

48

- Does this course have an undergraduate / graduate counterpart?
 Yes No
- Is this proposal part of a larger submission package including a program change?
 Yes No
- 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 No If **yes**, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent
 CTE Approval (Stamp or initial) _____
- Is this course currently listed in the University Core?
 Yes No If you wish this course be listed in the University Core, submit University Core course proposal.
- Is this course a prerequisite for any other course(s)?
 Yes No If this change affects the prerequisite, complete course change proposal to delete or change prerequisite.
- Is this course a requirement in any major or minor?
 Yes No If this change impacts the requirement of any major or minor, complete program change proposal.
- Does this course affect majors or minors outside the department?
 Yes 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 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 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or 3613)

10. Co-requisite(s): Prerequisite courses that may be taken in the same semester.
 Will the co-requisite(s) change? 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: _____

11. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
 Will the concurrent enrollment change? 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: None
 Proposed: KINS 5313 Prevention & Health Promotion Principles

12. Does this course currently have enrollment restrictions?
 Yes 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.

Existing:

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:

Content	Domains	
	Knowledge and Skills	
	Instructed	Evaluated
Prevention and Health Promotion -PHP	PHP 1 - 19	1 - 19
Acute Care of Injuries and Illnesses - AC	AC 1 36	1 - 36
Clinical Examination and Diagnosis - CE	CE 20 - 21	20 - 21
Clinical Integration Proficiencies - CIP	CIP 3&6	3 & 6

As they will appear in the updated syllabus.
Proposed: 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. *1, 3, A, G, H*
- II. Evaluate and manage patient care for individuals with an acute or chronic immediate and emergent conditions/injuries. *1, 3, A, G, H*
- III. Select and incorporate interventions that align with prevention and health promotion patient/client care plans. *1, 3, A, G, H*
- IV. Evaluate and treat patients who has sustain a concussion and other brain injuries. *1, 3, A, G, H*
- V. Educate and demonstrate preventative techniques for environmental conditions, *1, 3, A, G, H*
- VI. Monitor and evaluate environmental conditions. *1, 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. *1, 3, A, G, H*
- IX. Formulate and organize a plan of care for individuals with a soft tissue and/or skeletal injury. *1, 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

Course Level Characteristics	Please describe how this course meets this requirement.
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p>