



Coronavirus FAQ

The Commission has developed the following frequently asked questions (FAQs), which only apply to **temporary** institutional changes as a result of the novel Coronavirus (COVID-19) pandemic.

My institution is now officially requiring that all on-campus courses be taught online with no further face-to-face courses for a defined or indeterminate period of time. Can we move all of our on-campus courses to distance learning?

- Yes. So long as your actions are consistent with your official institutional response to the Coronavirus, the CAATE will sanction these **temporary** actions without any requirements for approval or notification at this time.

Our University is moving all classes online. Where can I find some educational resources regarding distance learning?

- Preparing for Emergency Online Teaching: https://www.chronicle.com/article/Preparing-for-Emergency-Online/248230?cid=wcontentlist_hp_latest
- How to Make Your Online Pivot Less Brutal: <https://www.chronicle.com/article/How-to-Make-Your-Online-Pivot/248239>
- 9 Best Practices for Distance Ed: <https://www.davinci-ed.com/resources/9-best-practices-for-distance-ed>
- Transforming Your Online Teaching From Crisis to Community: https://insidehighered.com/advice/2020/03/11/ensuring-online-teaching-engages-students-and-maintains-community-opinion?utm_content=bufferd5dac&utm_medium=social&utm_source=facebook&utm_campaign=IHEbuffer&fbclid=IwAR3pTB4t46zJPCUsaTTqqD5wSIEQS1bR23UDT5VmdFOkp-zfHFWLXwWl0UQ
- How to Be a Better Online Teacher: Advice Guide: <https://www.chronicle.com/interactives/advice-online-teaching>
- Effective Teaching Online: https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online?_ga=2.78734292.1565917820.1584124558-870356405.1564163595
- Quality Matters (QM) Emergency Remote Instruction (ERI) Checklist: <https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/ERI-Checklist>

Some of my clinical sites are no longer accepting athletic training students, what should I do?

- Programs are responsible to ensure that students' clinical education is compliant with the appropriate CAATE standards. Students may be re-assigned to different clinical rotations or appropriate simulation may be used in some instances. Clinical education may also have to be delayed if appropriate learning opportunities cannot be provided, which may result in a delay in a student's time to complete the program.

If I make changes to the clinical education program, do I need get approval from the CAATE?

- The Commission will not require programs to receive prior approval or notify the Commission at this time of **temporary** changes made to the program that are consistent with their own institution's Coronavirus guidelines/response plan.

If I make a change to the clinical education program or curriculum that may result in a noncompliance, do I need to contact the CAATE?

- Yes. If a change creates a potential non-compliance with the Standards you should notify the CAATE Office who will provide you with further instructions.

If my institution goes to all online class, do I need to be compliant with the Distance Learning Site Standards.

- The Distance Learning Sites Standards (Standards 106 – 109) of the 2012 Standards for Professional Programs do not apply to programs that are required to move on-campus courses to an online format for a temporary time period as part of a required temporary institutional response to the Coronavirus.

Can we use simulation if we are currently a bachelors program operating under the 2012 Standards?

- Yes. Programs may immediately begin using simulation for clinical education, where they deem appropriate, regardless of whether or not they are currently operating under the 2012 or 2020 Standards. Prior Commission approval or Commission notification is not required at this time for using simulation in a manner consistent with the 2020 Standards.

Institutions that use simulation and/or telemedicine/telehealth are encouraged (not required at this time) to develop a programmatic policy detailing a maximum percentage of the total clinical education that can be delivered through one or both of these educational modalities. Such a policy should take into consideration their own unique institutional circumstances, including availability of adequately trained personnel, the best available evidence for incorporating simulation and/or telemedicine/telehealth, and the need to prepare athletic training students for contemporary clinical practice with patients. Additional guidance from the Commission on simulation and/or telemedicine/telehealth use for clinical education can be found by clicking [HERE](#).

Who makes the decisions whether or not a student is required to participate in their clinical experience?

- Decisions about requiring students to participate in specific clinical rotations are both individual and institutional. Therefore, the CAATE will not insert itself as the arbiter in these instances, but rather encourages programs to consider how to support student success should an individual request to be removed from a particular clinical rotation in response to the Coronavirus. Further, students who make such choices should be adequately informed regarding the potential delays in program completion that may result from such decisions.

If my institution closes or my students program completion is delayed, how will this impact their BOC exam eligibility?

- The CAATE recognizes that delays in a student's program completion may impact their BOC exam eligibility and entry into the workforce. The Commission has reached out to the BOC who has prepared their own Coronavirus communication, available [online](#). All questions regarding BOC exam eligibility should be directed to the BOC via email at exam@bocatc.org or by phone 1-877-262-3926.

Do I need remain compliant with all Standards during this temporary situation?

- Yes. While the CAATE is committed to promoting flexibility in response to the Coronavirus, we also remain committed to assuring compliance with our accreditation standards.

With colleges and universities are moving to on-line instruction for the remainder of the semester will the CAATE think about suspending Standard 11 actions for the 2020 year?

- At this time, it is too early in the process to make specific determinations about how our outcomes standards will be evaluated based upon institutional changes undertaken in response to the Coronavirus, such as moving courses to distance learning. However, programs are expected to continue to maintain compliance with all accreditation standards in a manner that is consistent with preparing them to practice as competent healthcare providers. The Commission will be carefully monitoring and evaluating any potential negative impacts on programmatic outcomes due to COVID-19 imposed alterations in educational delivery strategies. This will include continual analysis of future BOC examination results. Future decisions regarding interpretation of, or alterations to, any accreditation standards will only be made at the appropriate time based upon careful consideration of the best available data and thoughtful deliberation regarding what is in the best interest of our athletic training students/residents and the patients they serve.

Will I have to report all of my programmatic changes to the CAATE?

- The Commission will not require programs to receive prior approval or notify the Commission at this time of **temporary** changes made to the program that are consistent with their own institution's Coronavirus guidelines/response plan.

Should programs be required by their institutional response to the Coronavirus to take extraordinary steps, such as temporary closure, the Commission reserves the right to require some form of reporting in the future. The longer these temporary measures are required, the more likely it will become that some form of reporting will be required.

Where can I find current information regarding Coronavirus developments?

- Centers for Disease Control COVID-19 Page: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- Department of Health and Human Services: <https://www.hhs.gov>
- Department of Education COVID-19 Pages: <https://www.ed.gov/coronavirus?src=feature>
- National Institutes of Health COVID-19 Page: <https://www.nih.gov/health-information/coronavirus>
- American College Health Association COVID-19 Page: https://acha.org/ACHA/Resources/Topics/2019_Novel_Coronavirus_2019-nCoV.aspx
- State and Local Health Authorities

Can programs use telemedicine to deliver clinical education?

- Yes. Programs may use telemedicine (also referred to as “telehealth” or “e-health”) for clinical education, where they deem appropriate, regardless of whether or not they are currently operating under the 2012 or 2020 Standards. Prior Commission approval or Commission notification is not required at this time.

Institutions that use simulation and/or telemedicine/telehealth are encouraged (not required at this time) to develop a programmatic policy detailing a maximum percentage of the total clinical education that can be delivered through one or both of these educational modalities. Such a policy should take into consideration their own unique institutional circumstances, including availability of adequately trained personnel, the best available evidence for incorporating simulation and/or telemedicine/telehealth, and the need to prepare athletic training students for contemporary clinical practice with patients. Additional guidance from the Commission on simulation and/or telemedicine/telehealth use for clinical education can be found by clicking [HERE](#).

If my program has made changes to our secondary admission policies due to the Coronavirus, do I need to get approval from the CAATE?

- The Commission will not require programs to receive prior approval or notify the Commission at this time of temporary changes made to the program that are consistent with their own institution’s Coronavirus guidelines/response plan. However, if a change creates a potential non-compliance with the Standards you should notify the CAATE Office who will provide you with further instructions.

Our institution is considering, or is already, temporarily allowing students to choose whether or not to receive a letter grade or a binary grade for their courses (e.g., pass/fail, satisfactory/unsatisfactory) as part of our Coronavirus (COVID-19) response plan. Can our AT program change our existing letter grading system to a binary grading system (e.g., pass/fail, satisfactory/unsatisfactory) for selected or all courses?

- Yes, the Commission does not have any standards dictating specific grading policies that would govern this scenario. This is an issue of institutional autonomy, meaning that institutions have the freedom to develop their own grading policies. However, should such a temporary change in grading be implemented, programs are still responsible to adequately assess student achievement of required course learning objectives, especially learning objectives that are related to the CAATE required competencies ([2012 Standards](#))/curricular content ([2020 Standards](#)). Should a program elect, or be directed by their upper administration, to temporarily change their grading policies to comply with their own institution's Coronavirus guidelines/response plan, the Commission will not require programs to receive prior approval or notify the Commission at this time.

Any changes to grading policies, specifically those that involve moving from a letter grade to a binary grading system (e.g., pass/fail, satisfactory/unsatisfactory), should be fully explained to students. Furthermore, any risks/negatives associated with binary grading should be fully explained. For instance, students should be made fully aware if a binary grading for a specific course means that it will not factor into their grade point average (GPA) calculation. Further, they should be advised regarding how this may be viewed for transfer credit or for applications for advanced degrees where letter grades in certain courses may be required/preferred. Every effort should be made to make sure that students are aware of all of the potential consequences surrounding the selection of a binary grade over a letter grade.