Comparaison of 5th and 6th Revision of Standards (2011-2023)

Prepared by CPA Accreditation Panel

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DOCTORAL STANDARDS

5th Revision of Standards (2011)	6th Revision of Standards (2023)	Significant Changes
Standard I		
I.A.1 - Doctoral level within provincially or territorially chartered Canadian university	I.A.1 - Doctoral-level program at non-for-profit Canadian University.	Allows for programs in universities formed through ministerial consent to apply for accreditation.
I.A.2 - Appropriate financial support	I.A.2 - Appropriate financial support	Explicitly requires appropriate financial support for program students.
I.A.3 - Faculty receive recognition and reward from institution for training activities	I.A.3 - Faculty receive recognition and reward from institution for training activities	None.
I.B.1 - Doctoral level identified as clinical, counselling or school within department or unit responsible for programme	I.B.1 - Doctoral-level professional psychology program within a department or recognizable and coherent unit of psychologists that assume responsibility for it.	Specifically address combined programs. Explicitly allows for non-departmental models, provided the program is specifically identified as a psychology program.

I.B.2 - Identifiable body of students	I.B.2 - Identifiable body of students	None.
I.B.3 - Mechanisms for assessing advanced standing	I.B.3 - Mechanisms for assessing advanced standing	Emphasizes the need for process to be documented and clearly-defined.
I.B.4 - Students have until April 15th to accept offer of admission and/or financial support	I.B.4 - Abides by April 15th deadline for students to accept an offer of program admission and/or financial support.	Emphasized the requirement for offers of admission and support to be transparent and clearly communicated.
I.B.5 - Minimum of three years full-time residence	I.B.5 - Minimum of three academic years of full-time graduate study.	Defined "residence" as enrollment in program. Clarified requirements for in-person training, part-time training, and distance or electronically-mediate training.
Standard II		
II.A - Programme develops and articulates values, principles, goals and objectives	II.A – Program develops and articulates values, principles, goals and objectives	None
II.B - Practice, theory and research integrated early in programme	II.B - Practice, theory, and research are integrated early in the program.	None
II.C - Research as method of problem solving and acquiring knowledge	II.C - Research as method of problem solving and acquiring knowledge	None
II.D - Research training includes applied questions and domains in addition to laboratory. Students choose research topics that enhance the field of psychology	II.D - Research training includes the techniques and methods of inquiry appropriate to applied research questions.	Clarified that research can include foundational or applied topics, and that they should contribute to the field of psychology and the betterment of society.
II.E - Knowledge of core content areas demonstrated 1. Biological bases of behaviour 2. Cognitive-affective bases of behaviour 3. Social bases of behaviour 4. Individual behaviour 5. Historical and scientific foundations of psychology	V.A - General psychology core content areas 1. The biological bases of behaviour, 2. The cognitive-affective bases of behaviour, 3. The social-cultural bases of behaviour, 4. Individual differences, diversity, growth and lifespan development, and 5. The historical and scientific foundations of psychology	Merged Clinical, counselling, school, and clinical neuropsychology general content areas, divided by speciality. Added requirement for foundations of psychopharmacology. Clarified requirements for meeting core content areas at the graduate level through infusion.

	6. The foundations of psychopharmacology Clinical Neuropsychology additional requirements: 7. Functional neuroanatomy 8. Neurological and related disorders including their etiology, pathology, course, and treatment 9. Non-neurologic conditions affecting central nervous system (CNS) functioning 10. Neuroimaging and other neurodiagnostic techniques 11. Neurochemistry of behaviour (e.g., psychopharmacology) 12. Neuropsychology of behaviour	
II.F - Graduate level instruction in foundations of psychology 1. Ethics 2. Research design and test construction • research design and methodology, • statistics, and • test construction and psychological measurement. 3. Practice i. psychological assessment, ii. intervention, iii. consultation, iv. programme development and evaluation, v. interpersonal relationships, vi. supervision.	V.B - Foundational Competencies 1. Individual, social, and cultural diversity: 2. Indigenous interculturalism: 3. Evidence-based knowledge and methods 4. Professionalism 5. Interpersonal skills and communication 6. Bias evaluation, Reflective practice 7. Ethics, standards, laws, policies 8. Interprofessional collaboration and service settings V.C - Functional Competencies 1. Assessment 2. Interventions 3. Consultation 4. Research design and test construction 5. Program development and evaluation 6. Supervision	Reorganization of competency standards based on competency matrix. Functional and foundational competencies now cross-cut.
II.G – Access to instruction in related fields	II.G – Access to instruction in related fields	None

II.H - Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme	VIII.A - Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme.	Clarified the need to include behavioural anchors in the assessment of competencies.
II.I - Students evaluate programme and faculty	VIII.B - Students evaluate program and faculty	None.
II.J - Policies and procedures for handling student difficulties, for developing and implementing remediation plans	VIII.C - Policies and procedures for handling student difficulties, for developing and implementing remediation plans.	None
II.K - Policies and procedures for student to lodge complaints and appeals	VIII.D - Policies and procedures for student to lodge complaints and appeals	Added language regarding not penalizing students that file complaints in made in good faith.
II.L - Conforms with privacy legislation	VIII.E - Conforms with privacy legislation	None.
Standard III		
III.A - Respect for diversity in recruitment and retention	III.A IV.A	Standards related to recruitment and retention of diverse faculty and students have been integrated in Faculty, Student, and Facilities Standards, and now require explicit anti-racist, anti-discriminatory, and anti-oppressive recruitment, retention, and evaluation policies.
III.B - Didactic instruction and practical experience in diversity	V.B.1 V.B.2	Didactic and practical training in working with diverse individuals and groups, and working with Indigenous persons and communities, are addressed through the cross-cutting application of Standards V.B.1-2 as they apply to functional competence development.
III.C - Efforts to accommodate students with disabilities	IX.A.10 - facilities that enable students with disabilities to access all aspects of the program's offerings and operations.	Standard IX's preamble also indicates that "[...] *the program prioritizes making accommodations for students and faculty with needs unique to their diverse status. When these accommodations require additional resources from the host institution (Standard I.A.2), they are given the same importance as*

		any other facility or resource needed by the program to meet its goals."
Standard IV		
IV.A - Identifiable faculty responsible for programme	IV.C - Program has core faculty with primary responsibility for the instruction and supervision of the program's students.	Added recommendation that core faculty be registered to practice psychology in the jurisdiction in which the program is located
IV.B - Core faculty doctoral trained in accredited clinical/counselling/school programme or equivalent	IV.D - Core faculty members doctoral trained in program's professional area.	None
IV.C - Core faculty experienced and productive	IV.E - Core faculty is experienced and productive, tenured.	Addition of requirement for core faculty to be tenured or tenure-track.
IV.D - Faculty uphold ethical standards	IV.B - Faculty uphold ethical standards	Added references to ethical documents. Added language regarding committed to social justice and demonstrate respect for the diversity of individual, social, and cultural differences.
IV.E - Faculty sufficiently large to meet training requirements; one faculty responsible for practicum and internship training	IV.F – Sufficient Faculty Complement IV.G – Requirement for one faculty member to be responsible for practicum and residency setting and student monitoring.	Clarifies language to include non-department faculty complements. Separated Standard to ensure that Practicum and Residency monitoring and student oversight is prioritized.
IV.F - Faculty actively support timely completion	IV.H - Faculty actively support timely completion of program and role-model work-life balance.	Added emphasis on the need for faculty members to role-model work-life balance in their support of timely program completion.
IV.G - Faculty may be augmented by faculty from other disciplines	No equivalent standard – requirements covered in Standard IV preamble.	n/a
IV.H - Faculty who teach or supervise students in the provision of professional service are appropriately credentialed and registered.	IV.I - Faculty who teach or supervise students in the provision of professional service are appropriately credentialed and registered.	none

II.I – Training Committee and Director of Training appointed. II.J – Director of Training not the Chair or Head of Department.	II.J – Training Committee II.K – Director of Training appointed, not the Chair or Head of Department or academic unit.	Language regarding tenure of training committee members covered under Standard IV.C Clarified that complementary and adjunct faculty and members of the community can participate in the program's training committee. Appointment of Director of Training is now a separate standard, and requires that the DoT not also hold a department head or chair position.
Standard V		
V.A – Identifiable body of students	I.B.2 – Identifiable body of students	Standard was redundant with Standard I.B.2 – removed
V.B – Students treated with dignity and respect	III.B - Students treated with dignity and respect	None
V.C - Students committed to science and practice	III.C - Students committed to science and practice	None
V.D - Students committed to standards of profession and ethical practice	III.D - Students committed to standards of profession and ethical practice	Changed to refer to Standard V.B.7.
V.E – Timely completion and work-life balance.	III.E – Timely completion and work-life balance.	Expanded work-life balance to include mindfulness of the importance of self-care, well-being, resilience, and a balance between their professional and personal lives.
V.F – Students do not work more than 20 hours per week outside program.	III.F - Students do not work more than 20 hours per week outside program.	Clarified that these hours do not include teaching and research assistantships or other program-sanctioned work or clinical experiences.
Standard VI		
VI. FACILITIES AND RESOURCES A. Teaching facilities B. Library facilities C. Office space D. Work space for students	IX.A Adequate facilities, including: 1. teaching facilities 2. library facilities 3. office space and adequate support 4. quiet and unobstructed work space	Added requirements language related to access to grey literature, online administration for psychometric tests (where possible), remote practice (when appropriate)

E. Research space F. Assessment materials and supplies G. Computer facilities including internet access H. Data analysis I. Audio and videotape equipment J. Research equipment K. Disability access	5. research space and resources 6. current and relevant assessment materials and facilities 7. computer facilities 8. resources to support data analysis, 9. audio-visual equipment 10. access for students with disabilities	
Standard VII		
VII.A.1-6 – Brochure 1. Philosophy and mission 2. Theoretical orientations and research interests of faculty 3. Programme's goals and outcomes 4. Requirements and expectations of students 5. Academic and practice functions for which students prepare 6. Training resources	X.A.1.i-vii - Pubic-facing materials (website and/or brochure): i. program's philosophy and mission, ii. theoretical orientations of faculty iii. goals and outcomes iv. application requirements v. requirements and expectations of students vi. academic and practical functions for which the student prepare vii. training resources	Clarified that information must be available through brochure or program's website. Added public disclosure of application requirements (X.A.1.iv)
VII.A.7-12 – Brochure 7. Size of applicant pool 8. Acceptance and attrition rates 9. Gender and self-reported diversity of students 10. Age distribution of students 11. Support available to students 12. Percentage of graduates licensed	X.A.2.i-vi – Public disclosure section i. size of the applicant pool ii. diversity of application pool and current student body iii. acceptance rates iv. availability and nature of financial, academic, counselling, and other support systems v. attrition rates vi. percentage of graduates registered	Added requirement to report on attrition rates in public disclosure information.
VII.B-C – Evidence of Accreditation Status and Name, Address of CPA Accreditation Office	X.A.1.viii. evidence of accreditation status	Previous standards merged into single item; required to be included in public-facing materials.
Standard VIII		
VIII.A.1-7 – Practicum Skills development	VI.A – Practicum training	The 2023 standards include language that directly ties practicum competence

		development to the functional and foundational competencies identified in Standard V.
VIII.A – Hours requirements	VI.B.1 – Hours requirements	300 hours of direct contact is now recommended rather than required; programs responsible for ensuring minimum competence development in preparation for residency.
VIII.A – Supervision requirements	VI.B.2.i-ii – Supervision	Changed from 150 hour minimum to a minimum of 1 hour of supervision for every 4 hours of direct clinical service. Added language requiring direct observation. Added language regarding developmental trajectory of supervision in practicum training. Allows for 25% of individual supervision to be asynchronous. Clarified "individual in group" supervision requirements.
VIII.A – Support Activities	VI.A.3 – Support activities	Clarified activities that constitute support activities.
VIII.B.1 – Requirement of completion of an accredited residency (or equivalent) VIII.B.2 – Eligibility for residency	VII.A – Residency requirement an eligibility	Merged into a single Standard. Updated hours requirements as outlined in Standard VI.
VIII.B.3 – Evidence of goodness of fit	VII.B - Evidence of goodness of fit	None.
VIII.B.4 – Mechanism for evaluating equivalence of non-accredited internships.	VII.C - Mechanism for evaluating equivalence of non-accredited residencies.	None.
VIII.B.5 – Internship completed before degree conferred	VII.D – Residency completed before degree conferred.	None.
Standard IX		

IX.A - Programme reviews training model, goals and objectives and curriculum in light of: – Evolving body of science as applies to practice – Standards of best professional practice – Needs for psychological services – Careers of graduates	XI.A - Programme reviews training model, goals and objectives and curriculum in light of: • evolving body of scientific knowledge in psychology as applies to professional practice • current ethical, professional, and regulatory standards of best professional practice • needs for psychological services • jobs and career paths of graduates • emerging issues related to equity, diversity, and inclusion of different groups or populations in the community.	Merged into one multicomponent standard. Standard now requires attention to emerging issues related to EDI.
IX.B - Evaluation of emerging technologies	XI.B - Evaluation of emerging technology and distance or electronically-mediated training.	Requires that programs deliver distance or electronically-mediated training in compliance with published guidelines. Operationalized equivalence to in-person, face-to-face instruction as including equivalence with respect to socialization to the profession, faculty role modelling, competency development and evaluation, research infrastructure, supervision, and didactic and practical training of students.
Standard X		
X.A-C – Relationship With the CPA Accreditation Panel	XII.A-C - Relationship With the CPA Accreditation Panel	None.

RESIDENCY STANDARDS

5th Revision of Standards (2011)	6th Revision of Standards (2023)	Significant Changes
Standard I		
I.A.1 - Support of host discipline and organization including stable and specifically-designated budgeting	I.A.1 - Support of host institution including stable and specifically-designated budgeting and financial support for residents.	Standards now require that residents be paid at minimum a local "living wage" instead of adhering to a national average.
I.A.2 - Host department and organization committed to supporting training. Recognition and reward for faculty	I.A.2 - Host department and organization committed to supporting training. Recognition and reward for faculty	Added exemplars of support.
I.A.3 - Director of Training appointed. Not the same person as Professional Practice Leader or Chief Psychologist	I.A.3 - Director of Training appointed. Not the same person as Professional Practice Leader or Chief Psychologist	Requirements for differentiation between training director and practice leader incorporated into standard.
I.A.4 – Consortium Programs	I.A.4 – Consortium Programs	None
I.B.1 - Applicants enrolled as students of a CPA- or APA-accredited doctoral program (or equivalent)	I.B.1 - Applicants enrolled as students of a CPA- or APA-accredited doctoral program (or equivalent)	None
I.B.2 - Eligibility: • All coursework • 600 hours practicum experience • Completion and approval of thesis proposal	I.B.2 - Eligibility: • all requisite coursework, • all practicum requirements outlined by their doctoral training program, • approval of their doctoral thesis proposal prior to application for residency.	Changed to reflect changes in practicum requirements in doctoral programs.
I.B.3 - Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship and written confirmation of applicants' readiness.	I.B.3 - Systematic review of applicants' qualifications to determine applicants' readiness and fit with program. I.B.4 - Evidence of readiness and fit provided in writing by applicants' doctoral programs.	Divided into two standards, requiring both an assessment of fit mindful of EDI and Accessibility by the residency program (Standard I.B.3), as well as a confirmation of that fit by the student doctoral program (I.B.4).
I.B.4 - Full-time 1600 hours or half-time over two consecutive years	I.B.6 - Full-time 1600 or part-time over two years.	Clarified that two-year residency placements must take place in the same training program.

I.B.5 - Close working relationships with doctoral programmes to ensure goodness of fit	I.B.5 - Close working relationships with doctoral programmes to ensure goodness of fit	None.
I.B.6 - At least two, preferably more, interns per year	I.B.7 - Minimum of two residents per year.	None.
I.B.7 - Compliance with APPIC procedures	I.B.8 - Compliance with APPIC/CCPPP procedures	Programs also comply with universal notification dates for residency interviews set by the CCPPP.
Standard II		
II.A - Preamble	II.A - Preamble	Changed reference to MRA to be reflective of Standard V competency requirements.
II.A.1 - The philosophy and mission are: Fully developed and articulated	II.A.1 - The program's philosophy, mission, and model: are fully developed and articulated, including its values, principles, goals, and objectives,	None.
II.A.2 - Complementary with philosophy and mission of doctoral programmes from which interns are accepted	II.A.2 - are complementary with the philosophy and mission of the doctoral programs from which residents are accepted.	None.
II.A.3 - Respect scientific basis of professional psychology	II.A.3 - respect the scientific basis of psychological practice and explicitly recognize how science both informs and is informed by practice.	None.
II.B.1-3 – 1. Interns play integral role while training needs accommodated 2. Applied training 3. Training is organized and sequenced	V.A - Residents play integral role while training needs accommodated. Training is applied in nature and is organized and sequenced.	Combined Standards into Standard V.A to tie training requirements to competence development outlined in V.B-C.
II.B.4-7 – Training and competence requirements 4. Interns acquire knowledge and skill in i. Psychological assessment ii. Intervention iii. Consultation	V.B - Foundational Competencies 1. Individual, social, and cultural diversity: 2. Indigenous interculturalism: 3. Evidence-based knowledge and methods	Reorganization of competency standards based on competency matrix. Functional and foundational competencies now cross-cut.

iv. Programme development and evaluation v. Interprofessional relationships vi. Professional standards and ethics vii. Supervision 5. Training includes range of assessment and interventions including i. Evidence based interventions ii. More than one therapeutic modality 6. Training in ethical practice 7. Training in supervision	4. Professionalism 5. Interpersonal skills and communication 6. Bias evaluation, Reflective practice 7. Ethics, standards, laws, policies 8. Interprofessional collaboration and service settings V.C - Functional Competencies 1. Assessment 2. Interventions 3. Consultation 4. Program development and evaluation 5. Supervision	
II.B.8 - Professional practice within the discipline both informs and is informed by science	V.D - Professional practice within the discipline both informs and is informed by science	Clarified that programs can offer research or scholarship opportunities.
II.B.9 – Written individualized training plan	VI.A – Written individualized training plan	None.
II.B.10 - Four hours supervision (three individual, one can be group)	V.E – Supervision	Clarifications regarding: – Requirements for direct observation – Allowance for asynchronous supervision – Allowance for "individual-in-group" supervision.
NONE	V.F – Support activities	Added requirement for continued training in support activities.
II.B.11 - Minimum standards for successful completion and mechanisms to remediate substandard performance	VI.B.1-3 - The program has minimum standards for successful completion of the program.	Outlined remediation plan requirements. Added requirement to contact the DoT of a resident's home doctoral program in instances where remediation is required.
II.B.12 - Written feedback on progress on ongoing basis and consistent format	VI.C - Written feedback about progress on a regular basis and in a consistently applied format.	Divided Standard to differentiate feedback provided to resident and feedback process to residents' home doctoral program.

	VI.D - Director of Training at the residency site provides feedback on the resident's performance to the resident's academic program.	
II.B.13 - Intern presented with programme's appeal policies at beginning of year	VI.E - Residents are presented with program's policies and procedures to appeal a decision at the beginning of the training year.	None.
II.B.14 - Interns contribute to programme planning and development	VI.F - Residents contribute to program planning and development and are included on program's training committee.	None.
II.B.15 - Certificate of completion	Vi.G - Certificate of completion	None.
Standard III		
III.A - Respect for diversity in recruitment and retention	III.A IV.B	Standards related to recruitment and retention of diverse faculty and students have been integrated in the Residents and Program Supervisors and Staff Standards, and now require explicit anti-racist, anti-discriminatory, and anti-oppressive recruitment, retention, and evaluation policies.
III.B - Didactic instruction and practical experience in diversity	V.B.1 V.B.2	Didactic and practical training in working with diverse individuals and groups, and working with Indigenous persons and communities, are addressed through the cross-cutting application of Standards V.B.1-2 as they apply to functional competence development.
III.C - Efforts to accommodate students with disabilities	VII.A.11 - facilities that enable students with disabilities to access all aspects of the program's offerings and operations.	Standard VII's preamble also indicates that "[...] *the program prioritizes making accommodations for students and faculty with needs unique to their diverse status. When these accommodations require additional resources from the host institution (Standard I.A.2), they are given the same importance as*

		any other facility or resource needed by the program to meet its goals."
Standard IV		
IV.A - Training programme offered by organized group of professional psychologists who report to chief/leader	IV.A - Program is offered by an organized group of professional psychologists reporting to a Professional Practice Leader or Chief Psychologist. IV.C - The staff of the program is sufficiently stable and of sufficient numbers.	Separated requirement for sufficient staffing into its own standard.
IV.B - Supervisors registered, doctoral degree and internship from accredited programme or equivalent	IV.D - Staff involved in the training program as supervisors are registered in the province or territory in which the program is located.	None.
IV.C - Other professional staff participate in training	IV.E - Other professional staff participate in training	Clarified allowance for co-supervision.
IV.D - Supervisory staff uphold ethical guidelines	IV.F - Supervisory staff uphold ethical guidelines	Added requirement for program faculty and staff to be " committed to social justice and demonstrate respect for the diversity of individual, social, and cultural differences."
IV.E - Encourage work-life balance	IV.G - Faculty actively support timely completion of program, and role-model work-life balance	Added explicit reference to mindfulness of "the importance of self-care, well-being, resilience, and a balance between students' professional and personal lives".
IV.F - Supervisors have access to training in supervision	IV.H - Supervisors have access to training in supervision	None.
Standard V		
V.A - Intellectual, interpersonal abilities of interns	III.B - Residents have the expected level of skill to engage in residency-level training and uphold principles of social justice and demonstrate respect for the diversity and wellbeing of others.	None.

V.B - Committed to standards of professional and ethical practice.	III.C - Residents uphold the standards of the professional and ethical practice.	None.
V.C - Committed to timely completion respectful of work-life balance	III.D - Progress in a timely fashion and work-life balance	Added explicit reference to mindfulness of "the importance of self-care, well-being, resilience, and a balance between students' professional and personal lives".
V.D - Qualifications for respecialization	Removed.	Standard removed due to lack of use.
V.E - Interns treated with dignity and respect	III.E - Residents are treated with the dignity, integrity, and respect.	None.
Standard VI		
VI.A.1-11 1. Quiet and private work space 2. Secure storage 3. Efficient means of communication with interns and supervisors 4. Confidentiality when using electronic media 5. Secure and sound-dampened space 6. Clerical support 7. Audio-visual resources 8. Internet access, word processing and data analysis software 9. Library facilities 10. Assessment materials and supplies 11. Facilities for interns with disabilities to access programme	VII.A.1-11 1. quiet, accessible, secure and private work space 2. secure storage of residents' work 3. efficient means of communication with supervisors and fellow residents 4. policies and mechanisms to ensure client confidentiality 5. secure and sound-dampened space 6. reasonable clerical support 7. audio-visual resources 8. computer access 9. library facilities 10. current and relevant assessment materials 11. access for students with disabilities	Added requirements language related to access to grey literature, online administration for psychometric tests (where possible), remote practice (when appropriate)
Standard VII		
VII.A - Descriptive materials include philosophy and mission, structure and goals of training programme and host organization	VIII.A - Descriptive materials include philosophy and mission, structure and goals of training programme and host organization	None
VII.B - Evidence of accreditation status made available to applicants	VIII.B - Evidence of accreditation status made available to applicants	None

VII.C - Name and address of CPA Accreditation Office in brochure and on website	VIII.C - Name and address of CPA Accreditation Office in brochure and on website	None
Standard VIII		
VIII.A - Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of: 1. Scientific knowledge 2. Current standards of best practice 3. Needs for psychological services 4. Jobs and career paths attained by graduates	IX.A - Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of • the evolving body of scientific knowledge in psychology as it applies to professional practice, • current professional and regulatory standards of best professional practice, • local, regional, and national needs for psychological services, and • the jobs and career paths attained by the program's graduates. • emerging issues related to equity, diversity, and inclusion of different groups or populations in the community.	Merged in single standard with subpoints. Added explicit requirement regarding emerging EDI issues.
VIII.B - Self assessment activities are responsibility of Director of Training and Training Committee to address 1. Programme's standards for preparedness of applicants to begin internship 2. Programme's expectations for successful completion 3. Preparedness of graduates to apply for registration 4. Applicability of knowledge and skills acquired on internship to postdoctoral employment	IX.B - Self assessment activities are responsibility of Director of Training and Training Committee to address • program's standards for the preparedness of applicants to undertake residency training, • program's expectations of residents for successful completion and the residents' success in meeting them, • preparedness of the program's graduates to apply for registration, and • applicability of knowledge and skills acquired on residency to postdoctoral training and employment.	Merged in single standard with subpoints.
Standard IX		
IX.A-C – Relationship With the CPA Accreditation Panel	X.A-C - Relationship With the CPA Accreditation Panel	None.