PROPOSED STANDARDS FOR PROFESSIONAL PROGRAMS AT THE MASTER'S DEGREE LEVEL

The final version of these Standards will be used for professional programs at the master's degree level only, with the exception of the Curricular Content Standards (Section III), which will apply to master's degree level programs and replace the competencies for undergraduate programs once adopted. For the Operational Standards (Sections I, II, IV, and V) respondents will be asked to respond to certain Standards specifically, but will also have the option to provide feedback at the end of each section where they can comment on any Standard. Glossary terms have been identified by bold font in the Standards and annotations.

These Standards are organized into the following categories:

SECTION I: PROGRAM DESIGN AND QUALITY
SECTION II: PROGRAM DELIVERY
SECTION III: CURRICULAR CONTENT
SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION
SECTION V: PROGRAM RESOURCES

SECTION I: PROGRAM DESIGN AND QUALITY	
Standard 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 the athletic training program 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 all of these units.
Evidence of Compliance	• Provide the program's mission. Required Upload. • Provide the institution's mission. Required Upload. • Provide the mission for all associated organizational units (for example, departments, schools, college, division). Required Upload (multiple uploads). • Describe how the program's mission aligns with both the institution's mission and the mission of all associated organizational units. Required Narrative.
Standard 2	The program has **goals** and related **outcomes** that pertain to its mission and guide program design and delivery.
Annotation	None
Evidence of Compliance	• Provide the program's mission. Required Upload. • Provide the program's goals and related outcomes. Require Upload (multiple uploads). • Describe how the program's goals and related outcomes guide program design and delivery. Required Narrative.

SECTION I: PROGRAM DESIGN AND QUALITY	
Standard 3	The program has an identified **framework** that describes how the program is designed to achieve its mission.
Annotation	This framework provides a conceptual model and addresses all program elements, including core principles; strategic planning; curricular design (e.g. teaching and learning methods), curricular planning and sequencing, and assessment.
Evidence of Compliance	• Provide the program's framework. Required Upload (multiple uploads). • Provide the program's mission. Required Upload. • Provide the program's goals and outcomes. Required Upload. • Describe how the framework is developed to address all program elements including core principles; strategic planning; curricular design, curricular planning and sequencing, and assessment. Required Narrative.
Standard 4	Development, evaluation, and implementation of the **framework** must engage **core faculty** and must include other stakeholders as determined by the program.
Annotation	All core faculty must engage in the development, evaluation, and implementation of the framework on an on-going basis. The nature and extent of participation by each core faculty member is determined by the program.
Evidence of Compliance	• Update faculty profiles under the Directory tab. • Provide the program's framework. Required Upload (multiple uploads). • Describe the role of each core faculty member, and additional identified stakeholders, in the development, evaluation, and implementation of the framework. Required Narrative.
Standard 5	A formal, written **assessment plan** is established, reviewed at least annually, and used for on-going program evaluation and quality improvement.
Annotation	None.
Evidence of Compliance	• Provide the program's mission. Required Upload. • Provide the program's goals and related outcomes. Required Upload (multiple uploads). • Provide the program's formal assessment plan that addresses the quality of instruction, student learning, and overall program effectiveness. Required Upload. • Describe how the assessment plan is established, reviewed, and used for on-going program evaluation and quality improvement. Required Narrative.

SECTION I: PROGRAM DESIGN AND QUALITY	
Standard 6	The program meets its **mission** and **goals** as demonstrated by metrics that assess program **outcomes**.
Annotation	Program outcomes that assess the extent to which a program meets its mission and goals must be developed and assessed. These program-specific outcomes are defined by the program and include measures such as student learning, quality of instruction, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 7 as outcomes. The program is responsible for identifying an acceptable level of achievement for each outcome (with the exception of the BOC pass rate, which is established by the CAATE). Beyond meeting its mission, goals and achievement outcomes, programs may also identify aspirational goals which they are in the process of achieving. For unmet aspirational goals, the program must demonstrate the progression made towards goal achievement.
Evidence of Compliance	• Provide the program's mission. Required Upload. • Provide the program's goals and related outcomes, including those identified in Standard 7: graduation rate, program completion rate, placement rate, and Board of Certification pass rate (or international equivalent). Required Upload (multiple uploads). • Provide the assessment tools that measure student learning, quality of instruction, and overall program effectiveness. Required Upload (multiple uploads). • Provide a narrative describing how each assessment tool is used to measure student learning, quality of instruction, and overall program effectiveness as they relate to the program's educational mission, goals, and outcomes. Required Narrative.
Standard 7	The program collects student achievement measures on an annual basis.
Annotation	The following student achievement measures must be collected: • **Program graduation rate**. • **Program retention rate**. • **Graduate placement rate**. • Board of Certification pass rate. Note that the required reporting of this information is described in Standard 75.
Evidence of Compliance	• Update student profiles under the student tab.

SECTION I: PROGRAM DESIGN AND QUALITY	
Standard 8	The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.
Annotation	Procedures for review and action on this standard are described in the CAATE policies and procedures manual. International equivalents will be determined on a case-by-case basis.
Evidence of Compliance	• Provide BOC Pass Rate Table. Required upload \\lishare\shared\Dev\eAccreditation\CAATE\Pre-Development\IPR\BOC Pass Rate Table - Final.xlsx
Standard 9	Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of the deficiencies and develop and implement an **action plan for correction of this deficiency**.
Annotation	This standard only applies in the event that a program is non-compliant with Standard 8.
Evidence of Compliance	• Provide **action plan for correction of BOC examination pass rate deficiency**. Required Upload (multiple uploads).

SECTION II: PROGRAM DELIVERY	
Standard 10	Faculty, administrators, **preceptors**, and students have reviewed the program's **framework** and **assessment** plan.
Annotation	None.
Evidence of Compliance	• Provide verification that the formal process for dissemination and review of the program's framework and assessment plan has been completed. Required Upload (multiple uploads). • Provide a narrative describing how the program ensures that all faculty, administrators, preceptors, and students have reviewed the program's framework and assessment plan. Required Narrative. Optional Upload (multiple uploads).
Standard 11	Planned **interprofessional education** is incorporated across the professional program.
Annotation	Varying methods can be used to incorporate interprofessional education. Each student in the program must have multiple exposures to interprofessional education before graduation in order to meet this standard.
Evidence of Compliance	• Provide a narrative that describes how interprofessional education is incorporated throughout the professional program. Required Narrative. • Provide the program's curriculum course sequence. Required Upload. • Provide syllabi for all courses that require interprofessional education as a criterion for successful completion of the course(s). Required Upload (multiple uploads).
Standard 12	All courses required to fulfill clinical experience requirements and curricular content Standards are delivered at the graduate level.
Annotation	Graduate level courses award graduate credit. The determination of graduate-level for courses is institution-specific.
Evidence of Compliance	• Update student cohorts within the student tab. • Provide the program's curriculum course sequence. Required Upload. • Provide documentation of institutional policy verifying how the institution identifies graduate level coursework. Required Upload. • 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. Optional Narrative.

SECTION II: PROGRAM DELIVERY	
Standard 13	Students must fulfill all clinical experience requirements and curricular content Standards while enrolled in a CAATE-accredited program.
Annotation	Fulfillment of clinical experience requirements and curricular content Standards prior to enrollment in the **professional program** is not sufficient to meet this standard.
Evidence of Compliance	• Update student cohorts within student tab. • Provide the program's curriculum course sequence. Required Upload. • Provide a narrative that explains how the program officially enrolls students into the professional program, and at what point professional content commences. Required Narrative.
Standard 14	The program uses clearly written syllabi for all courses that are part of the **professional program**.
Annotation	Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. The syllabi include sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section III) that is being taught in this/these course(s).
Evidence of Compliance	• Provide the professional program's curriculum course sequence. Required Upload. • Provide course syllabi for all courses listed in the curriculum course sequence. Syllabi must include course objectives, assessment methods, and a daily/weekly schedule. Required Upload (multiple uploads).
Standard 15	Course credit must be consistent with institutional policy or institutional practice.
Annotation	None.
Evidence of Compliance	• Provide institutional policy on how graduate credit hours are granted for academic courses that incorporate clinical experiences. Required Upload.

SECTION II: PROGRAM DELIVERY	
Standard 16	The program monitors students' progression through the program to ensure that students meet programmatic **outcomes**, and that the students' time commitments do not compromise the safety or welfare of students or patients.
Annotation	None.
Considerations from feedback	• Provide a narrative describing how the program monitors student progression through the program to ensure that students meet programmatic outcomes. Required Narrative (optional upload). • Provide a narrative describing how the program ensures that students' time commitments do no compromise the safety or welfare of students or patients. Required Narrative (optional upload).
Standard 17	A program's **clinical education** requirements are met through individual academic graduate courses and span a minimum of 2 **academic years**.
Annotation	Academic year is defined by the institution.
Evidence of Compliance	• Provide the professional program's curriculum course sequence. Required Upload. • Provide course syllabi for all courses that contain clinical education listed in the curriculum course sequence. Required Upload (multiple uploads).
Standard 18	A program's **clinical experiences** provide a logical progression of increasingly complex and autonomous client/patient-care experiences.
Annotation	To meet this standard the program must describe these things: 1) the criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience; 2) the process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population; 3) how clinical experiences are designed to progress the student towards autonomous practice; and 4) the methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his/her progression in the program.

	SECTION II: PROGRAM DELIVERY
Evidence of Compliance (continued)	• Provide a narrative that describes: 1. the criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience; 2. the process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population; 3. how clinical experiences are designed to progress the student towards autonomous practice; and 4. the methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his/her progression in the program. Required Narrative (Optional Upload).
Standard 19	A program's **clinical education** component is planned to include at least one **immersive clinical experience**.
Annotation	An immersive 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 full-time, 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 4-week period).
Evidence of Compliance	• Provide a narrative describing the program's immersive clinical experience(s), including how the program ensures that the students participate in the full-time, day-to-day role of an athletic trainer. Required Narrative (optional upload).
Standard 20	A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients: • throughout the lifespan (for example, pediatric, adult, elderly); • of different sexes; • with different socioeconomic statuses; • of varying levels of activity/athletics (for example, competitive and recreational, individual and team activities, high and low intensity activities); and • with non-sport client/patient populations (for example, participants in military, industrial, occupational, leisure activities).

SECTION II: PROGRAM DELIVERY	
Annotation (continued)	These clinical practice opportunities occur in **clinical experiences** with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use simulation or other patient-based education opportunities (see definition of **clinical education**) to meet portions of this standard. Students must have adequate real client/patient interactions (**clinical experiences**) to prepare them for contemporary clinical practice with a variety of patient populations.

Evidence of Compliance	• Update student cohorts within Student tab
	• Update Clinical Site profiles within Directory tab
	• Submit Individual Student Clinical Assignment tables. Required Upload (multiple uploads).
	• Submit one or more course syllabus/i that require(s) clinical education with varied patient/client populations as a criterion for successful completion of the course(s). Required Upload (multiple uploads).
	• Describe (Required Narrative) how the program ensures students gain clinical experiences with varied patient/client populations to prepare them for contemporary clinical practice, including:
	    ○ throughout the lifespan (e.g., pediatric, adult, elderly);
	    ○ of different sexes;
	    ○ with different socioeconomic statuses;
	    ○ of varying levels of activity athletics (e.g., competitive and recreational, individual and team activities, high and low intensity activities); and
	• Non-sport patient populations (e.g., participants in military, industrial, occupational, leisure activities).
	• Describe how (when applicable) the program utilizes simulation or other patient-based education opportunities to meet portions of this standard. Required narrative.

SECTION II: PROGRAM DELIVERY	
Standard 21	Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.
Annotation	Athletic trainers routinely practice in the areas of primary care, urgent and emergent care, prevention and wellness, orthopedic examination and diagnosis, and orthopedic rehabilitation. Within these areas of athletic training practice, the **clinical experience** provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use **simulation** to meet portions of this Standard.
Evidence of Compliance	• Update student cohorts within Student tab. • Update Clinical Site profiles within Directory tab. • Submit Individual Student Clinical Assignment tables. Required Upload (multiple uploads). • Describe how the program ensures and monitors opportunities for students to engage with patients/clients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. Required Narrative. • Describe how (when applicable) the program utilizes simulation to meet portions of this Standard. Required Narrative.

SECTION III: CURRICULAR CONTENT

Background

These Standards are predicated on the expectation that athletic trainers are healthcare professionals who deliver patient-centered care that is collaborative, based on the best available evidence, and uses information to drive clinical decision-making and quality assurance. The proposed Standards are intended to prepare future providers to practice in this context and to provide the services needed by our patients and directing/collaborating physicians to achieve the triple aim of better care for individuals, better health for populations, and lower per capita healthcare costs.[1] These Standards are less prescriptive than our current competencies; there are far fewer of them. They are written so that programs can be responsive to changes in clinical practice and healthcare delivery, flexibility that is essential given the pace of change in healthcare.

The Standards describe the minimum expectations for curricular content in the professional preparation of athletic trainers. To demonstrate compliance with the Standards, program personnel will be asked to identify how the content is incorporated and assessed throughout the curriculum. Given the breadth of these competencies and the emphasis on practice expectations as compared to specific content, we anticipate that programs will need to use multiple courses and educational experiences to meet each. Additional Standards in this section pertain to required prerequisite courses (biology, chemistry, physics, psychology, anatomy, and physiology) and foundational knowledge in the areas of (statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, and public health).

Throughout the document terms in **bold** indicate an associated glossary definition. The Standards are organized as follows:

Pre-Requisite Coursework and Foundational Knowledge

Core Competencies
Evidence-Based Practice
Interprofessional Education and Collaborative Practice
Quality Improvement
Healthcare Informatics
Professionalism
Patient-Centered Care

Client/Patient Care
Plan of Care
Examination, Diagnosis, and Intervention
Prevention, Health Promotion, and Wellness

Healthcare Administration

During the Open Comment each Standard will be listed with the stem, "Upon graduation the student will be able to…" to frame the context of the Standard as the culmination of the knowledge and skills taught during the professional program.

[1]Berwick DM, Nolan TW, Whittington J. The Triple Aim: Care, health, and cost. Health Affairs. 2008 May/June;27(3):759-769

SECTION III: CURRICULAR CONTENT	
Pre-Requisite Coursework and Foundational Knowledge	
Standard 22	The **professional program** requires prerequisite coursework in biology, chemistry, physics, psychology, anatomy, and physiology.
Annotation	None.
Evidence of Compliance	• Provide Program Description and Accessible Documents Table. Required Upload. • Provide copies of all documents that are <u>not</u> available on the program's website as indicated on Program Description and Accessible Documents Table used to notify students of required pre-requisite coursework. Optional Upload (multiple uploads). • Provide a narrative explaining how the program ensures all students complete prerequisite coursework prior to admission to the professional program. Required Narrative. Optional Upload.
Standard 23	The **professional program** content incorporates **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and healthcare delivery and payor systems.
Annotation	Foundational knowledge can be required as prerequisite knowledge or as a part of the professional program.
Evidence of Compliance	• Provide the program's curriculum course sequence. Required Upload. • Submit course syllabi for all courses contained within the professional program that identifies the incorporation of foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, human anatomy, pharmacology, public health, and healthcare delivery and payor systems. Required Upload (multiple uploads). • Provide documentation of required prerequisite coursework. Required Upload. • Provide a narrative explaining how the program incorporates foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, human anatomy, pharmacology, public health, and healthcare delivery and payor systems throughout the professional program or as prerequisite coursework. Required Narrative.

SECTION III: CURRICULAR CONTENT	
Core Competencies[2]	
Evidence-Based Practice	
Standard 24	Provide athletic training services in a manner that incorporates the principles of **evidence-based practice** (EBP).
Annotation	None.
Considerations from Feedback	Provided definition of EBP to better clarify the inclusion of the role of clinician expertise within EBP.
Evidence of Compliance	• Provide a narrative that describes how the program instructs the principles of evidence-based practice within the curriculum. Required Narrative. • Submit course syllabi for all courses that include instruction on the principles of evidence-based practice. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to provide athletic training services in a manner that incorporates the principles of evidence-based practice. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to provide athletic training services in a manner that incorporates the principles of evidence-based practice. Required Upload.
Interprofessional Practice and Education[3]	
Standard 25	Practice in collaboration with other healthcare and wellness professionals.
Annotation	None.
Considerations from Feedback	Minor grammar editing.
Evidence of Compliance	• Provide a narrative that describes how the program instructs interprofessional practice and education. Required Narrative. • Submit course syllabi for all courses that include instruction on interprofessional practice and education. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to practice in collaboration with other healthcare and wellness professionals. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to practice in collaboration with other healthcare and wellness professionals. Required Upload.

[2]The Core Competencies serve as central tenants of healthcare that transcend athletic training practice.
[3]Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

SECTION III: CURRICULAR CONTENT	
Quality Improvement	
Standard 26	Use systems of quality assurance and **quality improvement** to enhance patient care.
Annotation	None.
Considerations from Feedback	Elimination of "cost-effective".
Evidence of Compliance	• Provide a narrative that describes how the program instructs on systems of quality assurance and quality improvement. Required Narrative. • Submit course syllabi for all courses that include instruction on systems of quality assurance and quality improvement. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to use systems of quality assurance and quality improvement to enhance patient care. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to use systems of quality assurance and quality improvement to enhance patient care. Required Upload.
Standard 27	Use critical thinking and reflection to analyze and solve problems that impact athletic training practice.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program assesses the students' ability to use critical thinking and reflection to analyze and solve problems that impact athletic training practice. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to use critical thinking and reflection to analyze and solve problems that impact athletic training practice. Required Upload.

SECTION III: CURRICULAR CONTENT	
Healthcare Informatics	
Standard 28	Apply contemporary principles and practices of **health informatics** to the administration and delivery of patient care, including but not limited to the ability to: • Search, retrieve, and use information derived from online databases and/or internal databases for clinical decision support; • Document patient care using a legally-compliant **electronic health record**; • Maintain data privacy, protection, and data security; • Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology); • Manage and use **electronic health record** to communicate and manage health-related information, mitigate error, and support decision making; • Use data to drive informed decisions.
Annotation	Click here for description of legally-compliant electronic health record.
Considerations from Feedback	Lack of clarity as to what was meant by medical classification systems (example provided).
Evidence of Compliance	• Provide a narrative that describes how the program instructs on contemporary principles and practices of health informatics to the administration, including those listed in the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on contemporary principles and practices of health informatics to the administration, including those listed in the Standard. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to apply contemporary principles and practices of health informatics to the administration and delivery of patient care. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to apply contemporary principles and practices of health informatics to the administration and delivery of patient care. Required Upload.

SECTION III: CURRICULAR CONTENT	
Professionalism	
Standard 29	Practice in a manner that is not prejudicial or discriminatory.
Annotation	None.
Considerations from Feedback	Elimination of protected classes because they are implied in this statement.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on non-prejudicial/non-discriminatory practice. Required Narrative. • Submit course syllabi for all courses that include instruction on non-prejudicial/non-discriminatory practice. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to practice in a manner that is not prejudicial or discriminatory. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to practice in a manner that is not prejudicial or discriminatory. Required Upload.
Standard 30	Practice healthcare in a manner consistent with NATA Code of Ethics and 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: • Requirements for physician direction and/or collaboration; • Mandatory reporting obligations; • Health Insurance Portability and Accountability Act (HIPAA); • Family Education Rights and Privacy Act (FERPA); • Universal Precautions/OSHA Blood-Borne Pathogen Standards; • Regulations pertaining to over-the-counter and prescription medications.
Annotation	None.
Considerations from Feedback	Combined with other Standard to reduce redundancy. Term "ethical healthcare" edited.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on NATA Code of Ethics and compliant with the BOC Standards of Professional Practice, and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Required Narrative. • Submit course syllabi for all courses that include instruction on NATA Code of Ethics and compliant with the BOC Standards of Professional Practice, and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to practice healthcare in a manner consistent with NATA Code of Ethics and compliant with the BOC Standards of Professional Practice, and applicable institutional/ organizational, local, state, and federal laws, regulations, rules, and guidelines. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to practice healthcare in a manner consistent with NATA Code of Ethics and compliant with the BOC Standards of Professional Practice, and applicable institutional/ organizational, local, state, and federal laws, regulations, rules, and guidelines. Required Upload.
Standard 31	Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.
Annotation	None.
Considerations from Feedback	Transition to practice understanding separated out, on-going learning strategies removed – more focus on the goals than on how they are achieved.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on professional competence and creating professional development plans. Required Narrative. • Submit course syllabi for all courses that include instruction on professional competence and creating professional development plans. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to self-assess professional competence and create professional development plans according to personal and professional goals and requirements. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to self-assess professional competence and create professional development plans according to personal and professional goals and requirements. Required Upload.
Standard 32	Understand the specific personal and professional development needs for newly credentialed athletic trainers during the transition to practice phase.
Annotation	None.
Considerations from Feedback	Removal of serving as mentor/preceptor.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on personal and professional development needs for newly credentialed athletic trainers during the transition to practice phase. Required Narrative. • Submit course syllabi for all courses that include instruction on personal and professional development needs for newly credentialed athletic trainers during the transition to practice phase. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to understand the specific personal and professional development needs for newly credentialed athletic trainers during the transition to practice phase. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to understand the specific personal and professional development needs for newly credentialed athletic trainers during the transition to practice phase. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 33	Advocate for the profession.
Annotation	Advocacy for the profession takes many shapes, for example education of the general public and public/private sector, participation in the legislative process, and promoting the need for athletic trainers.
Considerations from Feedback	Concerns over too narrow of a scope of advocacy; explanation expanded.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on advocacy. Required Narrative. • Submit course syllabi for all courses that include instruction on advocacy. Require Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to advocate for the profession. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to advocate for the profession. Required Upload.
Standard 34	Engage in activities that advance the profession.
Annotation	Examples of activities include engaging in **scholarship**, serving as a preceptor and/or mentor, and participating in professional service and community outreach.
Considerations from Feedback	Separated out into standard and annotation.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on activities that advance the profession. Required Narrative. • Submit course syllabi for all courses that include instruction on activities that advance the profession. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to engage in activities that advance the profession. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to engage in activities that advance the profession. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 35	Practice in a manner consistent with the athletic trainer's role and responsibility as a healthcare provider and a member of the healthcare team and delivery system.
Annotation	None.
Considerations from Feedback	Elimination of terms "evolving" and "global".
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the athletic trainer's role and responsibility as a healthcare provider, healthcare teams, and healthcare delivery systems. Required Narrative. • Submit course syllabi for all courses that include instruction on the athletic trainer's role and responsibility as a healthcare provider, healthcare teams, and healthcare delivery systems. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to practice in a manner consistent with the athletic trainer's role and responsibility as a healthcare provider and a member of the healthcare team and delivery system. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to practice in a manner consistent with the athletic trainer's role and responsibility as a healthcare provider and a member of the healthcare team and delivery system. Required Upload.
Patient-Centered Care	
Standard 36	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.
Considerations from Feedback	Clarification of term advocacy in the annotation.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on advocacy. Required Narrative. • Submit course syllabi for all courses that include instruction on advocacy. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to advocate for the health needs of clients/patients, communities, and populations. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to advocate for the health needs of clients/patients, communities, and populations. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 37	Identify healthcare delivery strategies that account for a variety of **social determinants of health**.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on healthcare delivery strategies that account for a variety of social determinants of health. Required Narrative. • Submit course syllabi for all courses that include instruction on healthcare delivery strategies that account for a variety of social determinants of health. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to identify healthcare delivery strategies that account for a variety of social determinants of health. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to identify healthcare delivery strategies that account for a variety of social determinants of health. Required Upload.
Standard 38	Incorporate patient education and self-care programs to encourage patients to participate in their care and recovery.
Annotation	None.
Considerations from Feedback	Elimination of the term "empower"
Evidence of Compliance	• Provide a narrative that describes how the program instructs on patient education and self-care programs. Required Narrative. • Submit course syllabi for all courses that include instruction on patient education and self-care programs. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to incorporate patient education and self-care programs to encourage patients to participate in their care and recovery. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to incorporate patient education and self-care programs to encourage patients to participate in their care and recovery. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 39	Communicate effectively with clients/patients, family members, coaches, administrators, other healthcare professionals, consumers, payors, and/or policy makers.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program assesses the students' ability to communicate effectively with clients/patients, family members, coaches, administrators, other healthcare professionals, consumers, payors, and/or policy makers. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to communicate effectively with clients/patients, family members, coaches, administrators, other healthcare professionals, consumers, payors, and/or policy makers. Required Upload.
Client/Patient Care	
Plan of Care	
Standard 40	Assess the patient's status on an on-going basis and adjust care accordingly with consideration of patient goals.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on patient assessment and re-assessment, adjustment of care, and development of patient goals. Required Narrative. • Submit course syllabi for all courses that include instruction on patient assessment and re-assessment, adjustment of care, and development of patient goals. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to assess the patient's status on an on-going basis and adjust care accordingly with consideration of patient goals. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to assess the patient's status on an on-going basis and adjust care accordingly with consideration of patient goals. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 41	Collect, analyze, and use patient-reported and clinician-rated outcome measures to improve patient care.
Annotation	None.
Considerations from Feedback	Develop systems removed, as it was not necessary.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on collection, analysis, and use of patient-reported and clinician-rated outcome measures. Required Narrative. • Submit course syllabi for all courses that include instruction on collection, analysis, and use of patient-reported and clinician-rated outcome measures. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to collect, analyze, and use patient-reported and clinician-rated outcome measures to improve patient care. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to collect, analyze, and use patient-reported and clinician-rated outcome measures to improve patient care. Required Upload.
Standard 42	Coordinate a **plan of care** for every patient.
Annotation	None.
Considerations from Feedback	Concerns that referral isn't always necessary. Concerns that referral is always appropriate. Resulted in use of "Plan of Care" which includes referral, and better clarification of the physician's role within the preamble.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on plans of care. Required Narrative. • Submit course syllabi for all courses that include instruction on plans of care. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to coordinate a plan of care for every patient. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to coordinate a plan of care for every patient. Required Upload.

Section III: Curricular Content	
Standard 43	Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of and communication about patient care.
Annotation	Click here to read the release that explains this model.
Considerations from Feedback	Many questions as to why the ICF model was selected.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of and communication about patient care. Required Narrative. • Submit course syllabi for all courses that include instruction on the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of and communication about patient care. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of and communication about patient care. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of and communication about patient care. Required Upload.

SECTION III: CURRICULAR CONTENT	
Examination, Diagnosis, and Intervention	
Standard 44	Evaluate and manage patient(s) with acute conditions including triaging conditions that are life threatening or otherwise emergent. These include but are not limited to:
	A. Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, low dose aspirin). B. Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, bronchodilators). C. Environmental related conditions: lightning, cold, heat (including use of rectal thermometry). D. Cervical spine compromise. E. Internal and external hemorrhage (including use of a tourniquet and hemostatic agents). F. Fractures and dislocations (including reduction of dislocation). G. Anaphylaxis (including epinephrine using automated injection device). H. Exertional sickling, rhabdomyolysis, and hyponatremia. I. Diabetes (including use of glucometer, glucagon, insulin). J. Drug overdose (including administration of naloxone). K. Wounds (including care and closure). L. Testicular injury. M. Other musculoskeletal injuries.
Annotation	None.
Considerations from Feedback	Removed specific reference to suturing; use of wound closure as alternative. Similar approach for testicular torsion reduction becoming testicular injury. Added emergent medication administration within parenthesis.

SECTION III: CURRICULAR CONTENT	
Evidence of compliance (continued)	• Provide a narrative that describes how the program instructs on triage, and the evaluation and management of patient(s) with acute conditions including those in A-M within the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on triage, and the evaluation and management of patient(s) with acute conditions including those in A-M within the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to evaluate and manage patient(s) with acute conditions including triaging conditions that are life threatening or otherwise emergent. These include but are not limited to those in A-M within the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to evaluate and manage patient(s) with acute conditions including triaging conditions that are life threatening or otherwise emergent. Required Upload.
Standard 45	Perform an examination to formulate a diagnosis and **plan of care** for conditions commonly seen in athletic training practice.

	This exam includes:
	A. Obtaining a medical history from client/patient or other individual.
	B. Identification of comorbidities.
	C. Assessment of function (including gait and patient-specific functional tasks).
	D. Selection and use of tests and measures that assess the following as relevant to the patient's clinical presentation:
	    1. Musculoskeletal system
	    2. Neurological system
	    3. Integumentary system
	    4. Cardiovascular system (including auscultation)
	    5. Respiratory system (including auscultation)
	    6. Reproductive system
	    7. Genitourinary system
	    8. Gastrointestinal system
	    9. Endocrine system
	    10. Eyes, ears, nose, throat, mouth, and teeth
	    11. Mental status
	    12. Pain level
	D. Evaluation of all results to determine a plan of care, including referral when warranted.

SECTION III: CURRICULAR CONTENT	
Annotation (continued)	None.
Considerations from Feedback	Re-ordered. Many specific suggestions from parenthesis removed. Inclusion of tests and measures is specific to the patient's presentation.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on formulation of diagnosis and plan of care for conditions commonly seen in athletic training practice including examination of those in A-E within the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on formulation of diagnosis and plan of care for conditions commonly seen in athletic training practice including those in A-E within the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to perform an examination to formulate a diagnosis and plan of care for conditions commonly seen in athletic training practice. This includes an examination of those in A-E within the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to perform an examination to formulate a diagnosis and plan of care for conditions commonly seen in athletic training practice. Required Upload.
Standard 46	Perform and/or obtain the necessary and appropriate diagnostic tests (including imaging, blood work, urinalysis, electrocardiogram) to facilitate diagnosis, referral, and treatment planning.
Annotation	None.
Considerations from Feedback	Removal of "use of results to make a clinical judgement" as it was interpreted as a suggestion that ATs would do this without appropriate referral.

SECTION III: CURRICULAR CONTENT

Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the performance of, and/or process to obtain, necessary and appropriate diagnostic tests (including imaging, blood work, urinalysis, electrocardiogram) to facilitate diagnosis, referral, and treatment planning. Required Narrative. • Submit course syllabi for all courses that include instruction on the performance of, and/or process to obtain, necessary and appropriate diagnostic tests (including imaging, blood work, urinalysis, electrocardiogram) to facilitate diagnosis, referral, and treatment planning. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to perform and/or obtain the necessary and appropriate diagnostic tests (including imaging, blood work, urinalysis, electrocardiogram) to facilitate diagnosis, referral, and treatment planning. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to perform and/or obtain the necessary and appropriate diagnostic tests (including imaging, blood work, urinalysis, electrocardiogram) to facilitate diagnosis, referral, and treatment planning. Required Upload.
Standard 47	Select and incorporate interventions (for pre-, post-, and non-surgical conditions) designed to address a patient's identified impairments, activity limitations, and participation restrictions. Interventions include but are not limited to: A. Therapeutic and corrective exercise. B. Joint mobilization. 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 to include self-treatment and exercise. I. Cardiovascular training.
Annotation	None.
Considerations from Feedback	Specific reference of manipulation removed as it is implied within joint mobilization.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the selection and incorporations of interventions designed to address a patient's identified impairments, activity limitations, and participation restriction, including those in A-I within the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on the selection and incorporations of interventions designed to address a patient's identified impairments, activity limitations, and participation restriction, including those in A-I within the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to select and incorporate interventions (for pre-, post-, and non-surgical conditions) designed to address a patient's identified impairments, activity limitations, and participation restrictions, including those in A-I within the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to select and incorporate interventions (for pre-, post-, and non-surgical conditions) designed to address a patient's identified impairments, activity limitations, and participation restrictions. Required Upload.
Standard 48	Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.
Annotation	None.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the education of patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions. Required Narrative. • Submit course syllabi for all courses that include instruction on the education of patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions. Required Upload.
Standard 49	Administer medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.
Annotation	None.
Considerations from Feedback	replaced 'give' with 'administer' and clarified that this is on order of the physician and not implying independent prescribing authority.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the administration of medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Narrative. • Submit course syllabi for all courses that include instruction on the administration of medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to administer medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to administer medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Upload.
Standard 50	Evaluate and treat a patient who has sustained a concussion or other brain injury with consideration of established protocols, including: A. Performing 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, mental health status, sleep assessment, exertional testing, nutritional status, clinical interview). B. Re-examination of the patient on an on-going basis. C. Recognition of an atypical response to brain injury. D. Implementation of a **plan of care** (addressing vestibular and oculomotor disturbance, vision, psychological needs, nutrition, sleep recommendations, exercise, academic and behavioral accommodations, and risk reduction). E. Return to participation. F. Referral to the appropriate provider if warranted.
Annotation	None.
Considerations from Feedback	Specific use of brain injury instead of only concussion to include to need to recognize other brain injuries that would require emergent referral. The term "concussion" was debated as it has been noted the recent evidence refers to concussion as a mechanism not diagnosis, but currently remains as it has not yet been replaced by another universally accepted term.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the evaluation and treatment of concussion or other brain injury with consideration of established protocols including those in A-F of this Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on the evaluation and treatment of concussion or other brain injury with consideration of established protocols including those in A-F of this Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to the evaluation and treatment of concussion or other brain injury with consideration of established protocols including those in A-F of this Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' evaluation and treatment of concussion or other brain injury with consideration of established protocols. Required Upload.
Standard 51	Identify, refer, and give support to patients with behavioral health conditions. Work with other healthcare professionals to monitor a patient's treatment, compliance, progress, and readiness to participate.
Annotation	These behavioral health conditions include, but are not limited to suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the administration of medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Narrative. • Submit course syllabi for all courses that include instruction on the administration of medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to administer medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to administer medications by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 52	Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care; including the following: A. **Durable medical equipment**[4]. B. Orthotic devices. C. Taping, bracing, splinting, protective padding, and casting.
Annotation	None.
Considerations from Feedback	Removed explicit referral to prosthetics and gait training. Ensured alignment of this Standard with NATA DME task force response on CMS proposed rule.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the selection, fabrication, and customization of prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care, including those in A-C in the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on the selection, fabrication, and customization of prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care, including those in A-C in the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care; including those in A-C in the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques into the plan of care. Required Upload.
Prevention, Health Promotion, and Wellness	
Standard 53	Develop and implement wellness strategies to mitigate the risk for long-term health conditions across the lifespan. These conditions include but are not limited to: A. Osteoarthritis B. Cardiovascular disease C. Neurocognitive disease D. Obesity E. Diabetes
Annotation	None.

[4] https://secure.ssa.gov/poms.nsf/lnx/0600610200

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on the development and implementation of wellness strategies to mitigate the risk for long-term health conditions across the lifespan, including those in A-E in the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on the development and implementation of wellness strategies to mitigate the risk for long-term health conditions across the lifespan, including those in A-E in the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop and implement wellness strategies to mitigate the risk for long-term health conditions across the lifespan, including those in A-E in the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop and implement wellness strategies to mitigate the risk for long-term health conditions across the lifespan. Required Upload.
Standard 54	Develop, implement, and assess the effectiveness of programs to reduce injury risk.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on development, implementation, and assessment of the effectiveness of programs to reduce injury risk. Required Narrative. • Submit course syllabi for all courses that include instruction on development, implementation, and assessment of the effectiveness of programs to reduce injury risk. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop, implement, and assess the effectiveness of programs to reduce injury risk. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop, implement, and assess the effectiveness of programs to reduce injury risk. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 55	Coordinate a comprehensive pre-participation examination process to affect health outcomes.
Annotation	This includes a determination for participation status.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the coordination of a comprehensive pre-participation examination process to affect health outcomes. Required Narrative. • Submit course syllabi for all courses that include instruction on coordination of a comprehensive pre-participation examination process to affect health outcomes. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to coordinate a comprehensive pre-participation examination process to affect health outcomes. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to coordinate a comprehensive pre-participation examination process to affect health outcomes. Required Upload.
Standard 56	Develop, implement, and supervise a comprehensive program to maximize sport performance that is safe and specific to the client's activity.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the development, implementation, and supervision of a comprehensive program to maximize sport performance that is safe and specific to the client's activity. Required Narrative. • Submit course syllabi for all courses that include instruction on the development, implementation, and supervision of a comprehensive program to maximize sport performance that is safe and specific to the client's activity. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop, implement, and supervise a comprehensive program to maximize sport performance that is safe and specific to the client's activity. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop, implement, and supervise a comprehensive program to maximize sport performance that is safe and specific to the client's activity. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 57	Educate and make recommendations to clients/patients on fluids and nutrients for pre-activity, activity, and recovery for a variety of activities and environmental conditions.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on educating and making recommendations to clients/patients on fluids and nutrients for pre-activity, activity, and recovery for a variety of activities and environmental conditions. Required Narrative. • Submit course syllabi for all courses that include instruction on educating and making recommendations to clients/patients on fluids and nutrients for pre-activity, activity, and recovery for a variety of activities and environmental conditions. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to educate and make recommendations to clients/patients on fluids and nutrients for pre-activity, activity, and recovery for a variety of activities and environmental conditions. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to educate and make recommendations to clients/patients on fluids and nutrients for pre-activity, activity, and recovery for a variety of activities and environmental conditions. Required Upload.
Standard 58	Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on educating clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs. Required Narrative.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Submit course syllabi for all courses that include instruction on educating clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs. Required Upload.
Standard 59	Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on monitoring and evaluating environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. Required Narrative. • Submit course syllabi for all courses that include instruction on monitoring and evaluating environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 60	Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.
Annotation	None.
Considerations from Feedback	Removed from another Standard placed in a stand-alone Standard here.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the selection, fitting, and removal of protective equipment to minimize the risk of injury or re-injury. Required Narrative. • Submit course syllabi for all courses that include instruction on the selection, fitting, and removal of protective equipment to minimize the risk of injury or re-injury. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to select, fit, and remove protective equipment to minimize the risk of injury or re-injury. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to select, fit, and remove protective equipment to minimize the risk of injury or re-injury. Required Upload.
Standard 61	Select and use **biometrics**/physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the selection and use of biometrics/physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. Required Narrative. • Submit course syllabi for all courses that include instruction on the selection and use of biometrics/physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. Required Upload. Multiple Uploads.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program assesses the students' ability to select and use biometrics/physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to select and use biometrics/physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement. Required Upload.
Healthcare Administration	
Standard 62	Manage physical, human, and financial resources in the delivery of healthcare services. These include, but are not limited to: A. Strategic planning and assessment. B. Management of a physical facility that is compliant with current Standards and regulations. C. Budgetary and fiscal procedures. D. Identification and mitigation of sources of risk to the individual, the organization, and the community. E. Multi-payor insurance systems and classifications. F. **Value-based care models**.
Annotation	None.
Considerations from Feedback	Elimination of term "understand" as it was pointed out that in order to apply principles it was obvious that the student would have to understand them first.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the management of physical, human, and financial resources in the delivery of healthcare services, including those in A-F within the Standard. Required Narrative. • Submit course syllabi for all courses that include instruction on the management of physical, human, and financial resources in the delivery of healthcare services, including those in A-F within the Standard. Required Upload (multiple uploads).

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program assesses the students' ability to manage physical, human, and financial resources in the delivery of healthcare services, including those in A-F within the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability manage physical, human, and financial resources in the delivery of healthcare services. Required Upload.
Standard 63	Use a comprehensive patient-file management system (including diagnostic and procedural codes) for patient and insurance management.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs the use of a comprehensive patient-file management system (including diagnostic and procedural codes) for patient and insurance management. Required Narrative. • Submit course syllabi for all courses that include instruction on the use of a comprehensive patient-file management system (including diagnostic and procedural codes) for patient and insurance management. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to use a comprehensive patient-file management system (including diagnostic and procedural codes) for patient and insurance management. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability use a comprehensive patient-file management system (including diagnostic and procedural codes) for patient and insurance management. Required Upload.
Standard 64	Establish a working relationship with a physician.
Annotation	This Standard is specifically for preparing an athletic trainer to fulfill the Board of Certification, Inc. Standards of Professional Practice, specifically Standard 1: *The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.*
Considerations from Feedback	New.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Provide a narrative that describes how the program instructs on establishing a working relationship with a physician. Required Narrative. • Submit course syllabi for all courses that include instruction on establishing a working relationship with a physician. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to establish a working relationship with a physician. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to establish a working relationship with a physician. Required Upload.
Standard 65	Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.
Annotation	Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the development, implementation, and revision of policies and procedures to guide the daily operation of athletic training services. Required Narrative. • Submit course syllabi for all courses that include instruction on the development, implementation, and revision of policies and procedures to guide the daily operation of athletic training services. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop, implement, and revise policies and procedures to guide the daily operation of athletic training services. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop, implement, and revise policies and procedures to guide the daily operation of athletic training services. Required Upload.

SECTION III: CURRICULAR CONTENT	
Standard 66	Develop, implement, and revise policies that pertain to the prevention, preparedness and response to medical emergencies and other critical incidents.
Annotation	None.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the development, implementation, and revision of policies that pertain to the prevention, preparedness and response to medical emergencies and other critical incidents. Required Narrative. • Submit course syllabi for all courses that include instruction on the development, implementation, and revision of policies that pertain to the prevention, preparedness and response to medical emergencies and other critical incidents. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop, implement, and revise policies that pertain to the prevention, preparedness and response to medical emergencies and other critical incidents. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop, implement, and revise policies that pertain to the prevention, preparedness and response to medical emergencies and other critical incidents. Required Upload.
Standard 67	Develop and implement specific policies and procedures for individuals who have sustained concussion or other brain injuries, including: A. Education of all stakeholders. B. Recognition, appraisal, and mitigation of risk factors. C. Selection and interpretation of baseline testing. D. Agreement on a protocol to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation.
Annotation	This Standard is specific to the development of plans, policies, and protocols regarding prevention and treatment of brain injuries within the sports medicine team.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the development and implementation specific policies and procedures for individuals who have sustained concussion or other brain injuries, including those in A-D within the Standard. Required Narrative.

SECTION III: CURRICULAR CONTENT	
Evidence of Compliance (continued)	• Submit course syllabi for all courses that include instruction on the development and implementation specific policies and procedures for individuals who have sustained concussion or other brain injuries, including those in A-D within the Standard. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop and implement specific policies and procedures for individuals who have sustained concussion or other brain injuries, including those in A-D within the Standard. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop and implement specific policies and procedures for individuals who have sustained concussion or other brain injuries. Required Upload.
Standard 68	Develop and implement specific policies and procedures for the purposes of identifying patients in behavioral health crisis and referral to qualified providers.
Annotation	None.
Considerations from Feedback	Annotation woven into the Standard. Increased emphasis on referral.
Evidence of Compliance	• Provide a narrative that describes how the program instructs on the development and implementation of specific policies and procedures for the purposes of identifying patients in behavioral health crisis and referral to qualified providers. Required Narrative. • Submit course syllabi for all courses that include instruction on the development and implementation of specific policies and procedures for the purposes of identifying patients in behavioral health crisis and referral to qualified providers. Required Upload (multiple uploads). • Provide a narrative that describes how the program assesses the students' ability to develop and implement specific policies and procedures for the purposes of identifying patients in behavioral health crisis and referral to qualified providers. Required Narrative. • Submit one (1) example of an assessment tool used to assess the students' ability to develop and implement specific policies and procedures for the purposes of identifying patients in behavioral health crisis and referral to qualified providers. Required Upload.

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Standard 69	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 post-secondary education. For programs outside of the United States, the institution must be accredited by a recognized post-secondary accrediting agency, and the program must be delivered in the English language.
Annotation	None.
Evidence of Compliance	• Provide 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. Required Upload. 　○ If outside the United States, the institution must be accredited by a recognized post-secondary accrediting agency. Optional Upload.
Standard 70	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 approval of that language by the CAATE. FINAL
Evidence of Compliance	• Indicate how the program is listed as a degree in institutional public documents. Required Narrative. • Provide official institution document (catalog or a state department letter) verifying that Athletic Training is a degree. Required Upload. • Provide an official transcript of an athletic training student (blind all student identifiers or provide a sample student transcript). Required Upload.

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Standard 71	The program is administratively housed with similar healthcare profession programs that are subject to specialized programmatic accreditation.
Annotation	The intent of the Standard is to ensure the **professional socialization** of the athletic training program faculty and students within a healthcare profession culture. If the institution offers no other healthcare profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this Standard. FINAL
Evidence of Compliance	• Provide official institutional documentation (for example, catalog, website URL) verifying that the program is housed with similar healthcare profession programs that are subject to specialized programmatic accreditation. Required Upload (multiple uploads). • If the institution offers no other healthcare profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this Standard by ensuring professional socialization of the athletic training faculty and students. Optional Narrative. ○ Provide documentation of the organizational structure. Optional Upload.
Standard 72	All sites where students are involved in **clinical experiences** (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, formal agreements must be obtained from all parties.
Evidence of Compliance	• Update all Clinical Site profiles under the Directory Tab. • Provide formal agreements, signed and dated by the appropriate administrative authority (those bearing signature authority), from both the sponsoring institution and each site listed on Site Table. Required Upload (multiple uploads).

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Evidence of Compliance (continued)	• If the administrative oversight of the preceptor differs from the affiliate site, provide formal agreements from all parties (i.e., 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). Optional Upload. • Please note that ALL sites (excluding the sponsoring institution) must have affiliation agreements or MOU's. Any experience the student completes as part of their education as an AT student MUST have an agreement. Both for credit and non-credit experiences, including internships, in Athletic Training must have agreements.
Standard 73	The program has written policies and procedures that ensure the rights and responsibilities of program students.
Annotation	Policies and procedures must include: • Grievance policy. • Student withdrawal and refund of tuition and fees policy. • Academic dishonesty policy. • **Technical standards** or essential functions. • Non-discrimination policies. • Matriculation requirements. • Requirements for graduation. Policies and procedures may be institutional and not specific to the athletic training program.
Evidence of Compliance	• Provide Program Description and Accessible Documents Table. Required Upload. • Provide copies of all documents that are <u>not</u> available on the program's website as indicated on Program Description and Accessible Documents Table that contain policies and/or procedures related to the program's grievance policy, student withdrawal and refund of tuition and fees policy, academic dishonesty policy, technical standards, non-discrimination policies, matriculation requirements, and requirements for graduation. Optional Upload (multiple uploads).

Section IV: Institutional Organization and Administration	
Standard 74	Prospective and enrolled students are provided with relevant and accurate information about the institution and program.
Annotation	The following information must be available to prospective and enrolled students: • Catalogs; • Recruitment and admissions information, including admissions criteria, transfer of credit policies and any special considerations used in the process; • Procedures governing the award of available funding for scholarships; • Academic calendars; • Grade policies; • **Technical standards** or essential functions; • All costs associated with the program (including but not limited to tuition, fees, refund policies, travel costs, and clothing); • Financial aid; • Criminal background check policies; • Non-discrimination policies; • Information about clinical experiences, including travel expectations to clinical sites; • Immunization requirements; • Academic curriculum and course sequence; • Program mission, goals, and expected outcomes; • Matriculation requirements; and • Degree requirements. Policies and procedures may be institutional and not specific to the athletic training program.
Evidence of Compliance	• Provide Program Description and Accessible Documents Table. Required Upload. • Provide copies of all documents that are <u>not</u> available on the program's website as indicated on Program Description and Accessible Documents Table that contain policies and/or procedures related to the program's grievance policy, student withdrawal and refund of tuition and fees policy, academic dishonesty policy, technical standards, non-discrimination policies, matriculation requirements, and requirements for graduation. Optional Upload (multiple uploads).

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Evidence of Compliance (continued)	• Provide a narrative describing how the program ensures that all prospective and enrolled students are provided with relevant and accurate information about the institution and program. Required Narrative. Optional Upload.
Standard 75	The program posts data detailing its student achievement measures (Standard 7).
Annotation	Data on the following student achievement measures must be posted either on, or directly linked from, the program's home page: • **Program graduation rate**. • **Program retention rate**. • **Graduate placement**. • Board of Certification pass rate (or international equivalent), including 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. FINAL
Evidence of Compliance	• Provide a screen shot of the athletic training program home page that shows either the student achievement measures data or the link to the student achievement measures data. Required Upload. • If the student achievement measures data are not on the home page, provide copies of web pages where the program's student achievement measures data is publicly accessible. Optional Upload or Text Box for URL.
Standard 76	The program has written policies that protect the health and safety of clients/patients and the student.
Annotation	These policies are publicly available and pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). At a minimum, the policies must address the following: • Calibration and maintenance of equipment according to manufacturer guidelines.

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Annotation (continued)	• Blood-borne pathogen protection and exposure plan (including a requirement 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.). • Radiation exposure (as applicable) . • Communicable and infectious disease transmission. • A requirement for all students to have emergency cardiac care training before engaging in clinical experiences. • A mechanism by which clients/patients can differentiate students from credentialed providers. • Venue-specific emergency action plans that are immediately accessible to students in an emergency situation. • Patient/client privacy protection (FERPA, HIPAA). • Immunization requirements for students. • Sanitation precautions, including availability to clean hands before and after patient encounters. • Venue specific trainings (as required).
Evidence of Compliance	• Provide Policy Description and Accessible Documents Table. Required Upload. • Provide copies of all documents that are not available on the program's website as indicated on Program Description and Accessible Documents Table that contain policies and/or procedures related to calibration and maintenance of equipment according to manufacturer guidelines, blood-borne pathogen protection and exposure plan (including a requirement that students receive training before students are placed in a potential exposure situation and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites.), radiation exposure (as applicable), communicable and infectious disease transmission, a requirement for all students to have emergency cardiac care training before engaging in clinical experiences, a mechanism by which clients/patients can differentiate students from credentialed providers, venue-specific emergency action plans that are immediately accessible to students in an emergency situation, patient/client privacy protection (FERPA, HIPAA), immunization requirements, sanitation precautions, including availability to clean hands before and after patient encounters, and venue specific trainings as required. Optional Upload (multiple uploads).

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Evidence of Compliance (continued)	Provide a narrative describing how the program ensures that these policies are publicly available and accessible. Required Narrative. Optional Upload.
Standard 77	The program maintains appropriate student records in secure locations.
Annotation	• Student records must include the following: • Admissions application. • Progression through the curriculum. • Disciplinary actions. • Clinical placements. • Verification of annual blood-borne pathogen training. • Verification of each student's ability to meet a program's technical standards (with or without accommodations). • Verification of completed criminal background checks (if applicable). • Verification of HIPAA / FERPA (where applicable) training. • Verification of notification of communicable and infectious disease transmission policy. • Verification of immunization status.
Evidence of Compliance	• Ensure Student Cohorts are updated within the Students tab. • Provide a narrative describing how the program maintains appropriate records in a secure location. Required Narrative. • Submit Student Records Table. Required Upload.
Standard 78	Program students are covered by professional liability insurance.
Annotation	Proof of insurance is documented through policy declaration pages or other legally binding documents.
Evidence of Compliance	• Ensure Student Cohorts are updated within the Students tab. • Provide documentation verifying that all athletic training students are covered by liability insurance. Required Upload (multiple uploads).
Standard 79	Admission of students to the **professional program** is made in accordance with the program's identified criteria and processes.
Annotation	None.
Evidence of Compliance	• Provide Program Description and Accessible Documents Table. Required Upload.

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Evidence of Compliance (continued)	• Provide copies of all documents from each source that are <u>not</u> available on the program's website as indicated on Program Description and Accessible Documents Table used for admission to the institution and/or program. Optional upload (multiple uploads). • Provide a narrative describing how the program ensures that admission of students to the professional program is made in accordance with the program's identified criteria and processes. Required Narrative.
Standard 80	The program ensures that each student is oriented to a **clinical site's** policies and procedures at the beginning of each clinical experience.
Annotation	The orientation must include (but is not limited to): • Emergency plan. • 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.
Evidence of Compliance	• Ensure Student Cohorts are updated within the Students tab. • Provide a narrative describing how the program ensures that each student is oriented to a **clinical site's** policies and procedures at the beginning of each clinical experience. Required Narrative.
Standard 81	The assignment of students to **clinical experiences** is not prejudicial or discriminatory.
Annotation	None.
Evidence of Compliance	• Provide a narrative describing how the program ensures that students have equal opportunities for clinical education experiences. Required Narrative.
Standard 82	Students do not replace professional athletic training staff.
Annotation	None.
Evidence of Compliance	• Provide a narrative describing how the program ensures that students do not replace professional athletic training staff or medical personnel. Required Narrative.

SECTION IV: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION	
Standard 83	**Clinical experiences** are **supervised** by a **preceptor** who is an **athletic trainer** or a physician.
Annotation	This Standard does not preclude additional value-added experiences for the student with other healthcare providers, but these experiences would not fulfill clinical experience requirements as defined in Standards 18 - 20.
Evidence of Compliance	• Ensure Preceptor profiles are updated within the Directory Tab. • Submit Student Clinical Education/Experience Table. Required Upload. • Provide a narrative describing how the program monitors student clinical assignments to ensure that clinical experiences are supervised by a preceptor who is either an athletic trainer or a physician. Required Narrative.
Standard 84	Regular and on-going communication occurs between the program and the **preceptor**.
Annotation	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.
Evidence of Compliance	• Provide a narrative describing how communication occurs between the program and the preceptors, including mechanisms, frequency, and how the program ensures that all parties are informed about the curricular plan, individual student needs, student progress, and assessment procedures. Required Narrative.
Standard 85	All **clinical sites** are evaluated by the program on an annual basis.
Annotation	The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution.
Evidence of Compliance	• Ensure Clinical Site profiles are updated within the Directory Tab. • Provide a narrative describing how the program evaluates clinical sites on an annual basis. Required Narrative.
Standard 86	All program policies, procedures, and practices are applied consistently and equitably.
Annotation	This Standard provides a mechanism for programs to respond to inquiries about compliance with the program policies.
Evidence of Compliance	• Programs will not be required to submit initial evidence of compliance for this Standard within a Self-Study. Evidence of compliance is only required when programs are responding to specific inquiry from the CAATE about potential non-compliance. The nature of evidence requested will be dependent on the nature of the inquiry.

Section IV: Institutional Organization and Administration	
Standard 87	Program policies, procedures, and practices provide for compliance with accreditation policies and procedures including: 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; and C. Timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education.
Annotation	Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual.
Evidence of Compliance	• Programs will not be required to submit initial evidence of compliance for this Standard within a Self-Study. Evidence of compliance is only required when programs are responding to specific inquiry from the CAATE about potential non-compliance. The nature of evidence requested will be dependent on the nature of the inquiry.
Standard 88	The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.
Annotation	None.
Evidence of Compliance	Programs will not be required to submit initial evidence of compliance for this Standard within a Self-Study. Evidence of compliance is only required when programs are responding to specific inquiry from the CAATE about potential non-compliance. The nature of evidence requested will be dependent on the nature of the inquiry.

SECTION V: PROGRAM RESOURCES	
Standard 89	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: 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. Current state athletic training credential and is in good standing with the state regulatory agency in the state in which the program is housed (in states with regulation); E. Previous clinical practice as an athletic trainer; F. **Scholarship**; G. Previous full-time academic appointment with teaching responsibilities at the post-secondary level.
Annotation	Any person who is employed as a Program Director in a CAATE-accredited program on this date [date of Commission vote to approve] will be considered in compliance with this Standard while directing their current program. Newly hired Program Directors and programs undergoing initial accreditation would have to meet this Standard. If a program withdraws accreditation and submits an application for initial accreditation, the program would have to meet this Standard. 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.
Evidence of Compliance	• Update the Program Director's profile under Official's tab • Provide documentation verifying full faculty status, rights, responsibilities, and privileges of the Program Director as defined by institution policy. Required Upload. • Provide documentation verifying that the rights, privileges and responsibilities are consistent with similar positions at the institution. Required Upload. • Provide the Program Director's curriculum vitae that demonstrates an earned doctoral degree, previous clinical practice as an athletic trainer, and previous full-time academic appointment with teaching responsibilities at the post-secondary level. Require Upload. • Provide a copy of current BOC card or online verification of credential for the Program Director. Required Upload.

SECTION V: PROGRAM RESOURCES	
Evidence of Compliance (continued)	• Provide verification of current state credential for the Program Director. Optional Upload. • Provide a narrative describing how the Program Director maintains contemporary expertise in the field of athletic training, and how the Program Director demonstrates scholarship in their current position. Required Narrative.
Standard 90	The Program Director is responsible for the management and administration of the program. This includes: A. Program planning and operation, including development of the **framework**; B. Program evaluation; C. Maintenance of accreditation; D. Input into the budget management; E. Input on the selection of program faculty and staff. F. Input on the evaluation of program faculty and staff.
Annotation	None.
Evidence of Compliance	• Provide the Program Director's job description. Required Upload. • Provide a narrative explaining the Program Director's role in programmatic planning and operation, program evaluation, maintenance of accreditation, budget management, selection and evaluation of program faculty and staff. Required Narrative.
Standard 91	The Coordinator of Clinical Education is a faculty member whose primary appointment is in athletic training who has responsibility to coordinate **clinical education**. The Coordinator of Clinical Education's experience and qualifications include: A. **Contemporary expertise** in athletic training; B. Certified and in good standing with the Board of Certification; C. Possession of a current state athletic training credential and is in good standing with the state regulatory agency in the state in which the program is housed (in states with regulation); D. Previous clinical practice in athletic training.
Annotation	The title of this individual should be consistent with the titles of others at institution who have similar roles.
Evidence of Compliance	• Update the Coordinator of Clinical Education's profile under Official's tab. • Provide documentation verifying full faculty status, rights, responsibilities, and privileges of the Program Director as defined by institution policy. Required Upload.

SECTION V: PROGRAM RESOURCES	
Evidence of Compliance (continued)	• Provide the Coordinator of Clinical Education's curriculum vitae that demonstrates previous clinical practice as an athletic trainer. Require Upload. • Provide a copy of current BOC card or online verification of credential for the Coordinator of Clinical Education. Required Upload. • Provide verification of current state credential for the Coordinator of Clinical Education. Optional Upload. • Provide a narrative describing how the Coordinator of Clinical Education maintains contemporary expertise in the field of athletic training. Required Narrative.
Standard 92	The Coordinator of Clinical Education is responsible for oversight of the clinical education portion of the program. This includes: A. Oversight for student clinical progression. B. Student assignment to clinical experience. C. Clinical site evaluation. D. Student evaluation. E. Regular communication with preceptors. F. Professional development of preceptors. G. Preceptor selection and evaluation.
Annotation	None.
Evidence of Compliance	• Provide the Coordinator of Clinical Education's job description. Required Upload. • Provide a narrative explaining the Coordinator of Clinical Education's role in oversight for student clinical progressions, student assignments to clinical experiences, clinical site evaluations, student evaluations, regular communication with preceptors, professional development of preceptors, and preceptor selection and evaluation. Required Narrative.
Standard 93	Program faculty numbers are sufficient to meet the needs of the athletic training program, and must include at least three **core faculty**.
Annotation	Program faculty may include **core faculty, associated faculty**, and **adjunct faculty**. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

SECTION V: PROGRAM RESOURCES	
Evidence of Compliance (continued)	• Update Faculty profiles within the Directory tab. • Provide a copy of the athletic training faculty's contract or letter of appointment for all core faculty indicating his/her faculty status. Please delete all personal information (e.g. salary, social security number) from the information provided. Required Upload. (multiple uploads). • Provide copies of the appropriate pages from the faculty handbook or other official institutional documents verifying what constitutes a full-time employee at the institution. Required Upload (multiple uploads). • Provide a narrative that describes how program faculty numbers are sufficient to meet the needs of the athletic training program. Required Narrative.
Special Note:	This Standard has an extended implementation timeline: All master's professional programs will need to be in compliance with the minimum of three core faculty aspect of this Standard within three (3) years of the final Standards document implementation date that is determined by the CAATE. Prior to that date, programs would still be required to demonstrate that faculty numbers are sufficient to meet the needs of the athletic training program. The specific 3-year delayed implementation date will appear in the published final version of the Standard.
Standard 94	The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated expertise in teaching, and evidence of **scholarship**.
Annotation	None.
Evidence of Compliance	• Update Faculty profiles within Directory tab. • Upload a current curriculum vitae for each core faculty member. Required Upload (multiple uploads). • Provide evidence of expertise in teaching (for example, student evaluations, teaching awards, etc.) for each core faculty member. Required Upload (multiple uploads). • Provide evidence of scholarly activities for each core faculty member. Required Upload (multiple uploads). • Provide a narrative describing how all core faculty maintain contemporary expertise in assigned teaching areas. Required Narrative.

SECTION V: PROGRAM RESOURCES	
Standard 95	The Program Director, Coordinator of Clinical Education, and core faculty have assigned load that is sufficient to meet the needs of the program.
Annotation	Faculty may have other institutional duties that do not interfere with the management and administration of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.
Evidence of Compliance	• Submit PD, CCE, and Faculty Workload Table that includes a breakdown of the Program Director's, Coordinator of Clinical Education's, and all core faculty's administrative, teaching, service, release time, and scholarship workload. Required Upload.
Standard 96	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. FINAL
Annotation	None.
Evidence of Compliance	• Update Faculty profiles within Directory tab • Provide current copies of all state credentials for faculty who instruct athletic training skills necessary for direct patient care. Optional Upload (multiple uploads). • Provide current copies of BOC verification for all faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care. Optional Upload (multiple uploads).
Standard 97	**Preceptors** function to: • **Supervise** and mentor students during **clinical experiences** • Provide instruction and/or assessment of the curricular content Standards (Section III) • Facilitate the clinical integration of skills, knowledge, and evidence of **contemporary expertise** in the practice of athletic training • Comply with the program's policies and procedures.
Annotation	None.

SECTION V: PROGRAM RESOURCES	
Evidence of Compliance (continued)	• Provide a narrative describing how the preceptors are assessed on their compliance with the program's policies and procedures. Required Narrative. • Provide a narrative that explains how the program verifies that preceptors supervise students during clinical experience, comply with the program's policies and procedures, provide instruction and assessment of the curricular content Standards (Section III), and facilitate the clinical integration of skills, knowledge, and evidence of contemporary clinical expertise in the practice of athletic training. Required Narrative. Optional Upload (multiple uploads).
Standard 98	The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.
Annotation	None.
Evidence of Compliance	• Provide a narrative describing how the programs ascertains that the number of preceptors is sufficient to meet the clinical education needs of the athletic training program (for example, assessment of outcomes, student perceptions, preceptor experience, patient-care opportunities). Required Narrative. Optional Upload (multiple uploads).
Standard 99	The program provides **preceptor** training that is designed to promote an effective learning environment.
Annotation	Preceptor training may vary based on the educational expectations of the experiences. The program must have an identified plan for on-going preceptor training.
Evidence of Compliance	• Update Preceptor Profiles within Directory tab. • Upload the program's written plan to provide preceptor training that is designed to promote an effective learning environment. Required Upload. • Provide a narrative how the program determines that the frequency of preceptor training is sufficient to meet educational expectations and program goals. Required Narrative. Optional Upload.

SECTION V: PROGRAM RESOURCES	
Standard 100	Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.
Annotation	This evaluation process should be included within the **assessment plan** required in Standard 5.
Evidence of Compliance	• Update Faculty profiles within Directory tab. • Update Preceptor profiles within Directory tab. • Provide a narrative that describes how faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning. Required Narrative. Optional Upload.
Standard 101	The program has a **Medical Director** who is actively involved in the program.
Annotation	The Medical Director supports the Program Director in insuring that both didactic instruction and supervised clinical experiences meet current practice Standards as they relate to the AT role in providing patient care. The Medical Director should be actively involved in developing the mission statement for the program; providing instruction; evaluating student performance; designing, implementing, coordinating and evaluating curriculum, and evaluating the program.
Evidence of Compliance	• Provide a narrative explaining how the medical director is actively involved in insuring that both didactic instruction and supervised clinical practice experiences meet current practice Standards as they relate to the AT role in providing patient care. Required Narrative. • Provide a narrative explaining how the Medical Director is the Medical Director should be actively involved in developing the mission statement for the program; providing instruction; evaluating student performance; designing, implementing, coordinating and evaluating curriculum, and evaluating the program. Required Narrative.
Standard 102	The program has administrative and technical support staff to meet its expected program **outcomes** and professional education, scholarship, and service goals.
Annotation	None.
Evidence of Compliance	• Provide a narrative that explains how the program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals. Required Narrative.

SECTION V: PROGRAM RESOURCES	
Standard 103	The program has classroom, laboratory, and office space of sufficient quality and quantity to meet program needs. The physical environment is supportive of effective teaching and learning processes.
Annotation	• Classrooms and labs are of adequate number and size to accommodate the number of students, and must be available for exclusive use during normally scheduled class times. • Necessary equipment required for teaching a contemporary athletic training curriculum is provided. • The students' privacy is preserved. • Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling. • This includes remote or multi-campus locations.
Evidence of Compliance	• Provide a narrative describing classroom space designated for athletic training education. Required Narrative. ○ If space is shared with other entities, provide documentation verifying exclusive use during normally scheduled class times. Optional Upload. • Submit Instructional Aids/Equipment/Supplies Table. Required Upload. • Provide a narrative describing the office space available for program administration and confidential student counseling. Required Narrative. • Provide a narrative describing how the program ensures equitable classroom, laboratory, and office space of sufficient quality and quantity to meet program needs at remote or multi-campus locations (if applicable). Optional Narrative.
Standard 104	Program students have reasonable access to student support services.
Annotation	• This applies to all students including those at remote or multi-campus locations.
Evidence of Compliance	• Provide a narrative that describes how students have reasonable access to student support services, including at remote or multi-campus locations when applicable. Required Narrative.

SECTION V: PROGRAM RESOURCES	
Standard 105	Financial resources are adequate to achieve the program's stated **mission**, **goals**, and expected program **outcomes**.
Annotation	Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.
Evidence of Compliance	• Provide a narrative describing how the program receives adequate, equitable and annually available resources necessary to meet the program's size and documented mission, goals, and expected program outcomes. Required Narrative. • Provide a narrative describing how the funds are allocated for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment. Required Narrative.

GLOSSARY
Academic Year
Proposed: Academic years are determined by the institution's academic calendar

Action Plan For Correction of BOC Examination Pass Rate Deficiency
Proposed:

1. A review and analysis of the program's previously submitted action plans. This should include:
   a. Any assessment data used to evaluate the previous action plan.
   b. A discussion of strategies that have and have not worked.
   c. Any revisions that have been made to the previous action plan based on subsequent assessment data.
2. Analysis of the program's current BOC examination pass-rate (most recent three years) and progress toward compliance, including the:
   a. Number of students enrolled in the program in each of the past 3 years;
   b. Number of students who have attempted the exam in each of the past 3 years;
   c. Cohort by cohort first-time pass rate for each of the past 3 exam cohorts;
   d. 3 year aggregate first-time pass rate for each of the past 3 years;
3. Projection for the program's anticipated exam outcomes for next year. This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their 3-year aggregate first time pass rate in the next year. The analysis must include:
   a. An analysis of the number of students expected to take the exam in the next year based on current enrollment.
   b. A conservative estimated annual first time pass rate for the upcoming year given steps outlined in the action plan (see below) and current student potential.
   c. A conservative estimated 3-year aggregate first time pass rate for the upcoming year based on the projection provided in 3.b above.
   d. A narrative discussing the likelihood that the program will come into compliance with Standard 11 in the next year given the data provided in 3.a-c above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 6. These include:

1. Developing targeted goals and action plans for achieve the desired outcomes.
2. Stating the timelines for reaching the outcomes.
3. Identifying the person(s) responsible for each element of the action plan.
4. Updating the elements of the action plan as they are met or circumstances change.

GLOSSARY

Affiliation Agreement

Proposed:	An executed contract between a university and a facility where university units want to send university students for course-related and graduate required off-campus fieldwork experience (for example, internship). This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. Also see: memorandum of understanding.

Assessment Plan

Proposed:	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 experiences, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 7.

Athletic Trainer

Proposed:	Healthcare professional who renders service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs 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.

Biometrics

Proposed:	Measurement and analysis of physical characteristics and activity.

Clinical Education

Proposed:	A process that uses clinical experiences (direct patient/client care experiences guided by a preceptor), simulation (low fidelity to high fidelity), and patient-based education opportunities (for example, case discussions, grand rounds, chart review) to prepare students for independent clinical practice.

Clinical Experience

Proposed:	Direct client/patient care experiences guided by a preceptor.

Clinical Site

Proposed:	A physical area where a student is engaged in clinical experience.

Glossary

Contemporary Expertise

Proposed:	Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include acute and emergent care, primary care, and orthopedic examination, diagnosis, and rehabilitation. Contemporary expertise is achieved through advanced education, clinical practice experiences, clinical research, and/or continuing education and may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the AT program should be directly related to their contemporary expertise.

Distance Education

Proposed:	Any form of instruction that is an exception to traditional face-to-face instruction.

Durable Medical Equipment

Proposed:	Equipment which can withstand repeated use, *and* is primarily and customarily used to serve a medical purpose, *and* generally is not useful to a person in the absence of an illness or injury, *and* is appropriate for use in the home. https://secure.ssa.gov/poms.nsf/

Electronic Health Record

Proposed:	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 healthcare organization.

Electronic Medical Record

Proposed:	A real-time, patient-centered digital version of a patient's paper chart that is created and managed within a single healthcare facility.

Evidence-Based Practice

Proposed:	The integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.

GLOSSARY

Faculty	
Proposed:	Core faculty – Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty are appointed to teach athletic training courses, advise, and mentor students in the AT program. Core, full-time faculty report to and are evaluated and assigned responsibilities by the administrator (Chair or Dean), in consultation with the Program Director, of the academic unit in which the program is housed.
	Associated faculty – Individual(s) with a split appointment between the program and another institutional entity (eg, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple different supervisors.
	Adjunct faculty - Individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

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

Framework	
Proposed:	A basic conceptual structure of interlinked ideas, information, and principles which guides the development, implementation and long-term planning of the program by focusing on the elements of vision, mission, outcomes, and goals.

Goals	
Proposed:	Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate Placement Rate	
Proposed:	Percentage of students following graduation that have obtained positions in the following categories; employed as an athletic trainer, employed as other than as an athletic trainer, employed as an athletic trainer and in a degree program, not employed due to military service, not employed due to enrollment in another degree program, not employed, or unknown.

GLOSSARY

Health Care Professional

Proposed:	Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Nurse Practitioner, Nutritionist, ~~Emergency Medical Technician~~, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must 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 Informatics/Healthcare Informatics

Proposed:	The ability to: 1. Search, retrieve, and utilize information derived from online databases and/or internal databases for clinical decision support, 2. Properly protect the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data, including control of data access, utilization of patient identity coding, deidentification of aggregated data, and encryption of electronically transmitted data, 3. Guide patients to online sources of reliable health-related information, 4. Utilize word processing, presentation, and data analysis software, and 5. Communicate through email, text messaging, listservs, and emerging modes of interactive electronic information transfer.

Immersive Clinical Experience

Proposed:	A structured, practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Interprofessional Education

Proposed:	The process of learning with, about and from other healthcare providers.

Interprofessional Practice

Proposed:	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

Proposed:	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.

GLOSSARY	
Memorandum of Understanding	
Proposed:	Document describing a bilateral agreement between parties that generally lacks the binding power of a contract.
Mission	
Proposed:	A formal summary of the aims and values of an institution/organization, college/ division, department, or program.
Outcomes	
Proposed:	Indicators of achievement that may be quantitative or qualitative.
Patient Centered Care	
Proposed:	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 promotion of a healthy lifestyle.
Physician	
Proposed:	Healthcare provider licensed to practice allopathic or osteopathic medicine.
Plan of Care	
Proposed:	A treatment protocol that extends from patient intake through transfer and/or discharge, incorporates the patient's goals, and includes referral when warranted.
Preceptor	
Proposed:	Preceptors teach and/or evaluate students in a clinical setting using an actual patient base. All preceptors must be licensed healthcare professionals and 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/her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for Athletic Training clinical experiences identified in Standards 18 – 20 must be Athletic Trainers or Physicians. Students may also complete additional experiences with preceptors from other professions.
Professionalism	
Proposed:	Delivery of patient-centered care, effective participation as a member of an interdisciplinary team, and commitment to continuous quality improvement, and relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Glossary

Professional Preparation

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

Professional Program

Proposed:	The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer.

Professional Socialization

Proposed:	Process by which persons acquire the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a healthcare professional.

Program Graduation Rate

Proposed:	Measures the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students by showing the percentage of these students who complete their degree or certificate within a 150% of "normal time" for completing the program in which they are enrolled.

Program Retention Rate

Proposed:	Measures the percentage of students who have been admitted to the professional program who return to the institution to continue their studies the following fall.

Quality Improvement

Proposed:	Systematic and continuous actions that lead to measurable improvement in health care services and the health status of targeted patient groups. Definition from U. S. Department of Health and Human Services Health Resources and Services Administration

Scholarship

Proposed:	Scholarly contributions that are broadly defined in four categories. **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. Adapted from Boyer EL. Scholarship Reconsidered: Priorities of the Professoriate. San Francisco, CA: Jossey-Bass, 1991.

Glossary

Simulation

Proposed:	An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. Adapted from Gaba, DM. The future vision of simulation in health care. *Quality and safety in Health care*, 13(suppl 1), i2-i10, 2004.

Social Determinants of Health

Proposed:	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. Definition from the World Health Organization

Supervision

Proposed:	Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence and is based on the student's knowledge and skills, as well as the context of care. Preceptors must be on-site 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 completing client/patient care.

Technical Standards

Proposed:	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.

Value-Based Care Models

Proposed:	Healthcare delivery system based on the value of care delivered rather than fee-for-services provided.