

IS-7Sc
UWUCC AP-11/17/15
Senate App-12/1/15

HPED 476 Athletic Training Clinical Practicum III-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To upgrade outdated professional terminology to the up-to-date equivalents.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.

(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To upgrade outdated professional terminology to the up-to-date equivalents.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.

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

programs and the Students:*

Current Course Information*

Proposed Changes

Category A

<p>(D) Current Prefix*</p> <p>(E) Current Number*</p> <p>(F) Current Course Title*</p> <p>(G) Prerequisite(s)</p> <p>(H) Current Catalog Description</p>	<p>HPED</p> <p>476</p> <p>Athletic Training Clinical Practicum III</p> <p>An opportunity to develop and demonstrate proficient psychomotor skills within the domains of athletic training organization/administration and education/guidance, in coordination with a one-semester clinical field experience. This clinical field experience allows an opportunity to practice and apply skills 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 communication, recordkeeping, planning, budgeting and purchasing, facility design, policies/procedures, and other athletic health care managerial/administrative duties. Athletic training instruction and guidance skills are also addressed. Restricted to students seeking certification by the National Athletic Trainers Association.</p>	<p>Proposed Prefix</p> <p>Proposed Number</p> <p>Proposed Course Title</p> <p>Proposed Prerequisite(s)</p> <p>Proposed Catalog Description</p>	<p>Develops and demonstrates proficient psychomotor skills within the domains of athletic training organization/administration and education/guidance, in coordination with a one-semester clinical field experience. Allows an opportunity to practice and apply skills under the direction of a preceptor within the IUP Athletic Department or an affiliated clinical site. emphasizes specific skills such as those relating to communication, recordkeeping, planning, budgeting and purchasing, facility design, policies/procedures, and other athletic health care managerial/administrative duties. Athletic training instruction and guidance skills are also addressed. Restricted to students seeking eligibility to sit for the Board of Certification (BOC) Athletic Trainer examination.</p>
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If changing Category A, no further action required.

Category B (if no change, leave blank)

<p>(I) Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>(J) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p> <p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Objectives for the Higher-Level Course</p>	<p>Proposed Number of Credits</p> <p>Class Hours:</p> <p>Lab Hours:</p> <p>Credits:</p> <p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p> <p>Dual Listed Courses Only:</p> <p>List Proposed Learning Objectives for the Higher-Level Course</p>
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(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.

Brief Course
Outline

As outlined by the federal definition of a "credit hour", the following should be a consideration

(Give sufficient detail to communicate the

regarding student work - For every one hour of classroom or direct faculty instruction,

content to faculty across campus.

there should be a minimum of two hours of out of class student work.

It is not necessary to include specific

readings, calendar or assignments)

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**

Narrative on how the course will address the Selected Category Content

**Content for this
Category**

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 ▲

No files shared here yet.

**Narrative
Description
of the**

How the proposal relates to the Education Major

**Required
Content**

For Deans Review

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: