optional)

45

Standard 7: Information to Prospective Students and the Public

Focus Area
Optional

RE 7.3c – Focus Area (Optional)

- **If selected to have a focus area**, must include a description on the website

- 7.3 Information about the program must be readily available to prospective students and the public via a website and must include at least the following:
- a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage.
 - b. Description of the program, including the program's mission, goals, and objectives.
 - c. Description of the program's focus area, if applicable.



46

STANDARD 8: Policies and Procedures for Enrolled Students

The program must have written policies and procedures that protect the rights of students and are consistent with current institutional practice.

REQUIRED ELEMENTS:

- 8.1** Programs are required to have policies and procedures for program operations, including:
- 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 the student's progression in the program.
 - c. **Equitable Treatment:** The program must establish policies to support the diverse needs of students, ensure an inclusive environment, and ensure equitable treatment by program faculty and mentors of students from all backgrounds, including with respect to race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, or age.
- 8.2** The following policies and procedures specific to nutrition and dietetics programs must be provided to students, such as in a single comprehensive document, a program handbook, or on a program website.
- a. Insurance requirements, including those for professional liability.
 - b. Liability for safety in travel to or from assigned areas.
 - c. Injury or illness while in a facility.
 - d. Drug testing and criminal background checks, if required.
 - e. Requirement that students in their residency must not be used to replace employees.
 - f. When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
 - g. The process for filing and handling complaints about the program from students and mentors that includes recourse to an administrator other than the program director and prevents retaliation. The program must maintain a record of student complaints for a period of seven years, including the resolution of complaints.
 - h. Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted.
 - i. If the program grants credit or hours for students' prior learning, it must define procedures for evaluating the equivalence of prior education or experience. Otherwise, the program must indicate that it has no policy for assessing prior learning or competence.
 - j. Process for assessment of student competence and regular reports of performance and progress.
 - k. Program retention and remediation procedures; students must have access to remedial instruction, such as through tutorial support.
 - l. Disciplinary/termination procedures.

Standard 8 – Policies and Procedures for Enrolled Students

Distinct Required Elements:

- RE 8.2n – consideration for completing a master's degree (Optional)

47

Standard 8: P&P for Enrolled Students

Up to the program

RE 8.2n – Master's Option after Withdrawal (Optional)

- Policy if program provides a master's degree option for students who withdraw from the program
- Must indicate if no such policy is available

- n. Institutional process for students to withdraw from the doctoral program, which includes consideration to complete a master's degree. Otherwise, the program must indicate that it has no policy for consideration of a master's degree.



48

Thank You

