

Accreditation Council for Art Therapy Education (ACATE)

Policies and Procedures

Approved by ACATE – Aug 2018 – Version 3

I. Authorization

The Accreditation Council for Art Therapy Education (ACATE) derives its authority from the policies of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and from its sponsoring organization, the American Art Therapy Association (AATA), which together establish education standards and provide accreditation services for master's degree education programs in art therapy. ACATE functions as a Committee on Accreditation (CoA) within the CAAHEP accreditation system and adheres to CAAHEP policies and procedures.

II. Mission and Purpose

The mission of ACATE is to promote the highest levels of professional training and competence of art therapists through:

- development and promotion of professional preparation standards;
- promotion of excellence in art therapy curriculum and program development;
- in collaboration with CAAHEP, accreditation of art therapy master's degree programs that meet or exceed minimum accreditation standards;
- encouragement of educational program self-assessment and continuing improvement; and
- promotion of diverse theory and methods in art therapy education and practice.

The purpose of ACATE is to provide effective leadership in the accreditation of art therapy master's degree education which results in a standard of excellence for safe, effective and responsible practice of professional art therapy. ACATE members commit to cooperate with CAAHEP and AATA to establish, maintain and promote standards for art therapy education and appropriate accreditation guidelines that:

- prepare students for safe and effective practice in the wide diversity of settings and with the diverse client populations that are served by professional art therapists;
- establish requirements for academic quality and measurable program outcomes that recognize and preserve an institution's responsibility to determine program priorities and structures within the framework of its own institutional mission;

- encourage self-evaluation and continuing development of art therapy education programs to remain responsive to the needs of clients and consumers and the changing nature of safe and effective delivery of healthcare and mental health services;
- promote involvement of interested representatives of the public in establishing policies and procedures and assuring fair and consistent decision making and program review;
- require accredited programs to provide reliable information to the public on their performance and student achievement;
- encourage institutional and program autonomy and academic freedom;
- preserve student confidentiality and privacy of student records;
- ensure fair, consistent, relevant, and ethical decision-making in art therapy educational practices; and
- create inclusive and supportive learning environments that consistently strive to attract, enroll, and retain diverse student populations.

III. ACATE Composition and Procedures

In order to maintain high standards of quality for art therapy education and remain responsive to the needs of consumers, ACATE strives to establish and maintain a balanced and qualified membership. Art therapy educators, practitioners, and public representatives work within the ACATE framework to develop, maintain and promote standards for art therapy education and address the needs of art therapy educational programs, art therapy professionals, art therapy students, employers of art therapists and, ultimately, consumers of art therapy services.

A. Membership

The membership of ACATE is comprised of ten (10) to twelve (12) members consisting of a Council Chair and not less than nine (9) committee members. ACATE's membership must include at least three (3) art therapy educators, at least three (3) art therapy professionals engaged in the delivery of art therapy services, and at least one member representing the public and communities of interest in art therapy education.

ACATE members serve for rotating three-year terms, with no member serving longer than two consecutive terms. Members are selected from nominations/applications submitted by the sponsoring organization, AATA members, AATA state or regional chapters, CAAHEP accredited programs, art therapy professionals, and employers and consumers of art therapy services. Sitting ACATE members will review all nominations/applications and approve nominees that reflect the diverse communities of interest in art therapy.

Potential nominees must demonstrate a commitment to art therapy education, knowledge of contemporary art therapy and allied health practice, and sensitivity to the needs of art therapy students and consumers. ACATE members will give priority in filling open member positions to maintaining the required balance in membership between art therapy educators, practitioners, and

public members. Priority also will also be given, to the extent possible, to creating and maintaining diverse geographic representation among ACATE members.

Eligible nominees to fill ACATE member positions to be held by art therapy educators and art therapy practitioners shall hold active board certification with the Art Therapy Credentials Board (ATCB). No ACATE member shall serve concurrently as a member of the AATA Board of Directors, as a member of the Art Therapy Credentials Board, or hold membership on the AATA Education Committee or serve as Chair or Regional Representative on the AATA Government Affairs Committee.

Nomination and selection of public members will be made, to the extent possible, on a rotating basis among nominees representing the different communities of interest in art therapy.

ACATE members serve as volunteers and without compensation. Reimbursement may be provided to members for reasonable expenses incurred to attend meetings and engage in other official business of the Council as approved by ACATE within annual budget guidelines.

B. Officers

Officers of the ACATE will include the Council Chair, Vice-Chair, Secretary and Treasurer. The Chair will preside at all meetings. The Vice-Chair will preside in the absence or recusal of the Chair. In the absence or recusal of the Chair and Vice-Chair, the Secretary will preside at meetings. The initial Council Chair is an art therapy education program director or program coordinator appointed by AATA's President for a three-year term. Subsequent Chairs will be selected by a majority vote of ACATE members from sitting members who have at least two (2) years of service as members of ACATE.

A Commissioner will be appointed to represent ACATE with CAAHEP, attend CAAHEP meetings, and provide ACATE with reports of CAAHEP proceedings. The initial CAAHEP Commissioner is appointed by the Council Chair for a three-year term. The Chair will appoint all subsequent CAAHEP Commissioners from among sitting ACATE members for a three-year term.

C. Member Vacancies

ACATE member vacancies resulting from resignation, death, or any other reason are filled by vote of ACATE members on the same basis as selection of members to fill expired terms. Members who resign from their appointment before the end of their designated term must notify the Chair in writing, and may continue to serve until a successor has been selected. Members selected to fill unexpired terms shall serve until the end of the original term and may be considered for reappointment. If a new member is selected to fill the unexpired term of the Council Chair or Vice-Chair, the position and duties as officer shall not be transferred to the newly appointed member serving the unexpired term.

If it is determined that a member is no longer fulfilling, or able to fulfill, their duties, the Chair, upon a majority voted of ACATE members, may determine the member's position vacant and initiate a process for securing nominations to fill the member's unexpired term.

D. Meetings and Procedures

ACATE members shall meet in-person at least once annually and may convene additional meetings, either in person or by telephone conference calls, web meetings, or other electronic means, as determined by the Council Chair. At least one in-person meeting is held coincident with the AATA Annual Conference. Any convening of meetings will require distribution of minutes by the Council Secretary sufficient to record the discussions and actions taken.

A quorum for any meeting consists of a simple majority of sitting ACATE members. All meetings are conducted with written agendas and in observation of *Robert's Rules of Order*.

ACATE may conduct business and voting through various electronic means as may be available to all members. The Council Chair may employ telephone conference calls, web meetings, and email to facilitate any action that may be required between scheduled meetings. For purposes of electronic meetings, participation by a member through electronic means shall be considered equivalent to physical presence.

E. Policies and Procedures

ACATE members are responsible for adopting policies and procedures governing its accreditation activities, consistent with CAAHEP policies and procedures. All policies and procedures are included in an ACATE Policies and Procedures Manual, which is reviewed by ACATE members on an annual basis. The ACATE Policies and Procedures Manual is made available to the public.

ACATE uses a collaborative process to develop, approve, and review all policies and procedures.

F. Budget and Reimbursement

The Council Chair will appoint a Budget Committee comprised of sitting members of ACATE and the Council Treasurer, who shall serve as chairman. The Budget Committee, in consultation with the Council Treasurer, is responsible for preparing an annual operating budget covering all activities of ACATE, as determined from the ordinary expenses of meetings, communications with ACATE members, institutions and programs, administrative costs and occasional staff or secretarial assistance. Extraordinary expenses, such as special projects or additional in-person meetings also need to be anticipated in annual budgets. Annual operating budgets must be approved by a majority vote of ACATE members.

The ACATE operating budget covers the calendar year, from January 1 through December 31, to correspond with the fiscal year structure of AATA. The Budget Committee reviews the budget prior to September of each year to determine the expenses for the coming year based on current

and anticipated future revenue and expenses, and submits the budget for review by the Council Chair, and approval by ACATE members.

ACATE recognizes the appropriateness of reimbursement for reasonable expenses incurred by ACATE members and volunteers in the course of activities on behalf of ACATE. Reimbursement of expenses for official ACATE meetings and activities are determined and reimbursed according to criteria approved by ACATE members. Requests for reimbursement are submitted on a reimbursement form designated by the Budget Committee. ACATE members are responsible for submitting a completed reimbursement form and scanned/faxed receipts for review and approval by the Council Treasurer and the Council Chair. A completed, signed form and all receipts must be received and approved before reimbursement can be made. Expense receipts must be dated and submitted within ninety (90) days of the date of the receipts.

IV. General Principles and Policies

A. Continuous Improvement

ACATE is committed to ongoing evaluation of the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy for the purpose of strengthening standards that reflect the needs of consumers and encourage educational program improvement and best practices in art therapy education and clinical practice.

ACATE will review and revise the Standards and Guidelines at least every five (5) years with established procedures for soliciting input and feedback from the AATA Education Committee, art therapy educators, and from various communities of interest. Accredited programs are provided ample notification of proposed changes and given opportunities to provide input.

The Council Chair will appoint a Standards Review Committee comprised of sitting members of ACATE. The Committee will be responsible for: a) implementing procedures for the five-year review process; b) serving as liaison with the AATA Education Committee; c) soliciting input and feedback from art therapy programs and communities of interest; and d) providing ACATE with on-going feedback reflecting opinions and recommendations on the status of the Standards and Guidelines throughout the five-year cycle. Solicitation of comments and feedback may be done by media or newsletter announcements, general or targeted mailings or emails, postings in electronic media, meeting presentations, special hearings, or other means determined by the Committee.

The Standards Review Committee summarizes the comments and feedback it has received and develops recommendations for revising the Standards for consideration by ACATE's members. ACATE will consider all information provided by the Committee relating to the proposed revisions, and may seek additional comment before finalizing the standards. The revised standards are submitted to the CAAHEP Standards Committee for review.

Upon approval by the CAAHEP Board of Directors, the final revised standards will be published with a date of implementation.

B. Ethical Standards of Practice

ACATE members, volunteers and staff adhere to ethical standards of practice in all ACATE and CAAHEP-related activities.

C. Institutional Autonomy

ACATE members conduct all accreditation activities with respect for sponsoring institutions' autonomy, self-governance and self-management and recognition of institutional and individual academic freedom.

D. Fair Education Practices

ACATE, its CAAHEP-accredited programs, and their sponsoring institutions comply with fair practice standards in education as specified in Section V of the Standards and Guidelines for Accreditation of Educational Programs in Art Therapy (2016).

E. Due Process

ACATE assures timely and equitable due process for institutions, programs and individuals affected by any action or decision of ACATE consistent with current CAAHEP Policies and Procedures, which are available for review on the CAAHEP website (www.caahep.org).

F. Conflict of Interest

Members of ACATE refrain from discussing and voting on accreditation matters if for any reason a conflict of interest or an appearance of a conflict of interest is present. A conflict of interest encompasses any situation in which an ACATE member uses or is in a position to use his or her influence or role to advance his or her own personal or financial interest or an associated entity.

G. Conflict of Interest Policy

The purpose of this policy is to establish guidelines for recognizing, disclosing, and managing conflicts of interest.

ACATE members must conduct their roles and responsibilities in an objective manner, free from undue influence arising from associations from places of employment or other entities that could benefit from the actions taken through participation in ACATE. A conflict of interest encompasses any situation in which an ACATE member uses or is in a position to use his or her influence or role to advance his or her own personal or financial interest or an associated entity. ACATE members often benefit from the employee's participation in both public and private outside activities. ACATE members must ensure that their outside obligations, financial interests, and activities do not conflict or interfere with their commitment to the integrity of ACATE and its mission. This obligation pertains to both ACATE board members and site visitors.

A conflict of interest also exists when any member of ACATE (or immediate family) is directly associated with or stands to realize financial or similar tangible personal or proprietary gain as a result of any ACATE action. Similarly, members of ACATE are not to enter into employment relationships with persons or activities directly or indirectly detrimental to ACATE.

General Principles

- A. ACATE members must arrange their external obligations and financial interests so as not to impede or conflict with their duties and responsibilities to ACATE
- B. ACATE members must notify the Chair of potential conflicts of interest, including potential financial conflicts of
- C. ACATE members must disclose potential financial conflicts of interest that could affect the design, conduct, or reporting of sponsored projects.
- D. ACATE members must recuse themselves from any vote which may have the potential of benefiting the individual and/or an associated entity
- E. Charges of violations of this Policy shall be carefully examined. Disciplinary sanctions may range from reprimands to dismissal, pursuant to ACATE policies

Conflicts of Interest

Unacceptable conflicts of interest include but are not limited to:

- 1. using a position of influence or authority to aid in the outcome of a decision which will directly benefit the individual and/or and associated entity
- 2. using privileged information acquired in connection with ACATE for personal gain or unauthorized use;
- 3. accepting gratuities or special favors from private organizations with which ACATE does or may conduct business.

The situations listed below constitute examples of potential conflicts of interest. These are intended to be illustrative and not necessarily inclusive of all possible scenarios. When a member of ACATE has violated this conflict of interest policy, he or she will be subject to disciplinary action.

- 1. Acceptance of gifts, entertainment or other favors from an outside concern that does or is seeking to do business with ACATE (This does not include normal business luncheons).
- 2. Having a financial interest in an outside concern from which ACATE purchases goods or services.
- 3. Accepting personal compensation for Board-related speaking engagement, consulting services or other activities.
- 4. Representing ACATE in any transaction in which an ACATE member (or immediate family) has a substantial interest.
- 5. Serving as a member of a review team, or site visit team if there is any employment relationship between an ACATE member or volunteer (or their immediate family) and the sponsoring institution of a program engaged in the accreditation process.

6. Serving as a private consultant to any program, or sponsoring institution, engaged in the accreditation process. Private consulting means providing advice on accreditation to a specific program or institution in return for any form of financial or similar tangible gain.

If any voting member of ACATE has a conflict of interest in any matter brought before the body for a vote, that member shall declare such conflict before any discussion of the matter. Further, any other voting members may share their concern regarding a potential conflict of interest of other voting members prior to the beginning of any discussion of the matter in question.

When considering accreditation recommendations at face-to-face or online meetings of ACATE, members shall absent themselves from the room for any discussion and/or vote on any program in which they (or their immediate family) have any employment relationship with the program or with the sponsoring institution. When considering accreditation actions during conference call meetings or any vote by electronic means, members shall refrain from participating in the discussion or vote on programs in which they (or their immediate family) have any employment relationship with the program or with the sponsoring institution.

Each member of ACATE and all volunteers will sign the Ethical Standards of Practice for the Accreditation Council for Art Therapy Education (ACATE) disclosure statement acknowledging that he or she understands and acknowledges ACATE's confidentiality and conflict of interest policy.

H. Confidentiality Policy

ACATE assures that its accreditation procedures are sensitive to the need to maintain confidentiality in the accreditation process while also disclosing certain information to serve and protect the public interest. ACATE members will refrain, in any role outside of ACATE, from discussing any aspect of a program, institution, or individual involved in the accreditation process.

In furtherance of this policy, ACATE will hold as confidential the following documents and the information contained therein:

1. Self-Study Report
2. Site Visit Report
3. All Program Progress and Annual Reports
4. All correspondence between ACATE and programs, and all correspondence between ACATE and CAAHEP, which relate to the accreditation process (including the appeals process, if any).

Institutions may release any of the above information, at their discretion. Except in the case of a program that has been placed on academic probation, ACATE will not make public any of the above documents without the permission of the institution.

The requirements of this policy may be waived for any of the above documents should ACATE or CAAHEP be required to turn over information by a bona fide judicial or governmental process.

ACATE members are responsible for adopting policies for determining the period of time in which documents related to the accreditation process, correspondence, and annual reports will be retained as confidential and the conditions under which documents will be destroyed or returned to a program or institution. Policies and procedures for retention and disposal of documents are made available as a separate document.

V. ACATE Accreditation Procedures

Appendix A of the *CAAHEP-Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy* addresses the Application, Maintenance and Administration of Accreditation under CAAHEP.

This section will describe procedures for ACATE accreditation of art therapy education programs. ACATE incorporates traditional process-oriented review with outcomes based accreditation (OBA) review. ACATE believes that accreditation should be focused on student outcomes as well as the process-oriented activities of the educational program. The data used for accreditation purposes should be as objective as possible.

As a CAAHEP Committee on Accreditation, ACATE is responsible for evaluating art therapy master's degree education programs applying for CAAHEP accreditation. ACATE will review program applications to determine each program's compliance with the CAAHEP-Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy as a result of the review of a Self-Study Report and by conducting an on-site evaluation to verify information included in the Self-Study Report. Based upon the review of the Self-Study Report and the on-site evaluation, compliance with the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy will be determined and an accreditation decision recommendation forwarded to the CAAHEP Board of Directors for review and approval. CAAHEP will communicate the accreditation decision to the program's sponsoring institution.

A. Application for CAAHEP Accreditation

Educational institutions interested in obtaining CAAHEP accreditation for art therapy programs should carefully review the CAAHEP-Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy and the ACATE Self-Study Report Handbook. The accreditation review process is initiated by the institution's submission to ACATE of a Request for Accreditation Services form and payment of half of the required application fee as an indication of the institution's commitment to completing the accreditation process.

To be eligible to apply for accreditation, a sponsoring educational institution must be a post-secondary academic institution accredited by an institutional accrediting agency that is recognized

by the U.S. Department of Education, and must be authorized under applicable law or other acceptable authority to provide a post-secondary program which awards a minimum of a master's degree at the completion of the program. The institution's sponsored art therapy program must provide a sequential course of graduate-level study in art therapy and related subjects structured over at least two academic years and leading to the awarding of a master's degree. Eligible art therapy programs also must have provided graduate-level instruction in art therapy on a continuous basis for at least three academic years and achieved at least one master's degree graduate class.

ACATE will accept applications for accreditation from institutions located outside the United States and its protectorates based on the availability of site visitors, adequacy of telephone and electronic communications, and availability of other resources necessary for appropriate evaluation and monitoring of program compliance with the Standards.

Following submission of a Request for Accreditation Services, the institution will assemble the materials required for the Self-Study Report. A completed Self-Study Report and payment of the remaining half of the application fee will constitute a formal request for ACATE accreditation review. Incomplete Self-Study Reports will not be processed for review. Receipt of the Self-Study Report and associated fees by ACATE will initiate the review of accreditation application materials included in the Self-Study Report and planning for the site visit to verify aspects of the Self-Study Report.

B. ACATE Self-Study Review Process

The Self-Study Report from a sponsoring institution applying for CAAHEP accreditation will be assigned to a Review Team who will begin review of the application materials, including the Self-Study Report. Content will be reviewed to determine areas of compliance with the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy and areas of concern or questions about compliance.

The ACATE Chair will appoint the Review Team from among ACATE members, consisting of a Lead Reviewer and up to two additional reviewers, to study the application documents and Self-Study Report. The Lead Reviewer serves as the primary point of contact between ACATE and the program director and sponsoring institution of the program applying for accreditation. The Lead Reviewer uses the ACATE Review Checklist to determine if an application is complete. If initial review of the application shows the need for additional material, the Lead Reviewer will request the needed information.

Upon initial review of Self-Study Report, the Lead Reviewer may submit a request for additional information or clarification to the program director or sponsoring institution in the form of a Clarification Report. The program's or institution's response to the requested clarification is due within thirty days of the receipt of the Clarification Report. The Lead Reviewer may provide feedback (consultation) to the program, as needed, regarding any deficiencies or questions about the Self-Study Report.

The Review Team will schedule an on-site visit for the purpose of verifying and evaluating content from the Self-Study Report and other materials submitted by the program. This is an outcomes and process-based evaluation and the program is reviewed and approved based on how it is structurally in compliance with the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. The Self-Study Report and all other related information will be verified through the review of documentation, data collected to evaluate compliance and interview of program faculty/administration, students, graduates, employers and/or clinical supervisors.

C. Selection of Site Visit Teams

Site visit team members are appointed by ACATE from a roster of potential evaluators who have received orientation and training on ACATE and CAAHEP evaluation procedures and ethical practices. ACATE assigns a minimum of two (2) site visitors, and possibly three (3) site visitors, for each on-site evaluation. Site Visit team members are selected on the basis of their knowledge, education, geographic proximity to the applicant program, and ability to be impartial in reviewing the program under consideration. For example, graduation from the program or sponsoring institution under review, close friendship with members of the program faculty or staff, or any potential conflict of interest or potential bias that could affect impartial evaluation of the perceived quality of the program would disqualify a person from serving on a site visit team.

ACATE members may serve as site visit evaluators, but their participation as members of site visit teams is not required. ACATE members will receive training as evaluators and may serve as instructors in ACATE Site Visit Policies and Procedures. When appointed to site visit teams, ACATE members will serve as team leaders; when no ACATE member is present, the site visit team member having the most experience in on-site program evaluations will be the team leader.

Qualified persons wishing to be selected as site visit evaluators should forward a current curriculum vitae and request for appointment as a site visit evaluator to ACATE. Following review and acceptance by ACATE, site visit evaluators who have completed required training will be included on the roster of eligible site visit evaluators. Observers and trainee evaluators may accompany site visit teams during on-site evaluations, however, they will not have an official role in the site evaluation and the program or sponsoring institution will not be responsible for their expenses.

Individuals may be deleted from the roster of eligible site visit team evaluators if they voluntarily resign, are inactive for a period of three or more years, or are determined to have violated ACATE conflict of interest or confidentiality policies. In this context, “inactive” is defined as performing an average of less than one site visit every three years or failure to complete site visitor training within the three year period.

Approximately six (6) weeks prior to the scheduled on-site visit, ACATE will provide the program director or sponsoring institution with written notification of the individuals serving as

site visit evaluators. If the program perceives a possible conflict of interest with regard to a team member, it will be given 48 hours, following the written notification, to request an alternate evaluator. The program will be responsible for any additional expenses incurred due to requests to change members of the site visit team made after the designated 48-hour period.

ACATE will provide site visit team members with a copy of the applying program's Self Study Report and all supporting documentation. Copies of Annual Reports also will be made available for programs undergoing continuing accreditation site visits. A copy of the ACATE Site Visit Evaluators Guide will also be provided to each team member in advance of the site visit. Before their arrival at the college/university, team members are expected to be thoroughly familiar with the ACATE/CAAHEP Standards and Policies, the Initial Self Study Report and/or Annual Report and all supporting documents provided by the applicant program to ACATE.

D. Types of ACATE Site Visit Evaluations

ACATE will conduct three types of site visit evaluations: Initial, Continuing and Qualitative. Initial site visits involve verification of information in program Self-Study Reports to determine eligibility for initial CAAHEP accreditation. Continuing site visits are scheduled prior to expiration of the initial accreditation period to evaluate program performance based on Annual Reports for renewal of accreditation. Qualitative site visits are scheduled as needed for the purpose of assisting programs and sponsoring institutions to improve compliance. The purpose of all site visits is to clarify, verify, and evaluate information submitted in the Self Study Report and application materials, or in Annual Reports and supporting materials, to assess the extent to which programs are in compliance with the CAAHEP-Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy.

Initial Accreditation Site Visit refers to on-site evaluations of programs that are seeking accreditation for the first time, or programs that have permitted their accreditation status to lapse. Each program applying for initial accreditation must demonstrate satisfactory compliance with the structure and process criteria and competency requirements of the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy.

Site visits should be scheduled at a mutually acceptable time for the sponsoring institution and site visit evaluators while students are in session. The program administration will prepare a schedule for the evaluators visit to accommodate individual discussions with the program director, faculty members, the executive office of the sponsoring institution, students, recent program graduates, and others. ACATE reserves the right to request interviews and/or reviews as determined to be necessary based upon Self-Study Report information and/or findings during an on-site evaluation. Tours of the facilities used by faculty and students are also scheduled.

Expenses associated with an initial accreditation site visit are to be determined by the site visit team and the sponsoring institution. Site team members will be reimbursed for all actual expenses associated with the on-site evaluation, including transportation, meals, lodging, and other reasonable expenses, in accordance with the institution's reimbursement policies. It is the

sponsoring institution's responsibility to notify ACATE in writing, before the scheduled visit, of any expenses that a program would choose to deny. Otherwise, the program is responsible for all expenses incurred. The process for reimbursement of individual evaluators will be provided in the Site Visitors Handbook.

Continuing Accreditation Site Visit refers to on-site evaluations of programs seeking renewal of accreditation, either upon expiration of their initial accreditation or at designated intervals for continuing accreditation review, as described in Section VI. The purpose of the on-site review is to verify information provide in the Annual Report. Interviews with graduates, employers and a review of the facilities are not typically performed during continuing accreditation site visits as this information is provided through the standardized surveys and program assessment tools described in instructions for the Annual Report. ACATE reserves the right, however, to perform the interviews and or reviews as determined to be necessary based upon Annual Report information and/or findings during the on-site evaluation. Programs should retain examples of student work during the interim between continuing accreditation site visits for potential review by site visit evaluators.

Continuing accreditation site visit teams will consist of either one or two evaluators depending on whether the program is requesting continuing accreditation for the first time, or has already participated in one continuing accreditation. Each site visit evaluator will be reimbursed for all actual expenses associated with the site visit on the same basis as reimbursement is provided for initial accreditation site visits.

Qualitative Site Visit refers to a scheduled on-site review that ACATE determines is needed to assist a program that is consistently unable to demonstrate substantial compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. The purpose of this evaluation is to try to identify and clarify specific areas and causes of non-compliance for purposes of determining opportunities to improve compliance. A qualitative site visit is scheduled at a mutually agreed upon date, and may take the place of the continuing evaluation. Site visit evaluators will verify data reported in Annual Reports or other materials submitted by the program to determine compliance or non-compliance with the Standards and Guidelines. ACATE will assist the program and sponsoring institution in developing an on-site evaluation schedule that will best accommodate and focus on areas of identified deficiencies.

Qualitative site visits will require either one or two evaluators, as determined by ACATE based on the extent of the program's identified deficiencies and whether the qualitative site visit is being conducted in place of a continuing site visit evaluation. Each site visit evaluator will be reimbursed for all actual expenses associated with the site visit on the same basis as reimbursement is provided for initial accreditation site visits.

E. Schedule and Processes for Site Visits

The actual site visit schedule will be dependent upon the type and focus (i.e., Initial, Continuing or Qualitative) of the site visit. With all on-site evaluations, additional time and areas of observance may be added or customized to each specific program evaluation. A thorough and accurate evaluation of a program can be conducted by site visit teams of two to three evaluators within a period of approximately one and one-half days. Qualitative site visits focusing on specific areas of concern or deficiency may require approximately two days. The on-site evaluation should verify and clarify Self Study reports or Annual Reports and other documentation submitted by the program and provide evaluators with opportunities to meet and discuss the program with the administrative staff, faculty, advisors, and students.

Site visits will include the core responsibilities and activities of site visit teams detailed in the ACATE Site Visitor handbook. Please refer to the most recent edition of the Site Visitor handbook for details on all aspects site visit processes and forms.

F. After the Site Visit

Following completion of the on-site evaluation, the site visit team will jointly prepare a written Site Visit Report to be submitted to ACATE within two (2) weeks following the on-site visit. The Site Visit Report will provide evidence, from objective sources, of the program's performance relative to the Standards. The Report will provide two categories of comments on the report; Strengths or Concerns in relation to the program's compliance with the Standards.

Upon receiving a Site Visit Report, the ACATE Review Team will carefully consider the Report's findings and recommendations. If the Review Team determines that any finding or conclusion of the site visit team lacks adequate documentation or substantiation, the Lead Reviewer may request additional materials from the program director or sponsoring institution, as appropriate. Upon completion of its review of the program's compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy, the Review Team will communicate its recommendation to ACATE members for discussion and approval.

Programs applying for initial and continuing accreditation will receive, within six (6) weeks of the on-site evaluation, a written summary of the strengths and concerns as related to the program's compliance with the Standards, following ACATE review of the site visit report.

Upon formal approval of an accreditation recommendation, ACATE will forward a status of public recognition recommendation to the CAAHEP Board of Directors. The recommendation should be received by the CAAHEP Board within two weeks of the meeting in which ACATE approves the recommendation, or no later than the 15th of each month prior to the meeting in which the CAAHEP Board of Directors are expected to vote on the recommendation.

The decision of the CAAHEP Board of Directors is provided in writing to the sponsoring institution immediately following the CAAHEP meeting at which the program was reviewed and voted upon.

VI. Types of Accreditation Decisions

Accreditation recommendations approved by ACATE will be forwarded to the CAAHEP Board of Directors for review and approval. Accreditation will be granted by CAAHEP to programs in substantial compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. Consistent with CAAHEP policies and procedures, ACATE will make the following accreditation decisions:

A. Initial Accreditation

Initial accreditation will be granted to a program that is seeking accreditation for the first time or has permitted their accreditation status to lapse. A program applying for initial accreditation must demonstrate, through the submission of a Self Study Report and completion of a site visit evaluation, substantial compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. Initial accreditation will be awarded for a period of five (5) years, with yearly Annual Report reviews.

Initial accreditation status can neither be extended nor renewed, so it is essential that programs comply in a timely manner with all accreditation maintenance requirements, including submission of yearly Annual Reports. At any point during the initial accreditation period, ACATE may recommend that a program be considered for continuing accreditation or, if warranted, for probationary accreditation. If no request for continuing accreditation is forthcoming from a program at the end of its initial accreditation period, the program's initial accreditation will automatically expire on the designated expiration date.

B. Accreditation Withheld

A program seeking initial accreditation may have Accreditation Withheld if ACATE determines that the program is not in substantial or conditional compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy and non-compliance is considered sufficient to prevent the program from adequately preparing student for safe and effective practice of art therapy. Prior to forwarding an accreditation withheld recommendation to the CAAHEP Board of Directors, ACATE will notify the program by certified mail that an adverse decision is being recommended and describe those areas that are deficient and what program modifications are required to bring the program into substantial compliance with the standards. The letter will inform the program of its right to request reconsideration by ACATE and to submit additional materials to dispute the adverse recommendation.

Upon receipt of a request to reconsider an accreditation withheld recommendation, ACATE will not forward the recommendation to CAAHEP until it has reviewed all additional materials submitted by the program, including evidence of corrected deficiencies. If ACATE determines

that the program is still not in substantial compliance with the Standards, or if the program does not request reconsideration of the decision, ACATE will forward to CAAHEP the accreditation recommendation as originally voted. In either case, the recommendation to CAAHEP will be accompanied by written evidence to confirm that the program was notified of its rights and that due process procedures were followed.

C. Continuing Accreditation

Continuing accreditation is awarded to programs with initial accreditation or continuing accreditation status when ACATE confirms that the program has demonstrated continued compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. Eligibility for continuing accreditation is demonstrated through consistently meeting outcomes threshold requirements as documented in a program's Annual Reports. Continuing accreditation is awarded for a period of seven (7) years before a program is required to undergo re-evaluation.

ACATE will notify programs with initial accreditation in writing 12 to 18 months prior to the date that their initial accreditation status is scheduled to expire. Notice will include information about the accreditation evaluation process and a timeline for submitting required documentation. A continuing accreditation evaluation process will be initiated by ACATE when an institution sponsoring a CAAHEP-accredited program submits a Request for Accreditation Services form to ACATE. The program and sponsoring institution are responsible for submitting documentation and undergoing evaluation according to the established timeline. ACATE is responsible for reviewing required documentation and conducting an evaluation in a timely manner.

Continuing accreditation evaluations will be based on information in a program's Annual Reports and information and observations from the Site Visit Report. If review of a program's Annual Reports produces significant concerns regarding program compliance with any Standard, ACATE may request that the program produce additional documentation to demonstrate compliance, initiate confidential surveys to program faculty and students to obtain additional information, or require that the program complete a Self Study Report.

If ACATE determines that a program with initial accreditation status is not in substantial compliance with the Standards, and is not making reasonable progress toward compliance, it may recommend changing the program's status to probationary accreditation or make no recommendation. If no recommendation is forwarded to the CAAHEP Board of Directors, the program will automatically lose its status of Initial Accreditation on the designated expiration date of initial accreditation.

D. Probationary Accreditation

Probationary accreditation is a temporary accreditation status imposed on a program that is found not to be in substantial compliance with accreditation standards, but is making reasonable progress toward compliance, or where a program has not complied with one or more requirements to maintain accreditation, including timely submission of Annual Reports or payment of

accreditation fees. ACATE will inform the program and sponsoring institution that probationary status is being considered and describe the actions or deficiencies requiring the program to be placed on probation.

Programs receiving notice that probationary status is being considered may request that ACATE provide an opportunity for reconsideration or remediation of cited problems prior to ACATE action. The program may submit a report and documentation within thirty (30) days following receipt of a notice of probationary status demonstrating the manner in which any documented deficiency has been corrected or how the program will come into compliance with the accreditation standards during a reasonable period of time established by ACATE. If ACATE is satisfied with the response, the program and its sponsoring institution will be notified that the issues requiring consideration of probationary status have been resolved and the program's accreditation status remains unaffected. If it is determined that the program is not making reasonable progress toward compliance, ACATE will forward a recommendation of probationary accreditation to CAAHEP and continue to monitor the program.

During any period of probationary accreditation, programs continue to be accredited although probationary status will continue to be noted in CAAHEP communication and its website. Programs must also disclose probationary status to students and applicants. *See CAAHEP Policies and Procedures 301 & 302.*

E. Accreditation Withdrawn

Withdrawal of accreditation is an action taken when ACATE determines that a program is no longer in compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy. ACATE will not forward a recommendation for withdrawal of accreditation to CAAHEP unless a program has first been placed on probationary accreditation. ACATE will provide notice to the sponsoring institution of a program on probationary accreditation that the program is not in compliance with the Standards or with administrative requirements for maintaining accreditation and that withdrawal of accreditation has been recommended. The notice will describe the areas that are deficient and the actions required to bring the program into compliance. The notice also must inform the sponsoring institution of its right to request that ACATE reconsider its recommendation to withdraw accreditation, or to request voluntarily withdraw of its accreditation.

A decision of the CAAHEP Board of Directors' to withdraw accreditation may be appealed. A copy of the CAAHEP "Appeal of Adverse Accreditation Actions" is enclosed with the CAAHEP letter notifying the sponsor of the decision. Programs that have had accreditation withdrawn may re-apply for accreditation once the sponsoring institution believes that the program is in compliance with the accreditation Standards.

Any student who completes an art therapy program that was accredited by CAAHEP at any time during his/her matriculation is deemed by ACATE and CAAHEP to be a graduate of a CAAHEP-accredited program.

VII. Reconsideration and Appeal of Negative Recommendations

When ACATE determines that a program is not in substantial compliance with the Standards, and before forwarding to the CAAHEP Board of Directors a recommendation that accreditation is to be withheld or withdrawn, changed to probationary status, or allowed to expire, it will notify the program and program sponsor by certified mail/return receipt requested that a negative recommendation is being recommended and inform the program of its rights and due process procedures to be followed. The notice will describe those areas that are deficient and what program modifications are required to bring the program into substantial compliance with the Standards. The notice will inform the program of its right to dispute a negative recommendation, request reconsideration, or voluntarily withdrawal of accreditation, as applicable, and provide a reasonable timetable for the program to request reconsideration, dispute any deficiencies, and submit additional materials.

If a program requests reconsideration then the negative recommendation is not forwarded to CAAHEP until ACATE has reviewed all additional materials (including evidence of corrected deficiencies) and it has been determined that the program is still not in substantial compliance with the Standards. ACATE will notify the program of its decision following reconsideration. If a program does not request reconsideration then the accreditation recommendation is forwarded to CAAHEP as initially voted. In either case, the recommendation to the CAAHEP Board will include written evidence to confirm that the program was notified of its rights and that due process was followed.

Before ACATE allows the Initial Accreditation status of a program to expire, the program must have the opportunity to request reconsideration of the decision to allow expiration. If the program requests reconsideration, ACATE will notify the program of its decision following review of materials submitted on reconsideration. ACATE's decision is final and CAAHEP will not entertain any further appeals on behalf of the program. ACATE will notify CAAHEP of its decision to allow the program's initial accreditation to expire. CAAHEP will notify the sponsoring institution that the program's accreditation is expiring and the program will no longer be considered CAAHEP accredited.

Before ACATE forwards a recommendation to CAAHEP that a program be placed on probationary accreditation, the sponsor must have the opportunity to request reconsideration of that recommendation or to request voluntary withdrawal of accreditation. ACATE's reconsideration of a recommendation for probationary accreditation will be based on conditions existing both when it arrived at its recommendation as well as on subsequent documented evidence of corrected deficiencies provided by the sponsor. The CAAHEP Board of Directors' decision to confer probationary accreditation is not subject to appeal.

Before ACATE forwards a recommendation to CAAHEP that a program's accreditation be withdrawn or that accreditation be withheld, the sponsor must have the opportunity to request reconsideration of the recommendation, or to request voluntary withdrawal of accreditation or withdrawal of the accreditation application, whichever is applicable. ACATE's reconsideration of a recommendation to withdraw or withhold accreditation will be based on conditions existing both when it arrived at its recommendation as well as on subsequent documented evidence of corrected deficiencies provided by the sponsor.

The CAAHEP Board of Directors' decision to withdraw or withhold accreditation may be appealed. A copy of the CAAHEP "Appeal of Adverse Accreditation Actions" is enclosed with the CAAHEP letter notifying the sponsor of either of these actions.

At the completion of due process, when accreditation is withheld or withdrawn, the sponsoring institution's Chief Executive Officer is provided with a statement of each deficiency. Programs are eligible to re-apply to ACATE for accreditation once the sponsor believes that the program is in compliance with the accreditation Standards.

VIII. Alternative Models of Education

ACATE and CAAHEP recognize and approve of alternative models of education and will work with art therapy programs and sponsoring institutions to assure these models meet the accreditation Standards.

Distance Education

Distance education is defined as a formal educational process in which the majority of synchronous and asynchronous instruction occurs when student and instructor are not in the same location. Distance education can be provided as independent master's degree programs or programs affiliated with traditional campus-based art therapy master's degree programs. Distance education includes, but is not limited to, correspondence study, or audio, video and/or computer/internet technologies.

ACATE members are responsible for adopting a Distance Education Policy that establishes criteria and specific evidence needed to determine the degree to which distance education programs are in compliance with ACATE and CAAHEP accreditation standards. ACATE policies and procedures for evaluating distance education programs incorporate relevant sections of the CAAHEP Evaluating Distance Education Programs document (2012) and are made available as a separate document.

Art therapy master's degree programs that are applying for initial accreditation and that are already designed to function in a distance education capacity must follow all procedures associated with application for initial accreditation in addition to meeting any policy criteria established by ACATE for evaluation of distance education programs. Programs seeking to function in a distance education capacity must demonstrate full compliance with the Standards

and Guidelines for the Accreditation of Educational Programs in Art Therapy with equivalent standards and outcomes to programs delivered in traditional educational settings.

Art therapy programs that are already CAAHEP accredited and intend to offer certain aspects of the program curriculum as distance education will notify ACATE of the intended substantive change. ACATE will determine if the distance education component represents an extension of the current accredited program, or whether it will be treated as a new and separate program. An ACATE determination that the distance education is significantly different will require the sponsoring institution to follow all procedures associated with separate application for initial accreditation. If ACATE determines that distance education is an extension of a current program and that students will be separately tracked, the program will submit an application and Self Study responding to the additional policy criteria of the Distance Education Policy.

Satellite Locations

ACATE recognizes satellite locations associated with CAAHEP accredited art therapy master's degree programs. A satellite program is defined as an off-campus location(s) that is advertised or otherwise made known as an extension of the program to individuals outside the sponsoring institution. The satellite, or off-campus location, must offer all the curriculum and clinical content of the accredited program. A satellite location does not pertain to sites used to provide distance education.

ACATE will include a satellite location within the CAAHEP accreditation of a program upon the written request of the chief executive officer of the program's sponsoring institution. The satellite location is not accredited separately from the existing accredited program, but program outcomes will be reported separately for the student cohort enrolled at the satellite location in the program's Annual Report. The sponsoring institution of the satellite location must apply for ACATE approval before enrolling students at the satellite location.

IX. Annual Reports

Upon award of initial accreditation, each accredited program will demonstrate its continuing compliance with the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy through the submission of an Annual Report. The purpose of the Annual Report is to document *the continuing development of accredited programs*, describing any changes that have occurred since the program's last Annual Report, or for new programs since the Self-Study. The ACATE Annual Report is designed to offer a complete picture of programs seeking Continuing Accreditation that include a current profile for the academic program and for Outcomes Based Assessment. When completing the Annual Report, each program will provide reporting information via the online ACATE Annual Report system. Submission of Annual Reports in a timely manner is a requirement for maintaining initial accreditation and qualifying for continuing accreditation.

If an Annual Report indicates that a program is out of compliance with one or more requirements to maintain accreditation, ACATE will take one of the following actions:

1. Provide the program and sponsoring institution with timely notice that the program is out of compliance and that probationary status is being considered which could lead to withdrawal of accreditation.
2. Request that the program submit additional information to substantiate its continued compliance with all accreditation standards. Failure to respond within a reasonable period of time set by ACATE will result in a change in accreditation status to probationary accreditation.
3. Require that the program undergo a qualitative site visit for purposes of identifying specific areas and causes of noncompliance and determining a plan to improve compliance. The program and sponsoring organization must agree to a reasonable date and schedule for the qualitative site visit and are responsible for all expenses of the on-site review. Failure to allow for a qualitative site visit will result in a program being reviewed for probation.

Programs that do not submit the Annual Report in a timely manner will be given notice that they are out of compliance with CAAHEP requirements to maintain accreditation, as described in Appendix A of the Standards and Guidelines for Accreditation of Educational Programs in Art Therapy. Failure to submit an annual report within thirty (30) days of the due date established by ACATE may result in the program being placed on administrative probation and ultimately to withdrawal of accreditation. CAAHEP will immediately rescind administrative probation once all administrative deficiencies have been rectified.

A. Required Information for Annual Reports

The following information must be included in the Annual Report and should be completed for the most recently completed academic year:

1. General Academic Information
The program will report administrative information and any changes, including the current status of the sponsoring institution's regional accreditation(s), with inclusive dates.
2. Academic Program Information
The program should provide current information as it relates to program structures (resources, facilities, personnel, etc.) and processes (student admissions, evaluations, remediation, dismissal, etc.).
3. Clerical, Technological, Facilities and Laboratory (Studio) Support

The program should receive support consistent with other academic degree programs within the institution and the academic unit. The program should document that it has received clerical, technological and facilities support that is adequate for the number of students enrolled and sufficient to ensure achievement of the program's mission, goals and outcomes.

4. Program Budget

The program should provide budget information demonstrating adequate financial support for the program. Budget data is provided for the academic year of the Annual Report, with explanations of significant changes in revenue or expenditures from prior-year budgets and explanations for any missing data. Documentation showing that financial support provided by the sponsoring institution is consistent with support provided to other similarly constituted programs within the institution should be included.

5. Faculty

All existing and new faculty/staff must meet or exceed the existing standard. Changes in program faculty/staff should be accompanied by copies of the relevant Program Director, Art Therapy Faculty, and/or Related Professions Faculty curriculum vitae and proof of credentialing, as applicable.

The program should provide documentation, through the Annual Resource Assessment Matrix submission, that the number of Art Therapy Faculty and Related Professions Faculty and the program's faculty/student ratio are consistent with similar university degree programs and sufficient to ensure achievement of the program's mission, goals and outcomes. Faculty and staff should have sufficient time from other responsibilities to accomplish the day-to-day teaching, educational and administrative duties of their positions.

6. Curriculum

Changes in the curriculum since the last Annual Report should be reported.

7. Student Learning Outcomes

Documentation should be provided demonstrating that evaluation of overall student learning outcomes is conducted on a recurring basis with sufficient frequency to demonstrate learning progress and achievements. Documentation, as provided in course syllabi, should also demonstrate that students are evaluated on an ongoing basis in regards to required curriculum content and competency areas. Examples of student work should be kept in a file for review during an on-site evaluation.

8. Clinical Internship Placement Sites

Adding or deleting practicum/internship sites should be reported. Signed affiliation agreements and other types of contracts between a program and a site must be kept on file for review if requested. Information relating to added clinical internship sites should include credentials held by site supervisors and the hours and types of supervised experience provided by site supervisors.

9. Student Measures

Programs should provide documentation of student enrollment and rates of student retention for the academic year covered by the Annual Report.

10. Graduate Outcomes/Placement

Programs must demonstrate that graduates have achieved a sufficient level of knowledge and skill to be deemed competent entry-level art therapists. An important measure of an academic program's performance is reflected in graduate outcomes such as positive placement, advisory committee feedback, graduate satisfaction, and employer satisfaction.

11. Ongoing Program Improvement and Assessment Planning

Programs must demonstrate commitment to ongoing evaluation and improvement of program structures and processes for the purpose of strengthening instruction to reflect changing needs of consumers and employers and best practices in art therapy education and clinical practice. Programs should report any program improvements implemented during the most recently completed academic year, together with the methods used to assess need for improvement and the deliberative process, including advisory committee and program faculty meetings, used to determine the changes to be implemented.

B. Outcomes Based Evaluation

ACATE believes that accreditation should be focused on student outcomes as well as the process-oriented activities of the educational program. It reviews outcomes data from the Annual Report that document annual student and graduate performance. Outcomes measures include student attrition/retention, student satisfaction rates, satisfactory student performance in culminating experiences, graduate positive placement, graduate satisfaction, and such other measures of student and graduate performance as ACATE may adopt.

Programs will report outcomes data in Annual Reports that correspond to specific pre-determined outcomes thresholds. Outcomes data is reported for the most recently completed academic year and should meet or exceed each outcomes threshold. ACATE uses the threshold data to monitor program performance and cross-confirm other assessments of student and program performance. Once a program has been accredited during three completed academic years, ACATE will also require the program to report if it has met or exceeded each outcomes threshold over the past three-year period, reporting the average of the three-year range of outcomes data. Failure to meet or exceed one or more outcomes thresholds for the three-year

period will not affect a program's accreditation status, but the program will submit a report explaining how it is using the outcomes data for continuous quality improvement.

Programs reporting average outcomes data that fail to meet or exceed outcomes thresholds during successive three-year periods will be asked to submit additional information explaining each noted deficiency and the actions being taken to remedy the deficiency. If a remedy is feasible, ACATE will continue to monitor the program's performance through follow-up reports.

Programs reporting data showing a serious deviation from one or more outcome thresholds, or average outcomes data that continue to fall below acceptable outcomes thresholds over successive Annual Reports may be required to submit an action plan explaining how noted deficiency will be corrected or to undergo a qualitative site visit for purposes of identifying specific areas and causes of noncompliance and determining a plan to improve compliance. Failure to comply with an action plan approved by ACATE, inability to improve program performance, or failure to allow for a qualitative site visit will result in a change in accreditation status to probationary accreditation.

C. Outcomes Thresholds

Programs will include performance data relating to the following outcomes thresholds in the Annual Report for the most recently completed academic year:

1. The threshold for student retention in the program is $\geq 80\%$ of total enrollment.
2. The threshold for graduate positive placement is $\geq 80\%$.
3. The threshold for graduate satisfaction with the program is $\geq 85\%$.
4. The threshold for graduate survey returns is $\geq 35\%$.
5. The threshold for graduate employer satisfaction is ($\geq 85\%$)
6. The threshold for send rate of the employer survey is 100% of those graduates who give permission on their survey for their employer to be contacted.

D. Public Disclosure of Accreditation Outcomes

ACATE requires all accredited programs to make available to the public information on student and graduate outcomes included in Annual Reports. The information must appear on each program's website homepage in a format approved by ACATE and shall be consistent with data reported in the most recent Annual Report. Each program will keep ACATE informed of the appropriate website link to the URL where the public may access the outcomes data. Policies for public disclosure of accreditation outcomes are made available as a separate document.

X. Extension of Submission Deadlines

ACATE will consider extension of deadlines for submitting information in connection with accreditation applications (both initial and continuing) and with Annual Reports only in extenuating circumstances. All requests for extension of deadlines shall be put in writing and submitted electronically to ACATE in advance of the deadline date. All requests must specify the extenuation circumstances and rationale requiring the extension, including but not limited to the following:

- Change in program leadership
- Institutional disruptions/financial issues
- Occurrences over which a program has not control (e.g., natural disasters)

Extensions of deadlines for submitting documents for continuing accreditation shall not exceed six (6) months. Extensions for submitting Annual Reports and any reports and documentation required in response to a notice of probationary status, shall not exceed thirty (30) days. ACATE may consider additional extensions of deadlines, if warranted.

XI. Complaints Regarding ACATE and Accredited Programs

ACATE follows due process procedures when a written complaint is received by CAAHEP or ACATE alleging that an accredited art therapy program is non-compliant with established CAAHEP policies or accreditation Standards. ACATE will handle formal complaints in compliance with procedures set forth in Section 600 of the CAAHEP Policies and Procedures Manual.

ACATE will maintain indefinitely a record of all complaints received. Any and all documents responsive or relevant to any investigation of a complaint or legal proceeding are permanently retained.

XII. Accreditation Fees

ACATE fees include accreditation application and annual accreditation maintenance fees charged to cover the costs of the accreditation process. Programs seeking initial and continuing accreditation also must provide reimbursement for expenses associated with on-site program evaluations, as described in Section V-C. No sponsoring institution will receive initial or continuing program accreditation until all fees and reimbursements, including site visit expenses, have been paid in full. Extensions or exceptions may be requested if an institution is experiencing a temporary financial crisis. All ACATE fees are non-refundable, regardless of the accreditation decision.

The CAAHEP and ACATE approved fee structure is as follows:

Application Fee:

(Of note: Below “method of delivery” refers to the manner in which the instruction is disseminated (i.e.in person, hybrid or distance education).

Fee for initial program accreditation of one degree regardless of method of delivery:
(\$1,250.00)

Fee for initial program accreditation of each additional degree regardless of method of delivery: (a 20% discount from the application fee for one program degree, or \$1000.00).

An initial deposit of half the application fee for initial accreditation fee (\$625.00 for one degree and \$500 for any additional degrees) is due to ACATE upon submission of a Request for Accreditation Services form. This is noted as a Commitment Deposit, indicating the sponsoring institution’s commitment to completion of the accreditation process. The submission of the remaining amount of the application fee and submission of the initial Self-Study Report will facilitate formal application and scheduling of the site visit.

Fee for continuing accreditation review: Same as initial accreditation

Annual Fees:

Annual program accreditation fee of one degree regardless of method of delivery:
(\$600.00) Payable to ACATE each calendar year after initial accreditation. This fee is due with submission of the required annual report.

Annual program accreditation fee for each additional degree regardless of method of delivery:(\$400.00)

Annual sponsoring institution fee: (\$550.00) Payable to CAAHEP on or before August 15th of each year following initial accreditation. The amount of this fee is the same regardless of the number of academic programs the institution may have that are accredited by CAAHEP.

Other Fees:

Late fee: A late fee will be applied to application and annual maintenance fee payments received by ACATE after the assigned payment due date. The amount of the fee is 10% of the amount of the overdue fee, with an additional 5% fee for payments that are 30 days past due.

Inactive Accreditation fee: (\$600.00) A sponsoring institution of a program with continuing or probationary accreditation status may request Inactive Accreditation status for a program that does not enroll students during a period of up to two years following initial accreditation. Such programs will continue to pay the annual fee to ACATE and submit an Annual Report. If a program remains inactive for two consecutive years, the program will be considered discontinued and accreditation withdrawn.

Site visit costs/reimbursement: All expenses associated with site visits will be paid by the program's sponsoring institution. Site visit evaluators will be reimbursed for reasonable and customary expenses, including transportation, lodging, meals and parking, as determined by the site visit team and the sponsoring institution. Payments will be made to individual site team evaluators using the institution's standard reimbursement procedures.

ACATE will provide programs and sponsoring institutions with two years' notice prior to implementation of any approved increase in annual fees and application fees. Changes in other administrative fees may be implemented with one year's notice