

Board of Certification Approved Provider Self-Study Checklist

This self-study tool is intended to provide guidance to your organization’s readiness to submit an application as a BOC Approved Provider for the Board of Certification. The checklist below is intended to identify any gaps in policies, processes or evidence that must be addressed before an application is submitted. The checklist provides an overview of the 6 essential sections of the [Standards for BOC Approved Providers](#). Please use the tool below to assess your continuing education programs and ensure you have the necessary policies, processes and evidence in place prior to submitting an application.

Standard	Do We Have ... ?	Yes	No	Guidance
1.1	Establish processes for developing, administering and documenting programs			
	<ul style="list-style-type: none"> • Knowledge of the 2016 <i>Standards for BOC Approved Providers</i> • Documentation of the processes used to develop, administer, deliver, conduct and assess the program and participants • Cumulative records for a period of 5 years 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Read the Standards for BOC Approved Providers ✓ Develop a handbook with policies and procedures used to develop, administer, deliver, conduct and assess the program and participants ✓ Retain all records, electronically or via paper, for a minimum of 5 years
1.2	Develop co-sponsor agreement			
	<ul style="list-style-type: none"> • Completed Roles and Responsibilities checklist for each party, for each co-sponsored program 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Develop a co-sponsor agreement when providing programs with another organization ✓ Identify all roles and responsibilities for each party
1.5	Document changes in provider contact and train the new contact			
	<ul style="list-style-type: none"> • Communication with BOC regarding the change • Training materials for the new provider contact 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Update contact information in online BOC Approved Provider profile ✓ Notify the BOC of changes in provider contact information ✓ Pass along the handbook with policies and procedures used to develop and administer programs ✓ Train the new contact on roles and responsibilities of participating in the BOC Approved Provider Program
1.6	Provide information to allow potential participants to judge the value and appropriateness of the program			
	<ul style="list-style-type: none"> • Marketing materials that follow all BOC requirements 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Develop marketing materials for all programs ✓ Materials must follow all requirements in the Approved Provider Handbook
1.7	Provide a statement of credit upon successful completion of the program			
	<ul style="list-style-type: none"> • Program attendance and participation documentation that follow all BOC requirements 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Develop an attendance record ✓ Take attendance at all programs ✓ Develop a statement of credit for each participant ✓ Provide credit at the conclusion of the program ✓ Statement of credit must follow all requirements in the Approved Provider Handbook
1.9	Ensure that financial resources are available to sustain the programs undertaken			

	<ul style="list-style-type: none"> Resources available for continued program improvement and secure maintenance of program records 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Ensure resources (financial, education, technology, etc.) are available to sustain and make future improvements
2.1	Providers are guided by a Code of Ethics			
	<ul style="list-style-type: none"> Understanding and compliance with all section of the Code 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Read the Standards for BOC Approved Providers Ensure compliance with all sections of the Code throughout all programs
2.2	Non-Discriminatory Practices			
2.3				
	<ul style="list-style-type: none"> Language that shows personal or professional bias or cultural insensitivity Policy that programs are available and accessible to all appropriate participants 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Avoid language that displays bias or cultural insensitivity Target audience must include Athletic Trainers as sole credential holders
1.4	Document ownership of the copyright, license or permission for the use of any			
2.4	protected materials used within a program			
	<ul style="list-style-type: none"> Mechanism for speakers to identify ownership of program materials 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Utilize a speaker form
1.3	Declare actual and potential conflicts of interest and financial gain			
2.5				
	<ul style="list-style-type: none"> Disclosure of potential conflict for program sponsors, presenters or providers Identify all sponsors in printed program materials 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Ensure sponsors and speakers disclose all potential or actual conflicts of interest Utilize a speaker release form Ensure speakers declare or deny conflict at the beginning of presentation Include all sponsors on program materials
2.6	Cancellation/Refund Policy			
	<ul style="list-style-type: none"> A cancellation and refund policy when a fee is charged for programs Identify on marketing materials 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Develop a cancellation/refund policy Include policy on registration and marketing materials
3.1	Utilization of Educational Methods			
3.2				
3.3				
	<ul style="list-style-type: none"> Appropriate use of educational methods which match the program objectives, characteristics and skill of the intended audience and facilities used for the program Limited group size for participation programs beyond 30% of program time Program structure based on transfer of knowledge, application and/or practice based needs of the participant Inclusion of current, valid and/or Evidence Based Practices 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Ensure program is developed based on participant needs Ensure instructional techniques match program objectives, participants' skill level and facilities for education program Ensure program infuses current and valid Evidence Based Practices Ensure limited group size for participation programs (hands-on/lab events)
3.4	Development of Program Outcomes			
5.1				
	<ul style="list-style-type: none"> Learning objectives that define the knowledge and/or skills the AT is expected to acquire through the completion of the program Objectives that are written following best construction/Bloom's Taxonomy An appropriate, corresponding strategy for assessment of learning for all objectives 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Develop learning objectives for the educational program that define the knowledge and/or skills the participant is expected to acquire through completion of the program Develop learning objectives following best construction/Bloom's Taxonomy Develop a corresponding learning assessment for each objective

1.8 4.1 Program Developer Requirements				
	<ul style="list-style-type: none"> • Knowledge of the domains of athletic training and entry-level practice • Knowledge of programs that do not fall within the domains of athletic training • Knowledge of programs that are below entry-level knowledge and skill for ATs • Supportive learning environment/facility for programs • Alignment of proposed educational objectives and learning objectives • Evidence of qualified instructors, including a curriculum vitae/biography for each instructor, outlining education, professional training, work, publication and presentation history relevant to the subject matter • Educational materials for each program that will enhance participant understanding of the content and foster application to clinical practice • Clearly defined policies on honoraria and expense reimbursement for instructors 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Review the Role Delineation Study/Practice Analysis, 6th ed. ✓ Provide facilities appropriate for proposed education programs to meet learning objectives ✓ Confirm the educational program will meet the learning objectives ✓ Offer educational materials for each program ✓ Notify potential participants of any required materials or equipment needed for participation ✓ Develop honoraria and expense reimbursement policy for instructors
1.8 4.1 Instructor Qualifications				
4.2	<ul style="list-style-type: none"> • Evidence of qualified instructors, including education or experience, in the relevant subject matter • Instructor selection based upon knowledge of subject matter, experience and teaching ability, and ability to meet the educational needs of the AT 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Collect curriculum vitae/biography from each instructor to validate qualifications by education/experience
5.1 5.2 Learning Assessments				
5.3 5.4	<ul style="list-style-type: none"> • Assessments for each learning objective and measure the extent to which the objectives are accomplished • Assessments that provide feedback to participants so they can assess mastery of the material • Assessments that appropriately measure each learning objectives through formal or informal techniques • Feedback about the assessment for each participant and provide it in an appropriate, timely and constructive manner 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Identify each learning objective and its corresponding strategy for assessment of learning ✓ Provide learning assessment to participants ✓ Collect and score learning assessments when necessary ✓ Provide feedback from the learning assessment outcomes to each participant in an appropriate, timely and constructive manner
6.1 Develop and Provide Program Evaluations				
	<ul style="list-style-type: none"> • Program evaluations developed and provided to participant for each program • Program evaluations that include the following components: <ul style="list-style-type: none"> ○ Applicability of program to meet educational needs ○ Program content was practically useful, comprehensive, appropriate and adequately in-depth ○ Achievement of stated learning objectives ○ Effectiveness of teaching and learning methods ○ Quality and effectiveness of faculty 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> ✓ Develop program evaluations that follow all requirements in the Approved Provider Handbook ✓ Provide program evaluations to each participant for completion

	<ul style="list-style-type: none"> ○ Usefulness of educational materials ○ Appropriateness of learning assessment programs ○ Perception of bias or commercialism 			
6.2	Review Program Evaluations			
	<ul style="list-style-type: none"> ● Completed program evaluations from participants ● Review data provided on program evaluations and make improvements for future presentations ● Feedback for instructors to help improve teaching and learning methods as well as quality and effectiveness of presentations ● An independent or internal review of the program annually to determine the effectiveness through the following components: <ul style="list-style-type: none"> ○ Achievement of the overall goals of the program ○ Extent to which the evaluation effectively and appropriately assesses educational objectives, quality of the instruction process, and participants' perception of enhanced professional effectiveness ○ Appropriateness of evaluation methods and consistency with the scope of the program 	□	□	<ul style="list-style-type: none"> ✓ Collect completed program evaluations from each participant ✓ Review completed program evaluations from each participant ✓ Provide feedback to instructors ✓ Conduct an independent or internal review no less than annually to determine: <ul style="list-style-type: none"> ○ Program goal achievement ○ Effectiveness and appropriateness of educational objectives, quality of the instruction and participants' perception ○ Appropriateness of evaluation methods and consistency with the scope of the program