ACEND® 2017 Accreditation Standards Overview

For Faculty and Preceptors
Objectives

As a result of completing this training, you should be able to do the following:

• Explain ACEND’s relationship to the Academy of Nutrition and Dietetics and its role in the accreditation process
• Describe the roles of the program director, faculty and preceptors in the accreditation process
• Identify key ACEND 2017 Accreditation Standards and Required Elements that are relevant to faculty and preceptors
Academy Relationships

Academy of Nutrition and Dietetics

ACEND
Accreditation Council for Education in Nutrition and Dietetics
Accrediting Agency for Nutrition and Dietetics Education Programs

BOD
Board of Directors
Professional Membership Organization

CDR
Commission on Dietetic Registration
Credentialing Agency for Nutrition and Dietetics Practitioners

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About ACEND

Fast Facts

USDE recognizes ACEND as the accrediting body for nutrition and dietetics education programs.

ACEND assures the quality of nutrition and dietetics education through a peer review process.

All accreditation decisions are made by a board of directors, comprised of educators, practitioners, student members and public members.
Role of Program Director

Manages compliance with ACEND requirements

- Delegates data collection to faculty and preceptors
- Compiles and analyzes student outcome data
- Coordinates submission of all ACEND reports
- Ensures faculty and preceptors are appropriate for subject area
- Ensure faculty and preceptors are trained on program procedures and ACEND standards
Role of Faculty and Preceptors

“Boots on the Ground”

▪ Implement and assess specific assignments and activities in courses or rotations
▪ Track student outcomes on specific assignments and provide data to program director
▪ Participate in trainings provided by program
▪ Provide program director with CV or other professional information to confirm experience
▪ Include knowledge requirements and competencies on syllabi and rotation descriptions

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2017 ACEND Accreditation Standards

Standard and Required Elements

1: Program Characteristics and Resources
2: Consortia
3: Program Mission, Goals and Objectives
4: Program Evaluation and Improvement
5: Curriculum and Learning Activities
6: Student Learning Outcomes Assessment and Curriculum Improvement
7: Faculty and Preceptors
8: Supervised Practice/Experiential Learning Sites
9: Information to Prospective Students and the Public
10: Policies and Procedures
Standards

- Define minimum levels of quality
- Basis for accreditation decisions
- Applied equally to all programs
- Revised on a routine basis
- 2017 Standards implementation: June 1, 2017
- Revised 2017 Standards implementation: July 1, 2018
Abbreviations

- **CRDN** – Competencies for Registered Dietitian Nutritionist (CP, DI, FDE, IDE)
- **KRDN** – Knowledge for Registered Dietitian Nutritionist (CP, DPD, FDE, IDE)
- **CNDT** – Competencies for Nutrition and Dietetic Technicians, Registered (DT)
- **KNDT** – Knowledge for Nutrition and Dietetic Technicians, Registered (DT)
- **SLO** – Student Learning Outcomes

https://www.eatrightpro.org/ACEND
Standard 5

Curriculum and Learning Activities

Required Element 5.1: Curriculum Components
Required Element 5.2: Curriculum Map
Required Element 5.3: Learning Activities
Required Element 5.1: Curriculum Components

- Knowledge and skills needed to enter supervised practice or become an entry-level practitioner
Curriculum Depth and Breadth

Required Element 5.1

- **Required Components (5.1.a)**
  - Broad topics, foundation of curriculum

- **Core Knowledge and Competencies (5.1.a)**
  - Specific pieces of knowledge and actionable skills that must be assessed (KRDNs, CRDNs, KNDTs and CNDTs)

- **Concentrations (5.1.b)**
  - Focus areas for RDN supervised practice
Curriculum Depth and Breadth

Required Element 5.1

Faculty
- Required Components
- Core Knowledge (KRDNs, KNDTs)

Preceptors
- Competencies (CRDNs, CNDTs)
- Concentrations
Curriculum Depth and Breadth

Required Element 5.1

- Faculty
  - Alternate Supervised Practice Hours
    - Using role play, case studies, simulation or non-professional work site activities to achieve competencies
    - CP, DT, degree-based DI only
Standard 5

Curriculum and Learning Activities

Required Element 5.2: Curriculum Map

- How is the curriculum organized?
- Where are the knowledge requirements and competencies assessed in the curriculum?
<table>
<thead>
<tr>
<th>Courses &amp; Rotations</th>
<th>KRDN 1.1</th>
<th>KRDN 1.2</th>
<th>KRDN 1.3</th>
<th>CRDN 1.1</th>
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**REQUIRED TEMPLATE for ALL PROGRAMS**

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**REQUIRED TEMPLATE for ALL PROGRAMS**
Standard 5

Curriculum and Learning Activities

Required Element 5.3: Learning Activities

- Various conditions and disease states
- Various populations, including specific age groups
- Diverse cultures
- Variety of educational approaches
### Populations

<table>
<thead>
<tr>
<th>Populations</th>
<th>List a course or rotation in which the populations and/or cultures are covered</th>
<th>Learning Activity Example</th>
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</thead>
<tbody>
<tr>
<td>Infants</td>
<td>Diet 220 - Life Cycle Nutrition</td>
<td>News article “The Forgotten Child”; plot current ht/wt/age on appropriate WHO growth chart; plot as though child was at 50th percentile; discuss variance</td>
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<td>Examples of other populations and diverse cultures</td>
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<td>Hispanic/Latino Immigrants</td>
<td>Community Nutrition Rotation</td>
<td>Nutrition assessment of Health Fair participants at Su Casa Hispanic Center of Cincinnati (CRDN 3.1 Perform NCP)</td>
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</table>

### Conditions or Disease States

<table>
<thead>
<tr>
<th>Conditions or Disease States</th>
<th>List a course or rotation in which the populations and/or cultures are covered</th>
<th>Learning Activity Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overweight &amp; Obesity</td>
<td>Diet 400 - Nutrition Counseling</td>
<td>Presentation to Freshman Learning Community: Tips to combat the Freshman 15</td>
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</tbody>
</table>
Faculty:
▪ Discussion of learning activities to assess knowledge (KRDN, KNDT)
▪ Explanation of any competencies (CRDN, CNDT) covered

Preceptors:
▪ Program-specific Rotation Description (or help creating)
▪ Program-specific rubrics/assessment materials
▪ Discuss student and preceptor expectations
Standard 6

SLO Assessment and Curriculum Improvement

Required Element 6.1: Student Learning Outcome (SLO) Assessment

Required Element 6.2: SLO Data Collection

Required Element 6.3: Qualities of formal curriculum review
Standard 6

SLO Assessment and Curriculum Improvement

Required Element 6.1: Student Learning Outcome (SLO) Assessment

### Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice

<table>
<thead>
<tr>
<th>A) RE 6.1.a: ACEND-Required Core Competency</th>
<th>B) RE 6.1.b: Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of core competency</th>
<th>C) RE 6.1.c: Didactic courses and/or experiential learning in which assessment will occur</th>
<th>D) RE 6.1.d: Individuals responsible for ensuring assessment occurs</th>
<th>E) RE 6.1.e: Timeline for collecting formative and summative data</th>
<th>F) RE 6.2: Data on achievement of learning outcomes, included date collected</th>
</tr>
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<tbody>
<tr>
<td>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</td>
<td>85% of students will score at or above exceeds expectations level on the Foodservice Management Quality Management Project.</td>
<td>Foodservice Management Rotation</td>
<td>Preceptor Program Director</td>
<td>Annually at the completion of the Foodservice Management Quality Management Project</td>
<td>2012: 14/16 (88%) 2013: 14/15 (93%) 2014: 16/16 (100%) 2015: 15/16 (94%) 2016: 13/15 (87%)</td>
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<tr>
<td>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</td>
<td>100% of students will score a four or better (on a five point scale) on the Evidence Analysis Library Assignment.</td>
<td>Clinical MNT 1 Rotation</td>
<td>Preceptor Program Director</td>
<td>Annually</td>
<td>2012: 14/16 (88%) 2013: 15/15 (100%) 2014: 16/16 (100%) 2015: 14/16 (88%) 2016: 12/15 (80%)</td>
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<tr>
<td>CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.</td>
<td>75% of students will receive a score of exceeds expectation level when evaluated on the ability to complete MNT Rotations</td>
<td>Clinical MNT Rotations</td>
<td>Preceptor Program Director</td>
<td>Every three years</td>
<td>2012: 14/16 (88%) 2015: 12/15 (80%)</td>
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**Standard 6**

**SLO Assessment and Curriculum Improvement**

**Required Element 6.2: SLO Data Collection**

<table>
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<tr>
<th>E) RE 6.1.e: Timeline for collecting formative and summative data</th>
<th>F) RE 6.2: Data on achievement of learning outcomes, included date collected</th>
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| Annually at the completion of the Foodservice Management Quality Management Project | 2012: 14/16 (88%)  
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2013: 15/15 (100%)  
2014: 16/16 (100%)  
2015: 14/16 (88%)  
2016: 12/15 (80%) |
Required Element 6.3: Qualities of formal curriculum review
Standard 6

What to Expect from Program Director

- Identification of SLO assessment methods in your course or rotation
- Correspondence about collecting data
- Request for feedback about curriculum
Standard 7

Faculty and Preceptors

Required Element 7.1: Qualified Faculty and Preceptors

Required Element 7.2: Continued Competency and Evaluation

Required Element 7.3: Orientation and Training Requirements
Required Element 7.1: Qualified Faculty and Preceptors

- Faculty and preceptors do not need to be RDNs or NDTRs, if experience and credentialing are appropriate
# Standard 7

## Faculty and Preceptors

### Required Element 7.2: Continued Competency and Evaluation

**Preceptor Qualifications (Standard 7)**

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<tr>
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<td>Preceptor daytime phone:</td>
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<td>Years preceptor has worked for this employer:</td>
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<td>Has this preceptor previously supervised students/interns?</td>
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<td>Preceptor’s highest degree achieved:</td>
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</table>
Required Element 7.3: Orientation and Training Requirements

- Program’s mission, goals and objectives
- Program's education philosophy
- ACEND Standards and required knowledge and competencies
- Training based on program evaluation and input from students or interns
Standard 7

What to Expect from Program Director

- Request for resume
- Request for recent continuing education endeavors
- Training Materials
  - Review of Program mission, goals and objectives
  - Review of ACEND and Standards
  - Explanation of CRDNS/CNDTs
- Preceptor Handbook
Visit the ACEND Website for:

- 2017 ACEND Accreditation Standards
- Guidance Information
- Listing of accredited programs
- Updates about accreditation
- Accreditation Modules (7 CEUS)

http://www.eatrightpro.org/acend
Thank you!

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