



## **Substantive Change Document: Change of Degree for Post-Professional Degree Programs**

The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) is to develop, maintain, and promote appropriate minimum education standards for quality athletic training programs. CAATE is sponsored by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers' Association (NATA).

The *Standards for the Academic Accreditation of Post-Professional Athletic Training Degree Programs (Standards)* are used to prepare athletic trainers for advanced clinical practice through a structured didactic and clinical experience. Each institution is responsible for demonstrating compliance with these *Standards* to obtain and maintain recognition as a CAATE-accredited post-professional athletic training degree program. A list of accredited programs is published and available to the public.

These *Standards* are to be used for the development, evaluation, analysis, and maintenance of post-professional athletic training degree programs. Via comprehensive and annual review processes, CAATE is responsible for the evaluation of a program's compliance with the *Standards*. The *Standards* provide minimum academic requirements; institutions are encouraged to develop sound innovative educational approaches that substantially exceed these *Standards*. The *Standards* include two different types of accreditation standards that are important to differentiate. The majority of the standards are *Compliance Standards*, which are denoted by the verb "must." *Compliance Standards* represent the minimum education standards for quality that are required to demonstrate accreditation compliance. Accreditation decisions are only made by the CAATE based upon program compliance with *Compliance Standards*. Standards denoted by the verb "should" are *Aspirational Standards*. In contrast to *Compliance Standards*, *Aspirational Standards* are not required to ensure minimum educational quality. Instead, *Aspirational Standards* are provided in instances where the CAATE feels that it is important to note a desired state beyond the minimum required for accreditation compliance. While *Compliance Standards* must be attained to ensure minimum educational quality and compliance, *Aspirational Standards* are only recommendations and are NOT utilized to determine program compliance and are NOT used to make accreditation decisions. However, *Aspirational Standards* are important and any non-compliance with *Aspiration Standards* must be justified. The *Standards* also contain a glossary of terms to assist in the interpretation of individual standards.

Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree **OR** Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document. The Notification of Intent form must be uploaded to the substantive change tab via eAccreditation prior to your preferred intent deadline (see the dates below and check the available spots per cycle document on the CAATE website). Once submitted, you will be invoiced electronically for \$3000. Please follow the instructions on the invoice for payment. The Mini Self-Study will not be available in eAccreditation until payment is received. **The Substantive Change Application (mini self-study) and all materials must be completed in eAccreditation no later than**

**submission deadline associated with your intent date (see table of dates below).** All materials submitted become the property of CAATE and will not be returned. All fees submitted are non-refundable and due at the time of application. Failure to submit the application by the deadline will result in forfeiting the \$3000 application fee. This substantive change application does not extend continuing accreditation past the original review date. Application for a substantive change does not guarantee the change will be accepted. After review of materials, the CAATE may deem that an on-site visit is necessary to ensure compliance with the *Standards*. If an on-site review is required, the institution will be charged a site visit fee of an additional \$3000 (\$6000 total) to cover expenses associated with the site visit.

<b>Intent Due</b>	<b>Mini Self-Study Due</b>
February 1	April 1
June 1	August 1
October 1	December 1
<i>Substantive change with Comprehensive Review May 1</i>	<i>Same deadline as Self-Study July 1</i>

**Post-Professional Substantive Change – Level of Degree Document  
Standards and Instructions**

2014 CAATE STANDARDS	INSTRUCTIONS
<b>Sponsorship</b>	
<p>1. The sponsoring institution must be 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 post-baccalaureate education. For programs outside of the United States, the institution must be accredited by a recognized post-baccalaureate accrediting agency.</p>	<ul style="list-style-type: none"> <li>• Provide official documentation that the institution is authorized to offer the doctoral degree.</li> </ul>
<p>3. The name “Athletic Training” must appear on the transcript as the major, specialization, concentration, emphasis, or track.</p>	<ul style="list-style-type: none"> <li>• Provide official documentation verifying that Athletic Training has been approved as a doctoral degree by the appropriate internal and external entities.</li> <li>• Indicate how the program is listed as a degree in institutional public documents.</li> <li>• If the degree designation is anything other than “Athletic Training,” provide a brief narrative explaining how the degree is consistent with all other programs at the institution.</li> <li>• Provide an official transcript of a student in the program (blind all student identifiers or provide a sample student transcript).</li> </ul>
<b>Outcomes</b>	
<p>8. Develop a Plan: The program’s outcomes and objective guide the program, and must be consistent with the missions of the University, school/college, and department in which the program is housed.</p> <p>9. Develop a Plan: All aspects of the program (didactic, scholarly experience, advanced clinical practice) must have corresponding program outcomes and objectives.</p> <p>12. Develop a Plan: There must be a</p>	<ul style="list-style-type: none"> <li>• Provide the program’s comprehensive assessment plan including program outcomes and objectives.</li> <li>• Provide a narrative explaining what assessments are completed, to whom they are given, and when, where, why, and how they are disseminated.</li> <li>• Explain how the outcomes differ from the previous outcomes for the master’s degree.</li> <li>• The revised outcomes must be reflective of a doctoral level education. Material submitted for Standards 8, 9,</li> </ul>

<p>comprehensive assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose must include those defined in Standards 10 and 11. Additional assessments may include, but are not limited to, clinical site evaluations, preceptor, clinical supervisor or advisor evaluations, academic course performance, retention and graduation rates, graduating student exit evaluations, and alumni placement rates one year post graduation.</p>	<p>and 12 must reflect this increased level of rigor.</p>
<p>13. Develop a Plan: The plan must be ongoing and document regular assessment of the educational program.</p>	<ul style="list-style-type: none"> <li>• Provide a narrative describing how the assessment plan is ongoing and documents regular assessment of the education program.</li> <li>• Describe differences, if any, from previous plan.</li> </ul>
<p>14. Assessment Measures: The program's assessment measures must include those stated in Standards 10 and 11 in addition to any unique metrics that reflect the specific program, department, or college. The specific volume and nature of this information is influenced by the individual character of the institution and should be in keeping with other similar academic programs within the institution. The assessment tools must relate the program's stated educational mission, goals and objectives to the quality of instruction all identified, student learning, and overall program effectiveness</p>	<ul style="list-style-type: none"> <li>• Provide the program's mission, goals, and objectives.</li> <li>• Provide the assessment tools that measure</li> <li>• Provide a narrative describing how each assessment tool is used to measure quality of instruction, student learning, and overall program effectiveness as they relate to the program's educational mission, goals, and objectives. Describe differences, if any, from previous plan.</li> </ul>
<p><b>Program Delivery:</b> Program delivery includes didactic, laboratory, and clinical education courses.</p>	
<p>41. The program <b>must</b> assure that the <i>Post-Professional Core Competencies</i> are integrated within the program.</p>	<ul style="list-style-type: none"> <li>• Submit a completed matrix reflecting the content related to the <i>Post-Professional Core Competencies</i>.</li> </ul>
<p>42. Clearly written current course syllabi</p>	<ul style="list-style-type: none"> <li>• Provide a curricular plan that identify</li> </ul>

<p>are required for all courses that deliver content related to the <i>Post-Professional Core Competencies</i> and <b>must</b> be written using clearly stated objectives.</p>	<p>all courses that contain content related to the <i>Post-Professional Core Competencies</i>.</p> <ul style="list-style-type: none"> <li>• Provide syllabi for all courses listed in the curricular plan that contain content related to the <i>Post-Professional Core Competencies</i>.</li> <li>• Describe the measures used to determine how the students are meeting the identified objectives.</li> <li>• Submit a completed matrix identifying where the content related to the <i>Post-Professional Core Competencies</i> are instructed and/or evaluated.</li> </ul>
<p>51. Sufficient time and opportunity <b>must</b> be provided within the program for students to engage in advanced clinical practice experiences.</p>	<ul style="list-style-type: none"> <li>• Provide a narrative explaining how the program ensures sufficient time and opportunities are provided for students to engage in scholarly experiences.</li> </ul>
<p>55. Sufficient time and opportunity <b>must</b> be provided within the program for students to engage in advanced clinical practice experiences</p>	<ul style="list-style-type: none"> <li>• Provide a narrative explaining how the program ensures sufficient time and opportunities are provided for students to engage in advanced clinical practice experiences.</li> </ul>
<p>56. Assessment of student achievement of the advanced clinical practice outcomes and objectives <b>must</b> be accounted for via formal academic coursework.</p>	<ul style="list-style-type: none"> <li>• Provide advanced clinical practice outcomes and objectives.</li> <li>• Provide a syllabi of courses where advanced clinical practice outcome and objectives are taught.</li> <li>• Provide a narrative describing how the advanced clinical practice and outcomes and objectives are being assessed in assigned courses.</li> </ul>
<p><b>Financial Resources</b></p>	
<p>60. The program must receive adequate, equitable, and annually available resources necessary to meet the program's needs based on the program's size and documented mission and outcomes. Funding <b>must</b> be commensurate with other comparable health care programs. If no such similar program exists at the institution, then benchmark with health care programs at peer institutions.</p>	<ul style="list-style-type: none"> <li>• Submit a Budget Table.</li> <li>• Provide a narrative describing how the program receives adequate, equitable and annually available resources necessary to meet the program's size and documented mission and outcomes.</li> <li>• Provide a narrative describing how the program's budget is comparable to other health care programs at the institution (or at benchmark institutions, if necessary).</li> <li>• Describe the modifications made to the budget due to change in level of degree.</li> </ul>
<p><b>Operational Policies and Fair Practices</b></p>	

<p>61. Program Admission, Retention and Advertisement: standards and criteria <b>must</b> be identified and publicly accessible.</p>	<ul style="list-style-type: none"> <li>• Provide Program Description and Accessible Documents Table.</li> <li>• Provide copies of all documents from each source as indicated on Program Description and Accessible Documents Table used for admission to the institution and retention.</li> <li>• Indicate where the secondary admission process is published in publicly accessible documents.</li> </ul>
<p>70. Academic tuition, fees, and other required program specific costs incurred by the student <b>must</b> be publicly accessible in official institutional documents.</p>	<ul style="list-style-type: none"> <li>• Provide Program Description and Accessible Documents Table</li> <li>• Provide copies of all documentation from all sources as indicated on Program Description and Accessible Documents Table.</li> </ul>
<b>Program Description and Requirements</b>	
<p>72. Athletic training faculty and students <b>must</b> have a clearly written and consistent description of the academic curriculum available to them.</p>	<ul style="list-style-type: none"> <li>• Submit Program Description and Accessible Documents Table.</li> </ul>
<p>74. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description <b>must</b> include curriculum and course sequence.</p>	<ul style="list-style-type: none"> <li>• Provide a copy of the program's curriculum and course sequence.</li> </ul>
<p>75. Athletic training faculty and students <b>must</b> have a clearly written and consistent description of the academic curriculum available to them. This description <b>must</b> include program requirements for completion of the degree.</p>	<ul style="list-style-type: none"> <li>• Provide a copy of the program's requirements for completion of the degree.</li> </ul>