

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: HPHE

COLLEGE: CEHD

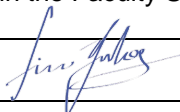
PROPOSED EFFECTIVE FALL YEAR: 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|--|--|
| <input type="checkbox"/> New degree* | <input checked="" type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:**Title of degree, curriculum, major, minor, concentration, or certificate:** Strength and Conditioning**Chair, Department Curriculum Committee:** Carol Weideman**Date** 10/12/20**CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS**

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director:**Date** 10/13/2020**CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE**

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:

Date

FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean <input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

A new minor is proposed for the undergraduate exercise science program for students wishing to pursue strength and condition expertise and employment. This minor will be open for all exercise science students and students throughout the university. No such minor exists at WMU. The secondary purpose is to establish this minor as a strength and conditioning accredited program sponsored by the National Strength and Conditioning Association (NSCA). This proposed minor and with the anticipated accreditation of the minor, can establish WMU as one of the original and founding programs in the country.

2. Rationale. Give your reason(s) for the proposed improvement.

In 2019, the National Strength and Conditioning Association (NSCA), with memberships of over 25,000 and over 50,000 individuals holding various NSCA certifications, has created a new process for those seeking Certified Strength and Conditioning Certification (CSCS). Currently, individuals who want to become a CSCS can take an exam. The NSCA has now developed an accreditation (see attached the accreditation guide) of strength and conditioning (S&C) programs, in order to adequately determine qualification of theoretical and practical skills for those employed in the S&C field and in the future (2030), the only way to become a CSCS is through an accredited minor in S&C. As part of the accreditation requirement, institutions wishing to teach and provide skills for students must attain accreditation of said program. The accreditation guidelines require a minor to be developed. Therefore, a creation of a S&C minor for the exercise science program is warranted. Fortunately, the exercise science program contains the necessary courses and the field experience requirements are also in place to effectively create and deliver the proposed minor.

If a non-exercise science major, the students must have the pre-requisite courses of human anatomy and physiology, that can be taken at WMU or at community college. Then, the students can enroll in the minor and follow the curricular plan and internship requirements.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There are no majors/minors related to this proposed minor within WMU. In fact, this minor will be open to all students within WMU, thus providing additional credentials and qualifications of students when graduating from WMU.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This minor falls within the undergraduate exercise science program within HPHE. Students would take the courses (below) already within the exercise science curriculum. The didactic courses will consist of 15 credits, while the internship would be 6 credits

HPHE 2950 Functional Anatomy & Biomechanical

HPHE 2980 Exercise Physiology

HPHE 3960 Principles for Strength & Conditioning

HPHE 3970 Exercise & Sports Nutrition

HPHE 4450 Exercise Testing & Prescription

HPHE 4980 Internship in Exercise Science

5. Alignment with college's and department's strategic plan, mission, and vision.

The proposed minor can assist the CEHD in their mission of developing professional globally, advancing knowledge through teaching, scholarship, and service and enhancing the university and its stakeholders through transformative field experiences and collaborations by creating a minor that provides skills and knowledge in a popular field of endeavor in a structured and faculty guided and accredited curriculum, that also provides structured field experiences and criteria of students, in order to obtain CSCS certification and enable students to find employment throughout the world in which S&C services are needed and desired.

The proposed minor will also reflect the core mission of the HPHE department by utilizing coursework and experiences which will allow students to develop the knowledge, skills and attitudes conducive to their employment as professionals within the allied fields of health, physical education or recreation.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

Students wishing to take this minor would take the listed classes and internship listed above. HPHE 2980 is the only pre-requisite for the other classes listed. HPHE 2980 does have prerequisites (BIOS 2110 and 2400: Human Anatomy & Human Physiology). The internship will have a minimum of 450 hours of contact time including: at least two substantially different experiences that include two or more of the following categories: sport, gender, age range, or other. Two different supervisors (does not require experiences at two different sites). There will be a minimum of 75 hours per experience, and one experience must be at least 6 weeks in length. Fortunately, all exercise science students must take internship hours as part of the major and policies and procedures are already established.

The course schedule ~~is of courses are~~ already established to meet the needs of students to take in a sequential order and to ensure that students graduate in the appropriate amount of time.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

According to the U.S. government Bureau of Labor Statistics, employment of fitness trainers and strength and conditioning experts are projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations. This is predicated upon the realizations from businesses, government, and insurance organizations recognizing the benefits of health and fitness programs for their employees.

Our target audience are students who are enrolled as a major in the exercise science program within the HPHE department who want to choose a career in the fitness industry. Approximately 100 students within the exercise science major chose this type of employment, either while in college or outside after graduation.

This proposed minor will also benefit students across campus, particularly those in CHHS, HCOB, Arts and Sciences. These students can supplement their major and degree path with this minor and provide them with more job opportunities in their future careers. We anticipate 20-40 students across campus to enroll, and as the minor becomes more prominent in university advertisements, that this number will grow.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The minor will not have major resource implications. Two faculty will be required to direct the and the internship. Both must be CSCS certified (Drs. Hanson and Miller). Both faculty members have expertise in the S&C areas. In addition, the other exercise science faculty will assist in course delivery and recruitment of students.

It is also anticipated that one to two new courses will be developed after accreditation, focusing on specific areas of environmental and specific athletic and military populations, in order to provide enhanced knowledge and learning experiences for students. It is also the goal to create these anticipated courses for creating a curriculum in which these areas are emphasized in order to create a niche that separates this programs from others in the country, in order to attract more students to WMU and the exercise science major.

To obtain accreditation, the HPHE department and CEHD college would have to pay the standard and required fees, a \$500 application fee, \$5000 upon self-study submission, an annual fee of \$1000. This is basically equal to the fee structure for the graduate and undergraduate AT program within HPHE. However, the AT programs are being phased out and these fees will be eliminated. Therefore, the costs of the fees will be negated with the creation of the minor and accreditation of the minor. See support letter from the HPHE chair.

No additional requirements for the university libraries to obtain materials, since the courses are already offered.

Please see the attached accreditation guide for explanation of the fee structure and faculty requirements

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

- a. Students enrolled will be allowed to take the NSCA exam. (all classes and internship)
- b. Students will be enrolled in various field experiences to obtain necessary S&C skills and techniques. (4980)
- c. Students will understand the physiological adaptations to resistance training and movement training and perform a wide variety of resistance training techniques. (3960, 4450)
- d. Students will be able to develop skills needed to design, evaluate, and implement S&C programs for developing strength, power, speed, agility and flexibility. (2950, 3960, 3970, 4450, 4980)
- e. Students will have the ability to critique and apply various periodization models for individuals, from adolescents to the aging population. (2980, 3960, 3970, 4450, 4980)
- f. Students will learn and appreciate trends and issues in strength and conditioning. (3960, 4980)
- g. Students will be able to develop strength and conditioning programs for individuals with physical disabilities and chronic conditions. (4450, 4980)

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

The following are assessment outcomes for the CEHD:

1. Focus on program quality and outcomes stressing evidence-based practices
2. Increase program adaptation to changing external trends
3. Strengthen recruiting, enrollment and retention
4. To explore and identify societal trends (political, economic, social, global, etc.) that will have potential impact on American higher education

The proposed minor will support the aforementioned outcomes for a variety of reasons. First, this minor will also follow the NSCA new accreditation guidelines, in which specific course content, practicums and faculty qualification are achieved. Second, in the near future, the only method for students to obtain the CSCS credential will be via an accredited S&C program, and this proposed minor is being created to meet the accreditation guidelines. Additionally, students throughout WMU in any academic major, will able to enroll in the minor, take the course work and pre-reqs, along with the required internship, and receive the minor and then be eligible for the CSCS credential. The availability of the minor will assist the HPHE department in recruiting more students and thus boosting enrollment. Lastly, this proposed minor is a direct result of the societal trends in the S&C community.

- 11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.**

There is no change to the current guidelines or agreements in place. Students at community colleges can take the pre-requisite course, human anatomy and physiology that can be transferred to WMU. This pre-req is required for the biomechanics class. As WMU builds additional arrangements with community colleges, the potential for the exercise physiology course to be transferred is plausible, if it meets the criteria set forth by the exercise science program and faculty for course content.

- 12. Please offer both “Current Catalog Language” and “Proposed Catalog Language” if there is to be a change in the catalog description for a given program. For the “current” language, please copy and paste relevant language from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.**

This is a new minor so there is not a “current catalog language” available.

The “proposed catalog language” is as follows:

The mission of the Strength & Conditioning Minor is to provide students invaluable hands-on experience to expand their knowledge in the field of athletic performance enhancement. The curriculum is designed specifically for students interested in a career as a strength and conditioning professional. You will complete a ~~450~~300 hour internship, where you will work with strength & conditioning professionals in two different areas/sites.

A grade of C or better is required for all strength & conditioning minor classes.

This minor is available for both Exercise Science majors and non-majors.

Pre-requisites ~~is~~ BIOS 2110 and 2400: Human Anatomy & Human Physiology or equivalent

HPHE 2950 Functional Anatomy & Biomechanics~~ical~~, 3 credits

HPHE 2980 Exercise Physiology, 3 credits

HPHE 3960 Principles for Strength & Conditioning, 3 credits

HPHE 3970 Exercise & Sports Nutrition, 3 credits

HPHE 4450 Exercise Testing & Prescription, 3 credits

HPHE 4980 Internship in Exercise Science, 6 credits (grade)



Oct. 12, 2020

To: Curriculum Committee

I am writing to support the development of the Strength and Conditioning minor in the Department of Human Performance and Health Education.

This minor will be open for all exercise science students and students throughout the university. No such minor exists at WMU. A new minor is proposed for the undergraduate exercise science program would increase the credit hour generation and provide a new option for WMU students. The secondary purpose is to establish this minor as a strength and conditioning accredited program sponsored by the National Strength and Conditioning Association (NSCA). This proposed minor and with the anticipated accreditation of the minor, can establish WMU as one of the original and founding programs in the country.

No new personnel is needed for the minor since we have had the strength and conditioning experts in the department. Most courses have been offered in the department. We are proposing to add a couple new courses just for the minor students. Please feel free to contact me if you have any questions.

Thanks,

A handwritten signature in blue ink, appearing to read "Yuanlong Liu".

Yuanlong Liu, PhD

Chair

Council on Accreditation of Strength and Conditioning Education (CASCE)

Guide to Accreditation

July 2020

The Council on Accreditation of Strength and Conditioning Education (CASCE) Guide to Accreditation provides a framework for programs, institutions, and the public to understand the process of accreditation for strength and conditioning programs and a detailed compilation of the policies and procedures pertaining to CASCE accreditation. This guide is divided into three (3) sections: Introduction, Accreditation Procedures, CASCE Professional Standards and Guidelines.

Section 1: Introduction

Accreditation is a non-governmental peer-review process that allows institutions to be evaluated by other professionals working in the industry who understand the needs and demands from a shared perspective. A program voluntarily submits a request for peer evaluation against an established set of standards. The CASCE is responsible for implementing a process of accreditation specifically for strength and conditioning educational programs.

Why Should Our Program Pursue CASCE Accreditation?

Generally, accreditation communicates quality to students, institutions, the public, and other industry professionals. Colleges and universities are accredited by a regional or national accreditor, while majors or programs within the college or university are accredited by specialized or professional accreditors. If you would like to learn more about specialized and professional accreditors, the Association of Specialized and Professional Accreditors (ASPA) is a good source: www.aspa-usa.org.

CASCE accreditation provides quality assurance to students (prospective, current, and graduates), institutions, the public, and industry professionals.

For students, CASCE accreditation...

1. Provides them with confidence that the institution offering strength and conditioning programs has been evaluated and meets the rigorous standards established by strength and conditioning industry professionals.
2. Qualifies the graduate from a CASCE accredited strength and conditioning program for the Certified Strength and Conditioning Specialist® (CSCS®) examination, which is the “gold standard” certification within the profession.

For institutions, CASCE accreditation....

1. Ensures accountability and proof of the overall quality of their strength and conditioning program against a set of quality standards, which boosts public trust and confidence.
2. Facilitate admission recruitment efforts and promote program enrollment growth.

For the public, CASCE accreditation...

1. Provides a consistent and reliable indicator that programs meet standards of quality and provides validation of credibility through a structured peer-review process.

For industry professionals CASCE accreditation...

1. Provides a consistent quality of graduates entering the field of strength and conditioning.
2. Provides the opportunity for accredited programs to lead the change necessary in the field of strength and conditioning through their education and graduates.
3. Demonstrates to state (and other) regulators that accredited programs are leaders in the field of strength and conditioning and strive to prepare a workforce equipped to contribute to the changing landscape.

The National Strength and Conditioning Association (NSCA) Certification Committee determined that starting in 2030, to be eligible to sit for the CSCS Examination, candidates must graduate from a program accredited by an NSCA-approved accrediting agency.

Brief History of the CASCE

There have long been discussions within the NSCA regarding accreditation. The first step towards accreditation was the creation of the Education Recognition Program (ERP) in 2000. To date there have been more than 348 programs recognized through this program (graduate and undergraduate). In July of 2018, at the NSCA National Conference, the NSCA Board of Directors announced their decision to pursue accreditation. The NSCA Certification Committee also announced that:

“Effective 2030 (target date), all CSCS exam candidates must hold at least a Bachelor’s degree in a strength and conditioning related field, or be enrolled in their last semester in such a program. In addition, effective target date 2030, candidates will need to obtain those degrees from a college or university that has a program accredited by an NSCA-approved accrediting agency.”

A subcommittee of the NSCA Education Committee created a draft of the Professional Standards and Guidelines, which were then sent out for public comment in the spring of 2019 with all comments compiled by May of 2019. Meanwhile, nominations and applications were accepted for positions on the Special Committee on Accreditation, which was appointed by the NSCA Board of Directors in March of 2019. The first face-to-face meeting was held June of 2019.

The Professional Standards and Guidelines were revised from the public comment and were approved by the Special Committee on Accreditation and the NSCA Board of Directors during the fall of 2019.

The original NSCA Special Committee on Accreditation has been renamed the Council on Accreditation of Strength and Conditioning Education (CASCE) and the process of separate incorporation and branding is expected in the near future. In the short-term, the CASCE will operate under the umbrella of the NSCA. It is the intention of the CASCE that the first self-studies will be available beginning October of 2020, and will be due October 1 of 2021. It is anticipated that the first programs will be accredited during the spring of 2022.

Section 2: Accreditation Procedures

This section is intended for programs and institutions interested in pursuing accreditation (and in the future, for those who are already accredited). This section will be updated regularly, and this entire manual may be downloaded at no charge from the CASCE web page or website. Questions about any aspect of this manual and/or suggestions for correcting any errors are welcomed.

Please direct inquiries and comments to:

Council on Accreditation of Strength and Conditioning Education (CASCE)

NSCA

1885 Bob Johnson Drive, Colorado Springs, CO 80906

719-632-6722 Ext 164

accreditation@nsca.com

I. The Self- Study

- A. All programs wishing to obtain accreditation must complete an application.
 - 1. The purpose of the application is to confirm the program has some foundational pieces in place and intends to move forward in the process.
 - 2. Current ERP schools will automatically meet the criteria and will just need to fill out the first part of the application. Non-ERP schools will need to complete the entire application in full.
 - 3. Upon approval of the application and submission of the application fee, the program will be given access to the self-study. Initially, the self-study will be a fillable PDF document with requirements to include files showing documentation of compliance with the Professional Standards and Guidelines. Beginning October of 2021, the entire process for submission of the self-study is intended to be within an electronic accreditation management system. Self-studies are due on October 1 each year, regardless of when the program starts the self-study process. The program must have an accepted application prior to submitting the self-study. If the program chooses to defer submission of the self-study to the next year, an additional yearly application fee will be charged.
- B. A self-study is a self-reflection on the program's strengths and weaknesses and determines the extent to which the program complies with established CASCE accreditation standards.
- C. Generally, the self-study is completed over the course of an academic year and includes faculty, administrators, the assessment office, field experience supervisors and students. The narrative and documentation for compliance with the Professional Standards and Guidelines are submitted within the self-study. Final "approval" of the self-study is often by the chief academic officer of the institution.
- D. The actual process for conducting a self-study will vary among programs, but certain steps are recommended.
 - 1. One individual should be selected for over-all responsibility of the self-study. Typically, this is the program director, but does not need to be. This person's responsibility is to ensure that appropriate progress is made on the self-study and that assignments are prepared properly.
 - 2. Many programs choose to create a steering committee to assist with this self-reflection process. It may include faculty, administrators, students, staff, field experience supervisors, future employers, alumni, or others. Input from the assessment office or those that prepare institutional accreditation materials is strongly encouraged.
 - 3. The self-study process will culminate in the completion of the self-study report with final approval by the chief academic officer of the institution.

II. Site Visit

- A. A team of peer reviewers is chosen by the CASCE to review the self-study and complete an on-site visit of the program. Generally, 1 ½-2 days in length, the on-site visit provides the opportunity to validate and/or clarify the contents of the program's self-study report. After receiving the self-study report from the program, the CASCE assigns a three-person peer review team. Two of the three reviewers will complete the on-site visit. For training purposes, the CASCE may assign a third person to travel on-site with approval of the program (at no cost to the program). The program may request a change of peer reviewers if there is a perceived conflict of interest with one or more of the proposed peer reviewers.
- B. Site visit logistics
 - 1. Site Visits will occur between January and March of each year.
 - 2. Three peer reviewers will be assigned to read each self-study. Two reviewers will complete the on-site visit, with the third reviewer remaining available for those dates in case of emergency. For training purposes, the CASCE may assign a third person to travel on-site with approval of the program (at no cost to the program).
 - a) The CASCE will be responsible for all travel arrangements for the peer reviewers. The lead peer reviewer will coordinate with the program director to obtain suggestions for hotels convenient to the institution.
 - b) The institution is reminded that this is an official visit to evaluate the strength and conditioning program. The institution will NOT provide any gifts and/or entertainment to the peer review team.
 - c) The CASCE peer review team will provide their own transportation to and from the airport and hotel. Program administrators/faculty will be asked to provide transportation and accompany the peer reviewer team to the selected local field experience sites for evaluation.
 - 3. Undergraduate and graduate programs at the same institution will be evaluated as separate programs and will be individually accredited. Each program will be responsible for payment of the accreditation fees.
 - 4. In the event that there are not enough peer reviewers available for all requests, current ERP institutions will have priority for site visits. Site visits may be scheduled outside of the normal site visit window if the CASCE cannot accommodate all programs, or the programs will be moved to the next accreditation cycle.

- C. The lead peer reviewer may request additional information or clarification of a response to a standard prior to, or during the visit. During the visit, the peer review team will conduct interviews with the program director, faculty, program and university administration, students, field experience supervisors, and other university personnel as necessary. The lead peer reviewer will keep the program director informed of any additional non-compliant standards found while on the site visit. If documentation to show compliance can be produced while the peer review team is on-site, that documentation may be considered by the peer review team prior to the exit conference.
- D. In the exit conference, the peer review team will provide a verbal on-site report to the program faculty and administrators at the end of the visit. It is important to note that this report is not the official written site visit report, but is meant to help the program learn about the non-compliant standards and to receive the maximum allowable time to come into compliance with these standards. There may be differences between the verbal on-site report and the official written site visit report.
- E. Once the site visit is complete, the peer review team will complete and submit an official written site visit report to the CASCE. Once reviewed and approved by the Accreditation Review Committee, the official site visit report will be sent to the program. The typical turn-around time for the site visit report to be sent back to the program is 4-6 weeks; however, this may be impacted by the volume of reports in any one accreditation cycle.

III. Program Response

- A. Once the institution receives the official site visit report, the program will have 30 days to respond (program response).
- B. If there are no non-compliances, the program may simply respond that it accepts the report. If there are non-compliances, the official site visit report will provide a detailed description of the reason for non-compliance for each standard, and will include instructions on appropriate documentation to show compliance with that standard. The program response shall include corrections or documentation indicating compliance.

IV. Accreditation Decision

- A. Once the Review Committee has received and reviewed the program response, any non-compliant standards and response will be reported to the CASCE Board along with a recommendation regarding accreditation. The CASCE Board will then make an accreditation decision. The institution will be informed of the accreditation action made by the CASCE Board (see Section IX on accreditation actions) with a clear statement of each non-compliance and instructions for completion of a progress report (if applicable).

V. Public Information

- A. Prior to accreditation, programs may indicate on their website or other public documents that they are applying for CASCE accreditation. However, they may not be referred to in any manner that infers accreditation, including reference to a student being eligible to sit for the CSCS Examination (starting in 2030).
- B. When a program becomes accredited, the program must indicate on its website and in other public documents that the program is accredited by the CASCE. The programs are encouraged to use the CASCE accreditation “seal” on their websites (when it becomes available).

VI. Annual Report

- A. Once accredited, the program **MUST** complete an annual report each year by the deadline (dates to be determined). The annual report is a data gathering tool to enable the CASCE to collect demographic data about its accredited programs. Programs failing to complete an annual report will be placed on administrative probation.

VII. Substantive Program Changes

- A. If a program has a substantive change, the CASCE must be notified. Examples of a substantive change include: change in program director, including leave of absence and interim; change in college, or school; or change in degree or concentration.
- B. Written notification shall be done within 30 days of the change.

VIII. Fees

- A. **Application Fee:** is \$1,000 for non-ERP programs. Current ERP programs receive a reduced rate of \$500. All application fees are non-refundable.
- B. If an institution chooses to defer to the next accreditation cycle, the fee will be due each year.
- C. **Annual Fee:** is \$1,000 per accredited program (beginning October 1, 2022).
- D. **Accreditation Fee:** is \$5,000, and is to be paid with submission of self-study.
 - 1. The accreditation fee includes review of self-study, all travel costs, and honorarium for peer reviewers. If there are multiple programs at the same institution seeking CASCE accreditation, the CASCE will work with the institution to discount the additional program accreditation fees.
- E. **Late Fees:** apply to any program with outstanding fees of more than 30 days. Additionally, the program will be placed on administrative probation.

IX. Accreditation Actions

- A. **Initial Accreditation (up to 5 years):** The CASCE Board may grant initial accreditation with a progress report due for less than five (5) years. Upon receipt of the progress report and documentation of compliance with all the standards, the CASCE Board may grant additional years (up to a total of 5).

- B. **Re-Accreditation (up to 7 years):** The CASCE Board may grant re-accreditation, or continuing accreditation with a progress report due for less than seven (7) years. Upon receipt of the progress report and documentation of compliance with all the standards, the CASCE Board may grant additional years (up to a total of 7).
- C. **Probation:** Programs failing to meet the standards following program response and progress reports may be placed on probation, and they must post the status of “probation” on their website. Graduates of a program on probation are still eligible to sit for the CSCS Examination.
- D. **Defer Action:** If there is not enough information for the CASCE Board to render a decision on accreditation, a deferred action may be used to ask the program for additional information. If the program is already accredited, the program will maintain that status. If the program fails to submit the necessary information by the date required, the program may be subject to withdrawal. If the program is applying for initial accreditation, they are not considered to be accredited during a defer action period.
- E. **Show-Cause:** The program must present documentation and justification of why they should remain accredited.
- F. **Voluntary Withdrawal:** A program may withdraw its accreditation at any time. It is advised that the program contact the CASCE office for advice on timing of the withdrawal to ensure that graduates of the program while it was accredited will still be eligible for the CSCS Examination. Programs that voluntarily withdraw their accreditation will need to supply a “teach-out” plan for any remaining students.
- G. **Withdrawal:** In rare circumstances, the CASCE may withdraw accreditation from a program (non-voluntary). This option will only be used when all other options for the program to come into compliance with the standards have been exhausted.
- H. **Progress Report:** Programs that are non-compliant with one or more standard(s) after the program response will be required to submit a progress report at a pre-determined interval to determine progress towards compliance.
- I. **Administrative Probation:** Programs failing to submit required reports or fees on time will be placed on administrative probation. If the report or fee is not submitted within 30 days, the status of administrative probation will automatically convert to probation.
- J. **Publication of Accreditation Decisions:** Accreditation actions will be published to the CASCE website within 15 days of the program notification.

The Council on Accreditation of Strength and Conditioning Education (CASCE) Professional Standards and Guidelines

Revised copy following written open comment

07.22.19

Revised copy following copy-edits

09.12.19

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09.23.2019

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12.23.19

****CASCE Incorporation is pending****

****Note: The terms in *bold* are defined in the Glossary section. ****

SECTION I. INSTITUTION

I.A. The institution has appropriate approvals and accreditation to offer programs in higher education.

I.B. The program must demonstrate that the institution has the resources to support the program.

I.C. The mission, goals, and expected outcomes of the program align with those of the institution.

Documentation of Compliance (provide the following):

Documentation of institutional accreditation and approvals as appropriate. A needs analysis, internal report, or explanation that the institution has the resources to support the program. The stated missions of the institution, the academic unit in which the program is housed, and the program and the program, as well how they are interrelated.

SECTION II. FACULTY

II.A. Program **Director**: The Program Director is the person responsible for administering the academic program, institutional and program policies, and these standards, as well as ensuring program compliance with all applicable state rules and regulations.

The Program Director must:

1. Be a full-time employee of the sponsoring institution.
2. Have full faculty status, rights, responsibilities, privileges, and voting rights as defined by institution policy, consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.
3. Have a Master's degree or higher in a related field.
4. Be in good standing with the National Strength and Conditioning Association (NSCA) with a current Certified Strength and Conditioning Specialist® (CSCS®) certification.
5. Have experience with curriculum and/or program development in a related field.
6. Be qualified commensurate with other administrative positions within similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions. If the institution does not sponsor other allied health programs, this standard must be benchmarked against other peer institutions (e.g., Education Recognition Program [ERP] or accredited strength and conditioning programs). Academic rank and tenure status are determined by the institution according to institutional policy.
7. Have programmatic administrative and supervisory responsibility consistent with other similar assignments within the institution.
8. Oversee and evaluate program-specific course content and curricular efficacy.
9. Have administrative release/reassigned workload. The Program Director's release time must be equivalent to similar allied health programs in the institution. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

10. Must have responsibilities that include input to and assurance of the following program features:
 - (a) Ongoing compliance with The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines.
 - (b) Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum.
 - (c) Effective leadership in areas such as **field experience**, strategic planning, resources, and budget.
 - (d) Compliance with all applicable state rules and regulations.
 - (e) Compliance with institutional and program policies.

Documentation of Compliance (provide the following):

Documentation showing that the Program Director is a full-time faculty of the institution, curriculum vitae showing professional attainment/scholarship¹ and appropriate past experience to be in Program Director role, documentation outlining how the Program Director is qualified commensurate with other administrative positions within similar allied health programs at the institution, workload documentation indicating reassigned time for administrative duties, and documentation of current CSCS certification.

- II.B. **Field Experience Coordinator:** The Field Experience Coordinator is responsible for student **field experience** placement, field experience site evaluation and training, and regular communication with the Field Experience Site Supervisors.

The Field Experience Coordinator must:

1. Be a full-time employee of the sponsoring institution.
2. Have released/reassigned workload to meet the institutional responsibilities for overseeing the **field experience**.
3. Have experience with **field experience** oversight and development.
4. Be responsible for:
 - (a) Student **field experience** placement.
 - (b) Maintaining current affiliation agreement(s) or **Memorandum of Understanding (MOU)** with field experience sites.
 - (c) Field Experience site evaluation.
 - (d) Field Experience Site Supervisor training.
 - (e) Field Experience Site Supervisor evaluation.
 - (f) Regular communication with the Field Experience Site Supervisors.
 - (g) Following institutional and program policies.

Documentation of Compliance (provide the following):

*Documentation showing that the Field Experience Coordinator is a full-time employee of the institution. Curriculum vitae showing professional attainment, evidence of qualification (curriculum vitae and/or resume showing appropriate past experience with field experience oversight and development) to be in Field Experience Coordinator role, and workload documentation indicating reassigned time for the **field experience** administration according to institutional policy.*

- II.C. **Strength and Conditioning Faculty:** The teaching faculty of the strength and conditioning educational program shall be identified as those faculty members responsible for teaching in the required subject matter areas specified in Section III and other didactic courses included in the strength and conditioning curriculum as identified by the institution.

1. Members of the teaching faculty must have formal academic appointments.
2. All faculty assigned and responsible for the instruction of strength and conditioning knowledge, skills, and abilities in required courses must:
 - (a) Be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.
 - (b) Be in good standing with the NSCA with a current CSCS certification if they teach courses with content specific to strength and conditioning as defined in Standard III.C.6-10 (in this document).
 - (c) Incorporate the most current evidence-based strength and conditioning knowledge, skills, and abilities as they pertain to their respective teaching areas.

Documentation of Compliance (provide the following):

A list of faculty along with course(s) taught and documentation of formal academic appointments. Documentation of current CSCS certification for those who teach content specific to III.C.6-10. Curriculum vitae for each faculty member documenting evidence of appropriate professional and/or academic achievement to be in faculty role, appropriate certifications, professional attainment/scholarship, evidence of qualification, and narrative explaining how the program is assured that the most current evidence-based knowledge, skills, and abilities are taught by the faculty.

- II.D. **Strength and Conditioning Faculty Number:** In addition to the Program Director, the number of strength and conditioning faculty must meet the needs of the program (based on the program's student enrollment) and be sufficient to:
1. Advise and mentor students.
 2. Meet program **outcomes**.
 3. Allow the institution to offer strength and conditioning courses on a regular, planned basis.
 4. Maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other allied health programs. If no such similar program exists at the institution, then it must be benchmarked against other peer institutions.

Documentation of Compliance (provide the following):

Faculty workload data, teaching responsibilities, and other institution-required responsibilities.

- II.E. **Field Experience Site Supervisor:** The Field Experience Site Supervisor is the person at the **field experience** site responsible for the supervision of the **field experience** at the site.

The Field Experience Site Supervisor must:

1. Be CSCS certified.
2. Ensure that student interns are directly supervised during day-to-day activities.
3. Provide instruction, assessment, and feedback for the application of current knowledge, skills, and abilities designated in Standard III.C (in this document).
4. Demonstrate understanding of and compliance with the program's policies and procedures.

Documentation of Compliance (provide the following):

Appropriate certifications, professional attainment/scholarship, evidence of qualification to be in Field Experience Site Supervisor role, and explanation of how the Field Experience Site Supervisors are trained and informed of the programs policies and procedures.

SECTION III. CURRICULUM

III.A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student **outcomes** that are congruent with:

1. The program's mission and goals.
2. The Council on Accreditation of Strength and Conditioning Education's (CASCE) Professional Standards and Guidelines
3. The roles for which the program is preparing its graduates.

Documentation of Compliance (provide the following):

Documentation of the program mission and goals.

III.B. The program must be a minimum of a concentration, or equivalent, with a strength and conditioning title.

1. The curriculum must be of appropriate length and credit hours (as determined by the institutional policies and institutional accreditors) to fulfill requirements for the chosen degree designation.
2. Sequencing of the curriculum must provide proper progression of student learning of required knowledge, skills, and abilities. Policies must be in place to allow for student remediation.

Documentation of Compliance (provide the following):

Official institutional documents showing the program is a minimum of a concentration, or equivalent, with a strength and conditioning title and an example student plan or sequence of courses.

III.C. The curriculum must include the following areas of instruction:

1. Human Anatomy and Physiology
 - (a) Structure and function of body systems
 - (b) Musculoskeletal system
 - (c) Neuromuscular system
 - (d) Cardiovascular system
 - (e) Respiratory system
2. Exercise Physiology
 - (a) Bioenergetics of exercise and training
 - (b) Biological energy systems
 - (c) Substrate depletion and repletion
 - (d) Bioenergetic limiting factors in exercise performance
 - (e) Oxygen uptake and the aerobic and anaerobic contributions to exercise
 - (f) Metabolic specificity of training
 - (g) Endocrine responses to resistance exercise
 - (h) Synthesis, storage, and secretion of hormones
 - (i) Muscle as the target for hormone interactions
 - (j) Role of receptors in mediating hormonal changes
 - (k) Categories of hormones
 - (l) Heavy resistance exercise and hormonal increases
 - (m) Mechanisms of hormonal interactions
 - (n) Hormonal changes in peripheral blood

- (o) Adaptations in the endocrine system
 - (p) Primary anabolic hormones
 - (q) Adrenal hormones
 - (r) Other hormonal considerations
3. Kinesiology/Biomechanics
 - (a) Biomechanics of resistance exercise
 - (b) Skeletal musculature
 - (c) Anatomical planes and major body movements
 - (d) Human strength and power
 - (e) Sources of resistance to muscle contraction
 - (f) Joint biomechanics: Concerns in resistance training
 4. Sports Nutrition
 - (a) Basic nutrition factors in health
 - (b) Role of sport nutrition professionals
 - (c) Standard nutrition guidelines
 - (d) Macronutrients
 - (e) Vitamins
 - (f) Minerals
 - (g) Fluid and electrolytes
 - (h) Nutrition strategies for maximizing performance
 - (i) Pre-competition, during-event, and post-competition nutrition
 - (j) Nutrition strategies for altering body composition
 - (k) Feeding and eating disorders
 - (l) Performance-enhancing substances and methods
 - (m) Types of performance-enhancing substances
 - (n) Hormones
 - (o) Dietary supplements
 5. Psychology of Sport and Exercise
 - (a) Psychology of athletic preparation and performance
 - (b) Role of sport psychology
 - (c) Ideal performance state
 - (d) Energy management: arousal, anxiety, and stress
 - (e) Influence of arousal and anxiety on performance
 - (f) Motivation
 - (g) Attention and focus
 - (h) Psychological techniques for improved performance
 - (i) Enhancing motor skill acquisition and learning
 6. Scientific Principles of Strength and Conditioning
 - (a) Adaptations to anaerobic training programs
 - (b) Neural adaptations
 - (c) Muscular adaptations
 - (d) Connective tissue adaptations
 - (e) Endocrine responses and adaptations to anaerobic training
 - (f) Cardiovascular and respiratory responses to anaerobic exercise
 - (g) Compatibility of aerobic and anaerobic modes of training
 - (h) Overtraining: definition, prevalence, diagnosis, and potential markers
 - (i) Detraining
 - (j) Adaptations to aerobic endurance training

- (k) Acute responses to aerobic exercise
 - (l) Chronic adaptations to aerobic exercise
 - (m) External and individual factors influencing adaptations to aerobic endurance training
 - (n) Age- and sex-related differences and their implications for resistance exercise
 - (o) Children
 - (p) Female athletes
 - (q) Older adults
 - (r) Rehabilitation and reconditioning
 - (s) Types of injury
 - (t) Tissue healing
 - (u) Rehabilitation and reconditioning strategies
 - (v) Program design
 - (w) Reducing risk of injury and reinjury
7. Resistance Training and Conditioning (Practical/Laboratory)
- (a) Warm-up and flexibility training
 - (b) Types of stretching
 - (c) Static stretching techniques
 - (d) Dynamic stretching techniques
 - (e) Exercise technique for free-weight and machine training
 - (f) Fundamentals of exercise technique
 - (g) Spotting free-weight exercises
 - (h) Resistance training exercises
 - (i) Olympic-style lifting techniques: progressions and regressions
 - (j) Exercise technique for alternative modes and nontraditional implement training
 - (k) Bodyweight training methods
 - (l) Core stability and balance training methods
 - (m) Variable-resistance training methods
 - (n) Unilateral training
 - (o) Alternative modes and nontraditional exercises
8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise
- (a) Principles of test selection and administration
 - (b) Reasons for testing
 - (c) Testing terminology
 - (d) Evaluation of test quality
 - (e) Test selection
 - (f) Test administration
 - (g) Administration, scoring, and interpretation of selected tests
 - (h) Measuring parameters of athletic performance
 - (i) Selected test protocols and scoring data
 - (j) Statistical evaluation of test data
9. Program Design as Related to Strength and Conditioning
- (a) Program design for resistance training
 - (b) Principles of anaerobic exercise prescription
 - (i) Step 1: Needs analysis
 - (ii) Step 2: Exercise selection
 - (iii) Step 3: Training frequency
 - (iv) Step 4: Exercise order
 - (v) Step 5: Training load and repetitions
 - (vi) Step 6: Volume

- (vii) Step 7: Rest periods
- (c) Program design and technique for plyometric training
 - (i) Plyometric mechanics and physiology
 - (ii) Design of plyometric training programs
 - (iii) Age considerations
 - (iv) Plyometrics and other forms of exercise
 - (v) Safety considerations
 - (vi) Plyometric drills
- (d) Program design and technique for speed and agility training
 - (i) Speed and agility mechanics
 - (ii) Neurophysiological basis for speed
 - (iii) Running speed
 - (iv) Agility performance and change-of-direction ability
 - (v) Methods of developing speed
 - (vi) Methods of developing agility
 - (vii) Program design
 - (viii) Speed development strategies
 - (ix) Agility development strategies
 - (x) Speed and agility drills
- (e) Program design and technique for aerobic endurance training
 - (i) Factors related to aerobic endurance performance
 - (ii) Designing an aerobic endurance program
 - (iii) Types of aerobic endurance training programs
 - (iv) Application of program design to training seasons
 - (v) Special issues related to aerobic endurance training
 - (vi) Aerobic endurance training exercises
 - (vii) Periodization
 - (viii) Central concepts related to periodization
 - (ix) Periodization hierarchy
 - (x) Periodization periods
 - (xi) Applying sport seasons to the periodization periods
 - (xii) Undulating versus linear periodization models
 - (xiii) Example of an annual training plan
- 10. Program organization, administration, and oversight
 - (a) Facility design, layout, and organization
 - (b) General aspects of new facility design
 - (c) Existing strength and conditioning facilities
 - (d) Assessing athletic program needs
 - (e) Designing the strength and conditioning facility
 - (f) Arranging equipment in the strength and conditioning facility
 - (g) Maintaining and cleaning surfaces and equipment
 - (h) Facility policies, procedures, and legal issues
 - (i) Mission statement and program goals
 - (j) Legal and ethical issues
 - (k) Staff policies and activities
 - (l) Facility administration
 - (m) Emergency planning and response

Documentation of Compliance (provide the following):

*Curriculum “map,” syllabi, and other course documents demonstrating inclusion of areas of instruction listed in Standards III.C (in this document); description of how the expected **outcomes** are met; and examples of learning experiences/objectives and documentation including course syllabi, sample exams, final exams, and practical/lab experiences.*

III.D. Strength and Conditioning **Field Experience**

1. The **field experience** must provide an opportunity for the student to demonstrate application of areas of instruction listed in Standard III.C (in this document).
2. The **field experience** must follow a logical sequence in the curriculum, allowing the student to apply the knowledge, skills, and abilities learned through didactic and laboratory classes. **Field experience** should be done towards the end of the curriculum within the final year of study.
3. The **field experience** must provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning.
4. The **field experience** must provide a minimum of 300 hours of contact time including:
 - a. A minimum of two substantially different experiences that include two or more of the following categories: sport, gender, age range, or other.
 - b. Two different supervisors (does not require experiences at two different sites).
 - c. Minimum of 75 hours per experience.
 - d. One experience must be at least 6 weeks in length.
 - e. Specifically, the **field experience** must minimally include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.
5. There must be a **Memorandum of Understanding (MOU)** or other document signed by both the field experience site (by someone with signing authority) and the institution recognizing the student’s presence at the site and giving permission for the student to participate in the **field experience** actively.
6. **Field experience** must be included in the curriculum as a course or part of a course.
7. Paid **field experiences** are permitted provided they meet all the requirements as described in this section.

Documentation of Compliance (provide the following):

*Narrative or curriculum “map” describing how the areas of instruction listed in Standard III.C are integrated across the **field experiences** that require students to demonstrate and apply these principles, a log of **field experience** hours/experiences/client encounters for each student, a description of how the expected **outcomes** are met, examples of learning experiences/objectives and documentation including evaluations from Field Experience Site Supervisor, and a **Memorandum of Understanding (MOU)** for each field experience site.*

SECTION IV. OUTCOMES

- IV.A. There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated **outcomes**.

The assessment process minimally includes data related to:

1. Student **outcomes**
 2. Program **outcomes**
 3. Council on Accreditation of Strength and Conditioning Education (CASCE) Standards
 4. Instruction
 5. **Field experiences**
 6. Admissions criteria and prerequisites
 7. Curriculum scope and sequence
 8. Graduate placement rates
 9. Retention and graduation rate
 10. CSCS exam success for graduates of the program
- IV.B. Identifies program strengths and weaknesses.
- IV.C. Includes decisions that were considered regarding need for change.
- IV.D. Includes steps to achieve the changes, with anticipated dates of completion.
- IV.E. The extent to which graduates of the program meet the expected student **outcomes** of the program.
- IV.F. **First-time pass rates** for the CSCS exam, based on a 3-year aggregate, must be at least 75%.
- IV.G. Programs must publicly display student enrollment, graduation, retention rate, CSCS pass rate, and graduate placement rate on the institution's website.

Documentation of Compliance (provide the following):

*A copy of the assessment plan for both program and student **outcomes**, reports showing data collected through the assessment plan, demonstrate strengths and weaknesses and how those were or will be addressed in the curriculum, describe any changes that will occur over the next 3 – 5 years as a result of assessment, 3-year aggregate **first-time pass rates**, 12-month employment rates, and screenshot and URL of webpage containing information as required in Standard IV.G.*

SECTION V. RESOURCES

- V.A. Student Services – The program must demonstrate that advising, academic support, disability, and financial aid services are available to students consistent with other programs at the institution.
- V.B. Support Staff – The program has, or has access to, administrative, secretarial, and technical support to meet its program **outcomes**.

- V.C. Financial Support – The program must receive adequate, equitable, and annually available resources necessary to meet the program’s size, mission, and program **outcomes**, and sustainability of the program.
- V.D. Academic Resources – The institutional library system and/or associated learning resources are adequate to support faculty and student **scholarship** and the educational needs of the program.
- V.E. Facilities – The program has, or has access to:
1. Classroom/laboratory/training space of sufficient quality and quantity to carry out program goals. The physical environment is supportive of effective teaching and learning processes.
 2. The program has offices and other space of sufficient quantity and quality for faculty to carry out their teaching, advisement, and service activities efficiently and effectively.
- V.F. Equipment, Technology, and Materials – The program has, or has access to, equipment, technology, and materials necessary to meet program and student **outcomes** and CASCE Professional Standards and Guidelines.

Documentation of Compliance (provide the following):

*Documentation of student services listed in Standard V.A; income and expense data; adequacy of the budget and services to meet the needs of the program, to include supplies, equipment purchase, repair, and replacement; a description of the process used to determine short- and long-term budgetary needs that are tied to the goals and expected **outcomes** of the program; an example list or link to library/learning resources; a narrative describing facility components identified in Standard V.E and how they are adequate to meet program needs; and a narrative describing components identified in Standard V.F and how they are adequate to meet program needs.*

SECTION VI. POLICIES

- VI.A. Prospective and enrolled students are provided with relevant information about the institution and program that may affect them, including, but not limited to:
1. Catalogs
 2. Academic calendars
 3. Grading policies
 4. Financial aid
 5. The program’s accreditation status
 6. The process to register a complaint with the accrediting agency
 7. Student grievances
 8. Program/student **outcomes** information
 9. Tuition cost/program fees
 10. Withdrawal/refund
 11. Remediation, retention, and other pertinent information
- VI.B. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.
- VI.C. Program policies, procedures, and practices related to student recruitment, admission, and **field experience** placement are based on appropriate and equitable criteria and applicable law, and ensure nondiscrimination and equal opportunity.

- VI.D. Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of students are written, disseminated, and applied equitably.
- VI.E. Policies, procedures, and practices are in place to handle student complaints and grievances, and are followed.
- VI.F. Policies, procedures, or practices provide for compliance with accreditation standards, including:
1. Timely submission of required fees
 2. Timely submission of required documentation
 3. Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education
- VI.G. Accreditation status (and changes in status) will be publicly available. Current students will be immediately notified of a change in accreditation status.

Documentation of Compliance (provide the following):

Explanation of how students gain entry into the program, including specific admission standards; explanation of how students are provided with, or can access, information relating to program policies, procedures, and practices; explanation of how complaints are handled/processed; description of how records of complaints are, or would be, maintained; appropriate pages of student handbook and/or institution catalog/website demonstrating components of Standard VI.A; and narrative of how students are provided with the information if not via the institution's public website.

Glossary Section

Memorandum of Understanding (MOU) – A formal agreement between the institution and a field experience or field experience site. The agreement defines the roles of the institution, the site, and the student and specifically allows the student to be at the facility.

Field Experience – The practical experiences that are part of the curriculum. “Field experience” is a general term and the institution may wish to use a name that is consistent within the institution. May be called “practical experience,” “internship,” or other appropriate title, but must contain practical, hands-on components with actual clients.

First-Time Pass Rate – The percentage of students from the program who take the CSCS examination and pass on the first attempt. The first-time pass rate will be calculated using a 3-year aggregate of the number of students who passed the examination on the first attempt, divided by the number of students from the program who attempted the exam during that 3-year period.

Outcomes – Student and program outcomes are quantitative or qualitative indications of achievement.

Scholarship – Contributions to the academy that are broadly defined by the Boyer model¹. Scholarship of discovery, integration, application/practice, and teaching.

References

1. Boyer, EL. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco, CA: Jossey-Bass; 1991.