



# CAATE

Commission on Accreditation  
of Athletic Training Education



## STANDARDS AND PROCEDURES FOR ACCREDITATION OF PROFESSIONAL PROGRAMS IN ATHLETIC TRAININGS

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### IMPLEMENTATION AND GUIDE TO THE CAATE 2020 PROFESSIONAL STANDARDS

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## Accreditation Overview

The following resources describe the Commission on Accreditation of Athletic Training Education (CAATE) accreditation of professional athletic training programs. Professional educational programs in athletic training are designed to qualify graduates to sit for the credentialing examination for athletic trainers and to enter the profession of athletic training. There are several essential documents to review when considering accreditation of a professional program in athletic training. *Standards and Procedures for Accreditation of Professional Programs in Athletic Training* provides an overview to professional athletic training programs that are seeking initial accreditation or continuing accreditation. Within the *Standards and Procedures for Accreditation of Professional Programs in Athletic Training* the *2020 Standards for Accreditation of Professional Athletic Training Programs (Standards)* outline the standards that must be met by all accredited professional programs. Its purpose is to explicitly define the requirements to achieve and maintain CAATE accreditation of professional athletic training programs. The [CAATE Policy and Procedures](#) manual governs actions for all programs seeking accreditation from and accredited by the CAATE.

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

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

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

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

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

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

## Accreditation Process

### I. Decision to Seek Accreditation

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

**Standard 54** The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

*Annotation* The program determines the classes that meets these standards and supports the program's curricular plan.

*Additional prerequisite coursework may be required as determined by the program.*

How to Address This Standard

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

Uploads

- Curricular course sequence
- Program's policy regarding how prerequisite classes are evaluated

\* Uploads: added bullet: "program's policy regarding how prerequisite classes are evaluated." Approved by Commission December 11, 2018

\* How to Address This Standard: deleted "admission to" and replaced it with "matriculation in." The bullet will read "Describe how the program ensures all students complete prerequisite coursework prior to matriculation in the professional program." Approved by Commission June 11, 2019

**Standard 55** Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

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

How to Address This Standard

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

Uploads

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