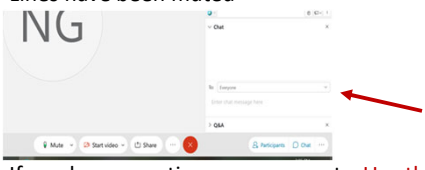



Welcome to the Webinar!

- Lines have been muted





- If you have questions or comments, Use the chat feature and post a chat to EVERYONE

1



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

FEM ACEND Accreditation Standards Reformat Summary of Changes

2

THIS WEBINAR IS

ABOUT FEM

NOT 2022

3

Reformat of the FEM Standards

Key Overall Changes

- FEM Standards are **reformatted** to correspond with the 2022 Standards. Any additions/revisions are:
 - USDE requirements
 - DEI concepts
 - Clinical skills
- Changes were posted for 2 rounds of public comment periods (with the 2022 Standards)
- Proposed changes discussed during the monthly demonstration discussions

4

Key Overall Changes

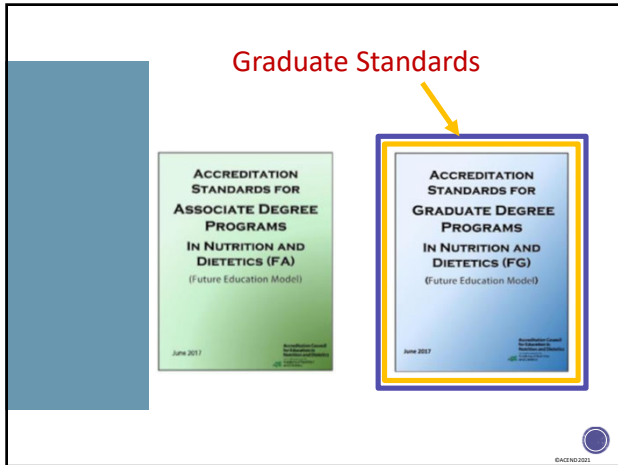
- Streamlining**
 - Combined Standards 2 and 3: Mission, Goals and Objectives with Program Evaluation
- Simplifying**
 - Program specific objectives
 - Continued education for preceptors
- Protecting Students**
 - Strengthened diversity, equity and inclusion
 - Strengthened distance education requirements
 - Specified length of Supervised Experiential Learning
- Advancing the Profession**
 - Specified the clinical skills as learning experiences

5

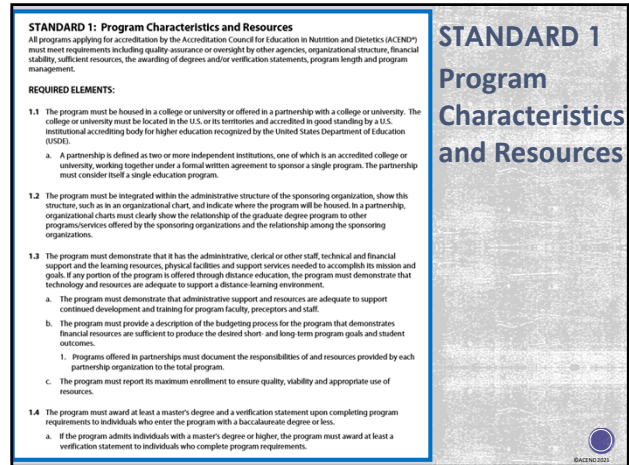
FEM Standards Timeline

- Jun. 1, 2022**
 - Effective date for implementation of FEM Standards
- After Jan. 1, 2022**
 - Eligibility applications must follow requirements within these reformatted Standards
- Spring 2022**
 - Programs with site visits Spring 2022 may do their self-study using the reformatted FEM Standards, if they choose
- Dec. 31, 2023**
 - Compliance audit:
 - New clinical skills competencies

6



7



8

Standard 1: Program Characteristics and Resources

New additions:

- RE 1.3 resources for faculty (public comments)
- RE 1.6 professional work setting hours in-person

Additions already required/followed:

- RE 1.5 coordinator for partnerships
- RE 1.6 1000 hours of SEL

9

Standard 1: Program Characteristics and Resources

RE 1.3: New Addition
Resources for faculty (public comments)

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, 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.

10

Standard 1: Program Characteristics and Resources

RE 1.5: Addition (moved from partnership guidelines)
Coordinator for partnerships

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.

- a. For programs offered in a partnership:
 - One individual must serve as the partnership program director and have primary responsibility for the program and communications with ACEND.
 - Each member organization in the partnership must designate a coordinator (who may be the program director) for the program within that organization who is employed by the organization.

Moved from Partnership Guidelines

11

Standard 1: Program Characteristics and Resources

RE 1.6: Addition

- Minimum 1000 hours of SEL to meet licensure
- Professional work setting hours in-person

Alternate not specified

1.6 The program must establish its length and provide the rationale for the program's length and taking into consideration didactic learning and required supervised experiential learning needed by students to demonstrate the required competencies and mandates from the program's administration and state legislation. Programs must include both the didactic and supervised experiential learning components integrated into a single program.

- a. The program must be planned so that students complete at least 1000 supervised experiential learning hours. The program must document the planned hours in professional work settings and in alternate experiences. The majority of the professional work settings hours spent in the major rotations must be completed onsite.

12

RE 1.6 Majority of hours in major rotations must be onsite

GUIDANCE

- **Majority:** More than 50% of total hours in major rotations
- **Major rotations:** Defined by the program. Typically major clinical, food service and/or community
- **Onsite:** student and preceptor are in the same physical location

CACNO 2021

13

Revised Template RE 1.6 Integration and Planned Supervised Experiential Learning Hours

Table 1: Integration of Supervised Experiential Learning (SEL) Experiences

Academic Term	Column A Estimated # of hours in Professional Work Setting	Column B Estimated # of hours in Alternate Experiences
Semester 1	0	15
Semester 2	50	10
Semester 3	200	20
Semester 4	450	15
Total	700	60
Sum of Hours for Each Category	Total Column A = 700	Total Column B = 60
Total Estimated Planned Hours = 760		

Table 2: Planned Supervised Experiential Learning Hours

Rotation Area/Course (Indicate the major rotations with an asterisk)	Column A Estimated # of hours in Professional Work Setting	Column B Estimated # of hours in Alternate Experiences
US Based		
Clinical *	200	30
Clinical - Rural	40	20
Long term care	90	20
Foodservice - Institutional *	240	20
Community*	130	20
Orientation		10
International		
N/A		
TOTAL:	700	100
Sum of Hours for Each Category	Total Column A = 700	Total Column B = 100
Total Estimated Planned Hours = 800		

GUIDANCE
Total Estimated Planned Hours must be the same in Tables 1 and 2

New row: Total Estimated Planned Hours

New table: Planned SEL hours

CACNO 2021

14

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

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for 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:

- The program mission. The program mission must be specific to the program, distinguishes it from other programs in the sponsoring organization(s) and be compatible with the mission statement or philosophy of the sponsoring organization(s).
- 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.
- The program objectives. The program objectives must measure the full intent of the mission and goals and are used to evaluate achievement of each program goal.
 - 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:
 - Program Completion: "At least 80% of program students complete program requirements within ___ years (150% of the program length)".
 - Graduate Employment: "Of graduates who seek employment, at least ___ percent are employed in nutrition and dietetics or related fields within 12 months of graduation".
 - Graduate Performance on the Registration Exam:
 - "At least ___ percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion".
 - "The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt on the CDR credentialing exam for dietitian nutritionists is at least 80%".
 - Employer Satisfaction. The program must develop an objective for employer satisfaction with graduate preparation for entry level practice.
 - Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved
 - Groups from which data will be obtained; both internal and external stakeholders must be represented (such as ___)

STANDARD 2

Program Mission, Goals and Objectives and Program Evaluation and Improvement

Current FEM Standards 2 & 3

CACNO 2021

15

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

RE 2.1

- Includes mission, goals and objectives and program evaluation plan
- **Program mission** is not prescriptive (public comments)
- **Program objectives:**
 - Program specific objectives: no longer required but **may be needed to measure full intent of the goal**

a. The program ~~mission. The program mission must be specific to the program, must have a mission that distinguishes it from other programs in the sponsoring organization(s), is and be compatible with the mission statement or philosophy of the sponsoring organization(s) and states its preparation of graduates for practice as a Registered Dietitian Nutritionist.~~

Not prescriptive

CACNO 2021

16

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

RE 2.2 – Data collection

RE 2.3 – Areas for strengths and improvement

Minimal to No Changes

CACNO 2021

17

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 and supervised experiential learning activities throughout the program.

REQUIRED ELEMENTS:

3.1 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 supervised experiential learning) in which summative assessment of performance indicators will occur.
- How the curriculum:
 - is sequentially and logically organized,
 - progresses from introductory to more advanced learning experiences and
 - builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.

3.2 The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses including those with supervised experiential learning taught within the academic unit must include the relevant competencies.

- Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity, disordered eating, developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
- Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures, genders and across the life cycle including infants, children, adolescents, adults, pregnant/lactating females and older adults.
- 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 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.
- Learning experiences must prepare students to become competent in the following skills:
 - Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating

STANDARD 3

Curriculum and Learning Activities

Current FEM Standard 4

CACNO 2021

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Standard 3: Curriculum and Learning Activities

Overall Summary

New additions:

- RE 3.2c: Learning experiences to address DEI (DEI)
- RE 3.2d1: Distance Education: interactions with students (USDE)
- RE 3.2e 1-4: The clinical skills (2022 Standards and discussion with FG program directors)

No Other Changes

19

Standard 3: Curriculum and Learning Activities

RE 3.1 Curriculum Map

- No change

RE 3.2 Learning Experiences

- 3.2b** List of populations and diverse cultures removed – captured in Template
 - Added “people with disabilities” to template

Populations	List a course or rotation in which the populations and/or cultures are covered	Learning Activity Example
Infants		
Children		
Adolescents		
Adults		
Pregnant & Lactating Females		
Older Adults		
People with Disabilities		
Examples of other populations and diverse cultures		

People with disabilities

20

Standard 3: Curriculum and Learning Activities

RE 3.2c: Learning experiences to address DEI (DEI)

RE 3.2d1: Distance Education: interactions with students (USDE)

DEI

USDE Requirement

c. 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.

d. Learning experiences must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.

1. If any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.

21

RE 3.2e 1-4: The clinical skills (discussion with FG program directors)

Clinical Skills Under Learning Experiences

e. Learning experiences must prepare students to become competent in the following skills:

1. Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).
2. Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
3. Explain the steps involved and observe the placement of nasogastric or nasointestinal feeding tubes; if available, assist in the process of placing nasogastric or nasointestinal feeding tubes.
4. Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

22

Guidance

RE 3.2e 1-4: The clinical skills added under learning experiences

GUIDANCE

Programs must either have these clinical skills implemented by June 1, 2022 or programs must show evidence of plans for implementation such as meeting minutes where implementation is discussed. After December 31, 2023 programs must have these competencies fully implemented within the curriculum.

23

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 and supervised experiential learning activities throughout the program.

REQUIRED ELEMENTS:

- 3.1 The Curriculum Map template must be used to document:
 - a. Each competency (see Appendix A).
 - b. Performance indicators (see Appendix A) for each competency on which summative assessment occurs in the curriculum.
 - c. Course(s) (including supervised experiential learning) in which summative assessment of performance indicators will occur.
 - d. How the curriculum:
 1. is sequentially and logically organized,
 2. progresses from introductory to more advanced learning experiences and
 3. builds on previous knowledge, skills and experience to achieve the expected depth and breadth of competence by completion of the program.
- 3.2 The program's curriculum must provide learning experiences to attain the breadth and depth of the required curriculum competencies. Syllabi for courses including those with supervised experiential learning taught within the academic unit must include the relevant competencies.
 - a. Learning experiences must prepare students for professional practice with clients/patients with various conditions, including, but not limited to overweight and obesity, disordered eating, developmental, intellectual, behavioral health, neurological, and endocrine disorders; cancer; malnutrition; and cardiovascular, gastrointestinal and renal diseases.
 - b. Learning experiences must prepare students to implement the Nutrition Care Process with various populations of diverse cultures, genders and across the life cycle including infants, children, adolescents, adults, pregnant/lactating females and older adults.
 - c. 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.
 - d. Learning experiences must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and competencies.
 1. if any portion of the program is offered through distance education, the program assures regular and substantive interaction between students and faculty.
 - e. Learning experiences must prepare students to become competent in the following skills:
 1. Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating

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STANDARD 4

Competency Assessment and Curriculum Improvement

Current FEM Standard 5

Standard 4: Competency Assessment and Curriculum Improvement

Only reformatting and minor wording changes

25

STANDARD 5: Faculty and Preceptors

Currently FEM Standard 6

STANDARD 5: Faculty and Preceptors

The program must have qualified faculty and preceptors 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 and preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of program goals and objectives.

5.2 The requirements for program faculty within the academic unit must include:

- 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.
- Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities.
- 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.
- 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 preceptors must include:

- The education and experience needed to provide appropriate guidance for the supervised experiential learning. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models.
- Orientation to the mission, goals and objectives of the nutrition and dietetics program, the ACEND Standards and required competencies.
- Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

5.4 Formal evaluation of program faculty and preceptors must routinely occur:

- The program must have a process for the periodic review, including input from students, of the effectiveness

26

Standard 5: Faculty and Preceptors

Currently Standard 6

Overall Changes:

- Separated faculty requirements (RE 5.2) from preceptor requirements (RE 5.3) (public comments)

RE 5.2: Faculty within the Academic Unit

- Addressed distance education (USDE)
- Added requirement for training of faculty on diversity, equity and inclusion (public comments)

DEI

d. Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

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Standard 5: Faculty and Preceptors

RE 5.3: Preceptors

- Added expectation for preceptors to be "qualified to serve as educators and professional role models"

GUIDANCE

- Explain how program ensures quality of preceptors.
 - Includes tools such as student evaluations, providing feedback, training, etc.

28

Standard 5: Faculty and Preceptors

RE 5.3: Preceptors

- Added requirement for training of preceptors on diversity, equity and inclusion (public comments)
- For preceptors only:** Removed requirement for demonstrating continuing competence (public comments)

Professional Development Requirement

All RDs and DTRs must complete continuing education in order to maintain their credential. RDs need 75 credits and DTRs need 50 credits in their 5 year cycle (1 credit)

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Standard 6: Supervised Experiential Learning Sites

Currently FEM Standard 7

RE 6.1: Supervised Experiential Learning Site Requirements

Minor Word Changes

STANDARD 7: Supervised Experiential Learning Sites

The program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised experiential learning 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 supervised experiential learning compatible with the competencies that students are expected to achieve.

REQUIRED ELEMENTS:

6.1 Supervised experiential learning site requirements:

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

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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. 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 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:

- Accreditation status, including the full name, address, phone number and website of ACEND on the program's website homepage.
- Description of the program, including program's mission, goals and objectives.
- A statement that program outcomes data are available upon request.
- Information about the requirements and process to become a registered dietitian nutritionist (RD/N), including education, supervised experiential learning, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process.
- 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.
- Application and admission requirements.
- Academic and program calendar or schedule.
- Graduation and program completion requirements.
- Availability of financial aid and loan deferments (federal or private), scholarships, stipends and other monetary support, if applicable.
- Guidance about distance education components, such as technology requirements, if applicable.
- If students are required to locate their own supervised experiential learning sites and/or preceptors, requirements for this must be described, including the program's role and responsibility to assist students to ensure timely completion of the program.
- A description of the criteria and policies and procedures used to evaluate and award credit for prior learning experiences, such as coursework, supervised experiential learning hours or direct assessment, and the types and sources from which credit will not be accepted.

STANDARD 7
Information to Prospective Students and the Public
Currently FEM Standard 8

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Standard 7: Information to Prospective Students and the Public
Currently FEM Standard 8

RE 7.1

- Added requirement for recruitment and admission practices to address diversity and equity

GUIDANCE

- Tangible action:** In narrative programs are asked to show their efforts – changes to policies, practices, activities, etc.

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. Program shall demonstrate by tangible action their commitment to enrolling a diverse student body.

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Standard 7: Information to Prospective Students and the Public

RE 7.3

- New 7.3d:** "Requirement to become an RD/DTR"

GUIDANCE

All programs must mention that RDNs are required to be licensed/certified in some states and indicate whether this requirement is applicable in the state in which the program resides (USDE)

d. Information about the requirements and process to become a registered dietitian nutritionist (RD/N), including education, supervised experiential learning, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process.

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Public Notices and Announcements

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

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

ACEND Update on website

Statement to post on website

Latest Updates from ACEND

- 2022 ACEND Accreditation Standards Released (September 2021)
- Revisions to ACEND FEM Accreditation Standards (September 2021)
- 2022 ACEND Annual Accreditation Fee Due December 17, 2021 (September 2021)
- ACEND Decision Calendars (September 2021)
- Bridging the Board Room and Classroom Program (September 2021)
- School Spirit Register Students for FNCE® 2021 (July 2021)
- ACEND® Updates the Future Education Model (FEM) Partnership Requirements (July 2021)
- USDE Requirements for Disclosing Licensure Information to Students (July 2021)
- Share Your DEI Noteworthy Practices with Other Educators (June 2021)
- ACEND @Board Discontinues the Future Bachelor (FB) Demonstration Program (March 2021)

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Standard 7: Information to Prospective Students and the Public

RE 7.3

- 7.3e:** Provided expected list for Estimated Cost to Students (USDE)

GUIDANCE

Include costs for:

- Tuition and fees
- Necessary books and supplies
- Transportation
- Typical charges for room and board/housing
- Other program specific costs

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.

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Standard 7: Information to Prospective Students and the Public

RE 7.3

- Strengthened 7.3k** "students locating their own SEL sites" to explain program's responsibility with assisting students

k. If students are required to locate their own supervised experiential learning sites and/or preceptors, requirements for this must be described, including the program's role and responsibility to assist students to ensure timely completion of the program.

GUIDANCE


Programs must provide assistance to students to find sites in order to complete the program on time

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Standard 7: Information to Prospective Students and the Public

RE 7.3
New 7.3i: Requirement for prior assessed learning to be posted on the program's website (USDE)

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.



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STANDARD 8
Policies and Procedures for Enrolled Students
 Currently FEM Standard 9

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:

- 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.
- 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.
- Supervised Experiential Learning Documentation: The program must establish procedures for tracking individual student's supervised experiential learning hours in professional work settings, and in alternate supervised experiential learning, such as simulation, case studies and role-playing. Hours granted for prior learning, if given, also must be documented.
- Equitable Treatment: The program must establish policies to support the diverse needs of students, ensure an inclusive environment, and to ensure equitable treatment by program faculty and preceptors 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, such as in a program handbook or on a program website.

- Insurance requirements, including those for professional liability.
- Liability for safety in travel to or from assigned areas.
- Injury or illness while in a facility for supervised experiential learning.
- Drug testing and criminal background checks, if required by the supervised experiential learning facilities.
- Requirement that students doing supervised experiential learning must not be used to replace employees.
- When students are paid compensation as part of the program, policies must be in place to define the compensation practices.
- The process for filing and handling complaints about the program from students and preceptors 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.
- 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.
- If the program grants credit, supervised experiential learning hours or direct assessment for student's prior learning.

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Standard 8: Policies and Procedures for Enrolled Students

RE 8.1

- Removed admission requirement (Existing FEM RE 9.1a): Captured in Standard 7
- Revised 8.1b: Remediation and Retention practices
- Added new RE 8.1d for policies on equitable treatment of students

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

- 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.
- 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.
- Supervised Experiential Learning Documentation: The program must establish procedures for tracking individual student's supervised experiential learning hours in professional work settings, and in alternate supervised experiential learning, such as simulation, case studies and role playing. Hours granted for prior learning, if given, also must be documented.
- Equitable Treatment: The program must establish policies to support the diverse needs of students, ensure an inclusive environment, and to ensure equitable treatment by program faculty and preceptors 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.

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Standard 8: Policies and Procedures for Enrolled Students

RE 8.2

- All Programs: P&P provided to students in a single comprehensive document

GUIDANCE
 Comprehensive document: all in one location; either handbook or website. Materials should not be spread out across multiple sources.

The following policies and procedures specific to nutrition and dietetics programs must be provided to students in a single comprehensive document, such as in a program handbook or on a program website.

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Name change from FG to GP
 (Recommendation by "FG" program directors)

Cover Page

ACEND ACCREDITATION STANDARDS FOR NUTRITION AND DIETETICS GRADUATE DEGREE PROGRAMS (GP) IN NUTRITION AND DIETETICS (FG) (Future Education Model)

Approved June 10, 2019 / Reapproved 1, 2021 / Effective July 1, 2020 / Updated January 24, 2019 / Effective July 1, 2020

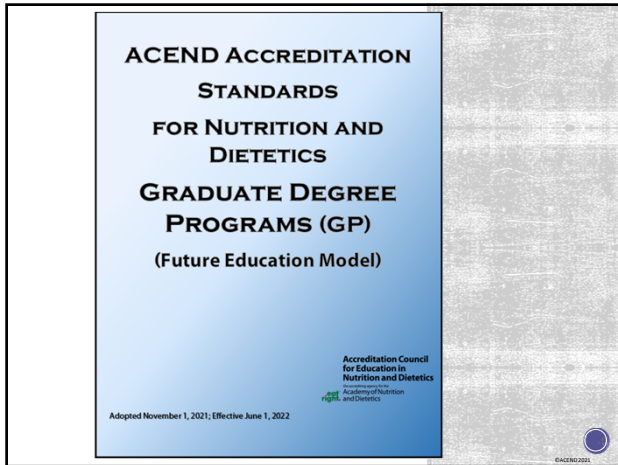
Accreditation Council for Education in Nutrition and Dietetics

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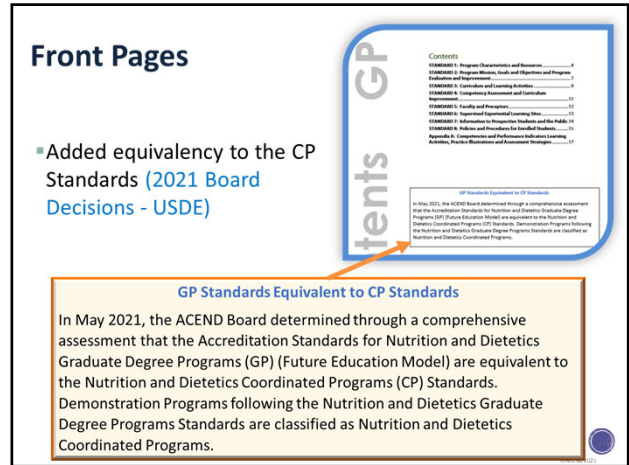
GUIDANCE

- Remember: Programs can adopt any name they wish, and they are able to leave "Future Graduate" in the name of the program
- The Standards are still called Future Education Model Standards
- The program type name has changed from FG (Future Graduate) to GP (Graduate Program)

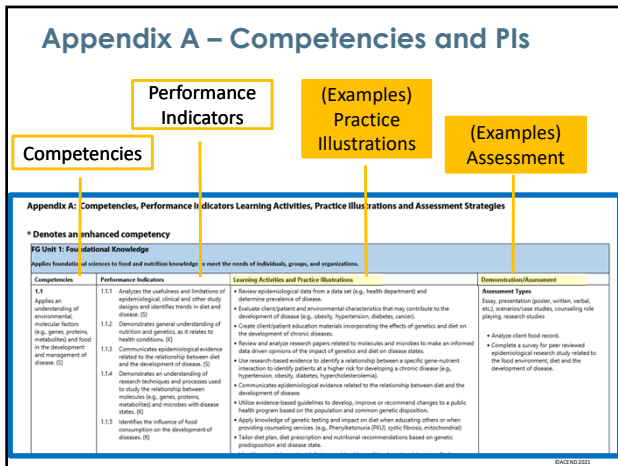
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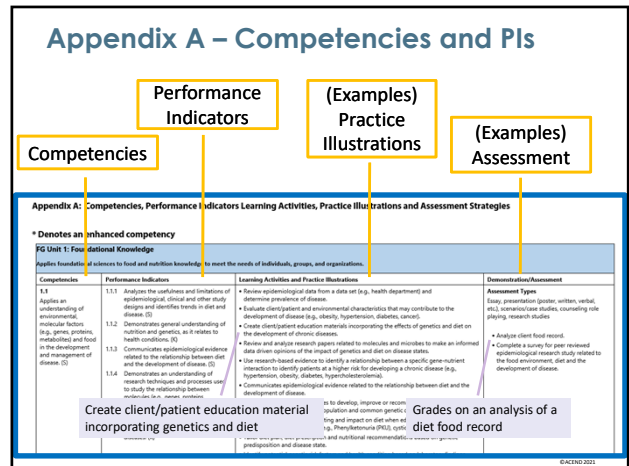
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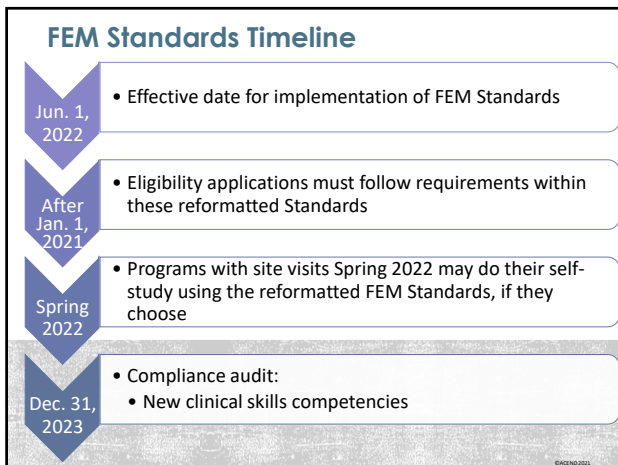
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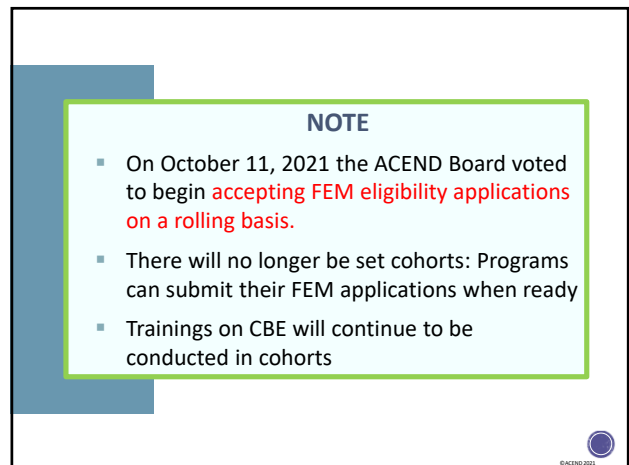
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ACEND program Director Training on the FEM Accreditation Standards

- FEM Standards Workshop**
 - Coming Fall 2022
- Recorded Webinar**
 - Today's webinar will be posted on ACEND website
 - Q&A will be posted on website
- FEM Standards Online Modules**
 - Coming in 2022/2023 and will be posted on ACEND website

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Thank You




Accreditation Council
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Nutrition and Dietetics
Approved by the
Academy of Nutrition
and Dietetics

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Webinar Evaluation

Scan the QR code or use the link provided



<https://www.surveymonkey.com/r/revFEMStandards>

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