**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: PLANNING** | **GOALS, OUTCOMES, AND** | **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 |  | |  |

**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) |
| **A. Theories and Principles of Counseling and Consulting to Incorporate into a Philosophy of Practice**  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)  ii. Change processes (e.g., trans-theoretical model, theory of planned behavior)  iii. Models of performance excellence\* |  |  |
| **B. Assessment of Individuals, Groups/Teams, and Organizations**  i. Processes for designing, selecting, implementing, interpreting, and debriefing assessments  ii. Models or approaches of case conceptualization  iii. Use of assessment data and information to inform case conceptualization  iv. Quantitative assessments (e.g., available questionnaires and tests and their appropriate selection, uses, limitations, implementation procedures, scoring, and debriefing)  v. Interviewing techniques and other qualitative approaches (e.g., motivational interviewing, intake sessions, Socratic questioning, performance debriefing, performance profiling)  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)  vii. Other assessment data (e.g., medications/supplements, season statistics) and sources (e.g., stakeholders, reports) |  |  |
| **C. Coaching Development and Leadership**  i. Coaching models, methods, techniques, and evaluation  ii. Leadership theories and approaches to leadership development, personal leadership, group/team, and organizational leadership  iii. Communication, critical thinking, decision making, and conflict management strategies |  |  |
| **D. Culture and Diversity**  i. Multi-cultural and diversity, equity, inclusion, and belonging considerations (individual, group/team, organization, and society)  ii. Contextual intelligence factors of sport/performance (e.g., culture, values, attitudes, history and language of the performance domain)  iii. Organizational structure including the consultant role within the performance environment\*  iv. Consultant’s understanding of their personal intersectionality, biases, and assumptions  v. Athletic subculture and unique factors of sport/performance environments (e.g., transitions, injuries, athletic identity, team and organizational dynamics, managing pressure) |  |  |
| **E. Professional Ethics and Responsibilities**  i. The AASP Code of Ethical Principles and Standards  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)  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.  iii. Purpose, function, and proper utilization of documents that pertain to the consulting process (e.g., informed consent, release of information form, etc.)  iv. Dynamics that influence collaboration with stakeholders in ethical and professional ways  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)  vi. Ethical decision-making models  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).  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) |  |  |
| **F. Evaluation of Consultant and Program/Service Delivery Effectiveness**  i. Mental performance plan evaluation methods (e.g., pathways for ongoing feedback, assessment)  ii. Consultant effectiveness evaluation methods (e.g., program evaluation, peer consultation, self-report, engagement)  iii. Self-reflective practice  iv. When and how to conclude consultant-client relationship |  |  |
| **G. Foundational Psychological Theories and Models**  i. Theories and models from various sub-disciplines in psychology that inform mental 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)  ii. Theories and models that underpin mental skills (e.g., related to imagery, goal setting, self-talk, etc.)  iii. Theories and models that underpin group/team and organizational dynamics (e.g., shared mental model, task and social cohesion, stages of group development) |  |  |
| **H. Learning and Skill Acquisition**  i. Motor learning/biomechanics, skill acquisition, and execution  ii. Stages of cognitive and emotional development  iii. Theories of learning effectiveness (e.g., how information is absorbed, processed, and retained)  iv. Deliberate practice  v. Systematic reflection |  |  |
| **I. Mental Performance Training (skills, interventions, and outcomes)**  i. Application of theory and research considering demographic, setting, population, and contextual factors.  ii. Training and intervention contextual considerations (e.g., time of season, length of intervention, location, in-person/virtual, timing of training, individual, group/team, organization)  iii. Approaches to building client self-awareness  iv. Mental performance outcomes (e.g., focus/concentration, confidence, resilience, motivation, self-regulation, performing under pressure, team cohesion)  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)  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)  vii. Facilitation strategies and reflection/debriefing |  |  |
| **J. Physiological Bases of Performance**  i. Physiological bases of sport/performance  ii. Fundamentals of neuropsychology and brain development  iii. Periodization and training cycles |  |  |
| **K. Psychology of Injury and Rehabilitation**  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 |  |  |
| **L. Establishing and Maintaining Consulting Relationships**  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 ability classification considerations such as when working in para sports)\*  v. Communication skills (e.g., open communication with clients and stakeholders, challenging clients, developmentally appropriate, population considerations, in-person versus virtual)  vi. Counseling skills (e.g., effective questioning, active listening, micro skills) |  |  |
| **M. Use of Technology in Mental Performance Consulting**  i. Legal and ethical components of using technology for online service provision (e.g., confidentiality considerations, informed consent, emergency preparedness, documentation, HIPAA)  ii. Best practices for fulfilling the online consulting process (i.e., establishing rapport, assessment, goals, planning, implementation, and evaluation)  iii. Use of online tools (e.g., videoconferencing, scheduling, forms/surveys) and other forms of technology (e.g., biofeedback)  iv. Professional considerations while using technology for online services (e.g., online presence, communication, time zone conversions, professional versus personal social media use) |  |  |

**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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Domain #4: | Domain #5: | Domain #6: |  |
| Implementation | Evaluation | 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number | Faculty Role |  |
| Collaboration Type | in 3yrs | (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 |  |  |  |  |  |  |  |  |  |  |  |