



GRADUATE PROGRAM ACCREDITATION STANDARDS

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GRADUATE PROGRAM ACCREDITATION STANDARDS

Section I. Institutional and Program Context, Program Mission & Goals

I.A. Institutional Administrative Structure

The institution in which the program resides has a mission and an administrative structure that supports the program's success.

A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered interorganizational entities that have, in writing, formally agreed to pool resources to conduct a training or education program.

Required Documentation:

1. Provide the mission of the institution.
2. Provide organizational charts clearly depicting the program's internal reporting lines to the dean and the lines of authority from the program's leader to the institution's chief executive officer.
3. If the program is a consortium, clearly describe the roles and responsibilities of each institution and provide the written agreement between institutions.

I.B. Program Administrative Structure

The program has designated procedures and personnel responsible for making decisions about the program(s), including, curriculum, student selection and evaluation, program evaluation and improvement, and budget development. The program's decision-making procedures are consistent with the mission of the institution, department, and program goals.

Required Documentation:

1. Describe the administrative structure of the program, including, leadership structure, along with any personnel (i.e., faculty, staff, etc.) involved in program administration and routine functions of the program.
2. If the program has standing or ad hoc committees, provide a list of the committees along with the committee charge and composition. If the program uses a committee-of-the-whole or operates without a committee structure, please indicate.

3. Provide an overview of the program's procedures and individuals or committees responsible for making decisions about the program, specifically, curriculum, student selection and evaluation, evaluation and improvement, and budget development.

I.C. Program Mission and Goals

The program has a mission that describes what the program will accomplish and goals that define strategies to achieve the mission. The mission and goals should reflect the program's approach to training, the learning outcomes the program describes for its graduates, and the degree conferred.

Required Documentation:

1. Provide the program's mission.
2. Provide the program's goals.
3. Describe the process by which the program's mission and goals are developed and revised.

I.D. Program Policies and Procedures

The program has and adheres to policies and procedures dictating rules regarding admission, progression through, and matriculation from the program.

Policies and/or procedures address the following:

- **Student admission**
- **Degree requirements/program of study**
- **Assignment of advisees/procedures to change advisors**
- **Student performance evaluations (feedback, probation, and termination decisions)**
- **Academic dishonesty and integrity procedures**
- **Grade appeal procedures**
- **Incomplete and in-process grade procedures**
- **Student complaint and grievance procedures addressing both informal complaint resolution and formal complaints or grievances**
- **Student rights, responsibilities, and professional development**
- **Non-discrimination policies**

The program consistently implements policies and keeps records related to all areas. Policies are reviewed regularly and revised, as needed. Students, faculty, and staff have access to these policies and procedures and any changes throughout their time in the program.

Required Documentation:

1. Briefly describe the program's policies/procedures that address the functions listed above.
2. Provide copies of and links to university/program policies regarding the following:
 - a. recruitment/admission
 - b. degree requirements for each program of study offered
 - c. progression, grade, and credit expectations
 - d. administrative and financial assistance
 - e. student performance evaluations and remediation practices (feedback and termination decisions)
 - f. student complaint and grievance procedures addressing both informal complaint resolution and formal complaints or grievances
 - g. student rights, responsibilities, and professional development
 - h. non-discrimination policies

Explain how these policies and procedures are publicized. If the policy exists within a larger document (e.g., faculty or student handbook), provide page numbers that reference the specific policy requested.

3. Describe the schedule and process by which policies are reviewed and revised.

Section II. Professional Values

II.A. The program's policies, standards, and procedures are in alignment with AASP's and GPAC's Professional Values.

- **Excellence:** *A focus on excellence ensures that students receive the requisite knowledge, skills, attitudes, and values required for competent and safe practice. To achieve this end, education and training should be based on the existing and evolving body of knowledge, skills, and competencies that define the practice area(s) and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of sport and performance psychology. Graduate program goals and outcomes are consistent with the goals of advancement of the professional practice of sport and performance psychology.*
- **Respect:** *All people are treated with dignity, open-mindedness, and esteem. The program strives to demonstrate respect for students, faculty, and clients as well as the general public.*
- **Integrity:** *Programs demonstrate transparency regarding the policies, standards, and procedures by which they operate. Programs demonstrate methods used to promote healthy dialogue and incorporate input from relevant interested parties, which may include students, faculty, alumni, review boards, and practitioners. Programs promote and model professionalism and ethical teaching, research, and practice of sport and performance psychology.*
- **Diversity:** *Programs are committed to an inclusive definition of cultural and individual differences and diversity that includes, but is not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program supports diverse backgrounds, assets, and perspectives. The program should discuss the policies and procedures in place to ensure the respect of all faculty, staff, and students in their program. Programs uphold professional standards for culturally sensitive training and practice.*
- **Collaboration:** *The competent practice of sport and performance psychology requires depth of understanding and appreciation for the many sub-divisions, including kinesiology, psychology, and other domain areas. Therefore, education and training should be based on the existing and evolving body of knowledge and methods in the science and practice of sport and performance psychology. The relative emphasis placed on discipline-specific knowledge should be consistent with its training goals and the development of competent practitioners. The program encourages its students to value the reciprocal relationship between the science and practice of sport and performance psychology as well as the value of all disciplines that contribute to the sport and performance psychology knowledge base and holistic well-being of the public that we serve.*

- **Service: *The program strives to use the knowledge, skills, and abilities of its faculty and students to provide value to the profession and to serve the public good.***

Required Documentation:

1. Describe the program's overarching mission, and how it directly reflects AASP's professional values of excellence, respect, integrity, diversity, collaboration, and service. Explain how these values are woven throughout the students' coursework and supervision/mentorship experiences to contribute to the development of applied sport psychology practitioners.
2. Discuss the strategies in place to communicate the expectation to fulfill the program's mission and values to new faculty and entering students.

Section III. Program Resources

III. A. Physical and Information Technology Resources

The program has access to physical and information technology resources adequate to fulfill its program goals and to support instructional programs in person, online or a combination of the two. If relevant, physical resources include faculty and staff office space, classroom space, student shared space, and laboratories, as applicable. Direct supervision is provided to students engaged in applied work while ensuring confidentiality and privacy. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

Required Documentation:

1. Describe the physical resources available to the program's students, faculty, and staff, including but not limited to office space, classroom space, consulting space, student shared space, laboratories, and video recording equipment in good working order, as applicable.
2. Describe the information technology resources available to the program's students, faculty and staff including, but not limited to, library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.
3. Describe how direct supervision is provided to students engaged in applied work while ensuring confidentiality and privacy.
4. For online programs, describe how students, faculty, and staff interact.

III.B. Fiscal Resources

The program must have an operating budget and use of funds that supports the program's goals (the program's budget may be included within the budget of a larger department). Funding support and trends demonstrate that the program can consistently operate and achieve its goals.

1. Provide a clearly formulated program budget table showing sources of all available funds and expenditures by major categories for the last three years. If a program does not have a separate budget, it must a) present a budget statement for the

organizational unit that houses the program's budget (e.g., department) and estimate the program's income and expenditures with accompanying narrative explaining the basis for the estimate, and b) provide a statement that accurately depicts the funding controlled by the program (e.g., if the only funding controlled by the program is in operations and student support, the statement would indicate this).

2. If the program is a consortium, the budget table must clarify the financial contributions of each sponsoring university to the overall program budget.
3. Provide a narrative description of the following:
 - A. How the program requests additional faculty or staff support, when needed
 - B. How the program requests additional funds for operating costs, student support, and faculty development
 - C. If/how tuition and fees are returned to the program and if/how indirect costs associated with grants/contracts are returned to the program or individual faculty members.

III.C Student Support Resources

The program has student support resources adequate to fulfill its program goals and to support instructional programs and student success. Student resources may include academic support (e.g., writing and research support), career support, physical health, and mental health support, etc. Student resources may also include student financial support such as graduate and research assistantships or scholarships.

Required Documentation:

1. List all student support services (available through the program or institution) designed to facilitate students' progress through the program. Describe how students are made aware of the availability of these resources through the Department, College, and/or University administration.
2. Describe any financial support available to students.

III.D Faculty Support Resources

The program has faculty support resources adequate to fulfill its program goals and to support instructional programs and faculty advancement and success. Faculty support may include general administrative support, grants administration, professional development to improve teaching, mentoring for new faculty, the resources needed to maintain their CMPC credential, etc.

Required Documentation:

1. List resources available to faculty to help support their own continued development and support of student and program-related work/initiatives. Describe how faculty are made aware of the availability of these resources through the Department, College, and/or University administration.
2. Describe type and amount of administrative support available to faculty.

Section IV. Learning Outcomes, Competencies, Knowledge, & Curriculum

IV.A. Program Learning Outcomes

The program documents the learning outcomes (i.e., intended, long range outcomes of the program and the curriculum) of its training programs that are consistent with the professional competencies created by AASP for certification purposes.

Required Documentation:

1. Detail the development of and any revisions to the program’s learning outcomes within the last three years and how they relate to training applied sport and performance psychology professionals.
2. Program Learning Outcomes Worksheet (**Appendix C**)

IV.B. Professional Competencies

The program demonstrates how students attain professional competencies. The program demonstrates how the curriculum aligns with professional standards as delineated in the requirements for Certified Mental Performance Consultant® (CMPC®).

Professional Competencies are organized into the following task domains:

- I. Rapport, Roles, and Expectations**
- II. Assessment**
- III. Goals, Outcomes, and Planning**
- IV. Implementation**
- V. Evaluation**
- VI. Professional Responsibilities**

Required Documentation:

1. Professional Competencies Worksheet (**Appendix A**)

IV.C. Knowledge Groups

Programs demonstrate that students have the core knowledge that would allow them to further their understanding of the field. They also demonstrate that students are provided education in discipline-specific knowledge groups.

These knowledge groups are recognized as significant for furthering oneself in the profession of sport and performance psychology. Programs demonstrate how they prepare students and how their students demonstrate competence within each knowledge group.

Knowledge groups are as follows:

- A. Theories and Principles of Counseling and Consulting to Incorporate into a Philosophy of Practice**
- B. Assessment of Individuals, Groups/Teams, and Organizations**
- C. Coaching Development and Leadership**
- D. Culture and Diversity**
- E. Professional Ethics and Responsibilities**
- F. Evaluation of Consultant and Program/Service Delivery Effectiveness**
- G. Foundational Psychological Theories and Models**
- H. Learning and Skill Acquisition**
- I. Mental Performance Training (skills, interventions, and outcomes)**
- J. Physiological Bases of Performance**
- K. Psychology of Injury and Rehabilitation**
- L. Establishing and Maintaining Consulting Relationships**
- M. Use of Technology in Mental Performance Consulting**

Programs ensure that the curriculum and program admission requirements include courses to meet all CMPC eligibility requirements.

Required Documentation:

1. Complete the discipline-Specific Knowledge Groups Spreadsheet (**Appendix B**).
2. Provide a list of required courses and other required learning activities (i.e., program of study).
3. Provide a degree map that illustrates course sequencing.
4. Submit syllabi for ALL required courses in addition to any elective courses that may be used to meet any of the requirements of CMPC® eligibility.

Each syllabus MUST include: specific bibliographies of required readings, a listing of all topics covered, a description of all required assignments, name of instructor, and date the course was last offered.

5. If multiple sections of a course are offered, describe the procedure to ensure that each section of the course provides sufficient coverage of the identified knowledge group.
6. Provide presentation Rubrics for Thesis/Dissertation/Project proposals and defenses, if applicable.

IV.D. Mentorship/Supervision

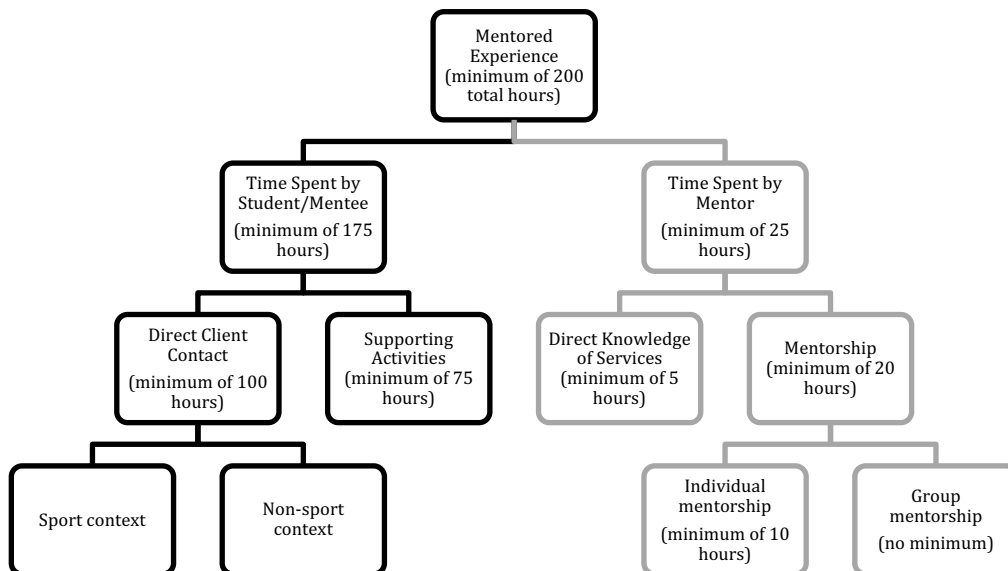
The purpose of mentored experiences is to develop and further refine the requisite knowledge and skills for graduates to demonstrate competent, entry-level professional practice.

The program provides an individualized training plan, appropriate to each student's current skills and ability. Students entering mentored hours obtain minimum theoretical training and foundational knowledge in professional behavior and standards and the delivery of applied sport and performance psychology services. The program ensures that the student has attained the requisite level of knowledge and skills prior to beginning and throughout the mentored experiences.

- A. Programs place students in settings that are committed to training, that provide experiences that are consistent with applied sport and performance psychology and the program's goals, and that enable students to attain and demonstrate appropriate knowledge and skills.
- B. Mentorship/supervision is provided by appropriately trained and credentialed individuals.
- C. Each student's mentored experience evaluation is based in part on direct knowledge of performance of the student and their developing skills in the knowledge groups.

The program documents that each student completes a minimum of 200 total hours of mentored work, divided into two main sections. Minimums must be met for each section (and sub sections), where indicated.

- **Student time** represents hours spent by the student while engaging in either direct contact or supporting activities with clients.
- **Mentor Time** represents hours spent by the student and mentor together in either individual mentorship, group mentorship, or direct knowledge of services.



Time Spent by Student/Mentee (minimum of 175 hours)

Direct Client Contact

Students are required to spend a minimum of 100 hours in direct client contact within sport or non-sport populations. Direct client contact is defined as time spent by the student in in-person contact with individuals (e.g., athlete, coach, Soldier, performing artist, exerciser) or groups (e.g., sport team, coaching staff, fitness class, dance troupe, military unit) working on mental skills to optimize involvement, enjoyment, performance, and/or personal development. Activities include individual consultation, group facilitation and consultation, psychoeducational workshops, and team-building exercises.

- “Sport” context includes skillful, effortful, physical activity engaged in by individuals, groups, or teams in which they compete athletically against one another, in relation to a defined performance standard, and based on explicit rules of engagement.
- All other performance-related contexts (exercisers, performing artists, military service organizations, high-risk occupations, etc.) are defined as “non-sport” contexts.
- To ensure a breadth of training experience, it is strongly recommended that applicants conduct direct client contact, mentorship, and supporting activities with a wide range of sports, teams, individuals, and other non-sport populations, and, if possible, engage in practice with a variety of mentors and clients.

Support Activities

Students are required to spend a minimum of 75 hours in support activities. Support activities are defined as time spent by the student in activities that pertain to individual or group clients, but do not involve direct client contact. Activities include onsite observation of individual or group clients, record keeping and report writing, reviewing case notes or video/audio recordings, researching and preparing materials for intervention sessions, assessment scoring and interpretation, and case management (e.g., referral, consultation with other professionals).

Time Spent by/with Mentor (minimum of 25 hours)

Mentorship

Students are required to spend a minimum of 20 total hours in mentorship. Mentorship is defined as time spent by a mentor with the purpose of enhancing the mentee’s professional functioning. Time spent in mentorship can include in-person meetings (i.e., mentee and mentor are physically present in the same location), distance meetings (i.e., mentee and mentor are not in the same location and interact through a synchronous audio and/or video format), and electronic communication (e.g., email). The mentor shall base the intensity of mentorship on the mentor’s professional judgment of the mentee’s credentials, years of experience, and the complexity of the cases with which the mentee works. It is recommended that mentees receive at least 1 hour of mentorship for every 10 hours of client contact.

- **Individual mentorship** is defined as mentorship time spent between one mentor and one mentee. Students must spend a minimum of 10 hours with a mentor in individual mentorship.
- **Group mentorship** is defined as mentorship time spent by one mentor and ***no more than 15 mentees in a group setting.***

Direct Knowledge of Services

Students are required to be observed directly by a mentor for a minimum of 5 hours. Direct knowledge of services is defined as time spent by a mentor directly monitoring the student's provision of services or reviewing the student's applied work. Direct knowledge of services must utilize a sample of the student's work with real (i.e., non-simulated) clients using appropriate modalities such as onsite observation, audio or video recordings, live streaming, test and questionnaire protocols, client homework, and/or other client-generated materials. The particular modalities selected should be based on the mentor's consideration of: a) the student's level of experience, education, and knowledge, b) the purpose of mentorship on the continuum from training to validation, c) legal requirements, d) ethical standards, e) the specific work environment, and f) the availability and appropriateness of specific technical equipment.

Required Documentation:

1. Recognizing that individual faculty members may have different consulting philosophies, provide an overall statement of the program's consulting approach.
2. Describe mentored experience sites in a narrative. The description should include the following:
 - A. How sites are identified and vetted;
 - B. How students are assigned to sites and mentors;
 - C. The nature and appropriateness of the training activities;
 - D. Frequency, duration, and quality of group and individual mentorship/supervision;
 - E. Training and credentials of the mentor/supervisor(s);
 - F. How the mentor(s)/supervisor(s) evaluates student performance (include direct and indirect mentorship);
 - G. How students demonstrate competency as they progress through their program;
 - H. Documentation of the evaluation of its students in its student files;
 - I. Documentation of student evaluation of the mentored experience.
3. If students' mentored experiences utilize any amount of electronic mentorship/supervision, discuss how it is used and provide the description of this mentorship/supervision modality.
4. Provide CMPC-hour logs (with client identifying information redacted) for at least 50% of graduates over the last three years. All student CMPC-hour logs [unredacted] must be available for on-site review by the site visit team.
5. Provide contracts/memoranda of understanding/site agreements (with client identifying information redacted) from five current students that identify consulting responsibilities of graduate students and the role of the supervisor in the experience. All contracts/memoranda of understanding/site agreements [unredacted] for all current students must be available for on-site review by the site visit team.
6. Provide a copy of the informed consent document and any other client-facing documentation related to applied practice.
7. Describe the program's policies, procedures, and expectations for student liability insurance coverage.

IV.E. Distance Education Methodologies

Programs using distance education methodologies must be consistent with the mission of the program, subject to the same quality control mechanisms as other programs within the university and provide planned and evaluated learning experiences that are responsive to the needs of online learners. Interaction between faculty and students must be regular and substantive. Student identity must be verified and protected. If distance education methodologies are not used in the program, indicate that this standard is not applicable to your program.

Required Documentation:

1. Describe specifically when and how distance/online/electronically mediated education methodologies (e.g. learning management systems) are used. If specific courses (in part or whole) or educational experiences are offered using distance education methods, each must be explicitly identified as such.
2. Describe how the program ensures regular and substantive interaction between faculty and students.
3. Describe program responsiveness to the needs of online learners, including any university or program support available to them.
4. Describe the methods that the program uses to verify that the student who registers in a distance education course is the same student who participates in and completes the course and receives academic credit.

Section V. Students

V.A. Student Selection Processes and Criteria

The program implements student recruitment and admissions processes and criteria designed to locate and select a diverse applicant pool of qualified individuals capable of taking advantage of the program's learning activities, which will enable them to develop competence for a career in sport and performance psychology. Entrance criteria are clearly stated with expectations (e.g., GRE scores, minimum GPA, interview).

Required Documentation:

1. Describe the review and selection process of graduate applicants, including:
 - A. Describe the application submission process.
 - B. Describe how applications are reviewed and admission decisions are made.
 - C. If an interview is required as part of the application, describe the interview process and how the program ensures an equitable interview experience for all candidates.
 - D. Describe the steps (e.g., policies, procedures, goals, activities) the program is taking to attract and admit a diverse applicant pool. Describe the steps the program is taking to retain diverse students in the program.
2. Provide the minimum criteria for acceptance to the program and how they were established. (e.g., GPA requirements, test scores, prerequisite classes, internship experiences, etc.)
3. Provide any documents pertaining to the application review process (e.g., evaluation rubrics, interview questions, essay prompts, checklists).
4. Provide application data from previous 4 years (numbers of applications, acceptance/rejection rates). Use Template in **Appendix J**.

V.B. Supportive Learning Environment

Students experience a supportive learning environment. Support opportunities are offered by faculty and created by the program to provide peer-to-peer support. Faculty are accessible to students for guidance and support via individual, group, electronic and/or face-to-face means. Support for diversity, equity, and inclusion is evident in program policies and practices related to teaching, research, practice, and service.

Required Documentation:

1. Describe available resources (e.g., program map, graduate writing studio, graduate statistics assistance, etc.) and strategies/tools used by faculty (e.g., regular advising, presentation feedback measures, etc.) to support students in on-time degree completion.
2. Describe the ways in which students and faculty collaborate within the program including efforts in research and scholarly activity, consulting and supervision, and service projects on- and off-campus. In this description, explain the breadth of faculty-student collaborations.
3. Faculty-Student Collaboration Checklist (**Appendix E**) that identifies faculty-student projects, conference presentations, publications, and other collaborations in the past 3 years.
4. Describe how diversity, equity and inclusion are addressed in the program's policies and practices related to curriculum and teaching, research, practice, and service.
5. Describe department-level, College-level, and university-wide initiatives aimed toward achieving diversity and fostering inclusion.

V.C. Student Academic and Career Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curriculum. Qualified faculty serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

Required documentation:

1. Describe the orientation processes.
2. Describe the program's, and university' (if applicable) career advising services.
3. Describe the program's academic advising services.
4. Explain how advisors are selected, matched, and oriented to their roles and responsibilities. Explain the process used for a student to change advisors.
5. Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

6. Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates.

V.D. Plans to Maximize Student Success

The program implements strategies intended to promote on-time degree completion for all of its students. Program guidelines are clearly established and students have access to the plan of study throughout their matriculation. Faculty engage in timely feedback, providing additional information concerning individual projects and overall progress in the program. Opportunities for outside assistance (e.g., writing center, research assistance, counseling center, etc.) are available and accessible to students in the program. Methods of remediation, if necessary, are documented, including, but not limited to timeline, behavioral markers, and utilization of internal and outside resources (e.g., Learning Support Services, ADA accommodations).

Required Documentation:

1. Provide advertised time to degree completion for full-time students expected by the program for each degree. Provide the maximum number of years allowed to complete the graduate degree. Describe the process for degree completion if the maximum time to degree completion is exceeded.
2. Provide on-time degree completion statistics for the last 5 years. What circumstances prevented students from completing their degree on time, if applicable?
3. Discuss how the degree completion statistics provide evidence of the program's commitment to the success of a diverse student body.
4. Provide graduation guidelines or other resources that help graduate students navigate their degree.
5. Provide a list of resources (e.g., writing assistance), along with a brief description of each, that are available to graduate students at the university and in the program and comment on their use by students in the program.
6. Provide information regarding university services for graduate students with special needs or disabilities.

Section VI. Faculty

VI.A. Program Leadership

The program has consistent and stable leadership with a designated director or co-director(s) who is a full-time, doctorally-trained member of the core faculty and eligible to supervise graduate students. The program director (or co-director(s)) must have the appropriate skills and education including that their credentials and expertise must match the goals and scope of the program. The program director has sufficient resources and institutional support to carry out their duties.

Required Documentation:

1. Describe the Program Director's (and co-director's, if applicable) credentials and expertise and specify how these qualifications match the goals and scope of the program.
2. Provide the CV(s) for the program director/co-directors, if not included in the core and associate program faculty.

VI.B. Faculty Qualifications

The program has an identifiable core faculty with responsibility for the design, implementation, and evaluation of educational offerings (e.g., coursework, mentored experiences, research training). The core faculty comprise individuals whose education, training, and/or experience are consistent with their roles in the program and the program's mission and goals. Program faculty, particularly those who mentor doctoral students, maintain an active research portfolio. Program faculty stay up-to-date with both current research and pedagogy through engaging in professional development activities.

The program faculty, in particular the core faculty, are sufficient in size to attend to program needs, support student needs, and facilitate matriculation in a timely fashion whether at the master's or doctoral level. At least one full-time faculty member must be a Certified Mental Performance Consultant® (CMPC®) with approved mentor status.

Programs have policies and procedures to recruit, retain, and promote a diverse faculty.

Required Documentation/Narrative:

1. Within the context of the program's overall mission, describe the faculty and staff in your program, what role they fill (including administrative roles), and how their unique credentials and expertise qualify them to serve in this role.

2. For those faculty who mentor theses/dissertations, provide a list, arranged by faculty member, of up to three research projects in which they are currently involved. Include a brief description of the project, funding source and amount (if applicable), term of the project/award, and extent of student involvement in the project (if applicable).
3. Describe the means by which program faculty stay current with recent developments in research and pedagogical techniques. Include a description of any support provided by the university or program for faculty professional development and, if applicable, the frequency of use by the program faculty.
4. Describe the steps (e.g. policies, procedures, goals, activities) the program is taking to recruit, retain, and promote a diverse (e.g., gender, race, ethnicity) faculty?
5. Provide CVs for all core and associate faculty (see definitions below).
6. Faculty Demographics Worksheet (**Appendix F**)
7. Faculty Professional Activities Worksheet (**Appendix G**)

Definitions

Core Faculty

Core Program Faculty are faculty members who are employed full-time by the university and devote at least 50% of their FTE to program-related activities. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the program under review.

Associate Faculty

Associate Faculty are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program.

Other Faculty Contributors

Other Contributors are individuals who have a role in the program, but to a much more limited extent than Core or Associate Faculty and have minimal contact with students in the program. This would include individuals who present seminars, regularly supervise mentored experiences, or teach occasionally as adjunct faculty. CV's are not necessary for Other Contributors.

Full-Time-Equivalent Graduate Student

FTE is derived by dividing total student credit hours taken in the program in a given term by the full-time equivalent credit load for the given level. For example, if the full-time equivalent credit load for a graduate student at the university is 12 credit hours per semester, calculate full-time-equivalent students by dividing the total number of graduate student credit hours taken in the program in a given term by 12.

VI.C. Faculty to Student Ratio

The program demonstrates a core faculty to full-time-equivalent student ratio that should approximate 1:15 (1 core faculty member for every 15 full-time-equivalent graduate students). The approved CMPC mentor to students actively engaging in mentored hours ratio should approximate 1:10. Programs in which these ratios are higher must provide a justification for how students are receiving quality instruction and mentorship.

Required Documentation:

1. Faculty:Student Ratio Worksheet (**Appendix H**)
2. If the program's Faculty:Student ratio is above 1:15 for core faculty to full-time-equivalent student, discuss how the overage is currently managed.
3. If the program's Faculty:Student Ratio is above 1:10 for graduate students in mentored experience/supervision settings, discuss how the overage is currently managed.

Section VII. Evaluation and Outcomes

VII.A. Evaluation of Program and Annual Quality Improvement Efforts

The program demonstrates a commitment to ensure competence in applied sport and performance psychology through ongoing self-evaluation to monitor its performance and contribution to the fulfilment of its mission. The program documents mechanisms for engaging in regular, ongoing self-assessment that:

- A. Involves faculty, students, alumni, clients, and others involved in the training program.
- B. Evaluates its effectiveness in training students who, by the time of graduation, demonstrate the professional competencies required for CMPC® certification and are able to engage in professional activities consistent with accepted standards of applied sport and performance psychology practice.
- C. Evaluates the currency and appropriateness of its goals, curriculum, and policies and procedures with respect to the following: its institution's mission and goals; and the evolving evidence base of the profession.
- D. Identifies areas for improvement and implements corresponding action plans.

Required Documentation:

1. Discuss how faculty, students, alumni, clients, and others are regularly involved in the program evaluation process.
2. Describe how the program's self-assessment processes and all outcomes are used to evaluate the achievement of the program's goals, discipline-specific knowledge, and professional competencies. How does the program identify potential areas for improvement?
3. Describe how the program's self-assessment processes are used to evaluate currency and appropriateness of its goals, curriculum and policies, and procedures with respect to the following: the institution's mission and goals; local, state/provincial, regional, and national needs for sport and performance psychology services; and the evolving science base of the profession.
4. Provide three specific examples of how outcome data and other feedback have been used to modify the program, and how these modifications, in turn, have been evaluated.

5. Discuss how the program has responded to feedback from the AASP Graduate Program Accreditation Council since the last accreditation review to demonstrate how the program uses self-assessment to address these issues in general. If this is the program's first review, please indicate as such.

VII.B. Student Evaluation

The program tracks a variety of student outcomes (i.e., student achievement in the program).

The program:

- A. Provides student retention and graduation rates by entering cohort.**
- B. Specifies how it evaluates student performance, and the minimum level of achievement or performance required of the student to demonstrate competencies. Programs demonstrate how their evaluation methods and minimum levels of achievement are appropriate for the measurement of each competency. The level of achievement expected reflects the current standards for the profession.**
- C. Provides outcome data that clearly demonstrate that by the time of degree completion, all students have reached the appropriate level of achievement in each discipline-specific knowledge area and professional competency domains. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with best practices in student competency evaluation.**
- D. Presents formative and summative evaluations linked to exit criteria, as well as data demonstrating achievement of competencies, for each student in the program.**

Required Documentation:

1. List the measures used by the program to evaluate its student outcomes.
2. Describe how the program identifies its expected minimum level of student achievement of competencies.
3. Provide detailed, aggregate outcome data for the past five years on the measures listed above for students as they progress through the program. These data should demonstrate the program's success in achieving its stated goals, discipline-specific knowledge and professional competencies, training students for entry level practice in applied sport and performance psychology, and eligibility of CMPC® certification.

NOTE: Competency-based outcomes are measures obtained while the student is in the program. Examples include course grades, mentored experience evaluations, program evaluations, and internship evaluations. The program may provide student self-evaluation data, however, these data are not sufficient on their own.

VII.C. Program Effectiveness Evaluation

The program provides evidence of the knowledge and skills of its graduates and program effectiveness as well as evaluates graduates' career paths in applied sport and performance psychology after they have left the program. Two years after graduation, the program collects data on graduates' job placements and CMPC® exam passage rates, as available.

Data should be provided for the last five years.

Required Documentation:

1. Provide detailed aggregate outcome data for program graduates. These data must include data on job placement and certification rates. In total, the data should provide evidence of the program's effectiveness in helping graduates attain required knowledge and competencies and pursue career paths in applied sport and performance psychology after they have left the program.

Section VIII. Communication Practices

VIII.A. Public Disclosure and Information Accuracy

Catalogs and bulletins used by the program to describe its educational offerings are publicly available and accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium they are presented, contain accurate information. The program provides current, readily accessible, accurate data to the public regarding student learning outcomes and student achievement.

Required Documentation:

1. Website Links Worksheet (**Appendix I**)

Appendix A

Professional Competencies Worksheet

Use the worksheet below to describe how the program helps students to achieve the professional competencies.

Domain #1: RAPPORT, ROLES, AND EXPECTATIONS	Competencies:	Required coursework (course number and name) or experiential activities to develop this competency:	How student learning is measured:
	Establish and maintain rapport with the client/performer		
	Explain the professional/consultant role within the specific setting or system with clients & important others		
	Explain what is expected of the client/performer		
	Explain/describe the consulting process		
	Discuss and/or clarify the consulting process (e.g., informed consent, documentation, contract, confidentiality, limits of availability) to help clients make informed decisions		
Domain #2: ASSESSMENT	Competencies:	Required coursework (course number and name) or experiential activities to develop this competency:	How student learning is measured:
	Obtain and summarize individual, team/group and organizational assessment data and information pertaining to performance via interviews, direct observation, the administration of questionnaires and standardized tests, collaboration with other professionals, etc.		

Domain #3: GOALS, OUTCOMES, AND PLANNING	Competencies:	Required coursework (course number and name) or experiential activities to develop this competency:	How student learning is measured:
	Integrate and evaluate assessment data within a theoretical framework of performance excellence, evidence-based practice and professional judgment		
	Collaborate with the client/performer(s), and when appropriate, members of the performance team (e.g., coaches, colleagues and other professionals) to formulate a plan to determine and prioritize goals and desired outcomes		
	Identify personal and systemic resources and barriers related to the achievement of goals and desired outcomes		
Domain #4: IMPLEMENTATION	Competencies:	Required coursework (course name and number) or experiential activities to develop this competency:	How student learning is measured:
	Implement a performance plan combining awareness, education and action to facilitate achievement of desired outcomes		
	Implement a performance plan providing and obtaining feedback as the client/performer(s) work toward achieving the goals and desired outcome		
Domain #5: EVALUATION	Competencies:	Required coursework (course name and number) or experiential activities to develop this competency:	How student learning is measured:
	Assess progress, reset goals and/or revise implementation strategies and techniques either as part of a continuing process/relationship (e.g., on continuing basis,		

	yearly, season-by-season) or as part of assisting clients in making progress towards established goals		
	When possible and appropriate obtain feedback from clients/performer(s) on consultant effectiveness		
	When ethically appropriate, obtain feedback from coaches/leadership regarding performer utilization of mental skills training and consultant effectiveness		
	Consolidate progress and conclude the professional relationship when appropriate based upon client and/or professional opinion		
Domain #6: PROFESSIONAL RESPONSIBILITIES	Competencies:	Required coursework (course name and number) or experiential activities to develop this competency:	How student learning is measured:
	Engage in activities to maintain and enhance professional competence		
	Practice in a manner consistent with applicable laws, regulations and the AASP Code of Ethical Principles and Standards		
	Engage in a process of self-reflective practice that includes a process of continuous learning		
	Recognize own biases, stereotypes, and misconceptions to prevent interfering with relationships with clients/performer(s)		
	Recognize the limits of own knowledge and skills and accordingly refer clients/performers to, or seek collaboration with other qualified professionals, as necessary		

Engage in activities that enhance their knowledge and skills that relate to their supervision and professional colleagues seeking certification		
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Appendix B

Discipline-Specific Knowledge Group Worksheet

Instructions: In completing the form, please indicate the course in the program that fits within each specified knowledge group in Column B. If the program does not contain specific courses that fit in a knowledge group, use Column C to provide information regarding other learning experiences that students complete in order to satisfy the required training in knowledge group.

Column A	Column B	Column C
Knowledge Group	Class in Program (and how it satisfies the area)	Other learning experiences (indicate class/applied internship/other professional development opportunities in which it occurs and how it satisfies the area)
<p>A. Theories and Principles of Counseling and Consulting to Incorporate into a Philosophy of Practice</p> <p>i. Theoretical orientations of counseling and consulting for use within sport/performance (e.g., cognitive-behavioral therapy, humanistic approach, acceptance and commitment therapy, person-centered therapy, mindfulness, feminist theory, solution-focused brief therapy, systems theory)</p> <p>ii. Change processes (e.g., trans-theoretical model, theory of planned behavior)</p> <p>iii. Models of performance excellence*</p>		
<p>B. Assessment of Individuals, Groups/Teams, and Organizations</p> <p>i. Processes for designing, selecting, implementing, interpreting, and debriefing assessments</p> <p>ii. Models or approaches of case conceptualization</p> <p>iii. Use of assessment data and information to inform case conceptualization</p>		

<p>iv. Quantitative assessments (e.g., available questionnaires and tests and their appropriate selection, uses, limitations, implementation procedures, scoring, and debriefing)</p> <p>v. Interviewing techniques and other qualitative approaches (e.g., motivational interviewing, intake sessions, Socratic questioning, performance debriefing, performance profiling)</p> <p>vi. Observations (e.g., of performance and of verbal and non-verbal performance indicators such as body language, emotional displays, communication patterns, and responses to adversity)</p> <p>vii. Other assessment data (e.g., medications/supplements, season statistics) and sources (e.g., stakeholders, reports)</p>		
<p>C. Coaching Development and Leadership</p> <p>i. Coaching models, methods, techniques, and evaluation</p> <p>ii. Leadership theories and approaches to leadership development, personal leadership, group/team, and organizational leadership</p> <p>iii. Communication, critical thinking, decision making, and conflict management strategies</p>		
<p>D. Culture and Diversity</p> <p>i. Multi-cultural and diversity, equity, inclusion, and belonging considerations (individual, group/team, organization, and society)</p> <p>ii. Contextual intelligence factors of sport/performance (e.g.,</p>		

<p>culture, values, attitudes, history and language of the performance domain)</p> <p>iii. Organizational structure including the consultant role within the performance environment*</p> <p>iv. Consultant’s understanding of their personal intersectionality, biases, and assumptions</p> <p>v. Athletic subculture and unique factors of sport/performance environments (e.g., transitions, injuries, athletic identity, team and organizational dynamics, managing pressure)</p>		
<p>E. Professional Ethics and Responsibilities</p> <p>i. The AASP Code of Ethical Principles and Standards</p> <p>ii. Ethical issues (e.g., scope/limits of competence, boundaries, dual roles, confidentiality, who is the client, informed consent, consultant self-care, self-disclosure, marketing, technology, collection and storage of client-related information and documentation)</p> <p>iv. Act in accordance with principles and strategies (such as those addressed by SafeSport) for preventing and addressing emotional, physical, and sexual abuse to help ensure safe and positive sport environments.</p> <p>iii. Purpose, function, and proper utilization of documents that pertain to the consulting process (e.g., informed consent, release of information form, etc.)</p> <p>iv. Dynamics that influence</p>		

<p>collaboration with stakeholders in ethical and professional ways</p> <p>v. Collaborations and referrals (e.g., knowledge of possible conditions and/or situations outside the scope of practice requiring referral and how to conduct the referral process)</p> <p>vi. Ethical decision-making models</p> <p>vii. Peer-reviewed journals in the field of sport and performance psychology and related disciplines (how to find, read, critique, and utilize research to inform practice and professional development).</p> <p>viii. Scope of practice and professional identity of providing mental performance services and how these differ from other sport and performance professionals (e.g., licensed mental health clinician, athletic trainer, strength and conditioning coach, nutritionist, executive coach)</p>		
<p>F. Evaluation of Consultant and Program/Service Delivery Effectiveness</p> <p>i. Mental performance plan evaluation methods (e.g., pathways for ongoing feedback, assessment)</p> <p>ii. Consultant effectiveness evaluation methods (e.g., program evaluation, peer consultation, self-report, engagement)</p> <p>iii. Self-reflective practice</p> <p>iv. When and how to conclude consultant-client relationship</p>		
<p>G. Foundational Psychological Theories and Models</p> <p>i. Theories and models from various sub-disciplines in psychology that inform mental</p>		

<p>performance consultation (e.g., achievement goal theory, attribution theory, cue utilization theory, IZOF model, model of attentional styles, multidimensional anxiety model, resilience models, self-determination theory, social cognitive theory, sport confidence model)</p> <p>ii. Theories and models that underpin mental skills (e.g., related to imagery, goal setting, self-talk, etc.)</p> <p>iii. Theories and models that underpin group/team and organizational dynamics (e.g., shared mental model, task and social cohesion, stages of group development)</p>		
<p>H. Learning and Skill Acquisition</p> <p>i. Motor learning/biomechanics, skill acquisition, and execution</p> <p>ii. Stages of cognitive and emotional development</p> <p>iii. Theories of learning effectiveness (e.g., how information is absorbed, processed, and retained)</p> <p>iv. Deliberate practice</p> <p>v. Systematic reflection</p>		
<p>I. Mental Performance Training (skills, interventions, and outcomes)</p> <p>i. Application of theory and research considering demographic, setting, population, and contextual factors.</p> <p>ii. Training and intervention contextual considerations (e.g., time of season, length of intervention, location, in-</p>		

<p>person/virtual, timing of training, individual, group/team, organization)</p> <p>iii. Approaches to building client self-awareness</p> <p>iv. Mental performance outcomes (e.g., focus/concentration, confidence, resilience, motivation, self-regulation, performing under pressure, team cohesion)</p> <p>v. Skills to facilitate mental performance outcomes (e.g., energy management, imagery, goal setting, relaxation, self-talk, mindfulness, emotional agility, routines, values, gratitude, psychological rest, sleep, communication)</p> <p>vi. Training and interventions to build mental skills (e.g., breathing, progressive muscle relaxation, mindfulness training, outcome/performance/process goals and achievement strategies, reframing and countering thoughts, affirmations, growth mindset, confidence journaling, focus cues, developing and practicing performance routines, imagery scripts, identifying values and committed action strategies, team building, biofeedback)</p> <p>vii. Facilitation strategies and reflection/debriefing</p>		
<p>J. Physiological Bases of Performance</p> <p>i. Physiological bases of sport/performance</p> <p>ii. Fundamentals of neuropsychology and brain development</p> <p>iii. Periodization and training cycles</p>		

<p>K. Psychology of Injury and Rehabilitation</p> <ul style="list-style-type: none"> i. Professional roles within interdisciplinary treatment team ii. Biopsychosocial considerations of injury, recovery, rehabilitation, and return to performance iii. Theoretical models and research related to injury and rehabilitation iv. Mental skills needed for recovery and return to performance 		
<p>L. Establishing and Maintaining Consulting Relationships</p> <ul style="list-style-type: none"> i. Techniques for building, maintaining, and demonstrating rapport and trust (e.g., active listening, presence in the performance environment, demonstrating genuine interest, empathy, setting and respecting boundaries) ii. Techniques for facilitating a consulting relationship (e.g., clarification of roles, management of multiple relationships with various stakeholders, collaboratively setting and following through on expectations, building a working alliance) iii. Techniques for promoting a psychologically safe environment (e.g., non-judgmental, normalizing, neutral stance, explanation and assurance of confidentiality) iv. Techniques for promoting a diverse and culturally inclusive environment (e.g., request for and appropriate use of pronouns, discussions about identity and intersectionality, understanding 		

<p>ability classification considerations such as when working in para sports)*</p> <p>v. Communication skills (e.g., open communication with clients and stakeholders, challenging clients, developmentally appropriate, population considerations, in-person versus virtual)</p> <p>vi. Counseling skills (e.g., effective questioning, active listening, micro skills)</p>		
<p>M. Use of Technology in Mental Performance Consulting</p> <p>i. Legal and ethical components of using technology for online service provision (e.g., confidentiality considerations, informed consent, emergency preparedness, documentation, HIPAA)</p> <p>ii. Best practices for fulfilling the online consulting process (i.e., establishing rapport, assessment, goals, planning, implementation, and evaluation)</p> <p>iii. Use of online tools (e.g., videoconferencing, scheduling, forms/surveys) and other forms of technology (e.g., biofeedback)</p> <p>iv. Professional considerations while using technology for online services (e.g., online presence, communication, time zone conversions, professional versus personal social media use)</p>		

Appendix C

Program Learning Outcomes Worksheet

Instructions: Please list the program’s learning outcomes (PLO) in the column titled “Program Learning Outcomes.” Next, under each domain, briefly discuss how the PLO aligns with it (if a specific PLO does not align with a specific practice domain, write "Does Not Align"). Third, in each column, provide any additional information regarding the purpose of a specific PLO, particularly if a PLO does not align with any of the practice domains.

Program Learning Outcomes	Domain #1: Rapport, Roles, Expectations	Domain #2: Assessment	Domain #3: Goals, Outcomes, and Planning
1.			
2.			
3.			
4.			
5.			
6.			

	Domain #4: Implementation	Domain #5: Evaluation	Domain #6: Professional Issues	Other Information
PLO#1				
PLO#2				
PLO#3				
PLO#4				
PLO#5				
PLO#6				

Appendix D

Mentored Experience Settings Template

Instructions: For the past *two* academic years (starting with current academic year, if data are available), provide the following information for the mentored experience settings in which one or more of your students was placed. [Note: If the same mentored experience site was used in more than one year and there were no substantial changes in the mentorship/supervision, services provided, etc., provide detailed information about the site for the earliest year and the number of students placed there in each of the subsequent years.]

Name of Setting	Year(s) in Which Setting was Used (begin with earliest)	Number of Students Placed at Setting for Each Respective Year	Type of Setting	Services Provided	Types of Clients Served

Table 5 Mentored Experience Setting (Continued)

Name of Setting	Year(s) in Which Setting was Used (begin with earliest)	Number of Students Placed at Setting for Each Respective Year	Type of Setting	Services Provided	Types of Clients Served

Appendix E

Faculty-Student Collaboration Worksheet

Instructions: Please indicate the types of faculty-student collaboration within the program during the most recent 3 years. Indicate the number of collaborations that occurred, identify the faculty member's role in the program (i.e., full-time, part-time, adjunct, external contributor) and provide details of the collaboration efforts. Do not include any work that students complete for their CMPC hours.

Collaboration Type	Number in 3yrs	Faculty Role (FT, PT, Adjunct, Ext. Contrib.)	Details of the Collaboration
Faculty-Student Service Projects			Identify the Projects:
Faculty-Student Class Presentations			Was the student first author?
Faculty-Student Presentations in the Community			Was the student first author?
Faculty-Student Presentations at Regional Conferences			Please identify the conference. Was the student first author?
Faculty-Student Presentations at National/International Conferences			Please identify the conference. Was the student first author?
Faculty-Student submission of manuscripts to peer-reviewed journals			Was the student first author?
Faculty-Student publications in peer-reviewed journals			Was the student first author?
Faculty-Student publications in non peer-reviewed outlet			Was the student first author?
Other Faculty-Student collaborations not identified in this list			Details of the Collaboration:

Appendix F

Faculty Contributions and Demographics Worksheet

Faculty Contributions – Core Faculty

“Core Program Faculty” are faculty members who devote at least 50% of their FTE to program-related activities. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the program under review.

Name	Race/Ethnicity	Gender Identification	Title	# hours per week at this institution	FTE at institution over academic year	FTE dedicated to this program over academic year	Role/Contributions to this program (List All)	Other Sport & Performance Psychology work outside of the program	Highest Degree Earned	CMPC (Y/N)
Faculty A			Professor	40	100%	100%	Teaching, research, advising, mentorship, theses/dissertations, program committees		PhD	Y

Faculty Contributions – Associate Faculty

“Associate Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program.

Name	Race/Ethnicity	Gender Identification	Title	# hours per week at this institution	FTE at institution over academic year	FTE dedicated to this program over academic year	Role/Contributions to this Program (List All)	Other Sport & Performance Psychology work outside of the program	Highest Degree Earned	CMPC (Y/N)
Associate Faculty A			Assistant Term Professor	20	50%	50%	Teaching, research	Term faculty in the Athletic Training Master’s Program	PhD	Y

Faculty Contributions – Other Contributors

“Other Contributors” are individuals who have a role in the program, but to a much more limited extent than Core or Associate Faculty and have minimal contact with students in the program. This would include individuals who present seminars, regularly supervise mentored experiences, or teach as adjunct faculty. CV’s are not necessary for Other Contributors.

Name	Race/Ethnicity	Gender Identification	Title	# hours per week at this institution	FTE at institution over academic year	FTE dedicated to this program over academic year	Role/Contributions to this Program (List All)	Other Sport & Performance Psychology work outside of the program	Highest Degree Earned	CMPC (Y/N)
Other Contributor A			Clinical Supervisor	2 hrs/wk per student	<5%	<5%	Mentor/Supervisor	Private Practice	MS	Y

Appendix G

Faculty Professional Activities Worksheet

Please identify the number of current faculty (including core, part-time, associate, external supervisors/mentors, and other contributors) who have been engaged in the following professional activities for the past 3 years. For each faculty column, indicate the number of members/activities in each category.

Professional Activity	Core Program Faculty	Associate Program Faculty	Other Program Faculty	External Supervisors/Mentors & Other Contributors
Certified Mental Performance Consultant® (current, in good standing)				
Members of AASP				
Members of other Professional Societies				
Author/Co-Author of papers at professional meetings				
Author/Co-author of peer-reviewed articles				
Recipient of grants/contracts				
Delivery of professional services in sport and performance psychology				
Holding leadership roles in professional organizations				
Primary supervisor for thesis or dissertation				
Primary supervisor for internships/fieldwork				
Other Professional Activities (e.g., members of editorial boards, etc.)				

Appendix H

Faculty:Student Ratio Worksheet

In the table below, document the number of core program faculty, the number of approved CMPC Mentor faculty, and the number of full-time-equivalent students in the program for each of the past 5 years. Calculate the faculty to student ratios for each. For faculty who are approved CMPC Mentors, count only those who are involved in mentorship services.

Year	Total Core Faculty	Core Faculty who are Approved CMPC Mentors	Associate Faculty who are Approved CMPC Mentors	Other Faculty who are Approved CMPC Mentors	FTE Students in total program	FTE Students in Applied Track	Core F:S Ratio	Approved CMPC Mentor F:Students in Applied Track Ratio

Definitions:

Core Faculty

Core Program Faculty are faculty members who are employed full-time by the university and devote at least 50% of their FTE to program-related activities. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the program under review.

Associate Faculty

Associate Faculty are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program.

Other Faculty Contributors

Other Contributors are individuals who have a role in the program, but to a much more limited extent than Core or Associate Faculty and have minimal contact with students in the program. This would include individuals who present seminars, regularly supervise mentored experiences, or teach occasionally as adjunct faculty. CV's are not necessary for Other Contributors.

Full-Time-Equivalent Graduate Student

FTE is derived by dividing total student credit hours taken in the program in a given academic year by the full-time equivalent student credit load for the given level. For example, if the full-time equivalent credit load for a graduate student at the university is 12 credit hours per semester for three semesters, calculate full-time-equivalent students by dividing the total number of graduate student credit hours taken in the program in a given term by 36.

[Appendix I](#)

Website Links Worksheet

In the table below, please list all public-facing website links addressing University and Program policies and procedures (e.g. university catalog, admission requirements, student handbook), as well as general program information and specific information regarding outcome expectations. Please also include examples of public-facing faculty webpages.

Description	Website Link

Appendix J

Student Statistics

Student Statistics Worksheet

In the table below, provide required student enrollment information for the last 4 academic years.

Number of students in the last 4 academic years who:	AY 1	AY 2	AY 3	AY 4
Applied to program:				
Were offered admission:				
Enrolled in Academic Year				
Of total enrolled, number admitted as "respecializing"				
Students transferring into the program				
Students transferring out of the program				

AY = Academic Year