Code # 2016G\_NHP19

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8/30/2016 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Susan Hanrahan, PhD, Dean

hanrahan@astate.edu

870-972-3112

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

AT 6403

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

ATC and Administration

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Explores leadership, organization, administration, and legal issues in athletic training. Topics include leadership; insurance; ethics; professional development; the planning, organization, operations, and assessment of athletic training programming and facilities. Fiscal and risk management will also be examined.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? Masters in Athletic Training

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Yes

a. If yes, what program?

Masters in Athletic Training

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| Week 1 | Introduction and Theoretical Basis of Management | 1 |
| Week 2 | Program Management | 2 |
| Week 3 | Human Resource Management | 3 |
| Week 4 | Financial Resource Management | 4 |
| Week 5 | Facility Design and Planning | 5 |
| Week 6 | Leadership Styles and Strategies | 6 |
| Week 7 | Information Management | 7 |
| Week 8 | Reimbursement for Health Care Services | 8 |
| Week 9 | Legal Considerations in Sports Medicine | 9 |
| Week 10 | Legal Case Studies in Sports Medicine | 9 |
| Week 11 | Ethics in Sports Medicine | 10 |
| Week 12 | Preparticipation Physical Exams | 11 |
| Week 13 | AT Job Application including mock interview |  |
| Week 14 | Budget and facility design presentations |  |
|  |  |  |

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Lecture based course

19. Department staffing and classroom/lab resources

See new program proposal.

1. Will this require additional faculty, supplies, etc.?

Enter text...

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Upon completion of this course students will be expected to understand organizational management and leadership principles to prepare the athletic training student for the profession. Students will gain an understanding about facility design and maintenance as well as purchasing supplies and equipment in addition to the application and hiring process. This course will meet the professional development and healthcare administration competencies as outlined by the accrediting body.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course contains educational competencies that are required to be met by the Commission on Accreditation of Athletic Training Education.

c. Student population served.

Graduate students admitted to the Masters in Athletic Training program

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate- The proposed athletic training program is a Masters in Athletic Training.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Masters in Athletic Training Program Outcomes**

Students will be able to:

1. Critique research in athletic training and related disciplines as a basis for application to clinical practice.
2. Demonstrate evidence based clinical practice and decision‐making in providing athletic training services
3. Critically analyze, interpret and apply the results of published research and apply the findings to profession practice.
4. Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions.
5. Demonstrate the importance of ethical decision-making in patient care decisions.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Critique research in athletic training and related disciplines as a basis for application to clinical practice. |
| Assessment Measure | Class participation, hiring, budget and facility project, presentation, final exam |
| Assessment Timetable |  |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 2 (from question #23)** | Demonstrate evidence based clinical practice and decision‐making in providing athletic training services |
| Assessment Measure | Class participation, hiring, budget and facility project, presentation, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 3 (from question #23)** | Critically analyze, interpret and apply the results of published research and apply the findings to profession practice. |
| Assessment Measure | Class participation, hiring, budget and facility project, presentation, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 4 (from question #23)** | Synthesize the principles of biomechanics, anatomy, and neurology to develop therapeutic interventions |
| Assessment Measure | Class participation, hiring, budget and facility project, presentation, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |
| **Program-Level Outcome 5 (from question #23)** | Demonstrate the importance of ethical decision-making in patient care decisions. |
| Assessment Measure | Class participation, hiring, budget and facility project, presentation, final exam |
| Assessment Timetable | Fall- end of semester |
| Who is responsible for assessing and reporting on the results? | Program Director |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 2** | Describe the impact of organizational structure on the daily operations of a healthcare facility |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 3** | Describe the role of strategic planning as a means to assess and promote organizational improvement |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 4** | Describe the conceptual components of developing and implementing a basic business plan |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 5** | Describe basic healthcare facility design for a safe and efficient clinical practice setting |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 6** | Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 7** | Assess the value of the services provided by an athletic trainer (eg, return on investment). |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 8** | Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis facility cost, and common expenses |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 9** | Identify the components that comprise a comprehensive medical record |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 10** | Identify and explain the statutes that regulate the privacy and security of medical records. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 11** | Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 12** | Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 13** | Define state and federal statutes that regulate employment practices |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 14** | Describe principles of recruiting, selecting, hiring, and evaluating employees |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 15** | Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 16** | Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases, and discuss how they apply to the practicing of athletic training |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 17** | Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Weekly quizzes, assignments, participation and final exam. 80% or better must be achieved |
| **Outcome 18** | Describe the basic legal principles that apply to an athletic trainer’s responsibilities |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 19** | Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 20** | Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals. |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 21** | Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 22** | Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 23** | Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 24** | Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 25** | Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 26** | Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 27** | Describe the concepts and procedures for revenue generation and reimbursement |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 28** | Understand the role of and use diagnostic and procedural codes when documenting patient care |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 29** | Explain typical administrative policies and procedures that govern first aid and emergency care |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |
| **Outcome 30** | Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals |
| Which learning activities are responsible for this outcome? | Lectures and assignments |
| Assessment Measure and Benchmark | Presentation, assignments, projects, final exam. 80% or better must be achieved |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...