



# QUALITY



## OPEN COMMENT

### **CURRICULAR CONTENT STANDARDS DRAFT OPEN COMMENT**

The Commission on Accreditation of Athletic Training Education (CAATE) requests your feedback on the initial draft of proposed Curricular Content Standards. These Standards, once revised and adopted, will comprise the new content that must be taught in all professional programs. Please review the following information before beginning the process of providing comment and feedback.

#### **Timeline to Implementation**

The specific date of implementation will be determined based upon completion of the development of the final draft of the Standard, but will not occur before the 2019-2020 academic year (ie, self-studies for 2016-17, 17-18, and 18-19 will use the 5th edition Competencies). Historically, the Curricular Content (ie, “The Competencies”) was a separate document from the Standards. The next edition of the Standards will embed the Curricular Content into the new version of the *Standards for Accreditation of Professional Athletic Training Programs* (also in [open comment](#) now). Professional programs still offered at the baccalaureate level will continue to follow the 2012 Standards, which will be modified to include the new Curricular Content section

#### **Standards Development & Revision Process**

The development of these Standards was the work of two groups. The Steering Committee, comprised of two representatives each from the CAATE, BOC, and the NATA, identified the development process as well as the members of the working group. The working group was composed of primarily practicing clinicians from a variety of practice settings, as well as a few AT educators, from across the country. The working group developed the list of needed knowledge and skills for clinical practice and expanded on those skills to create initial Standard statements. These statements were then revised and edited by the Steering Committee, resulting in this draft.

The goal of the Steering Committee for the Curricular Content Standards is to allow for less prescriptive Standards that permit the faculty of programs the freedom to identify best contemporary practice as well as the basic knowledge needed to allow for clinical application. The concepts of evidence-based practice and patient-centered care are woven throughout these Standards, as is the development of critical thinking skills. Stakeholders may notice that some skills that were not necessarily singled out within the 5th edition competencies have been specifically identified within the Curricular Content Standards so as to standardize the inclusion of these skills to all programs.

Stakeholder feedback is vital to Standards development. The Commission and the Steering Committee encourage all stakeholders to participate in this process. Feedback will be categorized and reviewed by both the Commission and the Steering Committee and will be used to help revise and refine the proposed Standards. In some cases, you will see requests for specific input. While all comments and suggestions are welcome, feedback that provides suggestions for change or improvement, or specific

comments relative to impact to programs and/or institutions are most helpful and provide the best means for refining the Standards.

### **Invitation to Participate**

The Commission invites open comment from all program stakeholders, and specifically encourages program directors to forward this communication to program faculty, administrators, and preceptors for their feedback. Below you can access the proposed Standards for your comments and you can click [HERE](#) to access a complete document with all Curricular Content Standards for pre-review prior to completing the open comments section by section. All open comment links will remain open until **August 1, 2016**.

Click [HERE](#) to to comment on Curricular Content Standards.

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