



Commission on Accreditation
of Athletic Training Education



STANDARDS AND PROCEDURES FOR ACCREDITATION OF PROFESSIONAL PROGRAMS IN ATHLETIC TRAINING

IMPLEMENTATION AND GUIDE TO THE CAATE PROFESSIONAL STANDARDS

Updated December 2025

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Commission on Accreditation of Athletic Training Education
Standards for Accreditation of Professional Athletic Training Programs
Master's Degree Programs
Adoption date: January 09, 2018
Effective date: July 01, 2020
Updated: July 01, 2024, December 09, 2025

Section I: Program Design and Quality

Standard I.1 The program has a written **mission** statement that addresses the **professional preparation of athletic trainers** and aligns with the **mission** of the institution and the program's associated organizational units.

Annotation *Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the **mission** must be congruent with these units.*

How to Address This Standard

- Describe how the program's **mission** aligns with both the institution's **mission** and the **mission** of all associated organizational units.

Uploads

- Program **mission** statement
- Institution **mission** statement
- **Mission** statement for all associated units (for example, department, school, college, division)

Standard I.2 The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its **mission** and that guides program design, delivery, and assessment.

Annotation *This written **framework** describes essential program elements and how they are connected; these elements include core principles, strategic planning, program **goals** and expected **outcomes**, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The **framework** is evaluated and refined on an ongoing basis.*

How to Address This Standard

- Describe the development of the program's **framework** designed to meet its **mission**, including a description of the essential program elements (see Annotation) and how they are connected.
- Describe how the program has implemented the **framework**.
- Describe how the program has evaluated and refined the **framework** on an ongoing basis. Provide a specific example of how the program used this process to improve the program.

Uploads

- The program's **framework**

Standard I.3 **Development, implementation, and evaluation of the framework engage all core faculty and include others as determined by the program.**

Annotation *All **core faculty** must participate in the development, implementation, and evaluation of the **framework** on an ongoing basis. The nature and extent of participation by each **core faculty** member and others is determined by the program.*

How to Address This Standard

- Describe the role of each **core faculty** member and others identified in the development, implementation, and evaluation of the **framework**.

Uploads

- N/A

Standard I.4 **The program engages in continuous **quality improvement** to meet the CAATE-defined minimum benchmarks for student achievement measures.**

Annotation *The program's **assessment plan** provides the basis to engage in continuous **quality improvement** to meet CAATE-defined benchmarks of student achievement measures. For each student achievement measure, programs must establish a benchmark for expected achievement at or above the listed CAATE-defined benchmark and must meet the CAATE defined benchmark.*

Programs must collect and report annual data on the following student achievement measures:

- *Program graduation rate: $\geq 75\%$ 3-year aggregate*
- *Graduate placement rate: $\geq 70\%$ 3-year aggregate*
- *Overall pass rate on the Board of Certification examination: $\geq 70\%$ 3-year aggregate*

How to Address This Standard

- Ensure all information related to the student achievement measures is updated in the accreditation portal.
- Programs who do not meet the CAATE-defined benchmarks of student achievement measures will be required to participate in a guided quality improvement process with the CAATE.

Uploads

- N/A

Standard I.5 The program engages in continuous **quality improvement** to work towards aspirational goals in program effectiveness and address identified deficiencies.

Annotation The program's **assessment plan** provides the basis for engaging in continuous **quality improvement** and includes program-specific outcomes defined by the program. For each program-specific outcome, programs must establish a specific and measurable benchmark with a rationale for expected achievement based on the program's existing needs and resources.

Program-specific outcomes must include measures of program effectiveness for:

- *Student learning,*
- *Quality of instruction,*
- *Quality of clinical education,*
- *Student readiness for independent practice.*

How to Address This Standard

- Describe how the program uses the assessment plan and continuous quality improvement to inform changes within the program.
- Describe at least one specific example of when and how the quality improvement process led to change.

Uploads

- The program's assessment plan and results.

SECTION II: PROGRAM DELIVERY

Standard II.1 **Interprofessional education is incorporated within the professional program.**
*Varying methods can be used to incorporate **interprofessional education**. To meet this standard, each student in the program must have multiple exposures to **interprofessional education**.*

How to Address This Standard

- Describe how **interprofessional education** is incorporated within the **professional program**. Specify the associated courses and/or activities that include **interprofessional education** as a required component of the course.

Uploads

- Documents verifying **interprofessional education** is a required component of the program

Standard II.2 **Students fulfill all athletic training clinical experience and curricular content standard requirements through courses delivered at the graduate level as part of the professional program**

*fulfillment of **athletic training clinical experience requirements** and **curricular content standards** prior to enrollment in the **professional program** is not sufficient to meet this standard. **Athletic training clinical experiences** must occur during the **professional program**. Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.*

How to Address This Standard

- Describe the institutional requirements for graduate-level courses.
- Describe the process by which the program officially enrolls students into the **professional program** and at what point integration of professional content and **athletic training clinical experiences** commences.
- If the program is a hybrid structure (for example, a 3+2 accelerated baccalaureate program), provide a narrative that explains how the program officially enrolls students into the **professional program** and at what point graduate-level coursework, as identified by the institution, begins.

Uploads

- Institutional policy verifying how the institution identifies graduate-level coursework
- Curriculum course sequence

Standard II.3 **The program uses clearly written syllabi for all courses that are part of the professional program.**

Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.

How to Address This Standard

- N/A

Uploads

- Curriculum course sequence
- Syllabus for each course that is part of the **professional program**

Standard II.4 **Course credits are consistent with institutional policy or institutional practice.**
Annotation *Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, with associated **athletic training and/or supplemental clinical experience** components).*

How to Address This Standard

- If no institutional policy exists, describe how course credit allocation is consistent with institutional practice.

Uploads

- Institutional policy on how graduate credit hours are granted for academic courses

Standard II.5 **The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.**

Annotation *The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in **athletic training and supplemental clinical experiences**, are not excessive.*

How to Address This Standard

- Describe the process used to develop the policies and/or procedures used to ensure that students' time commitments are not excessive.

Uploads

- The policies and/or procedures

Standard II.6 **A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.**

How to Address This Standard

- List the courses (course number and title) that include clinical education requirements and when each occurs in the program.

Uploads

- Curricular course sequence
- Syllabus for each course with **clinical education** requirements

Standard II.7 A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

How to Address This Standard

- Describe the criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent **athletic training and/or supplemental clinical experience**.
- Describe the process used to determine that students are ready to engage in **athletic training and or supplemental clinical experiences** and are competent to safely perform skills on a client/patient population.
- Describe how **athletic training and/or supplemental clinical experiences** are designed to progress the student toward autonomous practice.
- Describe the methods used to ensure that the **athletic training and/or supplemental clinical experience** and the style of **preceptor supervision** and feedback are developmentally appropriate for each student based on his/her progression in the program.

Uploads

- N/A

Standard II.8 The clinical education component includes at least one **immersive athletic training clinical experience**.

Annotation An **immersive athletic training clinical experience** is a practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).

How to Address This Standard

- Describe the program's **immersive athletic training clinical experience** requirements, including how the program ensures that students participate in the full-time, day-to-day role of the athletic trainer.
- Describe when **immersive athletic training clinical experience** occurs in the curricular course sequence and how the program determines the placement of the **immersive athletic training clinical experience**.
- If a program includes educational activities outside of the **immersive athletic training clinical experience**, describe how these activities do not detract from the nature of the **immersive athletic training clinical experience**.

Uploads

- N/A

Standard II.9.A-E A program's **clinical education** component includes clinical practice opportunities with varied client/patient populations. Populations must include clients/patients:

- A **throughout the lifespan (for example, pediatric, adult, elderly),**
- B **of different sexes,**
- C **with different socioeconomic statuses,**

D of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
E who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Annotation

*Students must have real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations. These clinical practice opportunities should occur in **athletic training clinical experiences** with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, the program may use **supplemental clinical experiences** and/or **simulation** to meet portions of this standard.*

How to Address This Standard

- Describe how the program's **clinical education** component is designed to include clinical practice opportunities with varied client/patient populations, and how the program ensures that each student obtains these experiences.
- Describe how the program determines that students have adequate real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations.
- If applicable, describe how and why the program utilizes **simulation** or other patient-based education opportunities to meet portions of this standard.

Uploads

- Individual Student Clinical Assignment Table

Standard II.10.A-N

A program's clinical education component includes clinical practice opportunities with patients with a variety of health conditions commonly seen in athletic training practice. This includes patients with:

A behavioral (mental health) conditions,
B cardiovascular conditions,
C dental conditions,
D dermatological conditions,
E emergent conditions,
F endocrine conditions,
G environmental conditions,
H gastrointestinal conditions,
I genitourinary conditions,
J musculoskeletal conditions,
K neurological conditions,
L ophthalmological conditions,
M otolaryngological conditions,
N respiratory conditions.

Annotation

*Students must have real client/patient interactions to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice. These clinical practice opportunities should occur in **athletic training clinical experiences** with real clients/patients in settings where **athletic trainers** commonly practice. When specific opportunities are not possible, programs may use **supplemental clinical experiences** and or **simulation** to meet portions of this standard.*

How to Address This Standard

- Describe how the program ensures that every student gains experience with patients/clients with a variety of health conditions.
- If applicable, describe how and why the program utilizes **simulation** or other patient-based education opportunities to meet portions of this standard

Uploads

- Data on how the program tracks patient encounters for this standard

Standard
II.11.A-G
Annotation

The program demonstrates systematic diversity, equity, inclusion and **social justice efforts in its development, design and delivery.**

*Programs advance diversity, equity, inclusion, and **social** justice through a variety of efforts. These can include (but are not limited to) the following:*

- A *participating in institutional efforts to advance diversity, equity, inclusion and **social justice**;*
- B *incorporating diversity, equity, inclusion and social justice across the program curriculum;*
- C *recruiting and retaining diverse faculty, students, and preceptors;*
- D *improving faculty and preceptors understanding and integration of diversity, equity, inclusion, and social justice;*
- E *implementing policies that support a climate of equity and inclusion, free of harassment and discrimination;*
- F *community engagements and/or scholarly endeavors (opportunities) that are reflective of diversity, equity, inclusion, and social justice; and*
- G *gathering program data that informs the programs diversity, equity, inclusion, and social justice efforts. Sources may include, but are not limited to, demographic reports, retention reports, equity analysis, climate data, participation in DEI activities, competency development, program evaluations, and interviews/focus group data.*

How to Address This Standard

- Describe the current efforts (e.g. institutional, school, department, and program) in advancing diversity, equity, inclusion, and social justice within program development, design and delivery.
- Identify the sources of institutional and program data used to inform diversity, equity, inclusion and social justice efforts

Uploads

- Provide the relevant program data and analysis that informs the program's diversity, equity, inclusion, and social justice efforts.

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard III.1 **The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program should be delivered in the English language.**

How to Address This Standard

- N/A

Uploads

- Documentation verifying the institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation (If outside the United States, provide documentation verifying that the institution is authorized to provide postsecondary education and that the program is delivered in the English language).

Standard III.2 **Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.**

Annotation *The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.*

How to Address This Standard

- Describe how the program is listed as a master's degree in institutional public documents.

Uploads

- Official institution document (catalog or state department letter) verifying that Athletic Training is a master's degree
- Official transcript of an athletic training student (a sample transcript or a transcript with all student identifiers blinded)

Standard III.3 **The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.**

Annotation *The intent of this standard is to ensure the **professional socialization** of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with similar health care profession programs, explain how the existing organizational structure meets the intent of this standard.*

How to Address This Standard

- Describe the organizational structure of the institution as it pertains to where similar health care profession programs are administratively housed. (If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with similar health care profession programs, explain how the existing organizational

structure meets the intent of this standard by ensuring **professional socialization** of the athletic training faculty and students.)

- Describe how the program ensures **professional socialization** is taking place for athletic training faculty and students.
- List the health care programs that are housed with the AT program and identify their specialized accreditor.

Uploads

- Official institutional documentation of the organizational structure indicating where similar health care profession programs are administratively housed (for example, catalog, website URL)
- The organizational structure for where the program is administratively housed

Standard III.4

All sites where students are involved in **clinical education (excluding the sponsoring institution) have a current **affiliation agreement** or **memorandum of understanding** that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.**

Annotation

*When the administrative oversight of the **preceptor** differs from the affiliate site, **affiliation agreements** or **memoranda of understanding** must be obtained from all parties. All sites (excluding the sponsoring institution) must have **affiliation agreements** or memoranda of understanding. Any experience the student completes to meet **clinical education** requirements as an athletic training student must have an agreement. Credit and noncredit **athletic training clinical experiences** or **supplemental clinical experiences**, including internships, must have **affiliation agreements** or memoranda of understanding.*

How to Address This Standard

- Describe the process used to ensure that there is an executed **affiliation agreement** or **memorandum of understanding** with all sites where students are involved in **clinical education**.

Uploads

- Formal agreements, signed and dated by the appropriate administrative authority (those bearing signature authority) from both the sponsoring institution and each **clinical site** listed in the directory (If the administrative oversight of the **preceptor(s)** differs from the affiliate site, provide formal agreements from all parties; for example, if Clinic X contracts athletic trainers to High School A, then those bearing signature authority from Clinic X, High School A, and sponsoring institution must all sign the formal agreement.)

Standard III.5.A-F

The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- A Academic dishonesty policy**
- B Grievance policy**
- C Matriculation requirements**
- D Nondiscrimination policies**

E Policies for student withdrawal and refund of tuition and fees

F Technical standards or essential functions

Annotation

Policies and procedures may be institutional and not specific to the athletic training program.

How to Address This Standard

- Describe how the program ensures the policies and procedures are available to the public and how students are informed where to find the policies that meet this standard.

Uploads

- The written policy/procedure or the URL of the page where the policy/procedure is found

Standard
III.6.A-Q

Prospective and enrolled students are provided with relevant and accurate information about the institution and program. These policies and procedures are available to the public and must include the following:

A Academic calendars

B Academic curriculum and course sequence

C Admissions process (including prerequisite courses)

D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing

E Catalogs

F Criminal background check policies

G Degree requirements

H Financial aid

I Grade policies

J Immunization requirements

K Information about athletic training and supplemental clinical experiences, including travel expectations to clinical sites

L Matriculation requirements

M Nondiscrimination policies

N Procedures governing the award of available funding for scholarships

O Program mission, goals, and expected outcomes

P Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process

Q Technical standards or essential functions

Annotation

Information may be institutional and not specific to the athletic training program.

How to Address This Standard

- Describe how prospective and enrolled students are informed and have access to the information that meets Standards 6A through 6Q.
- Describe how the program ensures the information that meets Standards 6A through 6Q is publicly accessible.

Uploads

- Policy/Procedure Location Table

Standard III.7	The program posts data detailing its student achievement measures.
<i>Annotation</i>	<i>The program must include a hyperlink to the program's "CAATE Program Information and Outcomes" web page on the home page of the athletic training program.</i>

How to Address This Standard

- Ensure that the Institutional and Program Profile tab in the directory is current, including the program homepage URL.

Uploads

- N/A

Standard III.8A-K	Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:
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- A** A mechanism by which clients/patients can differentiate students from credentialed providers
- B** A requirement for all students to have emergency cardiac care training before engaging in athletic training and supplemental clinical experiences
- C** Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood- borne pathogen barriers and control measures at all sites)
- D** Calibration and maintenance of equipment according to manufacturer guidelines
- E** Communicable and infectious disease transmission procedures that are immediately accessible
- F** Immunization requirements for students
- G** Patient/client privacy protection (FERPA and HIPAA)
- H** Radiation exposure (as applicable) procedures that are immediately accessible
- I** Sanitation precautions, including ability to clean hands before and after patient encounters
- J** Venue-specific training expectations (as required)
- K** Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

<i>Annotation</i>	<i>These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.</i>
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How to Address This Standard

- Describe how the program ensures that all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) have policies and procedures that meet Standards III.8A

through III.8K and that these policies and procedures are accessible to students in the program.

- Provide a narrative of how the program ensures that each site's policies and procedures that meet Standard III.8A-III.8K satisfy a standard of quality established by the program.

Uploads

- Policy/Procedure Location Table

Standard III.9A-K

The institution/program maintains appropriate student records in secure locations. Student records must include the following:

- A Program admissions applications**
- B Progression through the curriculum**
- C Disciplinary actions (if applicable)**
- D Clinical placements**
- E Verification of annual blood-borne pathogen training**
- F Verification of compliance with the program's **technical standards** requirements**
- G Verification of completed criminal background checks (if applicable)**
- H Verification of privacy training (for example, HIPAA and FERPA, as applicable)**
- I Verification of notification of communicable/infectious disease transmission policy and post-exposure plan**
- J Compliance with immunization policies**
- K Verification that the program's students are protected by professional liability insurance**

How to Address This Standard

- Describe how the student records that meet Standards III.9A through III.9K are maintained in secure locations.

Uploads

- N/A

Standard III.10

Admission of students to the **professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.**

Annotation

Admissions criteria and processes must be consistently reported anywhere they are published.

How to Address This Standard

- Describe the program's criteria and processes used for admissions of students into the program.
- Describe how the program ensures each of the admission criteria and processes are consistently reported and publicly accessible.

Uploads

- The URL of each site that describes the admissions process
- The URL of each site that describes criteria for admission
- A blank application packet for student admission to the professional program

**Standard
III.11
Annotation**

The program ensures that each student is oriented to the policies and procedures of their clinical site.

*Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for **athletic training and supplemental clinical experiences** must include (but is not limited to) the following:*

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

How to Address This Standard

- Describe the process used to ensure that each student is oriented to a **clinical site's** policies and procedures at the start of the experience before patient/client encounters.
- Describe how a **preceptor** is educated on the information that must be included during an orientation

Uploads

- N/A

**Standard
III.12**

The program (e.g. administrators, faculty, staff and preceptors) fosters civil, equitable, and professional learning environments that are free from harassment and discrimination.

How to Address This Standard

- Describe how the program fosters civil, equitable, and professional learning environments that are free from harassment and discrimination.
- Identify the sources of program data used that helps the program determine that professional learning environments are civil, equitable, and free from harassment and discrimination.

Uploads

- The program's nonprejudicial or nondiscrimination policy for educational opportunities and placements
- Policies and procedures may be institutional and not specific to the athletic training program.
- Provide the relevant program data, that helps the program determine that professional learning environments are civil, equitable, and free from harassment and discrimination.

**Standard
III.13**

Annotation

Regular and ongoing communication occurs between the program and each preceptor.

All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.

How to Address This Standard

- Describe how regular and ongoing communication occurs between the program and its preceptors, including information about the program framework, individual student needs, student progress, and assessment procedures.
- Describe how the program defines regular and ongoing communication with the preceptor and the nature of the communication.

Uploads

- N/A

**Standard
III.14**

Annotation

All active clinical sites are evaluated by the program on an annual basis.

The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.

How to Address This Standard

- Describe the processes whereby the program's clinical sites are evaluated by the program on an annual basis.
- Provide the name and affiliation of the representative (or representatives) of the program who evaluates the program's clinical sites. If the Coordinator of Clinical Education is not the person assigned to evaluate the clinical sites, explain the relationship to the program and qualification of the individual who conducted the evaluation.

Uploads

- N/A

**Standard
III.15**

Annotation

All program policies, procedures, and practices are applied consistently and equitably.

This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

How to Address This Standard

- N/A

Uploads

- N/A

**Standard
III.16A-C**

Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:

- A Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures**
- B Timely submission of required fees and documentation, including reports of **program graduation rates** and **graduate placement rates****
- C Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education**

Annotation

Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

How to Address This Standard

- N/A

Uploads

- N/A

**Standard
III.17**

Annotation

The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.

Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

How to Address This Standard

- N/A

Uploads

- N/A

**Standard
III.18A-H**

The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- A An earned doctoral degree**
- B **Contemporary expertise** in the field of athletic training**
- C Certification and good standing with the Board of Certification**
- D NPI number with appropriate health care field designation**
- E Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- F Previous clinical practice as an athletic trainer**
- G **Scholarship****

H Previous full-time academic appointment with teaching responsibilities at the postsecondary level

Annotation

Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

How to Address This Standard

- Describe the program director's qualifications, including the following:
 - An earned doctoral degree (unless already employed as a program director at the time of implementation of the 2020 Standards)
 - **Scholarship**
 - Previous full-time academic appointment with teaching responsibilities at the postsecondary level
- Describe how the program director fulfills the definition of **contemporary expertise** in the field of athletic training.
- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the program director

Uploads

- Verification that the program director's rights, privileges, and responsibilities are consistent with similar positions at the institution
- The program director's curriculum vitae
- Contemporary Expertise Table
- Evidence of employment as a program director at the time of implementation of the 2020 *Standards* (needed only if the program director does not have an earned doctorate)

Standard III.19A-F

The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- A Program planning and operation, including development of the framework**
- B Program evaluation**
- C Maintenance of accreditation**
- D Input into budget management**
- E Input on the selection of program personnel**
- F Input on the evaluation of program personnel**

How to Address This Standard

- Describe the program director's role with regard to the following responsibilities:
 - Program planning and operation, including development of the framework
 - Program evaluation
 - Maintenance of accreditation
 - Input into budget management
 - Input on the selection of **program personnel**
 - Input on the evaluation of **program personnel**

Uploads

- The program director's job description; please delete all personal information (for example, salary, social security number) from the document
- A copy of the program director's work agreement, contract, or letter of appointment indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document

**Standard
III.20A-F**

The director of clinical education is a **core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The director of clinical education's experience and qualifications include the following:**

- A Contemporary expertise in athletic training**
- B Certification and good standing with the Board of Certification**
- C NPI number with appropriate health care field designation**
- D Possession of a current state athletic training credential and good standing
with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- E Previous clinical practice in athletic training**
- F Scholarship**

Annotation

The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

How to Address This Standard

- Describe the qualifications of director of clinical education, including previous clinical practice in athletic training.
- Describe how the director of clinical education fulfills the definition of **contemporary expertise** in the field of athletic training.
- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the director of clinical education
- Describe the director of clinical education's scholarship

Uploads

- The curriculum vitae of the director of clinical education
- Verification of the faculty status of the director of clinical education
- Verification that the rights, privileges, and responsibilities of the director of clinical education are consistent with similar positions at the institution
- Contemporary Expertise Table

**Standard
III.21A-G**

The director of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- A Oversight of student clinical progression**
- B Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences****
- C Clinical site evaluation**
- D Student evaluation**
- E Regular communication with **preceptors****
- F Professional development of **preceptors****
- G Preceptor selection and evaluation**

Annotation

*Communication with the preceptors includes familiarizing them with the program framework. Professional development of **preceptors** is specific to development of their role as **preceptor**.*

How to Address This Standard

- Describe the role of the director of clinical education in the following:
 - Oversight of student clinical progression
 - Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
 - **Clinical site evaluation**
 - Student evaluation
 - Regular communication with **preceptors**
 - Professional development of **preceptors**
 - **Preceptor** selection and evaluation

Uploads

- The job description of the director of clinical education; please delete all personal information (for example, salary, social security number) from the document
- A copy of the work agreement, contract, or letter of appointment of the director of clinical education, indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document

**Standard
III.22**

Annotation

Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty.**

*Sufficiently meeting the needs of the program includes advising and mentoring students, meeting program **outcomes**, **scholarship**, program administration, recruiting and admissions, and offering courses on a regular and planned basis.*

*Programs are required to have sufficient numbers of program faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three **core faculty** is required after July 1, 2023. Until July 1, 2023 programs will be required to maintain compliance with the 2012 Standard (Standard 30) requiring a minimum of two **core faculty**.*

How to Address This Standard

- Describe how the number of program faculty members is sufficient to meet the needs of the athletic training program.
- Ensure that the faculty profile in the directory is current

Uploads

- N/A

Standard III.23 The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

How to Address This Standard

- Describe how each **core faculty** member fulfills the definition of **contemporary expertise** in the field of athletic training and how the **contemporary expertise** aligns with their teaching responsibilities.
- Describe how the teaching effectiveness of **core faculty** is assessed.
- Describe scholarship as defined at the institution.
- Describe each **core faculty** member's **scholarship**.

Uploads

- Curriculum vitae for each **core faculty** member
- Contemporary Expertise Table for each **core faculty** member

Standard III.24 **Annotation** The program director, coordinator of clinical education and other **core faculty** have assigned load that is sufficient to meet the needs of the program. *Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.*

How to Address This Standard

- Describe how faculty workload is assigned at the institution.
- Describe the process used to arrive at the assigned load for program faculty.
- Describe how the assigned load is comparable to other faculty with similar roles within the institution or at other peer institutions.
- Describe the process by which peer institutions were identified.
- If the assigned load of the program director, coordinator of clinical education, and other **core faculty** deviates from institutional policy/practice, please provide additional explanation.

Uploads

- Institutional documents that describe how load is assigned (e.g., faculty handbook, website pages)
- A letter—signed and dated by the program director, the chair, and the dean who is responsible for the program—verifying the institutional process for defining (or determining) and implementing load allocation for the program director, coordinator of clinical education, and other **core faculty**; please include a printed name and title next to each signature for clarity
- Faculty Work-Load Table

**Standard
III.25**

All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as **athletic trainers and who teach skills necessary for direct patient care must be BOC certified and have an NPI number with an appropriate health care field designation.**

How to Address This Standard

- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for all faculty who teach skills necessary for direct patient care.

Uploads

- N/A

**Standard
III.26A-E**

Preceptors are health care providers whose experience and qualifications include the following:

- A Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)**
- B BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as **athletic trainers****
- C NPI number with appropriate health care field designation**
- D Planned and ongoing education for their role as a **preceptor****
- E **Contemporary expertise****

Annotation

***Preceptor** education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing **preceptor** training.*

How to Address This Standard

- Describe the selection process for **preceptors**.
- Describe the program's plan for **preceptor** education and how it is designed to promote an effective learning environment.
- Describe the frequency and nature of **preceptor** education and how it varies based on the educational expectations of the experiences.
- Describe how each **preceptor** fulfills the definition of **contemporary expertise** in the field of athletic training and how the **contemporary expertise** aligns with the responsibilities of **preceptor**.

Uploads

- Contemporary Expertise Table for each **preceptor**
- **Preceptor Table**

**Standard
III.27**

Preceptors function to **supervise, instruct, and mentor students during clinical education** in accordance with the program's policies and procedures. **Preceptors** who are **athletic trainers or physicians** assess students' abilities to meet the curricular content standards.

How to Address This Standard

- Describe how the program ensures that **preceptors** function to supervise, instruct, and mentor students during **clinical education**.
- Describe how **preceptors** are informed about the program's policies and procedures.
- Explain how each **preceptor's** adherence to program policies and procedures is assessed.
- Describe how the program ensures that students are supervised during their **clinical education**.
- Describe how **preceptors** who are **athletic trainers or physicians** assess students' abilities to meet the curricular content standards.

Uploads

- N/A

**Standard
III.28**

The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.

How to Address This Standard

- Describe how the program determines that the number and qualifications of preceptors are sufficient to meet the **clinical education** needs of the program.

Uploads

- N/A

**Standard
III.29
Annotation**

Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.
This evaluation process should be incorporated into the assessment plan that is a component of the framework. The program must determine the regularity with which faculty and preceptors are evaluated.

How to Address This Standard

- Describe how program faculty receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning, specifically within the program and institution.
- Describe how **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Uploads

- N/A

Standard III.30 <i>Annotation</i>	<p>The program has a medical director who is actively involved in the program.</p> <p><i>The medical director supports the program director in ensuring that both didactic instruction and athletic training and supplemental clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.</i></p>
---	--

How to Address This Standard

- Describe how the **medical director** supports the program director in ensuring that both didactic instruction and **clinical education** meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.

Uploads

- The current license of the **medical director**
- A work agreement, contract, appointment letter, or MOU for the **medical director**

Standard III.31	The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.
------------------------	---

How to Address This Standard

- Describe how the program's administrative and technical support staff are sufficient to meet the expected program **outcomes** and professional education, **scholarship** and service goals.

Uploads

- N/A

Standard III.32A-D	The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:
---------------------------	---

- A** Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.
- B** Necessary equipment required for teaching a contemporary athletic training curriculum is provided.
- C** Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.
- D** The available technology is adequate to support effective teaching and learning.

<i>Annotation</i>	<i>If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.</i>
-------------------	--

How to Address This Standard

- Describe the available classroom and lab space used for athletic training education.
- Explain how the program ensures that the space is available for exclusive use during class times.
- Describe how the program ensures that it has the equipment necessary for teaching all components of its curriculum.

- Describe the process by which office space is assured for program faculty and staff on a consistent basis.
- Describe the extent to which available technology is adequate to support effective teaching and learning, including at remote locations and at multiple campus locations.
- If the program incorporates remote learning or multiple campus locations, the narratives must describe how the program meets the standard at each location.

Uploads

- Optional

**Standard
III.33**
Annotation

The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

*Availability of student support services at remote locations (for example, during **athletic training and supplemental clinical experiences**) must be comparable to those for students located on campus.*

How to Address This Standard

- Describe the access to support services that students have, including students who are at remote locations.
- For programs with remote locations, describe how the availability of support services for these students is comparable to support services for those students located on campus.

Uploads

- N/A

**Standard
III.34**
Annotation

Financial resources are adequate to achieve the program's stated **mission, goals, and expected program outcomes.**

Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

How to Address This Standard

- Describe the program's financial resources and how those resources are adequate, in context to the size of program, to meet the program's stated **mission, goals, and expected program outcomes**.
- Describe the budget allocation process.
- Describe how funds are allocated for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

Uploads

- N/A

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and **Foundational Knowledge**

Standard IV.1 The **professional program** requires prerequisite content knowledge in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Annotation The program determines what constitutes adequate content knowledge to meet this standard and support the program's curricular plan. Additional prerequisite content knowledge may be required as determined by the program.

How to Address This Standard

- Describe how the program determines the content knowledge that meets this standard and supports the program's curricular plan.
- Describe how the program ensures all students complete prerequisite content knowledge prior to matriculation in the **professional program**.

Uploads

- Program's policy for required prerequisite content knowledge and how it is evaluated

Standard IV.2 Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Annotation **Foundational knowledge** areas can be incorporated as prerequisite coursework, as a component of the **professional program**, or both.

How to Address This Standard

- Describe how the program incorporates each of the **foundational knowledge** areas.
- If **foundational knowledge** is incorporated as prerequisite coursework, describe how the program determines that the content is sufficient for entry into the program.

Uploads

- Table of Courses that have **foundational knowledge** and criteria to determine successful completion of courses
- Curricular course sequence
- Course syllabi for all courses in the professional program that incorporate **foundational knowledge** areas

The professional program content will prepare the graduate to do the following:

Core Competencies

Core Competencies: Patient-Centered Care

Standard IV.3

Advocate for the health needs of clients, patients, communities, and populations.

Annotation

Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.4

Analyze the impact of **health literacy and **social determinants of health** on patient care and outcomes to determine healthcare strategies that empower patients and improve outcomes.**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.5A-E

Practice **cultural competency, foster **cultural humility**, and demonstrate respect in client/patient care. This includes (but is not limited to) the following:**

- A Using contemporary nomenclature of various **identities**.**
- B Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes.**
- C Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes.**

- D Developing strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions.**
- E Devising patient-centered interventions to diverse populations that account for the healthcare delivery system**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.6**

Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.7**

Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, health care professionals, and others as appropriate.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.8	Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.
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How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: [Interprofessional Practice](#) and [Interprofessional Education](#)

Standard IV.9	Engage in interprofessional practice with other health care providers to meet the needs of the patient.
<i>Annotation</i>	<i>The focus of this standard is on developing collaborative practice with other licensed healthcare providers who are part of the care team; however, this does not preclude programs from teaching collaboration with non-health care providers (eg. Strength and conditioning professionals, coaches, teachers) who are members of the care team.</i>

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: [Evidence-Based Practice](#)

Standard IV.10	Provide athletic training services in a manner that uses evidence to inform practice.
<i>Annotation</i>	<i>Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.</i>

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures

- students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Quality Improvement

Standard IV.11

Use processes of quality assurance and quality improvement to enhance client/patient care.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Health Care Informatics

Standard IV.12A-E

Apply contemporary principles and practices of health care informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- A Search, retrieve, and use information derived from online databases and internal databases for clinical decision support**
- B Use data to drive informed decisions**
- C Maintain data privacy, protection, and data security**
- D Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)**
- E Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and

provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Professionalism

**Standard
IV.13**

Practice in a manner that is congruent with the ethical standards of the profession.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.14A-F**

Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- A Requirements for physician direction and collaboration**
- B Mandatory reporting obligations**
- C Health Insurance Portability and Accountability Act (HIPAA)**
- D Family Education Rights and Privacy Act (FERPA)**
- E Universal Precautions/OSHA Bloodborne Pathogen Standards**
- F Regulations pertaining to over-the-counter and prescription medications**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.15	Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.
-----------------------	---

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.16	Advocate for the profession.
-----------------------	-------------------------------------

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Patient/Client Care

Care Plan

Standard IV.17A-E	Develop a care plan for each patient. The care plan includes (but is not limited to) the following:
--------------------------	--

- A Assessment of the patient on an ongoing basis and adjustment of care accordingly**
- B Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care**
- C Consideration of the patient's goals and level of function in treatment decisions**
- D Discharge of the patient when goals are met, or the patient is no longer making progress**
- E Referral when warranted**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Examination, Diagnosis, and Intervention

**Standard
IV.18A-N**

Evaluate, triage, and manage patients with life threatening or otherwise emergent conditions. These include (but are not limited to) the following conditions:

- A Cardiac compromise including the use of supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin and performance of CPR and AED use**
- B Respiratory compromise including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators**
- C Heat and cold emergencies, including the use of rectal thermometry**
- D Cervical spine compromise**
- E Traumatic brain injury**
- F Internal and external hemorrhage including use of a tourniquet and hemostatic agents**
- G Fractures and dislocations including reduction of dislocation**
- H Anaphylaxis including administering epinephrine using automated injection device**
- I Exertional sickling and rhabdomyolysis**
- J Diabetic emergencies including use of glucometer, administering glucagon, insulin**
- K Drug overdose including administration of rescue medications**
- L Wounds including care and closure**
- M Testicular torsion**
- N Hyponatremia**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.19A-M**

Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- A Obtaining a medical history from the patient or other individual**
- B Identifying comorbidities and patients with complex medical conditions**
- C Assessing function**

Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:

- D Cardiovascular system, including auscultation**
- E Endocrine system**
- F Eyes, ears, nose, throat, mouth, and teeth**
- G Gastrointestinal system**
- H Genitourinary system**
- I Integumentary system**
- J Musculoskeletal system**
- K Neurological system**
- L Reproductive system**
- M Respiratory system, including auscultation**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.20**

Perform or obtain the necessary and appropriate diagnostic or laboratory tests including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram to facilitate diagnosis, referral, and treatment planning.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.21A-I**

Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions including (but are not limited to) the following:

- A Therapeutic and corrective exercise**
- B Joint mobilization and manipulation**
- C Soft tissue techniques**
- D Movement training (including gait training)**
- E Motor control/proprioceptive activities**
- F Task-specific functional training**
- G Therapeutic modalities**
- H Home care management**
- I Cardiovascular training**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.22**

Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable

**Standard
IV.23**

Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the

standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.24A-F**

Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- A Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview**
- B Re-examination of the patient on an ongoing basis**
- C Recognition of an atypical response to brain injury**
- D Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)**
- E Return of the patient to activity/participation**
- F Referral to the appropriate provider when indicated**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.25A-H**

Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following:

- A Suicidal ideation**
- B Depression**
- C Anxiety Disorder**
- D Psychosis**
- E Mania**
- F Eating Disorders**
- G Attention Deficit Disorders**
- H Substance Abuse**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this

standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.26A-C**

Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- A Durable medical equipment**
- B Orthotic devices**
- C Taping, splinting, protective padding, and casting**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Prevention, Health Promotion, and Wellness

**Standard
IV.27A-F**

Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- A Adrenal diseases**
- B Cardiovascular disease**
- C Diabetes**
- D Neurocognitive disease**
- E Obesity**
- F Osteoarthritis**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and

provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.28

Develop, implement, and assess the effectiveness of programs to reduce injury risk.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.29

Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.30

Develop, implement, and supervise comprehensive programs to maximize performance that are safe and specific to the patient/client's activity.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.31**

Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.32**

Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.33**

Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.34**

Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.35**

Select and use **biometrics and **physiological monitoring systems** utilized in athletic training and translate the data into effective preventive measures, clinical interventions, and maximizing performance.**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Health Care Administration

**Standard
IV.36A-F**

Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- A Strategic planning and assessment**
- B Managing a physical facility that is compliant with current standards and regulations**
- C Managing budgetary and fiscal processes**
- D Identifying and mitigating sources of risk to the individual, the organization, and the community**
- E Navigating multi-payer insurance systems and classifications**
- F Implementing a model of delivery (for example, value-based care model)**

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this

standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.37**

Annotation

Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.38**

Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

**Standard
IV.39A-D**

Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- A Education of individuals and others**
- B Recognition, appraisal, and mitigation of risk factors**
- C Selection and interpretation of baseline testing**
- D Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school,**

sport, occupation, and recreation

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Standard IV.40

Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

How to Address This Standard

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus **clinical education**. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. See also **Memorandum of understanding**.

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission**, **goals**, and **outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of **clinical education**, student learning, readiness for independent practice, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard I.4 and I.5. The assessment plan is part of the **framework**.

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a **physician**, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic training clinical experience: **Patient-based** learning opportunities supervised by a **preceptor who is an athletic trainer or physician**. Athletic training clinical experiences are used to verify students' abilities to **meet the curricular content standards**.

Benchmark: A standard set by the program, that indicates the level of achievement of an outcome. For Overall pass rate on the BOC certification exam, Graduate placement rate, and Program graduation rate, the CAATE has determined a minimum level that program benchmarks must be set at or above.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical Education: Patient-based learning opportunities that prepare students for independent clinical practice, including **Athletic Training Clinical Experiences**, **Supplemental Clinical Experiences**, and **Simulation**.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Core faculty members are involved in meeting the day-to-day needs of the program, including but not limited to teaching athletic training courses, advising, and mentoring athletic training students, engaging in scholarship, and fulfilling other roles and responsibilities as assigned by the Program Director. Core faculty must have faculty status, rights, responsibilities, privileges, and voting rights as defined by the institution. Core faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an **athletic trainer or physician**.

Cultural competency: the ability of both providers and systems to provide care to patients with diverse values, beliefs and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs.^{2,3}

Cultural humility: A lifelong process of self-reflection and self-critique by which an individual willingly interacts with diverse individuals and not only learns about the cultures of others, but also examines their own beliefs and cultural identities to create an environment of empowerment, respect, and optimal care for all. Cultural humility includes sensitivity to historical realities of marginalization, violence, and oppression against certain groups.^{4,5}

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.⁶

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.⁷

Faculty: See [Core faculty](#); [Program Faculty](#).

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the [assessment plan](#) (including [goals](#) and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its [mission](#).

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must include a link from the program's homepage to the "CAATE Program Information and Outcomes" web page.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.⁸

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.⁹

Identities: identities that include but are not limited to: race; ethnicity; religion; national origin; age; marital status; disabilities/ability; sexual orientation; sex; gender; gender identity and expression; socioeconomic status; religion/spirituality; political affiliation; literacy/health literacy.

Immersive athletic training clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by [athletic trainers](#).

Innovation: A strategic and intentional process used for identifying, implementing, and measuring new or enhanced initiatives that advance program quality and/or learner achievement.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.¹⁰

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.¹¹

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic **physician** who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Overall pass rate on the Board of Certification Examination: The percentage of students who take the Board of Certification examination and pass it, regardless of the number of attempts. Programs must include a link from the program's homepage to the "CAATE program information and Outcomes" web page.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.¹²

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are **athletic trainers** are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. **Preceptors** who are **athletic trainers** or **physicians** assess students' abilities to meet the curricular content standards.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of **patient-centered care**, participation as a member of an interdisciplinary team, commitment to continuous **quality improvement**, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.¹³

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁴

Program faculty: Includes all faculty members who are involved in the design and/or delivery of the professional athletic training program, regardless of their employment classification.

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must include a link from the program’s homepage to the “CAATE Program Information and Outcomes” web page.

Program personnel: All program faculty and support staff involved with the [professional program](#).

Quality assurance: Planned and systematic process for ensuring acceptable levels of quality are maintained.

Quality improvement: A structured data-driven process to evaluate systems and outcomes that include identification of areas for the improvement, selection, and implementation of measurable changes, and analysis of changes to ensure progression towards established benchmarks. Successful quality improvement efforts are a continual process that leads to measurable improvement over time.

Scholarship: Scholarly contributions that are broadly defined in four categories.¹⁷

- Scholarship of discovery* contributes to the development or creation of new knowledge.
- Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Social justice: Social justice in healthcare is recognizing that equitable healthcare, which encompasses access to and quality of care, is a fundamental right and that healthcare providers promote fair treatment so that disparities are eliminated.

Supplemental clinical experiences: Patient-based learning opportunities supervised by a preceptor who is a health care provider other than an [athletic trainer](#) or [physician](#). Supplemental clinical experiences provide students with clinical practice opportunities with varied patient populations and health conditions. However, supplemental clinical experiences cannot be used solely to verify students’ abilities to meet the curricular content standards.

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.¹⁹

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.²⁰

Student readiness for independent practice: Having the knowledge, skills, and judgment required to successfully perform their roles as an athletic trainer. Measures of student readiness for independent practice are selected by the program.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. [Preceptors](#) must be onsite and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. If the patient/client care is occurring via [telehealth](#) or [telemedicine](#), the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology.

Supplemental clinical experiences: Learning opportunities supervised by [health care providers](#) other than [athletic trainers](#) or [physicians](#). See also [Clinical education](#).

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Telehealth: Telehealth is an umbrella term that encompasses the use of telecommunication technology for non-clinical health-related purposes. Some uses of telehealth include enhancing and supporting clinical services and providing individual or public health education.

Telemedicine: Telemedicine involves the delivery of patient/client care remotely using appropriate information and communication technologies. Patient/client care provided via telemedicine must occur in compliance with all local, state, and federal laws.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.²¹

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Standards Change Log

As changes are made to the Professional Standards, a log of those changes will appear on this page, as opposed to the previous practice of included this information immediately adjacent to the standard.

Standards and Procedures for Accreditation of Professional Programs

Accreditation Overview

The following resources briefly describe the Commission on Accreditation of Athletic Training Education (CAATE) policies for accrediting professional athletic training programs. Professional educational programs in athletic training are designed to qualify graduates to sit for the credentialing examination for athletic trainers and to enter the profession of athletic training. There are several essential documents to review when considering accreditation of a professional program in athletic training. *Standards and Procedures for Accreditation of Professional Programs in Athletic Training* provides an overview for professional athletic training programs seeking initial or continuing accreditation. Within the *Standards and Procedures for Accreditation of Professional Programs in Athletic Training*, the *Professional Standards for Accreditation of Professional Athletic Training Programs (Standards)* outline the standards that must be met by all accredited professional programs. Its purpose is to explicitly define the requirements to achieve and maintain CAATE accreditation of professional athletic training programs. The [CAATE Policy and Procedures](#) manual governs actions for all programs seeking accreditation from and accredited by the CAATE.

For international programs, a substantial equivalence document has been development. That document may be accessed here: [Substantial Equivalence for 2020 Standards for Accreditation of Professional Athletic Training Program](#).

Accreditation is a voluntary, nongovernmental peer review process that strives to ensure quality, accountability, and programmatic improvement. By requesting accreditation, the sponsoring institution of the degree program agrees to be assessed against the *Standards*. The sponsoring institution of an accredited program must comply with these *Standards* and use them to examine, improve upon, and report on its program's growth and achievement. Additionally, accredited programs must comply with [CAATE Policies and Procedures](#).

Accreditation involves a collegial process of self and peer review, incorporating three major activities:

1. A self-evaluation (self-study) by an institution or program using the *Standards* to submit a self-study report to the CAATE.
2. A peer review of the self-study and the institution during a site review to confirm the accuracy of the self-study and gather additional evidence of quality. (All programs submitting a self-study are required to pay the [comprehensive programmatic review fee](#) with the submission of the self-study. An invoice will be emailed to the program director in early June and can be paid by check or with a credit card.)
3. A recommendation by the Professional Accreditation Council, following a thorough review of the Peer Review Report, to the CAATE Commission, which will make a final decision regarding accreditation.

Standards and Procedures for Accreditation of Professional Programs in Athletic document is organized according to the following aspects of the accreditation process.

- I. Decision to Seek Accreditation
- II. Conduct a Self-Study of the Program to Ensure It Meets the Standards
- III. Compile a Self-Study Report
- IV. Submit a Self-Study Report
- V. Peer Review of Document and Program Through On-Site Review
- VI. Peer Review Report Program Response
- VII. Annual Report
- VIII. Substantive Change

Accreditation Process

I. Decision to Seek Accreditation

Program personnel, in consultation with the appropriate administrators, decide to offer a professional athletic training degree program that meets or exceeds the requirements specified in the *Standards*.

Once the decision is made to seek accreditation, the program's sponsoring institution must register with the CAATE and submit a formal accreditation application. Instructions for completing an accreditation application may be found on the CAATE website.

Formal application is made by the program director and the chief academic officer or chief executive officer of the sponsoring institution, and payment of the [fee](#) is required.

The program must register in eAccreditation **at least** 6 months prior to submitting the self-study; however, it is recommended that programs register 12 months or more in advance of self-study submission to ensure timely completion of the self-study and to allow programmatic data to be entered into the system. Programs may have access for up to 2 years prior to the self-study due date, as long as the annual application fee is paid. The application does not guarantee accreditation will be achieved.

The program then begins the comprehensive programmatic review, including the self-study and peer-review processes. The self-study report may only be submitted after all aspects of the program have been approved and implemented by the sponsoring institution. All aspects of the program must be functioning when the self-study is submitted. It is important to note that in order to be eligible to take the Board of Certification Inc. (BOC) examination, the credentialing examination for athletic trainers, candidates **MUST** be a graduate of a CAATE-accredited program. The institution should work closely with the CAATE Office to allow ample time for the peer review, review of materials, the submission of a rejoinder, and final review by the Professional Accreditation Council prior to action taken by the Commission. If accreditation is granted, it is considered active as of the last day of the site review.

Initial Programs Seeking Accreditation:

A program shall not identify itself privately or publicly as CAATE-accredited until it receives formal notification of accreditation status from the CAATE. Programs seeking accreditation must include the following language on all publicly available notification(s), including, but not limited to, website, academic catalog, ATCAS, brochures, etc.

“_____ is currently seeking accreditation for their new athletic training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on____, 20__. Submission of the self-study and completion of a site review does not guarantee that the program will become accredited. Students who graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.”

Submission of the self-study and completion of the peer review process does not guarantee that the program will become accredited. Students who graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers or for licensure in most states.

II. Self-Study

A self-study is the foundation of the voluntary peer-review process for accreditation. It is a major component of the ongoing program evaluation process, conducted as a cooperative effort by individuals with varied interests in program improvement, including the sponsoring institution's administration, program director, program faculty, preceptors, students, and affiliated clinical staff. For continuing accreditation, alumni and the employers or supervisors of program

graduates may also be involved.

The self-study process requires a detailed analysis of all aspects of the program, including program sponsorship, outcomes, personnel, program delivery, health and safety, financial resources, facilities and instructional resources, operational policies and fair practices, program description and requirements, student records, and distance learning (if applicable). The process examines a program in structure and substance, evaluates the program's overall effectiveness relative to its mission, goals, and objectives, and its delivery of curricular content (i.e., knowledge, skills, and abilities), identifies specific strengths and deficiencies, and indicates a plan for necessary modifications and continual program improvements.

The program gathers information to compile a self-study report, which is submitted to the CAATE via eAccreditation in advance of the peer review. The self-study is due by July 1 of the academic year preceding a peer review/site review. The self-study module in eAccreditation is not available for continuing programs until July 1, one year prior to the submission deadline (e.g., if the self-study is due July 1, 2026, the module becomes available to the program July 1, 2025). Programs seeking initial accreditation may access the self-study module in the accreditation portal up to 2 years prior to the submission date.

Self-Study Plan of Action

1. The institution should convene a committee of individuals who represent the program and whose primary focus is conducting the self-study and developing the self-study report.
 - a. Organize the committee early enough to allow ample time to conduct an in-depth, probing self-study. Most sponsoring institutions begin at least one year in advance.
 - b. The committee should be a manageable size, chaired by the program director, and should include faculty, preceptors, administrators, affiliated clinicians, academic faculty, and current students (subsequent self-studies should also include alumni). Additional individuals from outside of the main self-study committee may serve on subcommittees.
2. Assign each committee member to this document, *Standards and Procedures for Accreditation of Professional Programs in Athletic*, so the committee can become thoroughly familiar with the task at hand. Committee members should review the document during the first meeting to clarify any questions or interpretive differences.
3. Establish a timetable and assign tasks to complete the self-study. It is important to remember that once the document is completed, it must be signed off by several institutional officials, and time should be allotted for this task. Many programs collect data and write it to the narrative using a shared drive rather than entering it directly into the accreditation portal. This allows collaboration and facilitates the use of writing tools.
4. Collect and summarize existing data on the program's ability to achieve its stated mission, goals, objectives, and outcomes. Data should come from conclusions and reports of previous and ongoing program activities (including previous self-studies, when applicable) and should be distributed to members of the self-study committee. The self-study must explicitly identify the extent to which the program is achieving its stated mission, goals, objectives, and outcomes.
5. Begin gathering program information and drafting responses to the self-study report that will be entered into the accreditation portal.
6. Meet regularly to report on assigned tasks, discuss implications of collected data on the program, and receive new assignments. The frequency of such meetings generally increases as deadlines approach.
7. Incorporate sufficient quantitative and qualitative information in the self-study report to provide documentation of your program's compliance with the *Standards*. The final draft of the self-study report should reflect the consensus of the self-study committee.

III. Completing the Self-Study

The self-study is an evidence-based summary of the findings of the self-evaluation process. The self-study incorporates sufficient qualitative and quantitative data on graduates and educational outcomes to demonstrate compliance with the *Standards* and to validate the program's goals and objectives.

- A. Self-Study Format
 - a. The self-study is submitted electronically in the accreditation portal.
 - b. The process includes completing tables, entering data, and submitting narratives.
- B. Drafting the Self-Study
 - a. The following depicts the steps taken when completing the self-study.
 - i. The program director may create a shared drive for committee use to aid in drafting narrative responses and collecting evidence.
 - ii. When the committee has reached final consensus on the self-study draft, the program director or their designee will enter the materials into the accreditation portal.
 - iii. The program director will review all the narratives and uploads to ensure accuracy.
 - iv. The program director will electronically submit the completed self-study to the program officials/program administrators for approval.
 - 1. All program officials/program administrators (chair, dean, provost or CAO, president, or CEO) must sign off on the self-study before PD can submit to CAATE.
 - v. The program director submits the completed self-study to CAATE.
 - b. Refer to the Standards' *glossary* for clarification of specific terms.

IV. Submitting the Self-Study

- A. What to Submit
 - a. The self-study report and
 - b. All accompanying files and supporting materials must be submitted via the accreditation portal.
- B. Due Dates and Fees
 - a. The completed self-study must be submitted via the accreditation portal by July 1 for scheduling of a site review during that upcoming academic year (e.g., July 1, 2026, for a 2026-2027 academic year visit). Failure to meet this deadline precludes evaluation of the proposed program for the requested year.
 - b. A nonrefundable self-study and comprehensive programmatic review fee, payable to the CAATE, must be submitted prior to the review of the self-study materials. An invoice will be emailed to the program director at the beginning of June. If the program wishes to receive the invoice early, program administrators may request the invoice by emailing accounting@caate.net. The peer review fee is all-inclusive, with all site review expenses covered by the CAATE. No program will be reviewed until the self-study/peer review fee is paid.

For questions or problems with the accreditation portal, contact the CAATE Office at support@caate.net.

V. Peer Review Process

The second part of the Comprehensive Programmatic Review Process involves a peer evaluation conducted by peer reviewers using the same set of review criteria (*Standards*) that was used in the self-study process. The peer reviewers' responsibility is to validate the information and findings identified during the self-study. It is also the purpose of the peer review to confirm that the educational program meets all the requirements expected of an accredited program.

The purpose of the peer review is to validate the self-study and evaluate the program's compliance with the *CAATE Standards for Accreditation of Professional Athletic Training Programs*. The peer review evaluation includes a review of the didactic and clinical aspects of the program, including the potential review of clinical experience sites, and evaluates the correlation between the didactic and clinical aspects of the program.

A. After the CAATE Office receives the self-study submission notification and related materials via the accreditation portal, and the self-study and peer review fee are received, the following steps occur:

- a. A peer review team is assigned to the institution/program. The peer review team will consist of a peer review lead, a peer review traveling member, and a peer review non-traveling member.
- b. Prior to peer review, the program director of the sponsoring institution is notified of the names and affiliations of the individuals assigned to the team. At that time, if the program director perceives a conflict of interest, they may request the replacement of any member of the peer review team. The CAATE reduces the likelihood of conflicts of interest by requiring peer reviewers to complete a conflict-of-interest form before selection.
- c. Once program approval of the peer reviewers is received by the CAATE Office, the peer reviewers are notified of their peer review assignment.
- d. The peer review lead contacts the program within one week of receiving the self-study to begin planning the site review. All contact between the program and the peer review team should occur through the peer review chair.
- e. The peer review team is given access to the self-study documents in the accreditation portal.
- f. The peer reviewers review the program documents/self-study.
- g. If additional materials are deemed necessary, the peer review chair will notify the program director via the accreditation portal. The requested materials will be submitted via the accreditation portal within a mutually agreed time frame between the program director and the peer review team. These additional materials will then be reviewed by the peer review team. The request for supplemental materials from the peer review lead will be made at least 30 days prior to the peer review. The peer review lead may request that these materials be made available in advance of the peer review team's site review or be made available during the site review.

B. Peer Review Procedures

- a. Application for peer review visit of initial programs can occur only after the complete implementation of the *Standards*, including all curricular content courses.
- b. Site reviews must not be scheduled during periods when any part of the program is inactive or key personnel are unavailable (e.g., vacation periods).
- c. The peer review lead establishes a timetable for the site review during the initial contacts with the program director.
- d. The site review will occur between Oct. 1 and April 30. Exceptions to these dates must be approved by the Commission.
- e. All expenses officially connected to the peer review team are paid by the CAATE from the accreditation fees that were submitted to the CAATE. The program pays no additional expenses for the site review.
- f. The peer review lead works with the program director to finalize the arrangements for the site review. A minimum of 3 days must be allotted for the site review to ensure a thorough and productive evaluation. A typical site review schedule is presented below.
- g. The program director must prepare a written site review itinerary and interview schedule in consultation with the peer review lead. The itinerary must be finalized at least two weeks prior to the scheduled visitation date. Questions pertaining to the preparation of the itinerary and interview schedule must be directed to the peer review lead.

C. Itinerary and Interview Schedule for On-Site Review

- a. The site review itinerary must include:
 - i. Interview sessions with names, credentials, and titles of all personnel identified
 - ii. Visitation of facilities
 - iii. Peer review team evaluation meetings
 - iv. Exit conference
- b. The site review schedule should span three days. A typical site review begins in the afternoon of the arrival day and concludes by noon three days later (e.g., Sunday through Wednesday or Tuesday through Friday). Spanning the visit across three days facilitates interaction with all individuals associated with the program and allows the peer review team time for reflection.
- c. It is suggested that the peer reviewers have a dedicated room for interviews, individual writing, and

work. Meals should be scheduled so the peer review team can discuss information privately.

- d. Interviews will vary in length according to the personnel involved. Schedule additional travel time between meeting rooms and facilities if some sessions must be scheduled at other locations. The program director, faculty, preceptors, and current students must be scheduled during the first full day of interviews. The following personnel and meeting schedule should be closely followed in developing the site review itinerary. Some flexibility in scheduling interviews is permitted based on personnel availability, except for the program director, who must be scheduled first.

D. Visitation of Facilities

- a. Allow ample time to visit the facilities used by the program.
- b. The number of clinical sites and which clinical sites are visited will be determined by the peer review team in consultation with the program director.

E. Peer Review Team Meeting

- a. The peer review team will schedule time to reach consensus between the peer reviewers on potential noncompliance(s) and recommendations prior to the final meeting with the program director and the exit conference.
- b. Sufficient time should be allotted for review of materials between interview sessions.
- c. The Peer Review Team will meet with the Program Director and Coordinator of Clinical Education at the start and end of each full day.

F. Final Meeting with Program Director

- a. This final 30-minute meeting is held before the exit conference.
- b. This meeting is scheduled to inform the program director of the peer review team's preliminary findings and allow time for questions from the program director.

G. Exit Conference

- a. A 30-minute exit conference must be scheduled after the final meeting with the program director. The peer review team will discuss its preliminary report.
- b. The exit conference is designed to present the peer review team's preliminary findings related to compliance with the *Standards*. The peer review team will provide a description of programmatic strengths, areas where evidence is lacking to support compliance with the *Standards*, and recommendations. The peer review team does not make accreditation recommendations, nor should they be asked to provide specifics as to how the institution may rectify noncompliance(s). The CAATE will provide guidelines for the methods needed to rectify noncompliant areas within the program.
- c. Participants in this meeting typically include the dean, department chair, program director, and program faculty.
- d. Other appropriate personnel as determined by the sponsoring institution may be invited to attend the exit conference.

H. Peer Review Report

- a. Within one week following the site review, the peer review team will complete a history of the program, identify areas where the program is lacking evidence to support compliance, and list program strengths and recommendations.
- b. The Peer Review Report is made available to the appropriate academic administrators of the sponsoring institution and the program director via eAccreditation within approximately 3 to 5 weeks of the site review. Program administrators may then share this report with other institutional personnel as necessary. The report defines any area of the *Standards* for which the peer review team found the program to be lacking evidence to support compliance at the time of the site review. Each section of deficiencies corresponds to a section of the *Standards* and is defined by the associated *Standards* number.
- c. The final Peer Review Report will be uploaded for the program. The Peer Review Report should be viewable by all program administrators indicated in the accreditation portal.

VI. Peer Review Report Response (Rejoinder)

A response to the Peer Review Report (rejoinder) is required by all programs, regardless of the number of citations, and must include the electronic signature of the president/chief executive officer of the sponsoring institution, provost, dean, department chair and program director. Program personnel will have 90 days from the date of receipt of the Peer Review

Report to submit their rejoinder via the accreditation portal to the CAATE. The sponsoring institution's response to the Peer Review Report should address any factual errors, misinterpretations, clarifications, recommendations, and/or deficiencies and address any areas lacking evidence to support compliance. If no deficiencies are cited, and/or the Peer Review Report is accepted by the institution "as is," receipt of the Peer Review Report must be acknowledged and include the electronic "signature" of the program director. As part of the rejoinder process, the institution officials will be solicited for their feedback on the quality and professionalism of the peer review team, as well as the peer review process itself. These evaluations do not affect the outcome of the accreditation decision in any manner and are not seen by the peer reviewers or the Commission until after accreditation decisions are made.

Review of Program Rejoinder

Implicit in the recognition of CAATE accreditation is the requirement that the CAATE take adequate and appropriate measures to ensure that the programs it evaluates have demonstrated compliance with each of the *Standards*.

The Peer Review Report and the program's rejoinder are evaluated by the CAATE at regularly scheduled meetings. Programs seeking initial accreditation should be aware that students are not eligible to apply for the Board of Certification Inc. (BOC) examination until such time as the program receives official notification of accreditation. A recommendation for appropriate accreditation action is based upon the program's rejoinder. The sponsoring institution and program are notified of the CAATE accreditation action by electronic letter from the CAATE Office. Email notification provides the quickest communication that will allow the program's students an opportunity to apply immediately to take the BOC exam if the program is being awarded initial accreditation. The BOC also will be informed of positive initial accreditation actions.

When determining a recommendation for accreditation, the CAATE considers the Peer Review Report, the program's rejoinder to the Peer Review Report and all documentation supporting the rejoinder. The program's rejoinder must demonstrate, at the time of program rejoinder review, implementation of actions that demonstrate compliance with the *Standards*. Submission of such documents is a comparatively easy and effective way of demonstrating compliance with some *Standards*. However, there are components of the *Standards* that require a peer review evaluation and interviews with appropriate individuals involved in the program.

Accreditation Actions and Statuses

As the accreditor, the CAATE is responsible for all written communication with the sponsoring organization and its program(s) regarding accreditation actions and the program's subsequent accreditation status. All notification(s) regarding the accreditation process and outcomes must come from the CAATE Office, on the CAATE letterhead or by electronic means through the accreditation portal. All accreditation actions and statuses are described in the [CAATE Policies and Procedures](#) manual

Accreditation Award

The CAATE determines the accreditation status of the program at a regularly scheduled meeting and notifies the sponsoring institution and program of its action, via email electronically, within five to seven business days after each meeting. Initial accreditation is a maximum of five years, and continuing accreditation is a maximum of 10 years, although the actual length of awarded accreditation will be determined by the Commission.

Timetable for the Accreditation Process:

1. Completed Application for Accreditation in eAccreditation the Self-Study and the application fee submitted to the CAATE. Submission date is July 1. Self-studies must be received by the CAATE on or before July 1. No self-study report or additional materials will be accepted after the deadlines without penalty. For clarification of these penalties, please see the [CAATE Policy and Procedures Manual](#).
2. Site reviews are normally conducted within four to nine months of the receipt of the self-study by the CAATE, except upon written specific agreement of the program or in instances for which the CAATE has documented

concerns for compliance with the *Standards* or self-study format. A window of dates will be determined, and the site review must occur during that time frame.

3. The Peer Review Report is returned to the program approximately 3 to 5 weeks after the site review.
4. Program personnel will have 90 days to submit their rejoinder (responses to requested materials) via eAccreditation to the CAATE.
5. Programs are considered by the CAATE at a regularly scheduled meeting.

The normal accreditation process (from submission of self-study through CAATE action) takes from a minimum of 4 months to as much as 15 months depending upon when various steps are reached on the above-mentioned timetable. **New programs should be aware that the accreditation process must be completed with positive CAATE action before students are eligible to apply to sit for the Board of Certification Inc. (BOC) examination.**

The accreditation process timetable may be lengthened due to institutional/program problems, extenuating circumstances, failure to observe deadlines, submission of incomplete or inadequate application or self-study, or failure to establish the ability to comply with the *Standards*. The CAATE may take action on programs that require additional materials to clarify their institutional response. The CAATE will make every effort to assist the program in expediting the process; however, the responsibility for achieving accreditation through CAATE rests with the program.

Maintaining and Administering Accreditation

Maintaining and administering accreditation entails several important processes, including completing the CAATE annual demographics report and the annual maintenance of accreditation report; notifying the CAATE of changes in program directors, clinical staff, and administrators; initial placement of graduates; and other functions prescribed by the CAATE. Failure to notify the CAATE of changes in personnel, especially the program director, within 30 days may result in administrative probation or, ultimately, probation.

VII. Annual Reports

To maintain programs accreditation status, the institution sponsoring the program must complete an annual demographics report designed to collect information on the state of athletic training education and a maintenance of accreditation report designed to document compliance with the Standards. Reports are due via the accreditation portal, in addition to submitting annual reports, programs must maintain the faculty and student directories in the accreditation portal at all times.

Failure to submit the annual reports as required or maintain the directories will result in administrative probation. Administrative probation will be converted to probation with a requirement for submission of additional materials, with the maximum penalty of a mandatory comprehensive programmatic review, if the report is not received within 30 days of the original submission deadline.

Annual Demographics Report

The report is designed to collect information that will be used to create an annual analytics report that presents a summary of athletic training education. The Annual Demographic report will open in July and it is due by September 30 each year. This includes programs who are completing self-studies or have a site review.

Annual Maintenance of Accreditation Report

Programs must submit their Annual Maintenance of Accreditation Report by November 15 through the accreditation portal each year. This includes programs who are completing self-studies or have a site review.

VIII. Substantive Change Documents

To maintain proper accreditation, the program director must inform the CAATE of any substantive change for the following areas:

- A. Program director is a new faculty member
- B. Existing program director takes leave of absence
- C. Existing faculty member appointed as a permanent program director
- D. Change in degree
- E. Relocation (change of department, school, or college)
- F. Change in school or institutional accreditation status
- G. Change in program resources
- H. Withdraw from accreditation

Institutional administrators are responsible for notifying the CAATE of any substantive change. Failure to do so will result in the program being placed on administrative probation. All documentation must be submitted via the accreditation portal.

For more information, please visit the CAATE website: <http://caate.net/substantive-documents>.