**Table 4: Program-Specific Competencies (Optional)**

The following table is optional and should be used to describe training in any program-specific competencies if your program requires them. All students are expected to attain the required minimum levels of achievement (MLAs) set relative to any program-specific competencies and all associated elements – in other words, rotation or track-specific competencies need not be described here.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 M. This IR states that “programs that choose to have program-specific competencies are expected to assess student performance at the level of the competency elements and give feedback to students at the level of elements, but report to CoA at the level of the superordinate competency.”

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| --- | --- | --- |
| **Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in any program-specific competencies:** | | |
| **Program-Specific Competency 1:** |  | |
| **Elements associated with this competency:** |  | |
| **Required training/ experiential activities used to meet each element**. If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |