

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER _____

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall ___ Spring ___ Summer ___ Term _____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall ___ Spring ___ Summer ___ Term _____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES ___ NO ___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES ___ NO ___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES ___ NO ___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES ___ NO ___

19. CROSS-LISTED COURSE:

YES ___ WITH _____ NO ___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES ___ Amount \$ _____ NO ___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Jason D.
Wagganer

Digitally signed by Jason D.
Wagganer
Date: 2020.02.04 17:03:31 -0500

Educator Preparation Committee

Dean of Kent Library

Barbara C.
Glackin

Digitally signed by Barbara C.
Glackin
Date: 2020.02.04 16:25:55 -0500

General Education Council

College Council

Joe Pujo

Digitally signed by Joe Pujo
Date: 2020.02.19 08:56:24
-0500

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus Template

Course Number: TX 521

Course Title: Foundations in Athletic Training

Catalog Description: Introduction into the history and profession of athletic training. Emphasis on becoming familiar with roles, functions, and professional preparation of Athletic Trainers.

Prerequisites: Admission into MSAT Program

Co-requisites: Not Applicable

Credit Hours: 2.0 Credit Hours

Semester: Summer

Class Meeting Time(s): Summer 2022

Instructor: TBD

Instructor Contact Information: TBD

Concerns:

Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed Dr. Jason Wagganer, interim chairperson, at 573-651-2197 or jawagganer@semo.edu

Course Learning Outcomes:

1. Students will be able to explain the requirements and regulations regulating the entrance to the athletic training profession.
2. Students will be able to Interpret environmental conditions and determine appropriate accommodations for athletic participation.
3. Students will be able to Describe the legal principles and best practices regulating the practice of athletic training.

Course-specific Required Materials:

Required Textbook:

Arnheim's Principles of Athletic Training, 16th ed., Prentice W.E. McGraw Hill ISBN # 978-0-07-352367-5

Reference Materials:

NATA Position Statements (www.nata.org)
Academic journal articles as assigned

Other Requirements:

Student will need access to a computer and reliable internet access to be able to stream lecture videos and course content. You will also need to be able to access library resources to complete course assignments.

Technology Required

Certain technology will be required for you to complete the objectives of this course. Students will be required to have access to the world wide web, PowerPoint, Microsoft word, adobe reader, you tube, and flash player. If you are lacking access to these technology please make arrangements to access this to complete your assignments.

Course Content:

Topic	CAATE Competency	Hours
The Athletic Training Profession		3
Health Care Delivery Strategies/The Sports Medicine Team	57, 61	2
Communication with individuals in Health Care	59, 61	2
Issues Affecting Athletic Training Practice	64	2
Legal Issues: Mandatory Reporting Obligations	66	2
Legal Issues: HIPAA & FERPA	66	2
Blood Borne Pathogens	66	1
The Athletic Trainer's Role in Medication: OTC and RX	66	3
The Emergency Action Plan	70	3
Environmental Concerns in Athletics	70, 85	3
The Pre-Participation Physical Exam	81	3
The Effect of Prevention Programs in Reducing Injury	80	2
Methods to improve performance/recovery in athletic participation	83	1
Total		30 Hours

Course Objectives (CAATE Standards):

Upon completion of this course, the student will be able to:

1. Identify health care delivery strategies that account for health literacy and a variety of social determinants of health. (CAATE – 57)
2. Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others. (CAATE – 59)
3. Practice in collaboration with other health care and wellness professionals. (CAATE – 61)
4. Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- a. Maintain data privacy, protection, and data security. (CAATE – 64)
5. Practice health care in a manner that is compliant with the BOC Standards of Practice and applicable institutional/organizational, local, state, and federal laws, regulations rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following: (CAATE – 66)
 - a. Requirements for physician direction and collaboration
 - b. Mandatory reporting obligations
 - c. Health Insurance Portability and Accountability Act (HIPAA)
 - d. Family Education Rights and Privacy Act (FERPA)
 - e. Universal precautions/OSHA Bloodborne pathogen standards
 - f. Regulations pertaining to over the counter prescription medications
6. Advocate for the profession. (CAATE – 68)
7. Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions: (CAATE – 70)
 - a. Conditions related to the environment: lightning, cold, heat, (including the use of rectal thermometry)
8. Develop, implement, and assess the effectiveness of programs to reduce injury risk. (CAATE – 80)
9. Plan and implement a comprehensive preparticipation examination process to affect health outcomes. (CAATE – 81)
10. Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity and during recovery for a variety of activities and environmental conditions. (CAATE – 83)
11. Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury. (CAATE – 85)

Grading Scale and Policies:

Assessment of Learning

Participation - 5%

Assignments/Presentations – 35%

Exams – 40%

Quizzes – 20%

TOTAL – 100%

Grading Scale

90.00 – 100.00% - A

80.00 – 89.99% - B

70.00 – 79.99% - C

< 70.00 – F

** Students must achieve a “C” or higher in all courses in the Athletic Training curriculum to matriculate through the program. Failure to achieve a “C” or higher will result in an intervention as described in the Program’s student handbook.

Evaluation of Learning:

Quizzes:

There will be assigned quizzes that are assigned on Moodle throughout the duration of the course. Students are responsible for keeping up with the assigned readings and understanding the materials presented in each chapter. These quizzes will cover material presented in the textbook, the lecture

notes available online as well as assigned readings. Quizzes are expected to be completed by the due date listed on Moodle and the syllabus. All quizzes for the unit must be completed before the end of that week. Quizzes over assigned readings will make up. Quizzes will be worth 20% of your final grade. You will have numerous attempts to take the quiz to assess your learning, however your first attempt will be the recorded score in the gradebook.

Exams:

There will be two exams that will take place over the period of the course, a midterm and a final exam. Retention of knowledge is important as you matriculate through this program and course, so each test may have questions that build off material that is presented earlier in the course. The final exam will be comprehensive in nature but will also cover material in the fourth unit.

Assignments:

There will be assignments that will be given on a periodic basis throughout the course. These assignments will be listed on Moodle under the Unit they will need to be completed in. Students are expected to complete the assignment by the due date and submit it to the instructor through the dropbox on Moodle in a **Microsoft Word Document**. Late assignments will have a late submission penalty of 10% off the final grade per day that they are late for up to 5 days. After 5 days all uncompleted assignments will earn the student a 0.

Forums:

Throughout the course there will be required discussion posts based on a topic covered in the class. Each student is required to post an original thought based off of what they have read and experienced personally and respond to one other student's comments. While participating in the forum please remain respectful of other people's opinions. Please do not harass or insult any other person based off of their viewpoints on the topic.

Final Exam Schedule: TBA

Other Course Information

General Classroom Policies:

The following is a brief list of classroom courtesy guidelines that need to be followed at all times when in the classroom this semester. This list is not all inclusive and any actions (including those listed below) that are deemed detrimental to the learning environment while in the classroom may result in the student being asked to leave the classroom for the day and a loss of participation points.

1. Please talk only in class during times when discussion on a topic is encouraged. Talking during inappropriate times is disrespectful to the instructor and to your fellow classmates. This will take away from the learning environment. So please only talk during times when discussion is encouraged.

2. Be actively engaged in the lecture and learning process. This means you should not be working on homework for other courses, playing games on your phone, texting, tweeting, sleeping, etc. or anything else that may take away from the learning environment.
3. Please refrain from using a cellular phone or any other electronic device during class for anything other than academic purposes. If you are expecting a phone call please sit next to the door so that you may answer that without disrupting the class.
4. Please show up to class on time. This class will begin promptly at 11:00 am. Arriving to class late is disruptive to the instructor and others in the class.
5. Please refrain from using foul or offensive language in the classroom. Every effort should be made to maintain a professional environment while in the classroom.

the due date.

Electronic Communication

I will frequently use email and Moodle to communicate with you as a class. However, I will only utilize your SEMO e-mail account. So please check that email on a regular basis to ensure you are up-to-date on announcements. This is extremely important to maintain the email on Moodle as well as your SEMO account. Because this course is distributed online, many of you will only be able to access the instructor through electronic means. I will check my email throughout the day every day and will give you a prompt response to any questions you may have.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among

values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and
http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of ‘blended’ to be added.