REQUEST FOR A COURSE CHANGE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

<table>
<thead>
<tr>
<th>Existing:</th>
<th>Course Subject</th>
<th>Number</th>
<th>Course Title (maximum of 30 spaces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS</td>
<td>5623</td>
<td>Pathophysiology for Athletic Trainers</td>
<td></td>
</tr>
</tbody>
</table>

Proposed:  

| Proposed: | KINS | 5623 | Examination & Diagnosis I |

Proposed Title: (full course title if longer than 30 characters)  
Examination & Diagnosis I – Acute Care

Proposed change(s) to this course: Mark all that apply.

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>Level</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Enrollment</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Other:</td>
<td>Course Objectives; Concurrent Enrollment</td>
<td></td>
<td></td>
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CIP Code: If changing, what is the new code?

For more information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp.

Course description:

As it appears in the current catalog. (required)

Existing:  
This course is a study of acute and chronic illnesses and musculoskeletal disorders including the pharmacologic response during physical activity.

As it will appear in the next catalog or indicate no change. (Please use standard American English including full sentences.) Course descriptions only. Do not include prerequisites or enrollment restrictions, these should be added under questions 9-15.

This course will teach and evaluate essential knowledge, skills, and techniques related to the examination and diagnosis of the acute and emergent injuries, conditions and diseases. The student will utilize and apply anatomy, physiology, pathomechanics to formulate emergency care interventions.

Department of Kinesiology & Health Studies
Department submitting the proposal

<table>
<thead>
<tr>
<th>Ed Sunderland</th>
<th><a href="mailto:jsunderland@uco.edu">jsunderland@uco.edu</a></th>
<th>5239</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person to contact with questions</td>
<td>email address</td>
<td>Ext. number</td>
</tr>
</tbody>
</table>

Approved by:

Department Chairperson Date

College Dean Date

Effective term for this course change
(Assigned by the Office of Academic Affairs)

Date
1. Does this course have an undergraduate/graduate counterpart?
   Yes [X] No

2. Is this proposal part of a larger submission package including a program change?
   Yes [X] No

3. Does this course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   Yes [X] No
   If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent
   CTE Approval (Stamp or initial)

4. Is this course currently listed in the University Core?
   Yes [X] No
   If you wish this course be listed in the University Core, submit University Core course proposal.

5. Is this course a prerequisite for any other course(s)?
   Yes [X] No
   If this change affects the prerequisite, complete course change proposal to delete or change prerequisite.

6. Is this course a requirement in any major or minor?
   Yes [X] No
   If this change impacts the requirement of any major or minor, complete program change proposal.

7. Does this course affect majors or minors outside the department?
   Yes [X] No
   If yes, provide name(s) of department chair(s) contacted, the dates, and the results of the discussion.

8. List all majors or minors which include this changed course as a requirement or elective.
   (list major or minor by title not major code)
   Master of Athletic Training

9. Prerequisite courses:
   Will the prerequisite courses change? Yes [X] No
   If yes, fill out below, if no leave blank.
   NOTE: Adding a “new course” as a prerequisite to an existing course will likely cause enrollment problems.
   As listed at the end of the course description in the current catalog. (Required)
   Existing: 
   Proposed: 
   Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or 3613)
   Example 3: 8 hours of biology including BIO 1404

10. Co-requisite(s): Prerequisite courses that may be taken in the same semester.
    Will the co-requisite(s) change? Yes [X] No
    If yes, fill out below, if no leave blank.
    As listed at the end of the course description in the current catalog. (Required)
    Existing: 
    Proposed: 

11. Concurrent enrollment: Courses that must be taken in the same semester. Example: lab courses.
    Will the concurrent enrollment change? [X] Yes No
    If yes, fill out below, if no leave blank.
    As listed at the end of the course description in the current catalog. (Required)
    Existing: 
    Proposed: KINS 5313 Prevention & Health Promotion Principles

12. Does this course currently have enrollment restrictions?
    Yes [X] No
    If adding or changing enrollment restrictions answer questions 13-15. If not changing or add enrollment restrictions leave questions 13-15 blank.
13. Specify which major(s) may or may not take this course.
   Will the major(s) restriction change?   Yes   No   If yes, fill out below, if no leave blank.

   Specifying a major, excludes all other majors from enrolling.
   **Existing** (as appears in current catalog)
   Check one: May   May not   
   Major Code:  

   **Proposed** (if changing)
   Check one: May   May not   
   Major Code:  

14. Which of the following student classification(s) may enroll in this course?
   Will the classification restriction change?   Yes   No   If yes, fill out below, if no leave blank.

   **Existing** (as appears in current catalog)
   Check all that apply:
   Graduate (2) 19 + hours   
   Graduate (1) 0-18 hours   
   Post   
   Baccalaureate   
   Senior   
   Junior   
   Sophomore   
   Freshman   

   **Proposed** (if changing)
   Check all that apply:
   Graduate (2) 19 + hours   
   Graduate (1) 0-18 hours   
   Post Baccalaureate   
   Senior   
   Junior   
   Sophomore   
   Freshman   

15. Specify other restrictions for this course, if any.
   Will other restrictions change?   Yes   No   If yes, fill out below, if no leave blank.

   **Existing** (as appears in current catalog)
   Admission to Graduate Programs   
   Admission to Nursing Program   
   Admission to Teacher Education   
   Other:   

   **Proposed** (if changing)
   Admission to Graduate Programs   
   Admission to Nursing Program   
   Admission to Teacher Education   
   Other:   

16. Course objectives for this course: (Please refer to instructional objectives documents at:
   http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints.)
   If previously approved objectives will be used without any changes, check here

   As they appear in the course syllabus.

   **ATHLETIC TRAINING COMPETENCY COURSE OBJECTIVES**: The student will understand, explain, demonstrate, apply, synthesize and evaluate related skills associated with the content knowledge areas of. (See Central Six 1). NATA Professional Education Council (PEC) course objectives handed out separately.

   1. Prevention -
   2. Acute Care -
   3. Clinical Exam and Diagnosis -

   **Athletic Training Educational Competencies, 5th ed. assigned to this course are:**

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructed</th>
<th>Knowledge and Skills</th>
<th>Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Health Promotion - PHP</td>
<td>PHP 1-19</td>
<td></td>
<td>1-19</td>
</tr>
<tr>
<td>Acute Care of Injuries and Illnesses - AC</td>
<td>AC 136</td>
<td></td>
<td>1-36</td>
</tr>
<tr>
<td>Clinical Examination and Diagnosis - CE</td>
<td>CE 20-21</td>
<td></td>
<td>20-21</td>
</tr>
<tr>
<td>Clinical Integration Proficiencies - CIP</td>
<td>CIP 3&amp;6</td>
<td></td>
<td>3&amp;6</td>
</tr>
</tbody>
</table>

   Functional Review (undergraduate proposals only)
As they will appear in the updated syllabus.

The objectives of this course align with the Central Six Tenets of Transformative Learning and CAATE Standards.

Central Six Tenets of Transformative Learning and CAATE Standards:
A. Central Six Tenets of Transformative Learning

http://sites.uco.edu/central/tl/central6/index.asp

The UCO Central Six Tenets promote the mission of student learning by providing Transformative Learning experiences so that students can become productive, creative, ethical, and engaged citizens and leaders.

1. Discipline Knowledge
2. Global and Cultural Competencies
3. Health and Wellness
4. Leadership
5. Research, Creative, and Scholarly Activities
6. Service Learning and Civic Engagement

B. Commission on Accreditation of Athletic Training Education (CAATE) https://caate.net/pp-standards/

The Standards for Accreditation of Professional Athletic Training Programs (Standards) are used to prepare professional athletic trainers. The 2020 Standards have the six core competencies with sub-competencies within each area. The core competencies and sub-competencies are:

A. Patient-Centered Care
B. Interprofessional Practice and Interprofessional Education
C. Evidence-Based Practice
D. Quality Improvement
E. Health Care Informatics
F. Professionalism
G. Patient/Client Care
H. Prevention, Health Promotion, and Wellness
I. Health Care Administration

Course Objectives:
Upon successful completion of the course the student will be able to:

I. Develop care plans for patients with immediate and emergent conditions. I, 3, A, G, H
II. Evaluate and manage patient care for individuals with an acute or chronic immediate and emergent conditions/injuries. I, 3, A, G, H
III. Select and incorporate interventions that align with prevention and health promotion patient/client care plans. I, 3, A, G, H
IV. Evaluate and treat patients who has sustain a concussion and other brain injuries. I, 3, A, G, H
V. Educate and demonstrate preventative techniques for environmental conditions. I, 3, A, G, H
VI. Monitor and evaluate environmental conditions. I, 3, A, G, H
VII. Develop implement and revise policy that pertain to prevention, preparedness and response to medical emergencies and other critical incidents. 1, 3, A, G, H
VIII. Evaluate and manage patient care for individuals with an acute condition both in life threatening and emergent situations including conditions related to environment. I, 3, A, G, H
IX. Formulate and organize a plan of care for individuals with a soft tissue and/or skeletal injury.I, 3, A, G, H

17. Please provide a concise, yet comprehensive, statement that explains the specific reasons for requesting the change(s). Include any documentation or assessment information available supporting this specific request.

The Commission on Accreditation of Athletic Training Education (CAATE) has developed new accreditation standards. The new 2020 Standards for Accreditation of Athletic Training Education have new areas of Foundational Knowledge and Core Competencies, as a result the title, course description, concurrent enrollment and objectives need to reflect those changes. The changes will help in the Accreditation process. The complete list of new 2020 Standards can be found at https://caate.net/pp-standards/.

18. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. Complete this question only if requesting a course level change. (Copy and paste table from “Course Level Characteristics” document for the appropriate course level of proposed course. Document may be found on: http://www.uco.edu/academic-affairs/files/aacc/forms/CLC%20table4_07.pdf

5000 LEVEL COURSES
Academic Affairs Form
August, 2015

(undergraduate proposals only)
<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.</td>
<td>This course will challenge students to read and analyze current research and best practice skills related to patient centered care and outcomes. The student will learn to diagnosis using clinical reasoning skills and document finding in patient records using effective written skills and communicate with the patient using effective verbal skills.</td>
</tr>
<tr>
<td>2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.</td>
<td>Content knowledge and skills will be at the graduate level and this course will challenge and develop the student's ability to demonstrate content knowledge using high levels of clinical reasoning that is only acquired over time and practice.</td>
</tr>
</tbody>
</table>
| 3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:  
 a. Students should be required to undertake original scholarly/creative activity.  
 b. Students should assume greater responsibility for mastering the subject matter.  
 c. Close working relationships should exist between instructors and students. | The course is a health care related examination and diagnosis course utilizing high levels of learning. The students will demonstrate this during clinical integrated learning of skills and techniques along with scholarly projects. This course will utilize self-directed learning modules outside of class and utilize class time for integrated skill acquisition supervised and mentored by the instructor. |