

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 17:12:56 -0500

Educator Preparation Committee

Dean of Kent Library

Barbara C.
Glackin

Digitally signed by Barbara C.
Glackin
Date: 2020.02.04 16:38:58 -0500

General Education Council

College Council

Joe Pujo

Digitally signed by Joe Pujo
Date: 2020.02.19 09:15:29
-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 681

Course Title: Immersive Clinical Experience in Athletic Training

Catalog Description: An immersive clinical experience designed to provide students with full-time experiential learning in athletic training

Prerequisites: TX 581

Co-requisites:

Credit Hours: 6 Credit Hour

Semester: Summer

Class Meeting Time(s), location and format: Field Experience

Class meetings times and locations will vary by clinical sites. Students are required to post clinical schedule and hours to the Moodle page.

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 to Dr. Jason Wagganer at 573-651-2273 or jwagganer@semo.edu

Course Learning Outcomes:

1. Students will be able to practice athletic training skills in a professionally competent manner.
2. Students will be able to collaborate with other healthcare professionals to provide appropriate medical care.
3. Students will be able to demonstrate adherence to all federal and state guidelines regulating healthcare.

Course-specific Required Materials:

No textbook is specifically required for this course. But students will reference information from previous courses in the Athletic Training Curriculum Students will also be required to provide their own transportation to and from their clinical site. All students must wear their AT Student ID Badge in clinical settings. Internet access that supports streaming video and access to online learning management system will also be needed. Internet access that supports streaming video and access to online learning management system.

Course Content:

This rotation is designed to give you an experience in a full-time athletic training setting. Over the rotation you will complete **240 clock hours** of clinical practice under the supervision of an Athletic Trainer, MD, or DO. This can be accomplished by spending 40hours/week in clinical settings throughout the six weeks of your rotation. However, you are encouraged to schedule your clinical hours in a way that works best for you and your Preceptor. You will be required to submit your clinical hours logs every 2 weeks.

This course also requires you to have a minimum of 150 patient encounters. You do not need a certain number of different populations for this course. Your patient encounters should span across the athletic training discipline and encompass all aspects of health care. You must turn in your patient encounters at the end of each 2 weeks.

Grading Scale and Policies:

Course Evaluation

50% Course Work (Clinical Proficiencies, assignments, case studies, practicals, etc.)

30% Clinical Hours (out of 40 pts)

20% Clinical Evaluations

Clinical Education Hours

Students enrolled in the Athletic Training Program (ATP) are required to achieve a set number of clinical education hours as a component of the Practicum course in which they are currently enrolled. The hour requirements for this course is a minimum of 40 hours.

Course Grading

90-100%- A

80-89%- B

70-79% -C

Below 69%-F

**** Note: Student must achieve a C or higher to continue in the ATEP Program****
course requirements, information on the percentage contributions of graduate assignments to the final grade should be included.]

Course Assignments:

1. ***Clinical Proficiency Documentation-*** You will complete all of the clinical proficiency sheets associated with this course during the semester. Ideally, these will be completed when completing your clinical education. However, these may also be completed during open lab time or by appointments. When completing these proficiencies, you must be able to complete the skill without looking back at the sheet. All clinical proficiencies

must be signed off by a peer before asking a Preceptor to sign them. Also, you must achieve an 80% on the skill to be considered proficient. Failure to get an 80% will result in having to re-complete that skill for partial credit. So please be prepared when you go to check-off.

2. **Patient Logs** – Each student will complete a clinical engagement form which tracks clinical experiences throughout the semester. This will be turned in at the beginning of the assigned class period. This will be worth 5 points every 2 weeks.
3. **Weekly Journal Entries**- Each student will complete a weekly journal reflecting on the experiences of the week and the progress being made towards goals. This will be due on Moodle before each class period. Details will be in the assignment on the Moodle page for the course.
4. **Evaluations**- Each student will be required to complete 4 Lower Extremity evaluations over the semester. There will be a checklist available to the student that you should give your Preceptor when you complete the evaluation. (These can be done in a scenario-based mock situation or a real life situation). Each student cannot have more than 2 injury evaluations from the same joint. Each assessment will be worth 25 points. Two (2) of these must be completed by the mid-point of the semester.
5. **Case Study**- Each student will complete a case study assignment on an injury (Upper Extremity/Lower Extremity) during the semester. This case study should follow all CONFIDENTIALITY policies and you should receive the permission of the athlete/parents/Preceptor before beginning this study. Students will also be required to prepare a professional presentation for this as well. Details of grading and the assignment will be distributed in class.

Final Exam Schedule: TBD

Additional Course Information

These hours are required to be submitted utilizing the Google Form available on the website. Students are required to have one (1) day off per seven (7) days of their clinical education experience. Each student shall develop a schedule with their Preceptor at least 2 weeks in advance and submit that schedule to your course instructor. If students are not obtaining their minimum number of hours per week, they must notify the Clinical Education Coordinator, Mr. David Tomchuk, to seek alternative arrangements. Students are not required to obtain clinical education experiences when school is not in session (Holidays, University Breaks, Weather closings, etc.), however this can be a beneficial experience for all students. Clinical education hours include: the assigned clinical site, surgical observation and the mini rotations. All of these activities are added into the weekly clinical hour total. Please consult the ATP Student Handbook for all policies regarding clinical hours for ATP students. Your clinical education grade will be assessed by dividing the number of hours completed by the number of hours required

and will give you a percentage (Not to exceed 100%). **Failure to complete 80% of your required hours will result in a failing grade for this course.**

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

(19) **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.

(20) **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

(21) **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.

(22) **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.