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## COMMUNICATION REGARDING OUTCOMES STANDARDS

Over the course of the last few months the Commission has received correspondence from some programs regarding several Outcomes standards, specifically those that address the pass rate on the Board of Certification (BOC) exam and those that require transparency and accountability to the public. The standards that directly relate to the pass rate on the BOC exam are standards 7, 8, 11, 12 and 13. The Commission has received positive feedback, concerns, and an unprecedented amount of inquiry from the public regarding specific programs' BOC exam pass rates. At our winter meeting in Austin Texas, February 21 & 22, 2014, the Commission discussed the feedback that we have received regarding the Outcomes standards.

Congress, the U.S. Department of Education, the Council for Higher Education Accreditation (CHEA) and the public have all voiced recent concerns with consumer protection, assurance of quality outcomes in higher education and the transparent reporting of those outcomes. As such, the CAATE is accountable to the public and the federal government to ensure that the programs accredited by CAATE are achieving suitable minimum outcomes. For these reasons and after hearing public comment regarding the BOC pass rate, the Commission set a standard requiring a minimum three-year aggregate pass rate of 70%. Notification of this standard was released in the summer of 2012 and programs were notified that the standard was to be fully implemented by July 1, 2013 (the start of the 2013-14 accreditation cycle).



The intent of these standards was twofold: to meet accountability needs by driving program quality and to meet transparency needs by informing the public. There is evidence that both of these things have already begun occurring. The percentage of programs meeting a 70% three-year aggregate pass rate was 60% for the 2010-2012 graduation cohorts and has increased to (continued)

74% for the 2011-2013 cohorts. The BOC pass rate data page on CAATE's website averages more than 100 visits a day and is the second most visited page other than the homepage.

The 2011-2013 cohort data include 365 professional programs that had students challenge the BOC examination during this timeframe. The following table shows the results by degree level across all programs, including the number (95) and percentage (26%) of programs failing to meet the 70% first-time pass rate. The first-time pass rate across all programs was 78% while the overall (any attempt) pass rate across all programs was 90%.

Professional Program Type	Number	Number of programs not meeting 70% 1st attempt pass rate (excludes new programs with < 3 exam cohorts)	Percentage of programs not meeting 70% 1st attempt pass rate (excludes new programs with < 3 exam cohorts)
Bachelors programs	338	94	28%
Masters programs	27	1	4%
All programs	365*	95	26%

At our winter meeting the Commission discussed the comments we received and after careful consideration took the following actions:

**STANDARD 8: “Programs must post the data from Standard 7 on the program’s home page or a direct link to the data must be on the program’s home webpage”.**

**The Commission affirmed its commitment to enforcement of Standard 8 (referenced previous):**

The Standard 7 data that must be posted are - “BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts”.

Public notification of this particular student outcome is something that the Commission highly values. Consistent with the nature of accreditation and the expectations of the public, the government, and the Commission, programs must be transparent in informing the public regarding their BOC pass rate as it has a direct impact on student cost and indebtedness, success and employability. These data are required to be reported accurately and be provided as of July 1, 2013 to include the 2011 -13 graduation cohorts. It is important to note that the CAATE obtains examination results from the BOC, but calculates pass rate according to graduation cohorts and not by the BOC exam year. Programs can view their pass rates in their e-accreditation account once they link their students to the students' BOC ID number. The Commission understands and appreciates concerns regarding the use of historical BOC pass rates when calculating the initial three-year aggregate pass rate. However, the Commission feels that these data are a valid measure of program outcomes and the public posting outlined in standard 8 is necessary in order to provide transparency.

**STANDARD 11: “Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC examination”.**

To be fully compliant by July 1, 2013, data from 2011-2013 graduation cohorts were needed to obtain the initial 3-year aggregate. Programs were initially notified in December 2013 if they were non-compliant with Standard 11. However, the Commission determined and announced that programs would NOT be placed on probation this year for non-compliance with Standard 11 based upon their 2011-2013 cohort data. Programs that were newly accredited in 2011, 2012, and 2013 have not yet produced their 3rd graduation cohort. Therefore, they will not be eligible to be cited as non-compliant on standard 11 until their 3rd year of accreditation.

(continued)

### The Commission has taken the following action in regard to Standard 11:

Programs below the 70% three-year aggregate pass rate in the fall 2014 (using 2012-14 graduation cohort data) will **NOT** be placed on probation, but will continue to be listed as non-compliant with Standard 11. Furthermore, while the Commission remains committed to assuring minimum quality program outcomes, we will not consider probationary actions against programs that are non-compliant on Standard 11 until the Commission's February 2016 meeting. At that time, the Commission will be reviewing information from the 2015 annual reports and it will have been 4 ½ years since Standard 11 was officially released to the public. During that review, only BOC exam data from cohorts graduating after the 2013 implementation of standard 11 (graduation cohorts 2013-15) will be used in the three-year aggregate pass rate calculation.



**STANDARD 13: “Programs that have a three-year aggregate BOC first-time pass rate below 70% must provide an analysis of the deficiencies and develop an action plan for correction.”**

Several programs have asked for further directions in developing their required action plan (Standard 13) for non-compliance with Standard 11.

### The Commission provides the following clarification in regard to Standard 13:

Programs currently found in non-compliance with Standard 11 based on 2011-13 cohorts will be required to submit a progress report through e-Accreditation by June 1, 2014 providing an analysis of the deficiencies and an action plan

for correction. This report must be approved and signed by the program's Dean, Chair, and Program Director. The Commission is requiring these reports as a mechanism to ensure that institutions are engaging in a process of self-examination and improvement. The individual characteristics and nature of institutions will naturally mean that these reports will be highly variable from institution to institution. The Commission will receive these reports and will review them to determine appropriate approvals and the inclusion of the plan elements as required in Standard 12. Programs that do not come into compliance with Standard 11 based upon next year's annual report data (2012- 2014 graduation cohorts) will again be cited as non-compliant and will be required to provide an update of their plan and an analysis of its effectiveness. The specific requirements of an appropriate action plan are detailed in Standard 12, which states:

*Standard 12: The results of the data analysis are used to develop a plan for continual program improvement. This plan must:*

- a. *Develop targeted goals and action plans if the program and student learning outcomes are not met; and*
- b. *State the specific timelines for reaching those outcomes; and*
- c. *Identify the person(s) responsible for those action steps; and*
- d. *Provide evidence of periodic updating of action steps as they are met or circumstances change.*

### COHORT SIZE AND INSTITUTION DEMOGRAPHICS:

The BOC pass rate threshold is the same for all professional programs wishing to maintain voluntary accreditation through the CAATE regardless of program demographics (e.g., cohort size, institution classification). The CAATE determined that 70% was as an initial absolute minimum to ensure a base level of program quality. A three-year average was adopted to adequately address any concerns regarding data variability based upon program demographics, to reduce concerns from (continued)

## COMMUNICATION REGARDING OUTCOMES STANDARDS (continued)

a single aberrant year of data, to better reflect the overall quality of program outcomes and is consistent with other health profession accreditors. Certain variables that may significantly influence pass rate percentages in a large positive or negative magnitude, such as a small student cohort, are at the discretion of the program and are not regulated by the CAATE. Hence, such factors are not weighted when examining program compliance with the standard. Therefore, while the Commission appreciates concerns regarding the impact of certain program demographics (e.g., small cohort size) on BOC pass rates; we

remain committed to assuring minimum quality program outcomes.

The Commission appreciates this opportunity to communicate with all accredited professional programs regarding actions taken at our most recent meeting. The Commission values public and stakeholder feedback and we are confident that the accreditation standards and our recent actions are promoting program quality, student success, and public transparency and accountability. **Should you have any question or concerns regarding this communication, please do not hesitate to contact the Commission.**

## E-ACCREDITATION UPDATE

The 2013-14 Annual Report for all programs (professional and post-professional) will be released in June and are due in October of 2014. Progress Reports are now being completed through eAccreditation with the exception of those programs who have just had a site visit. There are currently 26 programs completing their self-studies through eAccreditation. Programs that will be starting a self-study in July of 2014 will complete those self-studies through eAccreditation.



All profiles (student, faculty, clinical site and preceptor) are currently open and editable. These profiles should be updated to reflect the most current information.

### Student Profiles

Please complete admission cohorts for any students admitted during the 2013-14 academic year if not already completed. For any student that has graduated from previous cohorts, be sure to enter 'actual graduation date' on their student profile. Also indicate their employment status since graduation.

## ACCREDITATION ACTIONS FROM FEBRUARY MEETING

The accreditation actions from the February 21-23 meeting of the Commission may be found on the **CAATE website**.



## 2013-2014 STUDENT CERTIFICATES

The CAATE student certificates for the 2013-2014 academic year are available by emailing Ashley Ahearn at **ashley@caate.net** to request the order form.

Since all students who sit for the BOC examination must graduate from an accredited program, the certificates for graduation from a CAATE Accredited Professional Program are no longer necessary. Many students discard or lose their certificates. Therefore, in an effort to reduce costs and minimize wasted resources, this will be the last year that student certificates will be printed for professional programs. Post-Professional and Residency Programs may still request certificates for their students.

# FIRST SUBSTANTIVE CHANGE APPLICATIONS FOR CHANGE OF DEGREE ACCEPTED

The Commission approved the first two Substantive Change Applications for change of the degree. The University of Texas at Arlington and Adrian College were approved to change the level of the degree for their AT Program from the bachelor's degree to the master's degree. Testimonial excerpts from both programs' administrators about the substantive change application process are included below.

This process is available annually to programs that are mid-accreditation cycle and are in good standing (i.e., no progress reports due, not on probation). Programs should only submit the notification of intent in the year they are planning on applying for substantive change. Each year, the Notification of Intent (and the fee) are due May 1st. The Application and supporting documentation are due August 1st.

*Once the CAATE announced the release of the Substantive Change document, the faculty of the University of Texas at Arlington ATEP eagerly began working on it. We found the application to be fair, concise, and appropriate given that we have an existing undergraduate program that was in good standing with the CAATE and in mid-cycle for accreditation. The instructions for the developing the Substantive Change Document were very clear and straightforward. Moreover, the standards addressed in the Substantive Change document really pinpointed those areas that were most applicable to creating and implementing a master's degree program in Athletic Training. The review team led by Michelle Odai was excellent. The team communicated well and was helpful in facilitating the process. Ultimately, the process resulted in a much stronger MSAT program.*

**Paul Krawietz, EdD, ATC, LAT**  
**Program Director**  
**University of Texas at Arlington**



*When the idea of a master's degree in athletic training was initially proposed, the college's Board of Trustees, administration and faculty were extremely hesitant. There was ample concern that graduate programs would alter the campus community and liberal arts convention. Many were skeptical that the tradition and personality of the college would suffer if graduate students were introduced. Consequently, it was an almost insurmountable challenge to develop a post-baccalaureate degree program that would maintain the college's academic landscape, and make fiscal sense. After several iterations, the final approved curriculum was a five-year combined bachelor's and master's degree sequence. In this 2 + 3 year curriculum, students would earn a B.S. in exercise science and an M.S. in athletic training. The pre-professional phase would include the liberal arts core, natural science and professional pre-requisites, while the three year professional phase concentrated on clinical work, athletic training courses, and a master's thesis.*

*The Adrian College graduate program was approved by faculty, earned Higher Learning Commission (HLC) accreditation, and admitted the first freshmen in 2010. The post-baccalaureate program received CAATE accreditation in February, 2014. In the past, (continued)*

## FIRST SUBSTANTIVE CHANGE APPLICATIONS FOR CHANGE OF DEGREE ACCEPTED (continued)

any new programs were required to undergo initial accreditation, complete with a self-study and site visit. The newly implemented degree transition process by the CAATE was a welcome update. The substantive change document allowed us to highlight the similarities and differences between the degrees, making program accreditation far

less arduous and much more efficient. The CAATE was responsive and understanding as we navigated the process.

**Tina Claiborne, PhD, ATC**  
**Associate Professor & Director, Athletic Training,**  
**Adrian University**

## EDITORIAL CHANGE TO STANDARD 49

During the March 2014 meeting, The CAATE made an editorial change to standard 49 due to a previous oversight and to better align with the post-professional standards.

### Original wording:

49. Clinical education assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation.

### Revised wording:

49. Clinical placements must be non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis.

This is an editorial change only and takes effect immediately as the intent of the standard remains the same and the change is only editorial in nature.

## ATHLETIC TRAINING CENTRALIZED APPLICATION SYSTEM

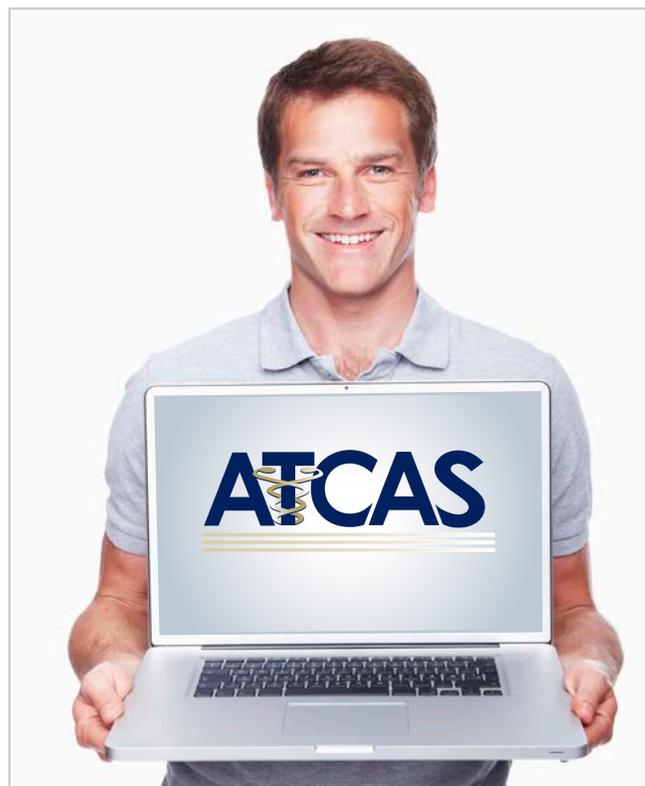
In an effort to simplify the application process for prospective Athletic Training students and to facilitate the admissions process for professional and post-professional athletic training programs, the Commission on Accreditation of Athletic Training Education (CAATE) will launch the Athletic Training Centralized Application Service (ATCAS) in fall 2014.

All admissions decisions are made solely by participating programs. Programmatic and policy decisions are made by participating members and the ATCAS Advisory Council. ATCAS is available at no cost to all CAATE professional and post-professional member programs.

### To join ATCAS, member programs must:

- Be accredited by the CAATE
- Be current with annual program fees
- Complete and sign the ATCAS participation agreement

Look for more information regarding ATCAS to be released soon.



# ARE YOUR STUDENTS PUTTING YOU, YOUR PROGRAM, AND THEMSELVES AT RISK?

Athletic training students are often asked to work as employees of summer camps and/or offered paid/unpaid internships performing athletic training duties. Some feel that these opportunities provide the student opportunities to obtain clinical experience, but this may put your students, and your program, at risk.

Some state practice acts specify that athletic training students are defined and protected by state statute if they are acting as part of an accredited educational program (see individual state practice acts). However, summer camps and/or internships are often not a formal part of a CAATE accredited program curriculum, and students may not be currently enrolled in a clinical course during the summer camp or internship.

If the camp/internship falls outside of the educational program's requirements, then the individual is not considered an athletic training student by the CAATE, and utilizing athletic training student status during this timeframe is inappropriate and may place the student in violation of the corresponding state practice act. Program personnel who are aware of students – unlicensed personnel – practicing outside of their state's practice act, but who fail to report the event may be subject to professional sanctions for failing to report unregulated practice.



Programs cannot knowingly support or promote these situations while concurrently claiming that such camps and internships are not a formal part of the program. Such behavior is misguided and unprofessional as it may circumvent both state regulations and CAATE accreditation standards. If a student is to be considered an athletic training student within a CAATE accredited program, the program must assure the camp/internship is in compliance with all appropriate accreditation standards or the program risks being found in non-compliance with CAATE Standards. In order for a summer camp or internship to comply with the CAATE accreditation standards for professional programs as an affiliated clinical setting, the institution sponsoring the educational program would need to:

- obtain an affiliated agreement(s) with all parties involved in the camp or internship (see Standard 3);
- establish, educate, and evaluate qualified preceptors at each clinical setting (see Standards 37-41 and 52);

(continued)



## CAATE STRATEGIC GOALS

### ***Creating an educational format which produces graduates that:***

- have a strong scientific foundational knowledge.
- are clinically competent.
- want athletic training as a career.
- have the knowledge, skills and abilities comparable to other Level II Providers.
- have a place in healthcare as a Level II Provider.

### ***Creating a quality educational environment in which programs have:***

- periods of full-time clinical engagement
- faculty with specific areas of expertise

### ***Encouraging and Recognizing Excellence by:***

- creating standards and a process that encourages creativity and excellence.
- analyzing the characteristics of quality programs and create an environment that fosters those characteristics.
- creating an environment that encourages innovative and new curricula that prepare athletic trainers for our future place in health care.
- providing a purposeful continuum of education.

## ARE YOUR STUDENTS PUTTING YOU, YOUR PROGRAM, AND THEMSELVES AT RISK? (continued)

- assure that Clinical placements must be non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis (see Standard 49);
- assure that the clinical sites are all evaluated by the educational program on an annual and planned basis (see Standard 51);
- assure that athletic training students are instructed on clinical skills prior to performing those skills on patients;
- assure that all clinical education be contained in individual courses (see Standard 55);
- assure that the clinical education experiences are educational in nature and have a written policy that delineates minimum/maximum requirement for clinical hours and that students have one day off in every seven-day period (see Standards 57 and 58);
- assure that student experiences are educational in nature and the *students receive no monetary remuneration for the experience nor replace professional athletic training staff or medical personnel* (see Standards 59 and 60);
- assure that all students are properly and directly supervised by a preceptor during the entire experience (see Standards 61-63);
- assure that students have liability insurance that is documented and covers the student during the clinical experience (see Standard 69);
- assure that the clinical site is in compliance with appropriate safety standards regarding all therapeutic equipment and be able to provide proof of inspections and calibrations for the site (see Standards 71 and 72);
- assure that students have access to site specific emergency action plans for each site and that those plans have been reviewed with the student(s) prior to beginning patient care (see Standards 78-80).

## RESIDENCY STANDARDS

The Standards for the Accreditation of Athletic Training Residency Programs have undergone an administrative realignment to better align with the sections in the Professional and Post-Professional Degree Programs. Although the intent of the Standards remains the same, the realignment is a change from the previous structure and is therefore being released for public comment. Please take a

few minutes to review the Standards and supply comment regarding the readability of the standards. The open comment survey will be available until May 16. Please pass this link on to anyone who may be interested in Residency Standards.

<https://www.surveymonkey.com/s/MBPV938>

### CAATE IS IN NEED OF PHOTOS



The CAATE is in need of photos of your educators and students to use in various public documents and brochures. Please send appropriate photos to [julie@caate.net](mailto:julie@caate.net). By submitting photos you release the copyright of photo to the CAATE for use at their discretion. You must obtain consent for release of the photo from any of the subjects within the photo before submission. Thanks for your help and participation in this matter.

### LOOK FOR THIS LOGO

When you see the CAATE Accredited Program Seal you know that the Accredited Program meets the standards of excellence through the Commission on Accreditation of Athletic Training Education.



# SELF STUDY REMINDER FOR PROFESSIONAL PROGRAMS

This is a reminder that your Self Study is due no later than July 1, 2014. You may submit your self study between June 15, 2014 and July 1, 2014. All programs must fill out the following modules in eAccreditation for the self study to be considered complete:

- Users
- Officials
- Students
- Directory (Faculty, Clinical Sites, and Preceptors)
- Self Study
- Curriculum

Questions regarding the process should be directed to Julie at the CAATE office: [Julie@caate.net](mailto:Julie@caate.net).

## General Reminders:

1. If a program uses ATrack, EValue or other curriculum mapping software a pdf report may be uploaded into eAccreditation, but please note the report may not contain all the information needed to complete the self study.
  - a. To use the curriculum map in e-accreditation,
    - i. First create the courses
    - ii. Map each competency to at least one course (you may map to as many courses as is appropriate for that competency)
    - iii. Go to the competency list and map competencies to at least one instructional method and/or one evaluation method. The competencies are mapped to the instruction and evaluation methods outside of the individual courses to allow multiple instruction/evaluation methods to be mapped to the competency
2. Please make sure all Officials have credentials and current contact information. This is essential, as the CAATE will communicate to program officials through this contact information.
3. Under the Users module, make sure to check the "Permissions" you are granting to each person to allow them to view/edit individual pieces of the self-study
4. Once all of the sections are complete, only the Program Director can submit the self-study. It must go electronically to the Chair, Dean, Provost (if applicable) and President/CEO prior to the submit button being available for the PD to submit the self-study. Please allow enough time for the appropriate review at each level of the institution
5. The Commission is no longer requiring programs to submit videos of their clinical sites. The Site Visit Requirement for Verification of Clinical Sites policy has been eliminated. This policy was specific to the clinical site video requirement for institutions with more than six (6) clinical sites. Site Visitors (with program feedback regarding travel time and distance) will now select the clinical sites to visit during the site-visit.



## COUNCIL FOR HIGHER EDUCATION ACCREDITATION

The CAATE will be reviewed at the June 9-10, 2014 meeting of the Council for Higher Education Accreditation (CHEA) Committee on Recognition in Washington, DC. CHEA solicits third-party comment regarding accrediting organizations being reviewed. Third party-comment must be received in

the CHEA office no later than May 12, 2014 and may be submitted for recognition review with the Council for Higher Education Accreditation (CHEA) on June 9-10, 2014.

For more information see the CHEA website at

<http://www.chea.org>

# THANK YOU FOR YOUR SERVICE



After 12 years working with the CAATE, Sheila Caruthers has decided to pursue new interests and will be leaving her position effective April 18th. Sheila began working with Lynn Caruthers and the JRC-AT in September of 2002, when the office was located in Centennial,

CO. She has seen growth in the number of accredited programs from 181 programs in 2002, to the current 382. In March of 2006, the office moved to Round Rock, Texas and shortly thereafter, the transition from the JRC-AT to the CAATE began. In June 1, 2010, Sheila became the CAATE's first employee. Sheila has been a dedicated employee for more than 12 years and has devoted much of her professional career to athletic training education.

Sheila was born in Austin, Texas and has spent most of her life there, but has lived in Guadalajara, Mexico, Fort Collins and Denver, CO, Houston, Longview and Nacogdoches, TX. Sheila has worked for a variety of companies ranging from a concrete corporation to the IRS. Some of the happiest memories Sheila has was living on the 20 acre ranch with her family and taking care of their horses and cattle and the Friday night catfish fry with the neighbors. For those who know Sheila well know she is a big Texas Longhorn fan and enjoys attending many of the sporting events.

**The CAATE, and the profession of athletic training is indebted to her for the many years of service and dedication to athletic training accreditation. We wish Sheila the best in her new endeavors.**

## INTRODUCING THE CAATE ACCREDITATION ASSISTANTS

### **JULIE CAVALLARIO, MS ED., ATC (Julie@caate.net)**

Julie is entering into her dissertation year as a PhD student in Old Dominion University's Human Movement Science Department. Julie's research interests include the methods of preparation for the professional athletic trainer and evaluation of clinical education in athletic training.

Julie earned a Masters of Education degree in Athletic Training from Old Dominion University in 2005. Prior to returning to Old Dominion University as a student she worked as an athletic trainer, instructor, and interim Clinical Education Coordinator at SUNY Cortland. She received her Bachelor of Science in Athletic Training from SUNY Cortland in 2003.

Julie has been in her position as Accreditation Assistant for the CAATE since January 2014. Julie may be reached at **Julie@caate.net**.

### **ASHLEY AHEARN, MS, ATC (Ashley@caate.net)**

Ashley is an athletic trainer for the USF Health's Sports Medicine and Athletic Related Trauma (SMART) Institute, currently serving as the AT for Hillsborough High School, Tampa, FL. Ashley also serves as the administrative assistant to the Director of the Athletic Training Program at USF. She is actively involved in the promotion of Interprofessional Education across USF Health. Ashley's research interests include the use of High-Fidelity Simulation in Athletic Training Education.

Ashley earned a Masters' Degree of Science in Medical Science with a concentration in Athletic Training from the University of South Florida in 2013. She also served as the academic athletic training resident while completing her master's degree. Prior to that, she attended Mercyhurst University, where she received her Bachelor of Science in Athletic Training from in 2011.

Ashley has been working part time as an Accreditation Assistant for the CAATE since 2012. Ashley may be reached at **Ashley@caate.net**.

# WELCOME

# ACCREDITATION CONFERENCE



The CAATE is excited to announce the first ever **Accreditation Conference** being held at the Double Tree Suites – Rocky Point in Tampa, FL on **October 17th & 18th, 2014.**

Attending the Annual Accreditation Conference is a unique opportunity to learn about



the standards, gain insight into the latest trends in accreditation, and learn techniques to be a better program administrator. Network with peers, connect with experienced accreditation volunteers and staff, and exchange ideas and best practices in program administration with professionals from around the country at this key CAATE event. The conference will address all levels of AT program administration; professional, post-professional, and residency, and will cater to multiple levels of program administration including Program Directors, Clinical Education Coordinators, Department Chairs, and Deans.

#### Current programming includes:

- **Standards Crosswalk** – step-by-step review of standards across all program types with emphasis on frequently misinterpreted standards.

- **The Successful Site Visit** – guidelines for preparation of materials and what to expect during and after the site visit.
- **Administrator Support** – for Department Chairs and Deans; faculty guidelines and use of outcome measures to successfully support a thriving AT program.
- **Substantive Change Process**- instruction on the submission of the Substantive Change Document.
- **E-accreditation** – uses and training.
- **ATCAS**- introduction to the centralized application system for athletic training
- **Clinical Education** – tips for selecting clinical sites and preceptors, guidelines and ideas for preceptor education, and guidance on preceptor remediation.

There will also be breakout sessions for program administrators to work on their own AT program documents together with help from CAATE volunteers and staff. Don't miss this exciting opportunity for all the administrators of your program to come together and work on the accreditation questions and concerns specific to your institution.

**Early Bird Registration beginning July 7, 2014. Check [caate.net](http://caate.net) for details as they become available.**

## CAATE WORKSHOPS

*Assuring and Enhancing Quality Education in Athletic Training: CAATE Accreditation Update, Open Forums and Workshops*

### MAY 11TH

Update and Open Forum  
The Founders Inn and Spa  
**District 3** | Virginia Beach, VA  
8 AM – 9 AM EDT

### JULY 17TH

Open Forum  
Frisco Convention Center  
**District 6** | Frisco, TX  
9 AM – 9:50 AM EDT

### JULY 19TH

CAATE Program Administrator Workshop  
Frisco Convention Center  
**District 6** | Frisco, TX  
1 PM – 5:00 PM EDT