

USTA ACCREDITATION PROGRAM MANUAL

FOR ORGANIZATIONS THAT
CERTIFY TENNIS INSTRUCTORS
& PROFESSIONALS



2ND EDITION

USTA 

2.12.2021

During the summer of 2020 the USTA announced a new strategic plan to fulfill the USTA mission to promote and develop the growth of tennis. The guiding principle of the USTA's plan is a refocus of USTA's efforts and resources, pivoting from a primarily program-based organization to a service-based organization with new technologies, structures, and services designed to boost the entire U.S. tennis ecosystem. The plan streamlines costs and focuses financial and human capital to support grass roots tennis.

Pursuant to its strategic plan, the USTA has set an objective to increase both the quality and quantity of tennis instructors and professionals throughout the U.S. The USTA has determined that, in order to meet and maintain that goal, the U.S. tennis industry will benefit from a combination of well-trained, part-time or seasonal instructors as well as career-driven and well-rounded professionals committed to the sport. Tennis employers in the U.S. are seeking instructors and professionals with a greater variety of on-court and off-court skills/qualifications to help grow the game and their business.

By embracing the Standards for Accreditation in this Second Edition of the Accreditation Manual, and by integrating research and best practice principles into tennis delivery in the United States, more players will play the game longer, leading to improved health and a larger pool of skilled players.

Michael Dowse

Chief Executive Officer & Executive Director

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A. INTRODUCTION

About the USTA

The United States Tennis Association (“USTA”) is the National Governing Body (“NGB”) for the sport of tennis in the United States, as appointed by the United States Olympic and Paralympic Committee (“USOPC”). As such, the USTA is responsible for training players, organizing and staging competition, and promoting the growth of the sport of tennis within the United States. The USTA operates under authority of the Ted Stevens Olympic and Amateur Sports Act (“Ted Stevens Act”), now codified at 36 U.S.C. §§ 220501 et seq. Pursuant to the Act, the USTA, as the NGB, has been granted the authority by the United States Congress to establish national goals for the sport of tennis and encourage the attainment of those goals, including through supporting the highest quality tennis player training within the United States.

B. VALUE AND PURPOSE OF ACCREDITATION

The USTA Standards for Accreditation provide an accountability framework that:

1. Ensure coaches deliver safe, ethical, and developmentally appropriate instruction to retain players in the game for a lifetime;
2. Seek to ensure tennis professional coaching certification organizations offer well developed and high quality programs that provide tennis professionals with the strongest foundation possible for their chosen fields of work;
3. Require accredited organizations to have and maintain minimum organizational standards and objectives, and to demonstrate meeting stated standards;
4. Ensure that all coaches certified by the accredited organization have the necessary competencies, knowledge, and skills to deliver high-quality instruction; and
5. Promote recruitment and retention of a diverse group of coaches into the coach education certification pathway (lifelong learners).

More information regarding the USTA’s Standards for Accreditation is available in Section 3.

Advantages

USTA Accreditation provides several advantages, including:

1. Assurance to the public of external evaluation by the USTA of accredited tennis professional coaching certification organizations’ commitment to excellence;
2. Enhancement of the reputation of accredited organizations because of public regard for external Accreditation and recognition of affiliation with the USTA;
3. Assurance to the public and employers that expectations for safety (in screening, training, athlete safety and other areas) are required and met by accredited organizations;

4. Recruitment and promotional opportunities at USTA events and promotion of accredited organization coaching programs to generate interest among apprentices, professionals, and employers; and
5. Access to select USTA programs and events solely for members of accredited organizations.

Purpose

The USTA Accreditation Program is established for the primary purposes of:

- Supporting continuous improvement of the tennis instructor and professional certification programs offered by accredited organizations;
- Contributing to the uniformity of the U.S. tennis profession by increasing standards to general minimum expectations for tennis professionals;
- Ensuring coaching quality by certified instructors and professionals working in the U.S.;
- Improving certified tennis professional preparation and continuing education practices;
- Elevating the status of certified U.S. tennis instructors and professionals in the U.S. workforce to better meet the needs of employers, tennis players, and the public;
- Ensuring safe and healthy play, ethics, and athlete-centered support;
- Attracting and educating diverse coaches; with all certified coaches being trained and equipped to provide a welcoming environment for all players;
- Guaranteeing competency-based standards of coach education; and
- Promoting long-term coach development focused on coaches becoming lifelong learners.

C. DEFINITIONS

Accreditation Program

The Accreditation Program, as described in greater detail in this Manual, consists of a minimum set of standards and qualifications for organizations operating within the U.S. offering tennis professional coaching certification programs. Those organizations meeting and maintaining USTA's Standards for Accreditation will be granted the right to use the designation, "Accredited by the United States Tennis Association." The geographical scope of the USTA's Accreditation Program is the Accreditation of domestic organizations offering tennis professional coaching certification programs to the public within the U.S. and U.S. territories.

Accreditation Review Panel (ARP)

The USTA's Accreditation Review Panel (ARP) is an authorized body within the USTA which oversees the implementation of the USTA's Accreditation Program and is composed of up to 5 individuals appointed by the USTA Board President and accountable to the USTA Board of Directors. The selection and role of the ARP is described in greater detail in Section D below.

USTA-U

USTA-U is a Department of the USTA dedicated to increasing the quality, quantity and diversity of tennis professionals and tennis providers within the U.S. USTA-U staff have the responsibility of working with tennis professional coaching certification organizations (whether accredited or non-accredited) to create and deliver educational content, courses, and workshops for tennis professionals and providers in the U.S.

USTA-U Managing Director

The USTA-U Managing Director will serve as the USTA Accreditation Review Panel (ARP) Administrator (Administrator). In this capacity, the Administrator will serve as a liaison between organizations that are accredited or that are seeking accreditation by the USTA and the Accreditation Review Panel. The Administrator will also be the primary contact between tennis coaching certification organizations and the USTA for non-accreditation matters. USTA-U staff will not serve on the Accreditation Review Panel or have any vote on which organization(s) to accredit or re-accredit. The Administrator does not engage in the formal evaluation of organizations. The Administrator is responsible for providing guidance on requests by organizations and the ARP, and is otherwise involved in developing and providing services to assist organizations, the ARP and evaluators in implementing the Accreditation Program. The USTA will dedicate additional staff as necessary to manage the Accreditation Program.

D. ACCREDITATION REVIEW PANEL (ARP)

The ARP's purpose is to evaluate and confirm the general compliance of Accredited Organizations in accordance with the Standards for Accreditation, as well as the terms and conditions established in the Accreditation Manual. The members of the ARP ("Members") are selected based on a variety of factors such as proven expertise in the U.S. Tennis Industry, Accreditation expertise, general expertise in relevant domains. The ARP is intended to reflect diversity of gender, thought and ethnicity. The term of service is two years.

A task force of subject matter experts (Task Force) will provide content support to the ARP. The Task Force will review, evaluate and enhance content, curriculum design and delivery. The Task force will have representation from all accredited organizations.

Selection and Role of USTA's Accreditation Review Panel

Selection criteria for the ARP

Criteria for selection of ARP Members includes:

- Professional stature and experience within, and knowledge of, the U.S. tennis industry;
- Interest in or experience with the accreditation process;
- Willingness to devote the time necessary to fulfill the responsibilities of the ARP;
- Sensitivity to the mission and goals of tennis professional coaching certification organizations; and
- Willingness to agree to the Conflict of Interest Policy set forth in Section 4 of this Manual.

The USTA reserves the right to change or develop additional policies and procedures specific to the conduct and responsibilities of the ARP and ARP Members.

Role of the ARP

The ARP interprets protocols and standards, and provides assistance to all accredited organizations who educate and certify instructors and professionals in order to: i) assure that the certifying organization provides competencies, knowledge, and skills faithful to the Standards for Accreditation, and, ii) deliver safe, age and stage appropriate instruction to athletes of all ages to support a lifelong love of tennis.

The ARP encourages and assists in the improvement, effectiveness, and excellence of accredited organizations. Accordingly, the ARP is authorized by the USTA to undertake various activities including, but not limited to, the following:

1. Establish and maintain an evaluation process to assess the capacity of accredited organizations to accomplish their goals by emphasizing self and peer evaluation through the application of the USTA's accreditation criteria and standards;
2. Maintain a relationship with accredited organizations to ensure their adherence to the USTA accreditation criteria and standards and to identify ways the USTA can further assist in the advancement of organizational effectiveness;
3. Advance accredited organization's self-regulation by requiring compliance and encouraging adoption of best practices in the accomplishment of all of the organizational activities;
4. Assist organizations in understanding the USTA eligibility criteria and Standards for Accreditation;
5. Upon appropriate inquiry, disclose accurate and appropriate information about accredited organizations and those seeking Accreditation through public notice regarding the current status of such organizations;
6. Work closely with other committees or divisions of the USTA to advance their mutual purposes;
7. Seek to establish and maintain relationships with other groups interested in and involved with Accreditation and the improvement of tennis certification or the U.S. tennis industry as a whole;
8. Encourage and participate in efforts directed toward the study of current issues related to the evaluation and improvement of organizations certifying tennis coaching professionals;
9. Conduct the evaluation of the activities, including its criteria and Standards for Accreditation, to assure itself and others relying on its efforts that the ARP fulfills its purposes to the greatest extent possible; and
10. All accredited organizations will be listed on the following website: [USTA Website's Accreditation Page](#)

A. INTRODUCTION

The accrediting process is intended to strengthen and sustain the quality and integrity of the U.S. tennis industry. The extent to which each organization accepts and fulfills the responsibilities inherent in the accreditation process is a measure of their commitment to achieving excellence.

The USTA will update or issue clarifications to its policies, procedures and Standards for Accreditation as necessary to maintain the highest quality of tennis coaching certification practices. Reasonable notice will be provided to organizations to enable the organizations to be in compliance with any changes or updates to the Standards for Accreditation.

Section 3 provides a detailed explanation of the Standards for Accreditation required of an organization offering accredited coach education certification. The Coach Education Certification Pathway is divided into four levels that reflect a novice-expert continuum.

Level 1	Coach of beginner and low intermediate players
Level 2	Coach of beginner, intermediate to advanced players
Level 3	Anticipated launch by Q4 2021
Level 4	Anticipated launch by Q4 2021

Step	Type of Accreditation	Timeline	Application / Terms	Assessment
Step 1	Provisional Accreditation	Up to 12 months	Application form (Appendix A) Organizational information, mission, goals, and policies (eligibility requirements)	ARP to respond 30 days upon receipt of application. Actions: Grant, deny, defer Quarterly audits to be conducted
Step 2	Accreditation	3 years	Send application 60 days prior to provisional accreditation terms ending (Appendix A)	Set up a site visit 14 days after receiving an application. Site visit (report), other mitigating information. Organization can be Granted, Denied, and Deferred pending more information. To be notified 14 days after the ARP decision. Annual audits to be conducted.
Step 3	Re-Accreditation	2 years	90 days prior to accreditation term ending. Application (Appendix A) for site visit-60 days in advance.	Self-study, site visit report, and org response 30 days prior to ARP meeting. Grant, Deny, or Defer, 60 days after ARP to appeal. Yearly audits.
Step 4	Appeal	Within 30 days of ARP decision	Submit all relevant information	Appeal Panel-3 individuals-2 USTA-two thirds majority.

B. PROVISIONAL ACCREDITATION

The purpose of a Provisional Accreditation period is to provide the organization seeking accreditation with the opportunity to develop a plan to achieve and maintain compliance with the Standards for Accreditation, to develop a comprehensive application and prepare for an audit of its governance and operational readiness at which time its compliance with the Standards for Accreditation will be evaluated. It is anticipated that at the conclusion of the Provisional Accreditation period, the organization will be fully prepared to meet and maintain compliance with the Standards for Accreditation or will withdraw from the accreditation process. The ARP will provide additional information as requested.

In order for an organization to be granted Provisional Accreditation, it must:

1. Submit Application for Provisional Accreditation (**See Appendix A**).
2. Agree to provide evidence that it meets the Eligibility Requirements for Accreditation.
3. Agree to work toward full compliance with the Standards for Accreditation and provide evidence of compliance to the ARP.

The Standards for Accreditation as well as the expectations of USTA-accredited organizations are high. The ARP recognizes that certain aspects of the Standards for Accreditation may take time to fulfill, and offers up to a 12-month Provisional Accreditation Status to organizations committed to fulfilling the obligations to become an accredited organization and meeting the Standards for Accreditation, in order to assist organizations in preparing and allocating resources to meet the Standards for Accreditation.

Provisional Accreditation Status does not guarantee full accreditation status. An organization seeking accreditation must demonstrate continual progress in complying with the Standards for Accreditation during the provisional 12-month period. There will be quarterly audits (based on the first day of Provisional Accreditation Status). Issues concerning an organization's ability to demonstrate compliance with the Standards for Accreditation must be resolved to the satisfaction of the ARP.

Eligibility Requirements

In order for an organization to meet the requirements for Provisional Accreditation Status, organizations must meet the following eligibility criteria:

1. Incorporation under the laws of a U.S. state or the District of Columbia, and be headquartered in the U.S.;
2. An organizational mission and purpose that primarily focus on education for and the support of U.S. tennis professionals;
3. Managerial and financial capability to plan and execute its obligations and to scale education, workshops, and mentoring programs throughout the U.S.;
4. At least 66% of the organization's governing body or certification program board members are primarily employed teaching tennis or supervising tennis professionals in the U.S.;
5. At least 75% of the organization's governing body or certification program board members reside full time in the U.S.;
6. Have provided tennis coaching and education for a minimum of three years;

7. Consistent with the USTA's domestic scope, purpose and mission, the organization demonstrates a commitment to allocate revenue generated by U.S. membership fees primarily to services and programs for the benefit of U.S. tennis professionals;
8. Provides equal opportunity to members, without discrimination on the basis of race, color, religion or belief, sex, sexual orientation, age, marriage or civil partnership, disability, or national origin, or any other federally protected class;
9. Affirmatively promotes ethical conduct for its employees, Board, and members through written policies and procedures that support and enforce compliance with the law, policies, standards or other corporate requirements; and
10. Demonstrated compliance with organizational bylaws and other self-governance policies.

Upon receipt by the ARP of all the required application materials from the organization applying for Provisional Accreditation, ARP will review the application and respond with the decision within 30 days of receipt. If all of the requirements are met to its satisfaction, the ARP will grant Provisional Accreditation Status. Provisionally accredited organizations are permitted to use the statement: "Provisionally Accredited by USTA." In the event that the organization is denied Provisional Accreditation, the ARP will provide written reasons for the denial of the application. Organizations denied Provisional Accreditation Status may reapply upon a demonstration that the reasons for denial have been remedied.

C. ACCREDITATION ACTIONS

In order for an organization to be granted and maintain full Accreditation, it must:

1. Have been previously granted Provisional Accreditation Status;
2. Achieved full compliance with the Eligibility Requirements for Accreditation;
3. Achieved full compliance with the Standards for Accreditation; and
4. Maintain continuous full compliance.

A decision to grant Accreditation is made by the ARP in its sole judgment and discretion based on its assessment of the organization's implementation and administration of the Standards for Accreditation, and meeting all of the requirements for Accreditation. Up to 60 days prior to Provisional Accreditation Status ending, organizations may submit their application for full Accreditation (**Appendix A**). The ARP anticipates that within 21 days of receiving the application, the ARP will contact the organization to set up a site visit. The ARP will use the application form, the Site Visit Report, and the organization's response, as well as its review of any complaints, publicly available information with respect to the applicant, and any other information the ARP, in its sole discretion, deems relevant to make a decision for Accreditation. The ARP may take any of the following three actions after reviewing applications for Accreditation or re-Accreditation: Grant Accreditation, Deny Accreditation, or Defer Accreditation pending further information. The ARP will provide the basis for denial or deferral in writing. It is anticipated that Applicants will be notified in writing of the decision of the ARP within 21 days following the conclusion of the ARP's review.

D. MAINTAINING ACCREDITATION

Accreditation is granted for a term of three years (not including the 12-month Provisional Accreditation period) with annual audits. The ARP will monitor the Standards for Accreditation implementation and the organizations' performance during the period between re-accreditation reviews. If the ARP has evidence that Standards for Accreditation are not being maintained, it will work with the organization to see that those Standards for Accreditation are met, or it will take whatever action it deems appropriate to ensure the integrity of its process, including removal of USTA Accreditation when deemed necessary. Re-Accreditation will be based on the same Standards for Accreditation and eligibility criteria as Accreditation (**Section 2B**). To avoid interruption, the renewal process begins six months prior to the expiration of the current term.

The ARP may rescind Accreditation at any time if it concludes that the Standards for Accreditation are not being consistently met and maintained, following a notice of rescission and a reasonable opportunity to cure.

E. RE-ACCREDITATION

Re-accreditation prior to the expiration of its grant of accreditation is required in order to maintain Accreditation. In order for an organization to be considered for re-accreditation, it must submit an Application for Re-Accreditation (**Appendix A**) 60 days prior to expiration of the 3 year term. The organization must also submit a self-study and undergo a site visit. The application must be submitted at least 60 days in advance of the site visit. Following the site visit, the visit team will prepare a Site Visit Report ("Report") that details its findings. A copy of the Report will be provided to the organization seeking reaccreditation, who will then have 30 days to provide responses and corrections to the findings of the visit team. A decision to reaffirm Accreditation will be made by the ARP as described in (**Section 2B**). The Re-Accreditation terms will be two years with annual review, unless the ARP determines that more frequent reviews are necessary.

1. Submit an application for Re-Accreditation 90 days prior to 3-year term expiring (**Appendix A**).
2. Submit a self-study 60 days prior to undergoing site visit.
3. Renewal for 2 years with yearly audits.

F. APPEAL

Any accredited organization, or organization seeking accreditation, shall exhaust all administrative remedies in any controversy or grievance for the following accrediting actions: Ineligibility for Provisional Accreditation, or Denial of Accreditation and/or Denial of Re-Accreditation and/or rescission of Accreditation. Appeals must be submitted in writing to the Administrator at accreditation@usta.com along with all other supporting documentation within 30 days of the date on which the organization receives written notification of an appealable decision. An organization must identify the grounds for the appeal, address the reasons for the denial or withdrawal of accreditation to the satisfaction of the ARP, and the specific facts that support the grounds for the appeal. A deferral of accreditation is not appealable.

The Appeal Panel consists of three individuals who are not members of the ARP, with not more than two USTA staff members and/or one Board member or other individual as appointed by the USTA Board President. The Appeal Panel will render a decision within 30 days of receipt of an organization's appeal. The decision of an Appeal Panel requires a two-thirds majority vote.

Thereafter, continuing disputes regarding Decisions by the Appeal Panel may be pursued through final and binding arbitration. By submitting an application for Accreditation or Re-Accreditation, the organization agrees to final and binding arbitration administered by the American Arbitration Association which may take place in either New York, NY or Orlando, Florida in accordance with the laws of the State of New York, without regard to the principles of conflict of laws. Each party shall be responsible for its own costs and expenses association with the arbitration.

The appealing organization, by submission of the application and all related actions as a result of the application, agrees to grant immunity to the USTA, Appeal Panel and ARP Members from all claims of civil liability related to actions and decisions made by the USTA, ARP, Appeal Panel, and ARP Members or its agents in the course of its work of accrediting and re-accrediting organizations, provided that it was acting in good faith and within the scope of its responsibilities.

G. COMPLAINT PROCESS

The complaint process is separate and distinct from an Appeal to the Appeal Panel. It is established to address inquiries and/or complaints about compliance with the Standards for Accreditation.

Inquiries and/or complaints about compliance by an accredited organization with the Standards for Accreditation may be submitted in writing to the Administrator at accreditation@usta.com. In order to be considered, the complaint must address issues other than a concern about an accreditation decision, and must be in writing (email) and be signed by the individual submitting the complaint. The USTA-U Administrator will work with the relevant parties to respond, and as appropriate and necessary, recommend corrective actions to ensure compliance.

Except in extraordinary circumstances, the ARP does not consider complaints if the alleged concern occurred more than one year prior to the filing of the complaint and is no longer ongoing. The ARP, at its discretion, may choose not to act on a complaint where the matters are under judicial consideration.

INTRODUCTION

The USTA's Accreditation Program is intended to strengthen and sustain the quality and integrity of the U.S. tennis industry. The extent that each organization accepts and fulfills the responsibilities inherent in the accreditation process is a measure of its commitment to strive for and achieve excellence.

The USTA's Standards for Accreditation establish criteria for organizational quality and for tennis coaching certification program effectiveness. The Panel expects organizations to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

In order to use the designation "Accredited by the USTA," an organization must meet the Standards for Accreditation set forth in this Manual. The Standards for Accreditation set forth the standards an organization must implement, administer and enforce to issue or renew a tennis professional certification.

A. STANDARD ONE: ORGANIZATIONAL MISSION AND PURPOSE

The organization's mission and purpose is appropriate to domestic tennis professional coaching certification, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards for Accreditation. The organization's mission gives direction to its activities and provides a basis for the assessment and enhancement of its effectiveness.

1. The organization continues to meet the eligibility requirements (pg. 6/7) for Provisional Accreditation Status;
2. The mission of the organization includes providing quality tennis professional coaching certification in the U.S., identifies the U.S. tennis industry needs that it seeks to serve, and reflects both the organization's traditions and its vision for the future;
3. The organization's mission statement has been formally adopted by the governing entity;
4. The organization's purposes enhance the U.S. tennis professional communities it serves;
5. The mission and purposes of the organization are accepted and widely understood by its governing body, staff, and tennis professionals. They provide direction to the curricula and other activities and form the basis on which expectations for tennis professional coach learning are developed; and
6. The organization periodically evaluates the content and pertinence of its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation.

B. STANDARD TWO: ORGANIZATIONAL GOVERNANCE AND ADMINISTRATIVE CAPACITY

The organization has a system of governance that facilitates the accomplishment of its mission and purposes and supports organizational effectiveness and integrity. Through its organizational design and governance structure, the organization creates and sustains an environment that encourages excellence and integrity in certification programs. It demonstrates administrative capacity by providing support for the appropriate functioning of each organizational component. The organization has sufficient independence from any other entity to be held accountable for meeting the USTA's Standards for Accreditation.

1. The organization has a functioning governing body or board that meets the Eligibility Requirements (pg. 6/7) and is responsible for the quality, integrity, and financial stability of the organization and for ensuring that the organization mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities;
2. The organization's structure, decision-making processes, and policies are clear and consistent with its mission and support its effectiveness;
3. The organization and its owners, governing board, officers, and administrators act ethically, with integrity, and in compliance with laws in their professional activities, business operations, and relations;
4. The governing entity demonstrates sufficient independence to ensure it can act in the organization's best interest and in fulfillment of the Standards for Accreditation;
5. Owners, management, instructors and staff are qualified for their particular roles and possess the appropriate education, training, and experience commensurate with the level of their roles and responsibilities; and
6. The organization has an internal evaluation focus on the quality, integrity, and effectiveness of its tennis professional coaching certification programs. Systematic feedback from teaching professionals, former teaching professionals, and other relevant constituencies is a demonstrable factor in organizational improvement.

C. STANDARD THREE: MINIMUM REQUIREMENTS FOR CERTIFICATION PROGRAMS

C.1 Entry-Level (aka "Apprentices")

The organization's tennis professional certification programs are consistent with and serve to fulfill the organization's and the USTA's goals for improving the quality of tennis professional coaching certification in the U.S. The organization works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the quality and integrity of its programs and certifications awarded.

There are four levels of achieved certification and use a combination of online coursework, in person or virtual workshops, and practical experience.

Level	Curriculum	Assessment	Coach Developers
Level 1 - Instructor	USTA: Develops Cert. Org: Track Results	Summative and Formative	USTA selects and trains Coach Developers
Level 2 - Professional	USTA: On Court	Apprentice program with multiple assessments	USTA selects and trains Coach Developers
Level 3 - Specialist	Anticipated launch by Q4 2021	Revised manual	
Level 4 - Master	Anticipated launch by Q4 2021	Revised manual	

C.2 Level 1: Instructor

This level is comprised of coaches affiliated with a community or school program, currently assisting a professional, or seeking to attain Level 2,3,4 certification. These coaches work with beginning to low intermediate level players of all ages.

Requirements for this level are successful completion of three online courses (Coaching Fundamentals, Coach Youth Tennis, and Safety), plus one in person workshop or virtual workshop (Teaching Essentials 1).

Roles and Responsibilities: USTA and Accredited Organization

USTA

- Develop all curriculum, including online courses, in person or virtual workshops, and final assessments.
- Select (with input from accredited organizations) and train all Coach Developers from accredited organizations for Teaching Essentials 1.
- Responsible for all expenses related to Teaching Essentials 1 workshop.

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- Track online course and workshop requirements, including, but not limited to, requiring completion and maintenance of First Aid, CPR/AED certifications issued by the American Heart Association and/or American Red Cross; and annually provide USTA with written confirmation of completion and maintenance of members in good standing.
- Assist with selection of Teaching Essentials 1 Coach Developers and propose dates and locations of workshops.
- Issue Certification upon successful completion.

Level 1	Description	Notes
Participants Requirements	Minimum Age	Minimum age limits to be determined at the discretion of each organization in accordance with all applicable laws
	Coach’s Playing Level	Serve and rally with red ball
	Previous coaching experience/ coaching qualification	Community/School Coaches, Assisting Certified Professionals, Certification Candidates
	Student’s Playing Level (students that the coaches teach).	Beginner-low intermediate players of all ages

Level 1	Description	Notes
Description of Courses and Workshops	Required Online requirement	16 Credits
	Required In-person Workshop	16 Credits
	Course and workshop load	32 Credits
	Resources	Online modules, participant manual, on-court manual

	Core Competencies	Courses
Required Online Courses/Modules	Coaching & Teaching skills	Tactical basics, GPS for beginner and intermediate players Courts, Balls, Rackets and Equipment Stop/show/go Communicating with 10U
	Sports Science	Characteristics of U10 Skill Development for 10 U
	Planning & Organization	Group and Team Management, Organizing Youth Play, Safety course-CPR, Safeplay, First Aid
	Play & Competition	Tennis Rules and Guidelines
	Total Credits = 16	

	Core Competencies	Notes
Required In-Person Workshop (On court)	Coaching & Teaching skills	Technique and tactics for beginner/ low intermediate Stop, Show, and Go, Feeding, Progression of an activity
	Sports Science	ADM, GPS
	Planning & Organization	Group lesson
	Play & Competition	Effective competition
	Total Credits = 16	

	Core Competencies	Notes
Assessment	Courses	Formative Assessment - Online Knowledge Checks
	Level 1	Summative Assessment - throughout workshop
	Planning & Organization	Group lesson
	Play & Competition	Effective competition
Equivalency	USPTA	Level 1
	PTR	Level 1
	ITF	TBD
PTM Requirement	Level One Tennis Instructor	Freshman Year

C.3 Level 2: Professional

The Level 2 Professional certification program offered by the organization can be characterized as an apprentice program, which combines training and on-the-job experience, supplemented by educational instruction. Like most apprenticeships in skilled trades, the majority of the training will be done while working for an employer who facilitates the learning experience. The apprentice can have an Advisor whom they work for, and/or receive additional training by a Master Coach (developer).

Roles and Responsibilities: for USTA and Accredited Organizations

USTA and Certifying Organization Responsibilities

USTA

- Develop all required on court curriculum, including online courses, in person and/or virtual workshops, and assessments in conjunction with fully Accredited organizations.
- Select (with input from accredited organizations) and train all Coach Developers for Teaching Essentials 2 and Teaching Essentials 3.
- Be responsible for all expenses related to Teaching Essentials 2 and Teaching Essentials 3 workshops, through March 2023.

Accredited Organizations

- Develop all required off-court courses, on-court and off-court electives, and assessments.
- Track all online courses and in-person or virtual workshops, and assessments.
- Confirm Certification Advisors for each apprentice or cohort or provide a virtual Advisor as needed and oversee Advisor/Apprentice relationship.
- Assist with selection of Teaching Essentials 2 and Teaching Essentials 3 Coach Developers and propose dates and locations of workshops.
- Secure Dartfish capability and pay for mobile license.
- Issue Certification upon successful completion.

Apprentice Program

An apprentice program offered by the accredited organization, requires completion of all assignments in the following areas for level 2.

a. **Approved Online Coursework**

Required coursework provides the foundation for gaining knowledge in key areas for a tennis professional. The USTA will work with accredited organizations to determine appropriate curricula and to review the quality of courses. A blend of USTA courses, the approved organization's existing courses, and approved courses licensed from third parties may be acceptable. There will be required On-Court and Off-Court courses for Level 2 certification, in addition to elective courses.

Courses are made up of modules, with a minimum of two modules per course. Courses must include specific lessons or activities to achieve competencies, as well as a method to verify (assessment) that such competencies have been met. There are three types of course assessments for Level 2:

- Test
- Portfolio assignment
- Evaluation at required workshops

b. On-court Practical

The purpose of the on-court practical is for the apprentice to practice and demonstrate competencies to the satisfaction of the apprentice’s Advisor or Master Coach. The USTA and the certifying organization will mutually determine required core competencies as well as elective competencies. Advisors will receive training and support from the certifying organization on how to evaluate on-court competencies as well as how to maximize learning experiences. Advisors will determine when an apprentice demonstrates competency and is ready to attend the appropriate workshops and finalize the portfolio.

c. Workshops - in person or virtual

Workshops can expose apprentices to new trends in coaching, pique curiosity about the subject matter, and help to meet requirements for certification. Workshops can be in person, or facilitated virtually online. Whether in person or online, in order to be considered a workshop, an opportunity to interact with the instructor and some form of assessment must be provided.

d. Internships

The Internship facilitates learning outside the classroom. These experiences provide the opportunity to apply classroom theory to “real world” situations thus enhancing the apprentices’ personal and professional goals. Apprentices will be required to submit an Internship Portfolio that is signed by their Advisor and employer. The portfolio will contain course assignments and certification projects.

Level 2	Description	Notes
Participants Requirements	Minimum Age	18 years old
	Coach’s Playing Level	3.5 NTRP
	Previous coaching experience/ coaching qualification	Level 1
	Student’s Playing Level (students that the coaches teach).	2.5-4.5 NTRP

Level 2	Description	Notes
Description of Courses and Workshops	Required Online requirement Required In-person Workshop	On Court – 151 courses Off Court – 49 courses
	In person Workshops – Teaching Essentials 2 (TE2) and Teaching Essentials 3 (TE3)	TE 2 – 3 days TE 3 – 3 days Officiating – 2 days Total – 8 days
	Electives	12 Courses (Developed using 5 Core competencies)
	Certification Duration	4-12 months
	Resources	Online modules, participant manuals, books, articles, on-court manual

	Core Competencies	Courses
Required Online Courses/Modules	Planning and Organizing	Program Development, Player Standards, Lesson Plans, Net Generation, Parents, and Players with disabilities,
	Sports Sciences	Sports Science 1 and 2, Athletic Development
	Coaching and Teaching Skills	Organization and Management, Teaching and Learning Tactical 1 and 2
	Play & Competition	Basics of Play & Competition, Referee and Umpire
	Business (Off Court)	Management/Staffing, Facilities, Sales/Marketing/PR/Social media, Planning, and Programming, Equipment, Community Engagement with schools, Personal Development

	Core Competencies	Notes
Required In-Person Workshop (On court)	Coaching & Teaching skills	Feeding skills, appropriate feedback, progression/regression, applying standards, managing groups, optimal challenge, high percentage tennis, incorporate game styles, patterns of play, and zones of the court.
	Sports Sciences	Application in private and group instruction
	Planning & Organization	Planning group and private lessons for singles and doubles, conduct parent session, Inclusion of disabilities, mixed abilities
	Play & Competition	Effective competition, play in all game situations for singles and doubles

	Core Competencies	Notes
Assessment	Online Courses	On Court – 18 courses Off Court – 7 courses
	TE2 and TE3	TE 2 – 3 days TE 3 – 3 days Officiating – 2 days Total – 8 days
	Portfolio Projects	Play/Comp-15 credits Teaching/ Coaching-15 credits Community-15 credits Total – 45 Credits
Equivalency	USPTA	Level 2
	PTR	Level 2
	ITF	TBD
Continuing Education Units (CEU's)	Online Courses	
	Specialty Courses	
	In-person	
	Other	
PTM Requirement	Bachelor's degree & Level 2 Certification	Senior Year

D.4 Levels 3 and 4

There will be additional levels of certification that can be obtained, based on career tracks and professional interests. Level 3 Specialty and Level 4 Master will be offered by accrediting organizations. Details of Level 3 and Level 4 including equivalency mapping will be finalized by July 1, 2021.

D.5 Recognition of Current Competency

If the USTA and the Accreditation Review Panel (ARP) deem that an organization is delivering training and education to its coaches at a level that is at, or higher than that of any level of the certification pathway, the ARP may grant an equivalency (with or without additional learning requirements) to those coaches.

In that case, upon completion of the organization's training and any additional educational or training requirements as determined by the USTA and the ARP, those coaches will be eligible for the appropriate certification level at which they have shown competency. In such instances, the coach would make the decision on which accredited organizations they would be certified from.

The application can be sourced on the USTA's Accreditation [website](#).

D.6 Existing Tennis Professionals

Accredited organizations offering certifications to existing tennis professionals in good standing must require those tennis professionals to complete the USTA Safe Play process (training, policies, background screen) to grant them a certification with the designation "Accredited by the USTA."

The USTA encourages accredited organizations to require additional educational programs for existing tennis professionals.

Continuing Education and Renewals

Continuing Education requirements are intended to encourage professionals to expand their knowledge and stay up-to-date on new developments. In order for a professional to maintain the tennis professional membership and certification, that professional must renew every (3) years by successfully completing 15 hours of USTA approved continuing education.

None of the above requirements for D6 negate or supersede an organization's right to offer specialty or advanced certificates in particular practice areas. The USTA encourages coaching-certification organizations to set rigorous standards for specialty designations. Together, we can create the next generation of great tennis professionals.

D.7 Coach Developer Description

Workshops

1. Deliver both in person and virtual/ workshops for different levels of certification.
2. Assess applicants at workshops and grade online submissions.
3. Conduct specialty courses.

Experience

1. Certified professional in good standing with USPTA/PTR.
2. Supervision of a successful tennis program.
3. Dedicated time spent with continuing education in tennis.

4. Prior experience as a Coach Developer for certified teaching professionals (e.g., USPTA/PTR tester/clinician, Net Generation Coaches Workshop) and/or community coaches (RCW, Schools Trainings, Net Generation Community).
5. Presentations and public speaking background preferable.

Education

1. Undergraduate degree preferable.
2. Additional tennis certifications or specialty areas (e.g. ITPA, wheelchair, cardio, USTA High Performance).

Skills/Attributes

1. Facilitation skills.
2. Organization and management skills.
3. High level of ethics and professional behavior.

Certification and Coach Developer Levels

There are four levels of certification. The Coach Developer should have at least the next level of certification:

1. **Level 1 Instructor:** Coach Developer should have at least Level 2 certification.
2. **Level 2 Professional:** Coach Developer should have at least Level 3 certification.
3. **Level 3 Specialist:** Coach Developer should have Level 4 certification in the specialty area, and postgraduate degree (preferable).
4. **Level 4 Master:** Coach Developer should have Level 4 certification in the specialty area, and postgraduate degree (preferable).

Level 1 Coach Developer Training Requirements (for Teaching Essentials 1)

1. Run of Show training (3 days).
2. Coach Developer Academy training (3 days).
3. Regional training with TE1 observation (3 days).
4. Two "shadows" of TE1 under Senior Coach Developer (4 days).
5. Conduct average 4 TE1's per year.

Levels 2, 3 & 4 Coach Developer Requirements - TBD

A. USTA PRIVACY AND CONFIDENTIALITY POLICY

Organizations that are accredited or seeking Accreditation agree to public disclosure of accreditation status.

Notwithstanding full disclosure to the public of accreditation status of accredited organizations, it is the policy of the USTA and its Accreditation Review Panel to maintain confidentiality of information related to the accreditation and re-accreditation process to the fullest extent permitted by law, including the identity of any evaluators utilized by the USTA to evaluate organizational compliance with the Standards for Accreditation.

B. USTA CONFLICT OF INTEREST POLICY

In carrying out its responsibilities, including as part of accreditation review evaluation teams, the Accreditation Review Panel seeks to ensure that its decisions are based solely on the application of professional judgment to the information resulting from its processes. Therefore, it seeks to avoid both the reality and the appearance of conflicts of interest. Conflict of interest is defined as a circumstance in which an individual's capacity to make an impartial or unbiased accreditation decision may be affected because of a prior, current, or anticipated organizational affiliation or other significant relationship or association with the organization under review.

Members must agree to full disclosure and restraint in any organizational review involving an actual or potential conflict of interest. Members agree to disclose and, at the direction of the ARP Chair, remove themselves or anyone appointed to act on behalf of the ARP in connection with the ARP, from deliberations or votes on decisions regarding organizations with which they may or do have a potential or actual conflict of interest. Members who are uncertain regarding the possible appearance or reality of conflict of interest shall seek the advice of the ARP Chair. At the request of the ARP Chair, the ARP can determine the question by vote. In general, however, if there is any doubt on the part of ARP, it should be resolved by the ARP refraining from any discussion or action relating to the organization under review.

This Conflict of Interest policy also applies to ARP staff, members of appeals panels, consultants hired to work for the ARP, and other representatives of the ARP.

APPENDIX

Please complete this form clearly and accurately. If you run out of space, please attach additional pages and reference the question(s) you are answering.

APPLICANT INFORMATION

Organization Name		
Contact Name		
Title		
Address		
City	State	ZIP Code
Phone	Website URL	Email
Form of Organization	Year of Formation	State of Legal Domicile

Number of years organization has issued tennis professional certifications:

Approximate number of current members:

Number of members residing in the United States:

Number of the people in your organization's governing entity (board of directors, etc.) that are primarily employed in teaching tennis or in supervising tennis professionals in the U.S.:

The number of people in your organizations' governing entity who reside in the U.S.:

What percentage of your current budget is committed to the education and development of tennis professionals?

What percentage of your current budget is committed to the education and development of tennis professionals in the U.S.?

Are you currently or have you in the past held any accreditations?

Please list the accreditations held by your organization, and the dates at which those accreditations were attained:

ORGANIZATION MISSION AND GOALS

State your organization’s mission and purpose, consistent with your charter or other operating authority. Describe how the mission gives direction to activities that set standards for achievement in education and the development of U.S. tennis professionals.

Describe your current managerial and financial capability to scale education, workshop development opportunities, apprenticeships, and certifications for tennis professionals throughout the U.S.

Describe the capacity and capabilities of your organization’s technology system (or e-learning management system) to deliver online education, and also your organization’s ability to track, maintain, and validate certifications and renewal requirements. Also describe the measures in place to ensure security and confidentiality of member data.

ORGANIZATIONAL POLICIES

Describe the methods, policies, and ways by which your organization affirmatively promotes ethical conduct and compliance with the law, policies, standards or other corporate requirements to your employees, board and members.

Describe the methods and means by which your organization encourages recruitment and provides equal opportunity to members, without discrimination on the basis of race, color, religion, sex, sexual orientation, age, or national origin.

I CERTIFY THAT:

1. All information contained in and attached to this application is true and correct to the best of my knowledge.
2. I have read the USTA Standards of Accreditation.
3. My organization agrees to abide by the USTA Standards of Accreditation.
4. My organization agrees to provide any additional evidence necessary to demonstrate to the satisfaction of the USTA that it meets the eligibility requirements for accreditation as provided in the USTA Standards for Accreditation.
5. My organization will not use the phrase “provisionally accredited by USTA” unless and until the USTA has approved this application for provisional accreditation.

Signature of organization head: _____

Printed name: _____

Organization: _____

Date: _____

PLEASE ATTACH:

- Latest form 990
- Latest consolidated audited financials
- Organization Bylaws

Accreditation	A review process to determine if organizations meet the standards to certify individuals as Tennis Insructors, Professionals, Specialists or Masters
Certification	An official status given by an accredited organization to an individual who has met the specific competencies for that particular level
ARP	Accreditation Review Panel
Online Coursework	Courses located in the learning management system that are broken into on-court, off-court, and electives, and have a minimum of two modules
Apprentice	An applicant for Level 2 certification that has an advisor, is actively teaching tennis, and working on online modules and assignments to prepare for certification
Advisor	A qualified Tennis Professional or direct report mentoring a candidate for Level 2 certification.
Mentor	A qualified Tennis Professional advising a candidate for Level 3 or 4 certification.
Internship	Facilitates learning outside of the online or in person classroom, and provides the opportunity to apply theory to "real world" situations
Workshop	In person or virtual education opportunities where there is interaction with a Coach Developer and some form of assessment provided
Speciality Course	In person or virtual education opportunities that count as electives or CEU's for certification levels
On Court Practical	Opportunity for apprentice to practice and demonstrate competencies with certification Advisor
Master Coach	A coach who has reached Level 4 certification and serves as a Coach Developer and mentor for Level 3 and 4 candidates
Coach Developer	An education leader that conducts in person and virtual workshops, delivers specialty courses, and assesses candidates for different certification levels
Professional	Someone certified at Level 2 of the Coach Education Pathway
Continuing Education Units	Yearly requirements to maintain certification at Levels 2, 3 and 4 that may include approved online, virtual, and in person education
Equivalency	Aligning prior levels of certification to the new certification pathway
Members in Good Standing	Certified members of an accredited organization that have met all requirements and are current with dues
Lapsed Members	Former certified members of an accredited organization that have not met current requirements
Self-study	An internal audit by an accredited organization to review all requirements for accreditation and confirm compliance
Virtual	Using online audio and web conferencing platform (Zoom) on a ditgital device to conduct coach education.
In person	Coach education opportunities offered whilst in someone else's presence
Credits	Units of education to achieve a particular certification level. One hour of online education equals one credit, One hour of an in person or virtual workshop equals 1.5 credits.