# HPED 376 Athletic Training Clinical Practicum I-CrsRvs-2015-11-04

**Form Information**

**First Step**: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

**Second Step**: Click save on bottom right

**Third Step**: Make sure the word "*DRAFT*" is in yellow at the top of the proposal

**Fourth Step**: Click on EDIT CONTENTS and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu

*Indicates a required field*

| | | | |
|---|---|---|---|
| **Proposer*** | Jim Racchini | **Proposer Email*** | racchini@iup.edu |
| **Contact Person*** | Jim Racchini | **Contact Email*** | racchini@iup.edu |
| **Proposing Department/Unit*** | KHSS | **Contact Phone*** | 7-2759 |

**Course Level*** undergraduate-level

## Course Revisions

(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:      Category B:

catalog_desc_change

*\* Teacher Education: Please complete the Teacher*

*Education section of this form (below)*

*\* Liberal Studies: Please complete the Liberal Studies*

*section of this form (below)*

*\* Distance Education: Please complete the Distance*

*Education section of this form (below)*

## Rationale for Proposed Changes (All Categories)

**(A) Why is the course being revised/deleted:***      To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit. Also removing HPED 251 as a prerequisite. It is an outdated course prerequisite.

**(B) University Senate Summary of Rationale***

*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

To upgrade outdated professional terminology to the up-to-date equivalents. Required for our upcoming self-study site visit. Also removing HPED 251 as a prerequisite. It is an outdated course prerequisite.

**(C) Implications of the change on the program, other**    None

   **programs and the Students:***

| Current Course Information* | Proposed Changes |
|---|---|

### Category A

| Current Course Information* | | Proposed Changes | |
|---|---|---|---|
| **(D) Current Prefix*** | HPED | **Proposed Prefix** | |
| **(E) Current Number*** | 376 | **Proposed Number** | |
| **(F) Current Course Title*** | Athletic Training Clinical Practicum I | **Proposed Course Title** | |
| **(G) Prerequisite(s)** | HPED 251, 345, 346 | **Proposed Prerequisite(s)** | HPED 345, 346 |
| **(H) Current Catalog Description** | The opportunity to develop and demonstrate proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills taught under the direction of a clinical instructor within the IUP Athletic Department or an affiliated clinical site. Specific skills emphasized include, but are not limited to, those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking certification by the National Athletic Trainers Association. | **Proposed Catalog Description** | Develops and demonstrates proficient psychomotor skills within the domains of athletic injury prevention and acute care, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills taught under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. Emphasizes specific skills such as those relating to safety/risk management, conditioning, equipment fitting, taping and wrapping, acute care, and transportation/transfer of the injured athlete. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) Athletic Trainer examination. |

### *If changing Category A, no further action required.*

### Category B (if no change, leave blank)

| (I) Number of Credits | | Proposed Number of Credits | |
|---|---|---|---|
| | Class Hours: | | Class Hours: |
| | Lab Hours: | | Lab Hours: |
| | Credits: | | Credits: |

**(J) Current Course**

  **(Student Learning)**

  **Outcomes**

**Proposed Course**

**(Student Learning)**

**Outcomes**

**(K) Dual Listed Courses Only:**

  **List Current Learning**

  **Objectives for the**

**Higher-Level Course**

**Dual Listed Courses Only:**

**List Proposed Learning**

**Objectives for the**

**Higher-Level Course**

| (L) Brief Course Outline | As outlined by the federal definition of a "credit hour", the following should be a consideration |
| --- | --- |
| (It is acceptable to copy | regarding student work - For every one hour of classroom or direct faculty instruction, |
| from old syllabus) | there should be a minimum of two hours of out of class student work. |

## Distance Education Section

- *Complete this section only if adding Distance Education to a New or Existing Course*

**If Completing this Section,**

**Check the Box to the Right:**

**Course Prefix/Number**

**Course Title**

**Type of Proposal**

*See CBA, Art. 42.D.1 for Definition*

**Brief Course Outline**

*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*

*direct faculty instruction, there should be a minimum of two hours of out of class student work.*

**Rationale for Proposal (Required Questions from CBA)**

How is/are the
instructor(s) qualified

in the Distance
Education delivery

method as well as the
discipline?

For each outcome in
the course, describe

how the outcome will
be achieved using

Distance Education
technologies.

How will the
instructor-student and

student-student
interaction take place?

(if applicable)

How will student
achievement be
evaluated?

How will academic
honesty for tests

and assignments be
addressed?

## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

If Completing this Section,

Check the Box to the Right:

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

Liberal Studies
Elective                    *Please mark the designation(s) that apply - must meet at least one*

Expected
Undergraduate
Student                     *Describe how each Student Learning Outcome in the course enables students to become
                            Informed Learners, Empowered Learners and/or Responsible Learners*

Learning Outcomes

(EUSLOs)                    *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*

**Description of the Required Content for this Category**

*Narrative on how the course will address the Selected Category Content*

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

**Please answer the following questions.**

Liberal Studies courses must include

the perspectives and contributions

of ethnic and racial minorities and

of women whenever appropriate to

the subject matter. Please explain

how this course will meet this

criterion.

Liberal Studies courses require the

reading and use by students of at

least one non-textbook work of

fiction or non-fiction or a collection

of related articles. Please describe

how your course will meet this

criterion.

## Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

If Completing this Section,

Check the Box to the Right:

Course Designations:

Key Assessments

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

| **File** | **Modified** ▲ |
| --- | --- |

<div align="center">No files shared here yet.</div>

**Narrative Description of the**

*How the proposal relates to the Education Major*

**Required Content**

<div align="center">

**For Deans Review**

</div>

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: