May 16, 2016

Dr. Houston Davis  
Executive Vice Chancellor & Chief Academic Officer  
Board of Regents of the University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334

Dear Dr. Davis:

Please accept this communication on behalf of Georgia College & State University and the attached Master of Science in Athletic Training formal proposal. This initiative has passed our University governance.

As the state’s designated public liberal arts university this proposal fully supports our mission. The Master of Science in Athletic Training (MSAT) degree will prepare graduates for practice in a specialized health care profession. Graduates will have an opportunity to sit for the National Athletic Trainers’ Association (NATA) Board of Certification (BOC) exam. Passing of this exam will provide our graduates national certification and bolster the number of certified athletic trainers able to provide Central Georgia (GA) and surrounding communities with much needed health care coverage at settings such as schools, medical facilities/clinics, community and recreation events, and church leagues. The program will also provide practical experiences of high-impact pedagogies and community engagement that align with the Georgia College & State University mission and other School of Health and Human Performance (SHHP) programs.

Thank you for your consideration of this proposal. We look forward answering any questions you may have.

Sincerely,

[Signature]
Costas Spirou  
Interim Associate Provost

c Dr. Kelli Brown, Provost  
Dr. Marci Middleton, Assistant Vice Chancellor, Academic Programs

Milledgeville • Macon • Warner Robins
Georgia College, the state’s designated public liberal arts university, combines the educational experience expected at esteemed private liberal arts colleges with the affordability of public higher education.
FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution: Georgia College & State University

Approval by President or Vice President for Academic Affairs:

_____________________________________________

Date: March 8, 2016

School/Division: College of Health Sciences (COHS)

Department: School of Health and Human Performance (SHHP)

Departmental Contact: Dr. Lisa Griffin, Director, SHHP

Name of Proposed Program/Inscription: Master of Science Athletic Training (MSAT)

Degree: Master of Science (MS)

Major: Athletic Training

CIP Code: Classification of Instructional Program (CIP): 51.0913

Anticipated Implementation Date: Summer 2018

Approval by Chief Business Officer (or designee):

________________________________
Susan Allen, Vice President for Finance & Administration, Georgia College & State University, CBX 021, 478-445-5148, susan.allen@gcsu.edu

Approval by Chief Facilities Officer or designee (if different from CBO):

(See CBO)
NEW DEGREE PROGRAM PROPOSAL REQUIREMENTS

1. Description of the program’s fit with the institutional mission, existing degrees and majors.

Georgia College (GC) is committed to providing post-baccalaureate education that prepares graduates for professional advancement, life-long intellectual pursuits, and informed participation in today’s complex society. Drawing from our liberal arts mission, our graduate programs not only center on expanding knowledge and promoting intellectual development, but also focus on advancing the skills that are necessary to succeed. Graduate students are challenged by creating learning environments that are responsive to broader health, educational, social, and economic shifts.

The Master of Science in Athletic Training (MSAT) degree will prepare graduates for practice in a specialized health care profession. Graduates will have an opportunity to sit for the National Athletic Trainers’ Association (NATA) Board of Certification (BOC) exam. Passing of this exam will earn them national certification and bolster the number of certified athletic trainers able to provide Central Georgia (GA) and surrounding communities with much needed health care coverage at settings such as schools, medical facilities/clinics, community and recreation events, and church leagues. The program will also provide practical experiences of high-impact pedagogies and community engagement that align with the GC mission and other School of Health and Human Performance (SHHP) programs.

Currently GC has a nationally accredited BS in Athletic Training program. In 2015, the NATA Board of Directors and the Commissioners of the Commission on Accreditation of Athletic Training Education agreed to establish the professional degree in athletic training at the master’s level (http://caate.net/the-professional-degree/). GC is proposing to move forward with this transition and establish the entry-level athletic training program at the master’s level - in accordance with this new directive. Upon Board of Regents (USG/BOR) approval of the MSAT, the BS will be deactivated and we will continue to “teach out” those remaining students.

The School of Health and Human Performance (SHHP) – where the MSAT will be housed – also offers a Master of Science in Health & Human Performance with specializations in either Health Promotion or Human Performance. SHHP also has another existing entry-level master’s certification program in the Master of Arts in Teaching (MAT) degree in Kinesiology/Physical Education. The MAT PE program is a 4+1 curriculum model, allowing students to complete the master’s degree in one year (summer, fall, spring) if taken full time. The MSAT would add another innovative curricula model for current GC students majoring in Exercise Science, as we are proposing a 3+2 model where students could complete the BS Exercise Science in 3 years and add the MSAT after 2 additional years.

SHHP has recently developed 3 new concentrations within the existing BS in Exercise Science to accommodate our growing student population in that area (Pre-Professional; Sports Medicine; Fitness & Performance). The strategy is to provide an avenue for interested students to attain the necessary pre-requisites for the MSAT program while completing the 3-year BS in Exercise Science – concentrating in Sports Medicine. With approximately 400 Exercise Science majors currently at GC, SHHP is seeking to utilize an existing degree program to complement the development of this newly proposed program.
2. Program Description and Goals:

a. **Institutional Priority:** Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.

Excellence in Graduate Education; Challenging, Innovative Teaching; Opportunities for Community Engagement; and Preparation for Leadership are four out of the five GC Value Statements emanating from the mission statement. The MSAT will deliver the first nationally accredited entry-level master’s degree for athletic training certification in the Middle GA area. It will deliver impactful and distinctive pedagogies via flipped classrooms and Problem-Based Learning (PBL) teaching strategies. And finally, central to all nationally accredited athletic training education programs is the clinical education component and the clinical inter-professional/inter-disciplinary practice which equate to high levels of quality community engagement for students in the program. A unique and distinctive feature to the BS in Athletic Training is the nationally recognized standardized patient education (SP) program that has received both regional and national acknowledgements. The SP program will transition to the MSAT upon USG BOR approval.

Final reporting from the GC 2014 Academic Program Prioritization Report indicated that the Athletic Training Program:

- Had a significant internal and external demand with pre-majors and transfer students;
- Demonstrated promising opportunity for program growth in transitioning from a bachelor’s to a master’s degree;
- Has the opportunity to become the first master’s program within the USG and the only program of its kind (MSAT) in Middle GA

The number of certified athletic trainers able to provide Central GA and surrounding communities with much needed health care coverage at schools, medical facilities/clinics, community and recreation events, and church leagues, is sorely lacking.

*The risk of serious injuries and death at the high school level is exacerbated by the shortage of full-time athletic trainers at practice and games. A study in the Journal of Athletic Training noted only 37% of the nation’s public high schools have full-time athletic trainers* [http://fox2now.com/2015/10/26/high-school-football-player-dies-after-suffering-head-injuries-during-game/](http://fox2now.com/2015/10/26/high-school-football-player-dies-after-suffering-head-injuries-during-game/).

b. **Brief description of the program and how it is to be delivered**

The proposed MSAT will be a 2-year professional (entry-level) program for students who do not hold a bachelor’s degree in athletic training but who wish to pursue athletic training credentials by the (BOC) and pursue a career as a Certified Athletic Trainer (ATC). The program will be a cohort model beginning in summer and continuing fall, spring, summer II, fall II, and graduation in spring II. It is designed to prepare students
for a successful career as a qualified health care professional, educated and experienced in the management of health care problems. Once in the program, students must successfully complete required criteria set forth by the GC Athletic Training Program, the GC Office of Graduate Studies, and the SHHP Graduate Handbook. Successful completion of the degree qualifies students to be recommended to take the NATA (BOC) examination.

Successful graduates of the GC MSAT program will have completed a course of study following the guidelines set forth by the Commission for Accreditation of Athletic Training Education (CAATE), and will also have achieved the learning outcomes reflected in the athletic training competencies. See Appendix A.

The Competencies are organized into eight distinct content areas:
- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility

In addition to the Competencies, students will be required to master a set of Clinical Integration Proficiencies designed to represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. These Proficiencies will be detailed in relevant course syllabi.

The curriculum is based on a medical model with a large portion of the didactic training front loaded in the first year with more time for clinical based education in the second year. The degree consists of 60 credit hours (2 years; summer, fall, spring) sequence to commence during the summer, all of which will be required. The degree will be a non-thesis option, but students in the professional athletic training program will be actively involved in scholarly research and will require a capstone project for each student that will be completed in his or her last semester during the Athletic Training Research capstone course.

c. Goals/objectives of the Program

Mission
The mission of the Professional Athletic Training Program at Georgia College is to cultivate quality athletic training health care professionals who exhibit the highest standards of ethical behavior and professionalism. With a foundation built on evidence-based, progressive didactic and clinical education, GC athletic training graduates are prepared to become successful contributors to the advancement of the profession through intellectual, professional, and civic skills and dispositions that enable students to thrive in a diverse global society.

Professional Athletic Training Program Outcomes and Learning Outcomes are as follows:

Goal 1: Athletic training students will demonstrate appropriate knowledge and skills in injury prevention and wellness education.
Students will be able to:
1. Create evidence-based designs to mitigate the risk for injury/illness;
2. Apply evidence-based practices to mitigate the risk for injury/illness.

**Goal 2:** Athletic training students will utilize a holistic approach to clinical evaluation and diagnosis of injuries, illnesses, and pathologies.
Students will be able to:
1. Assess an athletic injury/illness based on relevant pathology;
2. Recognize appropriate holistic diagnoses of athletic injuries/illnesses;
3. Refer patients to the appropriate medical professional based on individual need.

**Goal 3:** Athletic training students will be skilled in making decisions regarding the management of acute athletic injuries/illnesses.
Students will be able to:
1. Exhibit appropriate immediate and emergency medical care within the scope of athletic training practice relevant to current standards.

**Goal 4:** Athletic training students will create and implement therapeutic/educational interventions for measureable patient outcomes (competence or performance).
Students will be able to:
1. Utilize evidence-based interventions when administering and implementing therapeutic interventions;
2. Recognize need for psychosocial intervention.

**Goal 5:** Athletic training students will construct and apply professional leadership and organizational paradigms.
Students will be able to:
1. Develop policies and procedures in the administration of athletic training and healthcare facilities;
2. Critique athletic training management models;
3. Utilize appropriate medical documentation and communication.

**Goal 6:** Athletic training students will critically examine athletic training data and apply it to clinical practice.
Students will be able to:
1. Apply evidence based practice when making clinical decisions.
2. Critique athletic training related literature and disseminate its findings to a variety of audiences including professionals, peers, and patients.
3. Articulate the role of research in clinical practice.

**d. Location of the program** – Main GC Campus as well as additional Clinical Education site placements with which GC has a contractual agreement (Memorandum of Understanding).

3. **Curriculum:** List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements (if applicable).
Applicants for the MSAT must have completed the following pre-requisite courses:

- Human Anatomy and Physiology (Equivalent of GC HSCS 2813 and HSCS 2823 or GC BIOL 2160 and 2170) or 2 semester sequence or separate anatomy and physiology courses each with lab
- General Biology (Equivalent of GC BIOL 1100, 1120, 1107, 1108 or higher)
- General Physics (Equivalent of GC PHYS 2211, 2212 or higher)
- General Chemistry (Equivalent of GC CHEM 1211, 1311, 1151 or higher)
- Medical Terminology (Equivalent of GC KINS 2331)
- Nutrition (Equivalent of GC KINS 2323)
- Structural Kinesiology (Equivalent to KINS 3103)
- Physiology of Exercise (Equivalent of KINS 3203)
- General Psychology (Equivalent of GC PSYC 1101, 2103, or higher)

The new Sports Medicine Concentration within the B.S. Exercise Science (Table A.) will allow students to successfully attain all of the aforementioned pre-requisites for entry into the MSAT.

**Table A. Sports Medicine Concentration**

<table>
<thead>
<tr>
<th>Sports Medicine Area F courses (18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCS 2813 Anatomy of Human Movement (4) or BIOL 2160 Anatomy &amp; Physiology I (4)</td>
</tr>
<tr>
<td>HSCS 2823 Physiology of Human Movement (4) or BIOL 2170 Anatomy &amp; Physiology II (4)</td>
</tr>
<tr>
<td>KINS 2331 Medical Terminology (1)</td>
</tr>
<tr>
<td>KINS 2323 Nutrition (3)</td>
</tr>
<tr>
<td>KINS 2200 Intro. to Exercise Biochemistry (3)</td>
</tr>
<tr>
<td>PSYC 1101 Intro to General Psychology or PSYC 2103 Intro to Human Development (3)</td>
</tr>
</tbody>
</table>

**Common Major Core: (23 hours)**

- KINS 3103 Structural Kinesiology (3)
- KINS 3200 Exercise & Sports Nutrition (3)
- KINS 3203 Physiology of Exercise (3)
- KINS 3223 Biomechanics (3)
- KINS 3233 Methods of Resistance Training (2)
- KINS 3262 Exercise Testing (3)
- KINS 4203 Exercise Prescription (3)
- KINS 4813 Research Methods (3)

**Concentration Specific Courses: (37 hours)**

- KINS 3101 Prevention & Emergency Concepts in Healthcare (3)
- KINS 3212 Practicum I (2)
- KINS 4101 Foundations of Therapeutic Medicine (3)
- KINS 4206 Internship (6)
- KINS 4213 Essentials of Strength & Conditioning Programs (3)
- KINS 4233 Clinical Exercise Physiology (3)
- PSYC 3200 Abnormal Psychology (3)

**Electives (14)**

- CHEM 1211 – may be taken in the Core or as an elective (4)
- BIOL 1107 or BIOL 3180 - may be taken in the Core or as an elective (4)
- PHYS 1111 – may be taken in the Core or as an elective (4)
Program of Study to be followed by representative student:
*W denotes an online course
**Bold** are newly developed courses

Table B. Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Total Credit Hrs</th>
</tr>
</thead>
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<tr>
<td></td>
<td><strong>Common Core in SHHP Graduate Programs</strong></td>
<td></td>
<td>9</td>
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<tr>
<td>KINS 6803(W)</td>
<td>Research Methods I</td>
<td>3</td>
<td></td>
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<tr>
<td>KINS 6813(W)</td>
<td>Research Methods II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6823</td>
<td>Admin-Health &amp; Human Services</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td><strong>Athletic Training Content</strong></td>
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<td>51</td>
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<tr>
<td>KINS 6405</td>
<td>Seminar in Athletic Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6410</td>
<td>Evidence Based Medicine in Athletic Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6415</td>
<td>Emergency Management and Standards of Care in Athletic Training</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>KINS 6420</td>
<td>Therapeutic Interventions I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6421</td>
<td>Therapeutic Interventions II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6422</td>
<td>Therapeutic Interventions III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KINS 6423</td>
<td>Therapeutic Interventions IV</td>
<td>3</td>
<td></td>
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<tr>
<td>KINS 6425</td>
<td>Physical Exam I</td>
<td>3</td>
<td></td>
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<tr>
<td>KINS 6426</td>
<td>Physical Exam II</td>
<td>3</td>
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<tr>
<td>KINS 6427</td>
<td>Physical Exam III</td>
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<tr>
<td>KINS 6430</td>
<td>Pathophysiology</td>
<td>2</td>
<td></td>
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<tr>
<td>KINS 6435(W)</td>
<td>Pharmacological Interventions</td>
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<td></td>
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<tr>
<td>KINS 6440(W)</td>
<td>Athletic Training Research Capstone</td>
<td>2</td>
<td></td>
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<tr>
<td>KINS 6445</td>
<td>Clinical Experience in Athletic Training I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>KINS 6446</td>
<td>Clinical Experience in Athletic Training II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>KINS 6447</td>
<td>Clinical Experience in Athletic Training III</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>KINS 6448</td>
<td>Clinical Experience in Athletic Training IV</td>
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<td></td>
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<td>KINS 6449</td>
<td>Clinical Experience in Athletic Training V</td>
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<tr>
<td>KINS 6623(W)</td>
<td>Advanced Sport and Exercise Psychology</td>
<td>3</td>
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<tr>
<td>KINS 6653(W)</td>
<td>Sports Nutrition</td>
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<td></td>
<td><strong>Total Credit Hours</strong></td>
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<td>60</td>
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</table>
### Table C. Program of Study by Semester and Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Cr</td>
</tr>
<tr>
<td>Summer</td>
<td>KINS 6405 Seminar in Athletic Training</td>
<td>3</td>
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<tr>
<td></td>
<td>KINS 6410 Evidence Based Medicine in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KINS 6420 Therapeutic Interventions I</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>KINS 6803W Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KINS 6445 Clinical Experience in Athletic Training I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>KINS 6425 Physical Exam I: Lower Extremity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KINS 6421 Therapeutic Interventions II</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>KINS 6446 Clinical Experience in Athletic Training II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>KINS 6813W Research Methods in Kinesiology II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KINS 6426 Physical Exam II: Upper Extremity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KINS 6430 Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>KINS 6422 Therapeutic Interventions III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

KINS 6411 Nutrition in Exercise and Sport Management
a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course. Bolded courses in both Programs of Study (Tables B. and C.) examples delineate newly developed courses.

b. Append course descriptions for all courses (existing and new courses).
   See Appendix B.

c. When describing required and elective courses, list all course prerequisites.
   Courses are listed with associated prerequisites in Appendix C.

d. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.
   All existing courses have been approved and are currently listed in the GC Graduate Catalog. The proposal for all the new courses was approved by the SHHP Curriculum committee 3/18/16 and will continue through all College and University approval levels during spring and fall semesters 2016.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

   Commission on Accreditation of Athletic Training Education Standards (areas as they relate to curriculum p.6 Program Delivery and p.9 Program Description and Requirements (Appendix A).

f. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

   Over the past two and a half years the Athletic Training Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of the National Athletic Training Association and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

   In 2015 a statement was released to establish the professional degree in athletic training at the master’s level (http://caate.net/the-professional-degree/#sthash.dg481yWS.dpuf). The CAATE Standards for Accreditation of Professional Athletic Training Programs will be changed to include a requirement that professional programs be at the master’s degree level with a specific implementation deadline no later than 2022.

   Standard 2: CAATE accredited professional athletic training programs must result in the granting of a master’s degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students
into the athletic training program after the start of the fall term 2022) - See more at: http://caate.net/ppstandards/#sthash.PwCCUFPE.dpuf.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.

Five semesters of clinical field experiences will be required in the proposed MSAT. This will provide athletic training students with an array of placements directly supervised by a credentialed healthcare professional (i.e., certified and licensed athletic trainer). These field experiences must include a general medical and high intensity placement and may include a variety of other career settings such as: physician offices, rehabilitation centers, hospitals, wellness centers, industry, high school, college, and professional sports. The five two-credit clinical courses will provide the necessary diversity in field placements mandated by CAATE. Because GC currently has a robust BS in Athletic training, many clinical site placements (approximately 25-30) have already been established for the undergraduates. Currently there is not a significant concern that the enrollment numbers in the MSAT will necessitate additional field placements in the near future.

All placement sites will be initiated by the GC Athletic Training Program Clinical Education Coordinator. This individual’s responsibilities are outlined in the CAATE standards (Appendix A; section Personnel). The Clinical Education Coordinator will also be one integral cog in the supervision and evaluation of the students in clinical field experiences. The Preceptor – or onsite supervisor – will also be responsible for the instruction and assessment of student learning and evaluation while a student is earning hours at that site.

The national standards also necessitate that clinical placements must be non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis. Clinical education sites must be evaluated by the GC Athletic Training Program on an annual and planned basis and the evaluations must serve as part of GC program’s comprehensive assessment plan. Furthermore, all sites where students are involved in patient care or observation-only experiences (excluding the program’s sponsoring institution) must have an affiliation agreement or memorandum(s) of understanding that is endorsed by the appropriate administrative authority (i.e. those bearing signature authority) at both the sponsoring institution and site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties.

Students will be placed in clinical experiences that emphasize the application of skills and knowledge sets from the didactic coursework of the previous semester. Typically, two athletic training students (ATS) will be placed at each clinical education site. Students will be paired with peers who are at the same academic level, which does not require the preceptor to vary the clinical responsibilities. In some instances, ATSs of varying academic levels will be assigned to the same clinical experience to allow for peer teaching/learning. Each clinical site will have its own policies and procedures that the ATS must follow. For a more specific breakdown of ATS evaluation in clinical field experiences, please refer to the GC Athletic Training Student Handbook (pages 23
h. **Indicate the adequacy of core offerings to support the new program.**

The nine hours of common core courses shared by all the graduate programs in SHHP are currently offered frequently enough to support this proposed graduate program.

i. **Indicate the method of instructional delivery.**

Both in class (GC campus) and online delivery methods.

4. **Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.**

Applicants for the MSAT must have completed the following pre-requisite courses:

- Human Anatomy and Physiology (Equivalent of GC HSCS 2813 and HSCS 2823 or GC BIOL 2160 and 2170) or 2 semester sequence or separate anatomy and physiology courses each with lab
- General Biology (Equivalent of GC BIOL 1100, 1120, 1107, 1108 or higher)
- General Physics (Equivalent of GC PHYS 2211, 2212 or higher)
- General Chemistry (Equivalent of GC CHEM 1211, 1311, 1151 or higher)
- Medical Terminology (Equivalent of GC KINS 2331)
- Nutrition (Equivalent of GC KINS 2323)
- Structural Kinesiology (Equivalent to KINS 3103)
- Physiology of Exercise (Equivalent of KINS 3203)
- General Psychology (Equivalent of GC PSYC 1101, 2103, or higher)

In addition, applicants must have Regular admittance status into the GC Graduate program; have taken the Graduate Record Examination (GRE) within the last 7 years, and earned the following minimal scores: 147 Verbal, 150 Quantitative. Previous experience (including observations) in athletic training is also required. Applicants must submit verification of at least 50 hours of observation (a form will be provided for verification). Applicants must complete the online MSAT program application found on the SHHP website and submit (upload) the following documents:

- Cumulative GPA of 2.75 or higher at the time of application & admission
- Submission of three professional recommendations
- Verification of current certification in CPR/AED for Professional Rescuer and First Aid
- Completion of a Criminal Background Check
- Completion of a personal interview.
- Acknowledgement of the Athletic Training Technical Standards
- Professional resume

In addition, Applicants must complete the supplemental program application and submit (upload) the following documents to this address:

Georgia College Graduate Admissions
Campus Box 107 231 W. Hancock St.
Milledgeville, GA 31061

or online at [https://secure.gacollege411.org/applications/GCSU_Graduate/apply.html](https://secure.gacollege411.org/applications/GCSU_Graduate/apply.html)
5. Availability of assistantships (if applicable).
   Not applicable.

6. Evaluation and Assessment:
   a. Provide the student learning outcomes and other associated outcomes of the proposed program.

MSAT Program Outcomes and Learning Outcomes are as follows:

**Goal 1:** Athletic training students will demonstrate appropriate knowledge and skills in injury prevention and wellness education.
Students will be able to:
1. Create evidence-based designs to mitigate the risk for injury/illness;
2. Apply evidence-based practices to mitigate the risk for injury/illness.

**Goal 2:** Athletic training students will utilize a holistic approach to clinical evaluation and diagnosis of injuries, illnesses, and pathologies.
Students will be able to:
1. Assess an athletic injury/illness based on relevant pathology;
2. Recognize appropriate holistic diagnoses of athletic injuries/illnesses;
3. Refer patients to the appropriate medical professional based on individual need.

**Goal 3:** Athletic training students will be skilled in making decisions regarding the management of acute athletic injuries/illnesses.
Students will be able to:
1. Exhibit appropriate immediate and emergency medical care within the scope of athletic training practice relevant to current standards.

**Goal 4:** Athletic training students will create and implement therapeutic/educational interventions for measurable patient outcomes (competence or performance).
Students will be able to:
1. Utilize evidence-based interventions when administering and implementing therapeutic interventions;
2. Recognize need for psychosocial intervention.

**Goal 5:** Athletic training students will construct and apply professional leadership and organizational paradigms.
Students will be able to:
1. Develop policies and procedures in the administration of athletic training and healthcare facilities;
2. Critique athletic training management models;
3. Utilize appropriate medical documentation and communication.

**Goal 6:** Athletic training students will critically examine athletic training data and apply it to clinical practice.
Students will be able to:
1. Apply evidence based practice when making clinical decisions.
2. Critique athletic training related literature and disseminate its findings to a variety of audiences including professionals, peers, and patients.
3. Articulate the role of research in clinical practice.
   
   **b. Describe how the institution will monitor and ensure the quality of the degree program.**

Select student learning outcomes will be chosen annually, changed on a rotating basis, and tracked in the university assessment system. In addition, the athletic training program employs an ongoing comprehensive assessment plan to evaluate all aspects of the educational program including not only the annual report due each October to the CAATE as a measure of compliance for accreditation but ongoing assessment in areas of clinical education, student learning outcomes, and faculty effectiveness. Students completing the degree will be tracked for entry into the professional work force using multiple procedures such as email, LinkedIn groups, alumni surveys, and other relevant social media.

Outcomes are collected and data analyzed to determine the extent to which the program is meeting its stated mission, goals, and objectives. This is completed in both the university assessment report as well as the annual report for accreditation. The results of the data analysis are used to develop a plan for continual program improvement. Athletic Training programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the (BOC) examination.

7. **Administration of the program:**
   
   **a. Indicate where the program will be housed within the academic units of the institution.**

Per CAATE requirements, the AT program is housed in an academic unit with other similar healthcare programs. GC’s AT program is housed within the College of Health Sciences, specifically as a programmatic area within SHHP.

   **b. Describe the administration of the program inclusive of coordination and responsibility.**

Fiscal, personnel, and curricular responsibilities of the program will be overseen by the Director of SHHP. On the day to day student issues, mentoring, and programmatic specific details, the Program Director, Mandy Jarriel, Ph.D., ATC, LAT, CHES and the Clinical Education Coordinator, Justin Adeyemi, ABD, MAT, ATC, LAT will have oversight.

8. **Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor’s degrees is 120-semester credit hours and the maximum for master’s degrees is 36-semester credit hours).**

The proposed MSAT program will exceed the maximum master’s degree hour requirement. The MSAT is proposed for 60-semester credit hours. This will be the only way to meet the required health care competencies and standards to maintain the national accreditation of the program at the graduate level. It is in alignment with other nationally accredited and established entry-level Master Athletic Training programs (Chapman University, CA – 60 hours; Florida International University – 58 hours; Northern Arizona University – 58 hours; Saint Louis University – 58 hours; Texas A&M University – 60 hours).
9. Accreditation (if applicable): Describe the program’s alignment with disciplinary accreditation requirements and provide a timeline for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

The BS Athletic Training is currently a nationally accredited program (CAATE). Initial accreditation was in 2003. The next reaccreditation cycle/comprehensive review is scheduled for the 2017-2018 academic year. Given USG/BOR approval of MSAT program by Fall 2016, GC will submit a request for a substantive change (to transition the athletic training program from an undergraduate degree to a master’s degree) to CAATE by May 2017. The reaccreditation self-study will be due to CAATE by July 1, 2017. Furthermore, when a comprehensive review and the substantive change application are conducted in the same year, the cost for the substantive change application will be modified to account for any duplication by conducting both reviews at the same time. If the MSAT receives USG BOR approval, GC will be requesting this option from CAATE and have both reviews conducted during the same visit in the 2017-2018 academic year.

The proposed timeline for the transition from the BS to the MSAT would be as follows:
- Spring 2016 admit undergraduate cohort for Fall 2016 year start (16/17 and 17/18 academic years)
- Spring 2017 admit undergraduate cohort for Fall 2017 year start (17/18 and 18/19 academic years)
- Spring 2018 admit first MSAT cohort for Summer 2018 program start (18/19 and 19/20 academic years)
- Academic Year 2018-2019 would be the first year for the MSAT cohort and the final year of a BS cohort of students.

This timeline assures compliance with the 2022 deadline for the discontinuation of acceptance of undergraduate students into BS Athletic Training programs.

The Office of Academic Affairs supplies the institutional funding for all accreditation processing on the GC campus.

10. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer, and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.
Not applicable.

11. Enrollment Projections and Monitoring:
   a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based. According to the GA Department of Labor website (http://explorer.dol.state.ga.us/mis/occupation.htm), GA is projected to have a 31% increase in employment during the 2012/22 window. The estimated number of ATs employed in GA in 2012 was 575. It is projected that by 2022 there will be 754. This represents an annual average growth rate of 2.7%. This is faster than the percent growth rate for all occupations in the state. Growth plus replacement needs for ATs in GA are estimated to average about 34 openings per year from 2012-2022.

This will be a cohort program.

<table>
<thead>
<tr>
<th>1. ENROLLMENT PROJECTIONS</th>
<th>First FY</th>
<th>Second FY</th>
<th>Third FY</th>
<th>Fourth FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current students</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>New to the institution</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total Majors</td>
<td>8</td>
<td>18</td>
<td>22</td>
<td>38</td>
</tr>
<tr>
<td>Course Sections Satisfying Program Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously existing</td>
<td>5</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>New</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Program Course Sections</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Credit Hours Generated by Those Courses</td>
<td>35</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Existing enrollments</td>
<td>N/A</td>
<td>200</td>
<td>250</td>
<td>550</td>
</tr>
<tr>
<td>New enrollments</td>
<td>280</td>
<td>350</td>
<td>420</td>
<td>560</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>280</td>
<td>550</td>
<td>670</td>
<td>1110</td>
</tr>
</tbody>
</table>

12. Provide the year when the program is expected to be reviewed in the institution’s comprehensive program review process.
   2025

13. Describe anticipated actions to be taken if enrollment does not meet projections.

University Communications will assist in developing print and electronic announcements pertaining to the new degree to be disseminated to appropriate professional outlets. GC recruiters and professional advisors will be updated with talking points to use. Attendance as an exhibitor at appropriate professional meetings and conferences will be pursued (ATEC, NATA, GATA, SEATA).

14. Faculty Qualifications & Capacity:
a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Area of Specialization</th>
<th>Current Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandy Jarriel (existing)</td>
<td>Assistant Professor; Athletic Training Program Director</td>
<td>PhD</td>
<td>PhD, MEd, BS</td>
<td>Athletic Training; Health Promotion; Recreation &amp; Leisure Studies</td>
<td>Athletic Training</td>
<td>.65fte dedicated to MSAT; .093fte dedicated to undergraduate programs</td>
</tr>
<tr>
<td>Justin Adeyemi (existing)</td>
<td>Assistant Professor; Athletic Training Clinical Coordinator</td>
<td>ABD</td>
<td>ABD, MAT, BS</td>
<td>Athletic Training; Health &amp; Physical Education; Curriculum &amp; Instruction</td>
<td>Athletic Training</td>
<td>.65fte dedicated to MSAT; .093fte dedicated to undergraduate programs</td>
</tr>
<tr>
<td>New Faculty Line (existing)</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td></td>
<td>Athletic Training</td>
<td></td>
<td>.465fte dedicated to MSAT; .29fte dedicated to undergraduate programs</td>
</tr>
<tr>
<td>Kelly Massey (existing)</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td>PhD, MS, BS</td>
<td>Exercise Science</td>
<td>Exercise Science</td>
<td>.093fte dedicated to MSAT; .19fte dedicated to other graduate programs; .467fte dedicated to undergraduate programs</td>
</tr>
<tr>
<td>Jim Lidstone (existing)</td>
<td>Professor</td>
<td>EdD</td>
<td>EdD, MS BA, BPHE</td>
<td>Sport Psychology; Physical Education</td>
<td>Childhood Obesity Prevention; Administration</td>
<td>.19fte dedicated to MSAT; .19fte dedicated to other graduate programs</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Specialization</td>
<td>Dedication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Hunt (existing)</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td>Physical Education Teacher Education</td>
<td>.375 fte dedicated to external grant buyout</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD, MS, BS</td>
<td>Health &amp; Physical Education</td>
<td>.093 fte dedicated to MSAT; .56 fte dedicated to other graduate programs; .093 fte dedicated to undergraduate programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Butler (existing)</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>Health Promotion &amp; Disease Prevention; Human Sexuality; Research Methods &amp; Statistics</td>
<td>.093 fte dedicated to MSAT; .093 fte reassigned administrative duties (SHHP Assistant Director); remaining fte dedicated to other graduate programs and undergraduate programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note 1: The new faculty line has been approved and is currently being filled with a limited term lecturer. We will advertise for a PhD candidate in Fall 2016 – anticipating to fill it beginning Fall 2017.

Note 2: ___________

Total Number of Faculty: __7_________

There will be 3 full time tenure track faculty teaching the content-specific athletic training courses. Four other faculty in SHHP (all tenure track) will teach the other common core courses, as these are currently part of their workload.

b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

N/A
c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty will be used to deliver the new program. The only possible concern will be during the one academic year (2018-2019) when athletic training faculty will be doing “teach out” for the final undergraduate cohort and at the same time, teaching the first year of the graduate cohort. By this time, we anticipate having the 3rd athletic training tenure track position filled and this additional fte will alleviate the concern with faculty workloads that might have occurred had we not been awarded the new faculty line.

15. Budget – Complete the form below and provide a narrative to address the following:

a. For Expenditures:
   i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
   ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

b. For Revenue:
   i. If using existing funds, provide a specific and detailed plan indicating the following:
      1. Source of existing funds being reallocated.
      2. How the existing resources will be reallocated to specific costs for the new program.
      3. The impact the redirection will have on units that lose funding.
   ii. Explain how the new tuition amounts are calculated.
   iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
   iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
   v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

c. When Grand Total Revenue is not equal to Grand Total Costs:
   i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
   ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.
Narrative:

Expenditures

All existing resources, including faculty, administrative, and support personnel, currently dedicated to the BS in Athletic Training will be reallocated to the M.S. Athletic Training program. Therefore, no start up costs are anticipated. Resources are already in place with the current BS program. Operating costs will be reallocated from the BS in Athletic Training. Equipment projections are calculated on existing equipment replacement annual percentages. It is anticipated that both equipment and library acquisitions will grow to support student enrollment. Equipment for higher education health care programs tends to always be more expensive than other programmatic areas. For personnel costs, the salary fte calculations were based on no faculty raises over the projected time period.

Revenues

Estimates of yearly enrollment projections (AY 2018-2024) are based on an average of enrollment in all SHHP graduate programs, plus interest expressed by undergraduate students in related programs in SHHP and the College of Health Sciences. Lab fees will generate some additional revenue for the program, but the largest revenue prediction will come as New Tuition. Because this will be a new graduate program with its own set of admission requirements and pre-requisites, students accepted will have made a purposeful decision to enter the program to become licensed athletic trainers. Therefore we do not expect to see students beginning in another graduate program at GC or elsewhere and then deciding to switch. Having said that, there may be some who actually do, so that would also increase enrollment numbers. With the number of clinical site placements for athletic training students in and around middle Georgia, the cohort could theoretically grow to around 25 students per year or 50 total (since it will be a 2-year program). We do anticipate that most of the students will be in-state, but should that not be the case, the projected New Tuition dollars could rise significantly.

Grand Totals

Even though this is a new program (at the graduate level), we currently have a BS in the same area, so we will use existing allocations from the BS (which will be deactivated upon final approval of this one and completion of the undergraduate teach out phase). The projections are for a surplus and not a deficit – with a new tuition revenue stream. The BS in Athletic Training is one of four undergraduate academic programs within the School of Health and Human Performance. SHHP also currently houses two master’s programs (MS in Health and Human Performance and a MAT in Physical Education). Growth in the BS Exercise Science program has encouraged our enrollment predictions in the MSAT program. With almost 400 majors in Exercise Science alone, and the new concentration of Sports Medicine within that BS, the conservative enrollment numbers in the MSAT seem more than plausible.

All expenditures and revenues will need to be adjusted based upon the actual cohort numbers in the program each year.
## I. EXPENDITURES

*Based on no faculty raises and program FTE calculations*

<table>
<thead>
<tr>
<th>Personnel – reassigned or existing positions</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (see 15.a.ii)</td>
<td>131,234</td>
<td>131,234</td>
<td>131,234</td>
<td>131,234</td>
</tr>
<tr>
<td>Part-time Faculty (see 15.a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants (see 15.a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators (see 15.a.ii)</td>
<td>$13,125</td>
<td>$13,125</td>
<td>$13,125</td>
<td>$13,125</td>
</tr>
<tr>
<td>Support Staff (see 15.a.ii)</td>
<td>$5,342</td>
<td>$5,342</td>
<td>$5,342</td>
<td>$5,342</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$43,308</td>
<td>$43,308</td>
<td>$43,308</td>
<td>$43,308</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Existing Personnel Costs</strong></td>
<td>$193,009</td>
<td>$193,009</td>
<td>$193,009</td>
<td>$193,009</td>
</tr>
</tbody>
</table>

## EXPENDITURES (Continued)

### Personnel – new positions (see 15.a.i)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Part-time Faculty</th>
<th>Graduate Assistants</th>
<th>Administrators</th>
<th>Support Staff</th>
<th>Fringe Benefits</th>
<th>Other personnel costs</th>
<th><strong>Total New Personnel Costs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Start-up Costs (one-time expenses) (see 15.a.i)

<table>
<thead>
<tr>
<th>Library/learning resources</th>
<th>Equipment</th>
<th>Other</th>
<th>Physical Facilities: construction or renovation (see section on Facilities)</th>
<th><strong>Total One-time Costs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Operating Costs (recurring costs – base budget) (see 15.a.i)

<table>
<thead>
<tr>
<th>Supplies/Expenses</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$6,000</td>
<td>$6,500</td>
<td>$7,000</td>
<td>$7,500</td>
</tr>
<tr>
<td>Equipment</td>
<td>$1,800</td>
<td>$2,000</td>
<td>$2,250</td>
<td>$2,500</td>
</tr>
<tr>
<td>Library/learning resources</td>
<td>$800</td>
<td>$900</td>
<td>$900</td>
<td>$900</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Recurring Costs</strong></td>
<td>$9,400</td>
<td>$10,400</td>
<td>$11,650</td>
<td>$12,700</td>
</tr>
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</table>

### Grand Total Costs

<table>
<thead>
<tr>
<th></th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grand Total Costs</strong></td>
<td>$202,409</td>
<td>$203,409</td>
<td>$204,659</td>
<td>$205,709</td>
</tr>
</tbody>
</table>
### III. REVENUE SOURCES

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Source of Funds</th>
<th>Source of Funds</th>
<th>Source of Funds</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation of existing funds (see 15 b.i)</td>
<td>$202,409</td>
<td>$260,281</td>
<td>$260,281</td>
<td>$260,281</td>
</tr>
<tr>
<td>Personnel fte allocated</td>
<td>$260,281</td>
<td>$260,281</td>
<td>$260,281</td>
<td>$260,281</td>
</tr>
<tr>
<td>New student workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Tuition (see 15 b.ii) (in-state tuition x enrollment projection)</td>
<td>$57,392</td>
<td>$129,132</td>
<td>$157,828</td>
<td>$272,612</td>
</tr>
<tr>
<td>Federal funds</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other grants (see 15 b.iv)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student fees (see 15 b.iii)</td>
<td>$480</td>
<td>$1,080</td>
<td>$1,320</td>
<td>$2,280</td>
</tr>
<tr>
<td>Exclude mandatory fees (i.e., activity, health, athletic, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (see 15 b.v)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New state allocation requested for budget hearing</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**GRAND TOTAL REVENUES**

<table>
<thead>
<tr>
<th></th>
<th>$260,281</th>
<th>$390,493</th>
<th>$418,883</th>
<th>$535,173</th>
</tr>
</thead>
</table>

### Nature of Revenues

- **Recurring/Permanent Funds**: X, X
- **One-time funds**: X

### Projected Surplus/Deficit

(Grand Total Revenue – Grand Total Costs), (see 15 c.i. & c.ii).

<table>
<thead>
<tr>
<th></th>
<th>$57,872</th>
<th>$187,084</th>
<th>$214,224</th>
<th>$329,464</th>
</tr>
</thead>
</table>

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

#### 16. Facilities—Complete the table below.

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years. | 13,000 |
| **b.** |  
Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.) |  |

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Construction of new space is required</td>
</tr>
<tr>
<td>ii.</td>
<td>Existing space will require modification</td>
</tr>
<tr>
<td>iii.</td>
<td>If new construction or renovation of existing space is anticipated, provide the justification</td>
</tr>
</tbody>
</table>
for the need.

iv. Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.  
   No

v. Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.  
   No

vi. Existing space will be used as is  
   X

c. If new space is anticipated, provide information in space below.

i. Estimated construction cost

ii. Estimated total project budget cost

iii. Proposed source of funding

iv. Availability of funds

v. When will the construction be completed and ready for occupancy? (Indicate semester and year).

vi. How will the construction be funded for the new space/facility?

d. If existing space will be used, provide information in space below.

Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.

Health Sciences Building (HSB) rooms 105, 201, 202, 207, 209, 300, 304, 314, 341; M. Parks Memorial Building (faculty offices)

e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)

<table>
<thead>
<tr>
<th>No. of Spaces</th>
<th>Type of Space</th>
<th>Number of Seats</th>
<th>Assignable Square Feet (ASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Classrooms</td>
<td>328 total</td>
<td>7008</td>
</tr>
<tr>
<td></td>
<td>Labs (dry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Labs (wet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting/Seminar Rooms</td>
<td>Offices</td>
<td>Total Assignable Square Feet (ASF)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>645</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Other (specify)</td>
<td>Movement Lab (gymnasium); Athletic Training Lab</td>
<td>3877</td>
<td></td>
</tr>
</tbody>
</table>

If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

<table>
<thead>
<tr>
<th>Chief Business Officer or Chief Facilities Officer Name &amp; Title</th>
<th>Phone No.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Allen</td>
<td>478-445-5148</td>
<td><a href="mailto:susan.allen@gcsu.edu">susan.allen@gcsu.edu</a></td>
</tr>
<tr>
<td>Vice President for Finance &amp; Administration</td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

*Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.*
Appendix A

Standards for the Accreditation of

Professional Athletic Training Programs

© Commission on Accreditation of Athletic Training Education

July 1, 2012

Editorial revisions
Standards for the Accreditation of Professional Athletic Training Programs

The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) is to develop, maintain, and promote appropriate minimum education standards for quality for athletic training programs. CAATE is sponsored by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers’ Association (NATA).

The Standards for the Accreditation of Professional Athletic Training Programs (Standards) are used to prepare entry-level athletic trainers. Each institution is responsible for demonstrating compliance with these Standards to obtain and maintain recognition as a CAATE-accredited professional athletic training program. A list of accredited programs is published and available to the public.

These Standards are to be used for the development, evaluation, analysis, and maintenance of athletic training programs. Via comprehensive and annual review processes, CAATE is responsible for the evaluation of a program’s compliance with the Standards. The Standards provide minimum academic requirements; institutions are encouraged to develop sound innovative educational approaches that substantially exceed these Standards. The Standards also contain a glossary of terms used throughout the process; the definition provided in the glossary must be applied as stated.

Description of the Professional

Athletic Trainers are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association (AMA) as a healthcare profession.

The athletic trainer’s professional preparation is based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies). The knowledge and skills identified in the Competencies consist of 8 Content Areas:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility

Note: Occasionally, as questions are posed to the CAATE, the Standards may be edited in an attempt to clarify the Standard. Most edits are for clarification purposes only and the intent of the Standards remains the same as when initially released on July 1, 2012.

Please note that the edits to Standard 30 regarding Faculty Number may impact some programs.
2012 CAATE Standards

Sponsorship

1. The sponsoring institution must be accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of post-secondary education. For programs outside of the United States, the institution must be accredited by a recognized post-secondary accrediting agency.

2. CAATE accredited professional athletic training programs must result in the granting of a master’s degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022)

3. All sites where students are involved in patient care or observation-only experience (excluding the Program’s sponsoring institution) must have an affiliation agreement or memorandum(s) of understanding that is endorsed by the appropriate administrative authority (i.e. those bearing signature authority) at both the sponsoring institution and site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements must be obtained from all parties.

Outcomes

4. Develop a Plan: There must be a comprehensive assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose must include those defined in Standards 6 and 7. Additional assessments may include, but are not limited to, clinical site evaluations, preceptor evaluations, completed clinical proficiency evaluations, academic course performance, retention and graduation rates, graduating student exit evaluations, and alumni placement rates one year post graduation.

5. Develop a Plan: The plan must be ongoing and document regular assessment of the educational program.

6. Assessment Measures: The program’s assessment measures must include those stated in this Standard (6) and Standard 7 in addition to any unique metrics that reflect the specific program, department, or college. The specific volume and nature of this information is influenced by the individual character of the institution and should be in keeping with other similar academic programs within the institution. The assessment tools must relate the program’s stated educational mission, goals and objectives to the quality of instruction, student learning, and overall program effectiveness.

7. Assessment Measures: The program’s BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the
examination number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts.

8. Assessment Measures: Programs must post the data from Standard 7 on the program’s home page or a direct link to the data must be on the program’s home webpage.

9. Collect the Data: Programs must obtain data to determine program outcomes as indicated in Standards 6-8 (above).

10. Data Analysis: Programs must analyze the outcomes data to determine the extent to which the program is meeting its stated mission, goals, and objectives.

11. Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC examination.

12. Action Plan: The results of the data analysis are used to develop a plan for continual program improvement. This plan must:
   a. Develop targeted goals and action plans if the program and student learning outcomes are not met; and
   b. State the specific timelines for reaching those outcomes; and c. Identify the person(s) responsible for those action steps; and
   d. Provide evidence of periodic updating of action steps as they are met or circumstances change.

13. Action Plan: Programs that have a three-year aggregate BOC first-time pass rate below 70% must provide an analysis of the deficiencies and develop an action plan for correction.

### Personnel

14. The Program Director must be a full-time employee of the sponsoring institution.

15. The Program Director must have full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions.

16. The Program Director must have programmatic administrative and supervisory responsibility assignment that is consistent with other similar assignments within the degree-granting unit at the institution.

17. The Program Director must have administrative release time. The Program Director’s release time must be equivalent to similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.

18. The Program Director’s Responsibilities must include input to and assurance of the following program features:
   a. Ongoing compliance with the Standards;
   b. Planning, development, implementation, delivery, documentation, and assessment of all components of the curriculum;
   c. Clinical education;
   d. Programmatic budget.
19. Program Director Qualifications: The Program Director must be certified, and be in good standing with the Board of Certification (BOC).
20. Program Director Qualifications: The Program Director must possess a current state athletic training credential and be in good standing with the state regulatory agency (where applicable).
21. Program Director Qualifications: The Program Director must be qualified commensurate with other administrative positions within similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.
22. Clinical Education Coordinator: A faculty member (the Program Director or other duly appointed faculty) must be identified as the Clinical Education Coordinator.
23. Clinical Education Coordinator: The Clinical Education Coordinator must be allowed release/reassigned workload to meet the institutional responsibilities for Clinical Education. The Clinical Education Coordinator’s release time must be comparable to similar health care programs in the institution. If no such similar program exists at the institution, then benchmark with peer institutions.
24. Responsibilities of the Clinical Education Coordinator: The Clinical Education Coordinator must assure the following:
   a. Student clinical progression;
   b. Clinical site evaluation;
   c. Student evaluation;
   d. Preceptor training;
   e. Preceptor evaluation.
25. Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must be qualified through professional preparation and experienced in their respective academic areas as determined by the institution.
26. Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must be recognized by the institution as having instructional responsibilities.
27. Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must incorporate the most current athletic training knowledge, skills, and abilities as they pertain to their respective teaching areas.
28. Athletic Training Faculty Qualifications: All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework must possess a current state credential and be in good standing with the state regulatory agency (where and when applicable) when teaching hands-on athletic training patient care techniques with an actual patient population.
29. Athletic Training Faculty Qualifications: All athletic trainers who are identified as the primary instructor for athletic training courses (as identified by the matrix) must be certified and in good standing with the BOC and, where applicable, be credentialed by the state.
30. Athletic Training Faculty Number: In addition to the Program Director, there must be a minimum one full-time (1.0 FTE) faculty member as defined in the glossary, dedicated (100% of 1 FTE) to the athletic training program. (revised March 1, 2013, all programs must be in compliance by July 1, 2015)

31. Athletic Training Faculty: Based on the program’s student enrollment, the number of athletic training faculty must be sufficient to advise and mentor students.

32. Athletic Training Faculty: Based on the program’s student enrollment, the number of athletic training faculty must be sufficient to meet program outcomes.

33. Athletic Training Faculty: Based on the program’s student enrollment, the number of athletic training faculty must be sufficient to allow the institution to offer athletic training courses on a regular, planned basis.

34. Athletic Training Faculty: Based on the program’s student enrollment, the number of athletic training faculty must be sufficient to maintain student-to-faculty ratios that allow for effective instruction and evaluation as consistent with other health care programs. If the institution does not sponsor other health care programs, this standard must be benchmarked against other peer institutions sponsoring health care programs.

35. Medical Director: The Medical Director must be an MD/DO who is licensed to practice in the state sponsoring the program.

36. Medical Director: The Medical Director must in coordination with the Program Director, serve as a resource and medical content expert for the program.

37. Preceptor Responsibilities: A preceptor must function to:
   a. Supervise students during clinical education;
   b. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
   c. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
   d. Provide assessment of athletic training students’ clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
   e. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.

38. Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program’s policies and procedures.

39. Preceptor Qualification: A preceptor must be credentialed by the state in a health care profession (see glossary).

40. Preceptor Qualification: A preceptor must not be currently enrolled in the professional athletic training program at the institution;

41. Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.
Program Delivery

Program delivery includes didactic, laboratory, and clinical education courses.

42. The content of the curriculum must include formal instruction in the current version of the athletic training knowledge, skills, and abilities.
43. Formal instruction must involve teaching of required subject matter in structured classroom, clinical, or laboratory environments.
44. Students must interact with other medical and health care personnel (see glossary).
45. Clearly written current course syllabi are required for all courses that deliver content contained in the athletic training knowledge, skills, and abilities. Syllabi must be written using clearly stated objectives.
46. Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making.
47. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer.
48. The variety of patient populations, care providers, and health care settings used for clinical education must be consistent with the program’s goals and objectives.
49. Clinical placements must be non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis. (Editorial change made April 2014)
50. Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, Role Delineation Study/Practice Analysis and standards of practice delineated for an athletic trainer in the profession. Examples of clinical experiences must include, but should not be limited to: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).
51. All clinical education sites must be evaluated by the program on an annual and planned basis and the evaluations must serve as part of the program’s comprehensive assessment plan.
52. An athletic trainer, certified, and in good standing with the BOC, and who currently possesses the appropriate state athletic training practice credential
must supervise the majority of the student's clinical education. The remaining clinical education may be supervised by any appropriately state credentialed health care professional (see glossary).

53. Athletic training students must be officially enrolled in the program prior to performing skills on patients.

54. Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.

55. All clinical education must be contained in individual courses that are completed over a minimum of two academic years. Clinical education may begin prior to or extend beyond the institution’s academic calendar.

56. Course credit must be consistent with institutional policy or institutional practice.

57. All clinical education experiences must be educational in nature. The program must have a written policy that delineates a minimum and maximum requirement for clinical hours.

58. All clinical education experiences must be educational in nature. Students must have a minimum of one day off in every seven-day period.

59. All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships.

60. All clinical education experiences must be educational in nature. Students will not replace professional athletic training staff or medical personnel.

61. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). There must be regular communication between the program and the preceptor.

62. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). The number of students assigned to a preceptor in each clinical setting must be of a ratio that is sufficient to ensure effective clinical learning and safe patient care.

63. The program must include provision for supervised clinical education with a preceptor (see Personnel Standards). Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

| Health & Safety |

64. Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publicly accessible.

65. Students must read and sign the technical standards and are required to update their signature if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by the authorized institutional office as defined by sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.
66. Students must have documentation of immunizations appropriate for health care providers as determined by the institution.
67. An active communicable and/or infectious disease policy as determined by the institution must be established and made publicly available.
68. Students must read and sign the program's active communicable and/or infectious disease policy as described in Standard 67.
69. Athletic training students must have liability insurance that can be documented through policy declaration pages or other legally binding documents.
70. Athletic training students must have verification of completion of applicable HIPAA and/or FERPA training as determined by the institution.
71. The program must establish and ensure compliance with a written safety policy(ies) for all clinical sites regarding therapeutic equipment. The policy(ies) must include, at minimum, the manufacturer’s recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt.
72. The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer’s recommendation, or by federal, state, or local ordinance.
73. Blood-borne pathogen training and procedures: Annual formal blood-borne pathogen training must occur before students are placed in a potential exposure situation. This includes placement at any clinical site, including observational experiences.
74. Blood-borne pathogen training and procedures: A detailed post-exposure plan that is consistent with the federal standard and approved by appropriate institutional personnel must be provided to the students.
75. Blood-borne pathogen training and procedures: Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors.
76. Blood-borne pathogen training and procedures: Students must have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites.
77. Blood-borne pathogen training and procedures: Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.
78. All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).
79. The program must have a process for site-specific training and review of the EAP with the student before they begin patient care at that site.
80. Students must have immediate access to the EAP in an emergency situation.

Financial Resources
81. The program must receive adequate, equitable, and annually available resources necessary to meet the program’s size and documented mission and outcomes. Funding must be commensurate with other comparable health care programs. If no such similar program exists at the institution, then benchmark with health care programs at peer institutions.
82. Funding must be available for the following: Expendable supplies; Equipment maintenance and calibration; Course instruction; Operating expenses; Faculty professional development; Capital equipment.

Facilities and Instructional Resources

83. The classroom and laboratory space must be sufficient to deliver the curriculum and must be available for exclusive use during normally scheduled class times.
84. The number and quality of instructional aids must meet the needs of the program.
85. The equipment and supplies needed to instruct students in the current athletic training knowledge, skills, and clinical abilities must be available for formal instruction, practice, and clinical education.
86. Library and other Information Sources: Students must have reasonable access to the information resources needed to adequately prepare them for professional practice. This includes current electronic or print editions of books, periodicals, and other reference materials and tools related to the program goals.
87. Offices must be provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

Operational Policies and Fair Practices

88. Program Admission, Retention and Advertisement: If the program uses a secondary selective admission process, this must be stated in institution publications. The standards and criteria must be identified and publicly accessible.
89. All program documents must use accurate terminology of the profession and program offered (e.g., BOC certification, athletic training student, and the program title of athletic training).
90. All academic tuition, fees, and other required program specific costs incurred by the student must be publicly accessible in official institutional documents.

Program Description & Requirements

91. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them.
92. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include program mission, goals and objectives.
93. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include curriculum and course sequence.
94. Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them. This description must include program requirements for completion of the degree.
95. The institution must have a published procedure available for processing student and faculty grievances.
96. Policies and processes for student withdrawal and for refund of tuition and fees must be published in official institutional publications or other announced information sources and made available to applicants.
97. Policies and procedures governing the award of available funding for scholarships administered by the program must be accessible by eligible students.

**Student Records**

98. Program must maintain appropriate student records demonstrating progression through the curriculum.
99. Program must maintain appropriate student records. These records, at a minimum, must include blood borne pathogen training.
100. Program must maintain appropriate student records. These records, at a minimum, must include program admission application and supporting documents
101. Program must maintain appropriate student records. These records, at a minimum, must include signed technical standards and, when applicable, the necessary accommodation plan.
102. Program must maintain appropriate student records. These records, at a minimum, must include academic progression (e.g., grade tracking/completion forms, advisement forms).
103. Program must maintain appropriate student records. These records, at a minimum, must include remediation and disciplinary actions (when applicable).
104. Program must maintain appropriate student records. These records, at a minimum, must include clinical education experiences.
105. Student records must be stored in a secure location(s), either electronic or in print, and be accessible to only designated program personnel.

**Distance Learning Sites (if applicable)**

106. All distance learning sites must provide comparable and equally accessible learning and instructional equipment and supplies for classroom and laboratory instruction and student assessment.
107. All educational technology used for formal instruction and assessment must be comparable and equally accessible to all students regardless of location.
108. At all distance or remote education sites, all equipment and supplies as listed above used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

109. At all distance or remote education sites, all library and other information resources used for classroom and laboratory instruction and student assessment must be comparable and equally accessible to all students regardless of location.

Clarification effective November 30, 2015: Inherent in any Standards that pertain to establishing policy is the assumption that the programs must also abide by those policies. Failure to do so will be cited as non-compliant with the associated Standard.
Glossary:

**Academic plan:** The document that encompasses all aspects of the student’s classroom, laboratory, and clinical experiences. Also called a specimen program or curriculum plan.

**Academic year:** Two academic semesters or three academic quarters.

**Affiliation agreement:** formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. Same as the memorandum of understanding.

**Appropriate administrative authority:** Individuals identified by the host institution and, when applicable, the affiliate who have been authorized to enter an agreement on behalf of the institution or affiliate. The individuals having appropriate administrative authority may vary based on the nature of the agreement.

**Assessment plan:** See Comprehensive Assessment Plan

**Clinical education:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.

**Clinical site:** A physical area where clinical education occurs.

**Communicable disease:** A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

**Comprehensive Assessment Plan:** The process of identifying program outcomes, collecting relevant data, and analyzing those data, then making a judgment on the efficacy of the program in meeting its goals and objectives. When applicable, remedial or corrective changes are made in the program.

**Course/coursework:** Courses involve classroom (didactic), laboratory, and clinical learning experience.

**Curricular Plan:** See Academic Plan

**Degree:** The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.

**Direct patient care:** The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

**Distant learning site:** Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences.

**Faculty:** An individual who has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions. Additionally, faculty are defined as follows:

**Core faculty** – Administrative or teaching faculty devoted to the program that has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by the institution. This person is appointed to teach athletic training courses, advise and mentor students in the AT program. At minimum, this must include the Program Director and one (1) additional faculty member. Core full-time faculty report to and are evaluated and assigned responsibilities exclusively by the administrator (Chair or Dean) of the academic unit in which the program is housed.

**Associated faculty** – Individual(s) with a split appointment between the program and another institutional entity (e.g., athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple different supervisors.

**Adjunct faculty** - Individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

**Fees:** Institutional charges incurred by the student other than tuition and excluding room and board.

**Goals:** The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives.

**Health Care Professional:** Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker. These individuals must hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments to the instructional faculty.

**Higher education accrediting agency:** An organization that evaluates post-secondary educational institutions.

**Infectious disease:** A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

**Laboratory:** A setting where students practice skills on a simulated patient (i.e., role playing) in a controlled environment.
**Major**: The designation as a major must be consistent with institutional and system wide requirements. Institutional documents (e.g., catalog, web pages) must list athletic training as a major.

**Medical director**: The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program.

**Memorandum of understanding (MOU)**: Similar to an affiliation agreement, but tends not to include legally-binding language or intent.

**Monetary remuneration**: Direct cash payment received by students for athletic training services and/or time (e.g., hourly wage, work study).

**Objectives**: Sub-goals required to meet the larger goal. Generally objectives are more focused and shorter-term than the overriding goal.

**Official publication**: An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel.

**Outcome (program)**: The quantification of the program's ability to meet its published mission. The outcome is generally formed by multiple goals and objectives. For example, based on the evaluation of the goals associated with the outcomes, each outcome may be measured as "met," "partially met," or "not met."

**Outcome assessment instruments**: A collection of documents used to measure the program's progress towards meeting its published outcomes. Examples of outcomes assessment instruments include course evaluation forms, employer surveys, alumni surveys, student evaluation forms, preceptor evaluation forms, and so on.

**Physician**: A medical doctor (MD) or doctor of osteopathic medicine (DO) who possesses the appropriate state licensure.

**Preprofessional student**: A student who is not formally admitted into the program. Preprofessional students may be required to participate in non-patient activities as described by the term Directed Observation Athletic Training.

**Preceptor**: A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.

**Professional development**: Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in- services that allow for the continuation of eligibility for professional credentials.

**Program Director**: The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.
**Release time (reassigned work load):** A reduction in the base teaching load to allow for the administrative functions associated with functioning as the Program Director and/or clinical coordinator.

**Retention:** Matriculating through the AT program culminating in graduation.

**Retention rate:** A time-based measure of the number of students who are enrolled at the start of the period being studied (e.g., 1 year, 4 years) versus those enrolled at the end of the period. Retention rate is calculated as: number at end/number at start * 100.

**Secondary selective admissions process:** A formal admission process used for acceptance into the AT major following acceptance into the institution. Secondary selective admissions is optional and determined by the program.

**Similar academic institution (Syn: Peer institution):** Institutions of comparable size, academic mission, and other criteria used for comparing metrics. Many institutions publish a list of peer institutions.

**Sponsoring institution:** The college or university that offers the academic program and awards the degree associated with the athletic training program.

**Stakeholder:** Those who are affected by the program's outcomes. Examples include the public, employers, the Board of Certification, Inc., and alumni.

**Team physician:** The physician (MD or DO) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the Standards.

**Technical standards:** The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.
Appendix B

KINS 6405 Seminar in Athletic Training
Prerequisite, admission to MSAT. Introduction to clinical skills utilized to provide successful patient-care in healthcare settings. Practical application of documentation, taping and wrapping for extremities, stretching, therapeutic modalities, equipment fitting, basic care for acute injuries, and basic concussion evaluation methods. *(Offered summer).* 3 credits.

KINS 6410 Evidence Based Medicine in Athletic Training
Prerequisite, admission to MSAT. Introduction to concepts of evidence based-practice and the importance of advancing knowledge in the athletic training profession. The student will search for the best evidence and begin to critically analyze the evidence in a systematic manner as it relates to patient outcomes and clinical questions. *(Offered summer).* 3 credits.

KINS 6415 Emergency Management and Standards of Care in Athletic Training
Prerequisite, admission to MSAT. This course focuses on the acute care and prevention of injuries and illnesses common in athletic training. Students will recognize, differentiate, and demonstrate intervention strategies for a variety of catastrophic and emergent conditions based on evidence and standards of care established within the athletic training profession. *(Offered summer).* 2 credits.

KINS 6420 Therapeutic Interventions I
Prerequisite, admission to MSAT. An evidence-based approach to therapeutic modalities including tissue healing, cryotherapy, superficial thermotherapy, electrotherapy, ultrasound, diathermy and mechanical modalities are studied. Special consideration identifies appropriate modalities for various stages of injury management. An evidence-based approach to the application and assessment of students’ skills will be reviewed. Special to the identification of appropriate documentation of patient-related outcomes will be included. *(Offered summer.)* 3 credits.

KINS 6421 Therapeutic Interventions II
Prerequisite, KINS 6420 Therapeutic Interventions I. Athletic training students learn the foundations of lower extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the lower extremity. Course allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the lower extremity. Course topics include the determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to normal function. *(Offered fall.)* 3 credits.

KINS 6422 Therapeutic Interventions III
Prerequisite, KINS 6421 Therapeutic Interventions II. Athletic training students learn the foundations of upper extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the lower extremity. Course allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the upper extremity. Course topics include the determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to normal function. *(Offered spring.)* 3 credits.

KINS 6423 Therapeutic Interventions IV
Prerequisite, KINS 6422 Therapeutic Interventions III. Instruction of manual therapy techniques used in rehabilitative medicine. Students will learn how to select and apply manual therapy techniques to patients. This course also includes an intensive hands-on experience that will involve both instruction and practical application of bracing and casting materials. Selection, application and removal of orthopedic casting for both upper and lower extremity disorders are addressed. *(Offered fall.)* 3 credits.
KINS 6425 Physical Exam I: Lower Extremity  
Prerequisite, KINS 6410 Evidence Based Medicine in Athletic Training. This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the lower extremity including foot, ankle, lower leg, knee, thigh and hip. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to lower extremity injury evaluation of the patient. A focus on a one-to-one student to instructor interaction in the assessment of skills and case studies to facilitate critical-thinking and documentation skills of students will occur in this course. (Offered fall.) 3 credits.

KINS 6426 Physical Exam II: Upper Extremity  
Prerequisite, KINS 6425 Physical Exam I: Lower Extremity. This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the upper extremity including glenohumeral, scapulothoracic, elbow, wrist, hand and finger. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to upper extremity injury evaluation of the patient. A focus on a one-to-one student to instructor interaction in the assessment of skills and case studies to facilitate critical-thinking and documentation skills of students will occur in this course. (Offered spring). 3 credits.

KINS 6427 Physical Exam III: Head, Neck, and Spine  
Prerequisite, KINS 6426 Physical Exam II: Upper Extremity. This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to musculoskeletal and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine. A focus on a one-to-one student to instructor interaction in the assessment of skills and case studies to facilitate critical-thinking and documentation skills of students will occur in this course. (Offered fall). 3 credits.

KINS 6430 Pathophysiology  
Prerequisite, KINS 6421 Therapeutic Interventions II. Advanced athletic training techniques including medical terminology, clinical examination and diagnosis with an emphasis on illnesses and injuries to the face, thorax, abdomen, and pelvis. Special emphasis will be placed on general medical conditions of the active individual. Additional study will include assessment and treatment of exertional heat illness and other causes of sudden death in physically active patients. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to general medical evaluation of the patient. A focus on a one-to-one student to documentation skills of students will occur in this course. (Offered spring). 2 credits.

KINS 6435W Pharmacological Interventions  
Prerequisite KINS 6430 Pathophysiology. This course is designed for athletic training students to understand the knowledge, skills and values that an entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications, and the governing regulations relevant to physically active individuals. (Offered online summer) 2 credits.

KINS 6440W AT Research Capstone  
Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV. The purpose of this course is to provide a culminating research experience for the advanced athletic training student. Toward this goal, the student will refine their ability to read critically, write effectively, communicate effectively through speech, and think critically and creatively. The student will choose a capstone research project, to present in a formal presentation of the project in a scholarly setting. (Offered online spring) 3 credits.
KINS 6445 Clinical Experience in Athletic Training I
Prerequisite, KINS 6415 Emergency Management and Standards of Care in Athletic Training.
Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. (Offered fall). 2 credits.

KINS 6446 Clinical Experience in Athletic Training II
Prerequisite, KINS 6445 Clinical Experience in Athletic Training I. Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. (Offered fall). 2 credits.

KINS 6447 Clinical Experience in Athletic Training III
Prerequisite, KINS 6446 Clinical Experience in Athletic Training II. Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. (Offered summer). 2 credits.

KINS 6448 Clinical Experience in Athletic Training IV
Prerequisite, KINS 6447 Clinical Experience in Athletic Training III. Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. (Offered fall). 2 credits.

KINS 6449 Clinical Experience in Athletic Training V
Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV. Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. (Offered spring). 2 credits.

KINS 6623W Advanced Sport and Exercise Psych
A study of psychological principles with application to sport and exercise settings. Topics include personality, anxiety, arousal, intervention strategies, motivation, self-confidence, social facilitation, and exercise psychology. (Offered online spring). 3 credits.

KINS 6653W Sports Nutrition
This course is designed to educate students on the latest sports nutrition concepts. (Offered online spring). 3 credits.

KINS 6803W Research Methods in Kinesiology
Recommended: C or better in MATH 2600 or equivalent. This course is designed to discuss research concepts, methodologies, and statistical analyses typically employed in the health sciences. Research approaches used in exercise and physical activity research, physical education, outdoor education, health promotion, and in therapeutic fields will be the focus of this course. The intent is to provide the student with an intuitive or conceptual understanding of theory, tools, and processes involved in reading and understanding research studies relevant to his/her respective profession. (Offered online fall). 3 credits.

KINS 6813W Research Methods in Kinesiology II
Prerequisite: C or higher in KINS 6803. This course is designed to provide an in-depth discussion of decision-making processes employed in the development of a research study. The intent is to provide the student an opportunity to identify a research problem based upon a review of relevant literature, select an appropriate design, develop procedures (sampling techniques, instrumentation, data collection procedure, and appropriate statistical analysis), and intelligently speculate possible interpretations of anticipated
results of the study. Additional advanced research designs and data analysis techniques will be introduced in this course. *(Offered online spring)* 3 credits.

**KINS 6823W Admin Health and Human Services**
An overview of administrative responsibilities and procedures related to health and human service programs. Professional standards, human resource development, program planning and implementation, site planning, strategic management, program evaluation, and funding strategies among topics potentially addressed. *(Offered online fall)*. 3 credits.
Appendix C
Georgia College & State University
Form for Proposal of New Courses
KINS 6405

1. Department: School of Health & Human Performance  Discipline: Athletic Training
2. Number of credit hours and formula for courses requiring lab or field experience: __3__________________________________________________
3. Hours (L-L-C) __2-1-3________ Repeatable or Non-repeatable: Non-repeatable
4. Grade Type: Normal or Satisfactory/ Unsatisfactory: Normal
5. Prerequisite or Co-requisite ___ Prerequisite, Admission to MSAT
6. Required or elective in what program: Required in the MSAT Program of Study
7. Provide rationale for this course: Provides a commencement to skills, documentation, and activities to prepare students as they enter the MSAT
8. How often is the course to be offered? ___ Once Year
9. Who will teach this course? SHHP Faculty
   Will additional faculty members be needed? No
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes
11. How does this course contribute to the existing or proposed program? Offers an introduction to clinical skill and areas of discussion in athletic training as students begin the MSAT
12. How will an existing program of study change as a result of this course? This is a new program
13. Does the proposed course duplicate other courses on this campus? If yes, explain: No
14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist
15. Will any additional library or other resources be required by the student? No
16. Attach course syllabus and proposed catalogue description to this form.
Format for Abbreviated Course Syllabus to accompany Proposal for New Course
1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements -- “This course counts towards…”)
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for…”
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 3/8/2016
Signature
Department Chairperson

Date
Signature
Dean of School
Abbreviated Course Syllabus: KINS 6405 Seminar in Athletic Training

• **Course Title and Proposed Number:** KINS 6405 Seminar in Athletic Training

• **Catalog Description:**
  
  Introduction to clinical skills utilized to provide successful patient-care in healthcare settings. Practical application of documentation, taping and wrapping for extremities, stretching, therapeutic modalities, equipment fitting, basic care for acute injuries, and basic concussion evaluation methods.

• **Course Function:** This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

• **Course Topics:**
  - Documentation
  - Screening Methods
  - Ethics
  - Risk Management
  - Ergonomics
  - Professional Development
  - Regulatory Oversight
  - Healthcare Policy

• **Expected Student Learning Outcomes:**  
  By completion of this course, students should:

  • Utilize documentation strategies to effectively communicate while using appropriate terminology.
  • Select, apply, evaluate and modify appropriate standard protective equipment (e.g. taping, bracing, padding, custom devices) to prevent and/or minimize injury risk.
  • Differentiate among the various other healthcare professionals with whom athletic trainers interact, as well as when specific medical referral to these individuals is warranted.
  • Describe the role and function of the National Athletic Trainers’ Association (NATA), the Board of Certification (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), and state regulatory boards, as well as their history and role in current Athletic Training practice.
  • Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional wellbeing of the patient. Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, as well as explain the theoretical background of psychological and emotional responses to injury and forced inactivity as they affect patient interactions.
  • Differentiate healthcare policy and its impact on athletic training healthcare professionals.
  • Understand and be able to identify athletic trainer’s liability, product liability, and measures that safeguard the athletic trainer.
  • Construct a preparticipation physical exam and understanding of emergency procedures.
  • Explain the basic terminology and concepts of medical and health insurance.
  • Appreciate current trends in health insurance and third party reimbursement.
• **Grading Criteria:**
  
  . **Written assessments**
  
  Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

2. **Problem-Based Learning Modules**

   Staying updated with current and accurate information is crucial in health care. Students will work in groups to complete group learning modules on healthcare policy, risk management, and ethics.

3. **Risk Management Assessment**

   Students will work together in small groups and as a component of the course visit various events, facilities, industries to assess the risk for injury or trauma.

4. **Professionalism**

   The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
   - Class Attendance
   - Punctuality
   - Professionalism in class (e.g., no inappropriate outbursts)
   - Following Dress Code at Clinical Experiences (per Student Handbook)
   - Inappropriate use of technology during class or laboratory sessions

• **Prerequisites:** Prerequisite, admission to MSAT;

• **Advanced Graduate Content:**
  
  ✓ Risk Management
  ✓ Ergonomic Assessment
  ✓ Healthcare Policy
Georgia College & State University
Form for Proposal of New Courses
KINS 6410

1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 3-0-3 Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: Prerequisite, Admission to MSAT

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a commencement to evidenced based medicine and practice as well as opportunities to analyze and apply the data

8. How often is the course to be offered? Once Year

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers students entering the MSAT the opportunity to critically analyze evidence and data to become better healthcare consumers and practitioners

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements —"This course counts towards…")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for…")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8 Prerequisites (if any)
9 Advanced Graduate Content

Date 3/8/2016

Signature

Department Chairperson

Date

Signature

Dean of School
Abbreviated Course Syllabus: KINS 6410 Evidence Based Medicine in Athletic Training

- **Course Title and Proposed Number:** KINS 6410 Evidence Based Medicine in Athletic Training

- **Catalog Description:**

  Introduction to concepts of evidence based-practice and the importance of advancing knowledge in the athletic training profession. The student will search for the best evidence and begin to critically analyze the evidence in a systematic manner as it relates to patient outcomes and clinical questions.

**Course Function:** This course satisfies 3 hours (3-0-3) in Master of Science in Athletic Training program.

**Course Topics:**
- Clinical Questions
- Clinical Decision Making
- Integration of Relevant Research
- Patient Outcomes

- **Expected Student Learning Outcomes:**

  By completion of this course, students should:
  - Define evidence based practice as it relates to athletic training clinical practice.
  - Explain the role of evidence in the clinical decision making process.
  - Differentiate among the various other healthcare professionals with whom athletic trainers interact, as well as when specific medical referral to these individuals is warranted.
  - Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence as well as research and literature resources (e.g. injury surveillance) that can be used for conducting clinically relevant searches.
  - Describe a systematic approach to create and answer a clinical question through review and application of existing research and conduct a literature search using a clinical question relevant to athletic training and resources appropriate for a specific clinical question.
  - Describe the differences between narrative reviews, systematic reviews and meta-analyses, and use standard criteria or develop scales to critically appraise the structure, rigor and overall quality of research studies.
  - Determine the effectiveness and efficacy of an athletic training intervention and prevention strategies utilizing evidence based practice concepts.
  - Explain the theoretical foundation of clinical outcomes assessment and types of outcome measures for clinical practice and describe common methods of outcome assessment as well as types of evidence that are gathered.
  - Explain diagnostic accuracy concepts (e.g. reliability, sensitivity, prediction values) as well as explain the creation of clinical prediction rules in the selection, interpretation, diagnosis and prognosis of various clinical conditions and diagnostic procedures.

- **Grading Criteria:**
  - 1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

4. **Problem-Based Learning Modules**
Various modules throughout the semester will require the students to work on the process in evidenced based medicine to “Formulate Clinical Questions” given certain case studies.

5. **Evidenced Based Patient Outcome Assignment**
Students must be able to 1) efficiently search for the best research evidence, 2) evaluate and assess the evidence. Furthermore they must also be able to 3) apply the research evidence to their patient population and 4) evaluate and understand how the patient's goals and values contribute to patient care.

In this assignment students will decide on an area of research in a specific tangible patient population in the area. Students will proceed through the 4 areas of evidence practiced research and formulate a plan to contribute to patient's care. A presentation to the specific population and their stakeholders will be involved.

4. **Professionalism**
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:

- Class Attendance
- Punctuality
- Professionalism in class (e.g., no inappropriate outbursts)
- Following Dress Code at Clinical Experiences (per Student Handbook)
- Inappropriate use of technology during class or laboratory sessions

- **Prerequisites**: Prerequisite, admission to MSAT.

- **Advanced Graduate Content**:
  Research Practice and Integration
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<tbody>
<tr>
<td>1.</td>
<td>Department: <strong>School of Health &amp; Human Performance</strong>  __ Discipline: <strong>Athletic Training</strong></td>
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<tr>
<td>2.</td>
<td>Number of credit hours and formula for courses requiring lab or field experience:  <strong>2</strong>__________________________</td>
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<td>3.</td>
<td>Hours (L-L-C)  <strong>1-1-2</strong>______ Repeateable or Non-repeatable: <strong>Non-repeatable</strong></td>
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<td>4.</td>
<td>Grade Type: Normal or Satisfactory/Unsatisfactory: <strong>Normal</strong></td>
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<td>5.</td>
<td>Prerequisite or Co-requisite: <strong>Prerequisite, Admission to MSAT</strong></td>
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<tr>
<td>6.</td>
<td>Required or elective in what program: <strong>Required in the MSAT Program of Study</strong></td>
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<td>7.</td>
<td>Provide rationale for this course: Provides opportunities for practice on catastrophic and emergent conditions based on evidence and standards of care established within the athletic training profession to prepare students as they enter the MSAT.</td>
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<td>8.</td>
<td>How often is the course to be offered? <strong>Once a Year</strong></td>
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<td>9.</td>
<td>Who will teach this course? <strong>SHHP Faculty</strong>  Will additional faculty members be needed? <strong>No</strong></td>
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<tr>
<td>10.</td>
<td>Are there alternative faculty available to teach this course to ensure stability of the course over time? <strong>Yes</strong></td>
</tr>
<tr>
<td>11.</td>
<td>How does this course contribute to the existing or proposed program? Offers opportunities to practice responsiveness for emergency situations and discussion in athletic training as students begin the MSAT.</td>
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<tr>
<td>12.</td>
<td>How will an existing program of study change as a result of this course? This is a new program of study____________________________</td>
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<tr>
<td>13.</td>
<td>Does the proposed course duplicate other courses on this campus? If yes, explain:  <strong>No</strong></td>
</tr>
<tr>
<td>14.</td>
<td>How will the demand be met for additional library and technology resources, if any?  <strong>Sufficient library and technology resources currently exist</strong></td>
</tr>
<tr>
<td>15.</td>
<td>Will any additional library or other resources be required by the student? <strong>No</strong></td>
</tr>
</tbody>
</table>
| 16. | Attach course syllabus and proposed catalogue description to this form.  

*Format for Abbreviated Course Syllabus to accompany Proposal for New Course*

1. **Course Title and Proposed Number**
2. **Catalog Description**
3. **Course Function:** (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards…")
4. **Course Topics:** (Insert here a list of course topics that define the course as it would be taught in all sections.
5. **Expected Student Learning Outcomes:** (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes---"The above specific outcomes for this course address, in part the expected outcomes for….")
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Advanced Graduate Content

Date 3/8/2016

Signature

Department Chairperson

Date

Signature

Dean of School
Abbreviated Course Syllabus: KINS 6415 Emergency Management and Standards of Care in Athletic Training

• **Course Title and Proposed Number:** KINS 6415 Emergency Management and Standards of Care in Athletic Training

• **Catalog Description:**

This course focuses on the acute care and prevention of injuries and illnesses common in athletic training. Students will recognize, differentiate, and demonstrate intervention strategies for a variety of catastrophic and emergent conditions based on evidence and standards of care established within the athletic training profession.

**Course Function:** This course satisfies 2 hours (1-1-2) in Master of Science in Athletic Training program.

**Course Topics:**
- Vitals
- Airway Management
- Wound Management
- Hemorrhage
- Cervical Stabilization
- Immobilization
- Patient Transfer
- Core Body Temp
- Nebulizer
- Orthopedic Trauma
- General Medical Emergencies

• **Expected Student Learning Outcomes:**
- Recognize the potential for emergency situations to occur in athletics
- Identify the components of a functioning EMS system
- Interpret the roles of athletic trainers, physicians, and emergency medical technicians—responsibilities, relationships with pre-hospital and hospital personnel, personal safety, and training standards.
- Illustrate risk management issues related to athletics and be able to develop an emergency plan
- Select and utilize various types of emergency equipment.
- Perform athletic trauma assessment of various athletic emergencies.
- Distinguish emergency medical situations and apply appropriate first aid measures.
- Demonstrate knowledge in bloodborne pathogen precautions in emergency care.

• **Grading Criteria:**
- **1. Written assessments**
  Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

- **6. Skill Labs and Evaluations**
  Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.
7. **Professional Journal Article Reviews**
   Professional journal article reviews on an emergency medical topic (instructor will provide additional information regarding selection of professional journal articles).

4. **Professionalism**
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
   • Class Attendance
   • Punctuality
   • Professionalism in class (e.g., no inappropriate outbursts)
   • Following Dress Code at Clinical Experiences (per Student Handbook)
   • Inappropriate use of technology during class or laboratory sessions

   • **Prerequisites**: Prerequisite, admission to MSAT.

   • **Advanced Graduate Content**:
     Emergent Management and Transport
1. Department: **School of Health & Human Performance**  
   Discipline: **Athletic Training**

2. Number of credit hours and formula for courses requiring lab or field experience: __3______________________________

3. Hours (L-L-C) __2-1-3________ Repeatable or Non-repeatable: **Non-repeatable**

4. Grade Type: Normal or Satisfactory/Unsatisfactory: **Normal**

5. Prerequisite or Co-requisite ___ Prerequisite, Admission to MSAT

6. Required or elective in what program: **Required in the MSAT Program of Study**

7. Provide rationale for this course: Provides students as they enter the MSAT opportunities to understand and practice tissue healing, cryotherapy, superficial thermotherapy, electrotherapy, ultrasound, diathermy and mechanical modalities for patient healing

8. How often is the course to be offered? ___Once Year____________________

9. Who will teach this course? **SHHP Faculty**
   Will additional faculty members be needed? **No**

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? **Yes**

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply concepts of tissue healing and basic mechanical modalities as a foundation to build on their philosophy and science of physical rehabilitation

12. How will an existing program of study change as a result of this course? This is a new program of study______________________________

13. Does the proposed course duplicate other courses on this campus? If yes, explain:  
   ___ No __________________

14. How will the demand be met for additional library and technology resources, if any?  
   __Sufficient library and technology resources currently exist__________________

15. Will any additional library or other resources be required by the student? ____No____________________

16. Attach course syllabus and proposed catalogue description to this form.
   **Format for Abbreviated Course Syllabus to accompany Proposal for New Course**
   1. **Course Title and Proposed Number**
   2. **Catalog Description**
   3. **Course Function:** (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
   4. **Course Topics:** (Insert here a list of course topics that define the course as it would be taught in all sections.
   5. **Expected Student Learning Outcomes:** (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")
6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8 Prerequisites (if any)
9 Advanced Graduate Content

Date ___3/8/2016__________  Signature ________________________________

Department Chairperson

Date ______________________  Signature ________________________________

Dean of School
Abbreviated Course Syllabus: KINS 6420 Therapeutic Interventions I

- **Course Title and Proposed Number:** KINS 6420 Therapeutic Interventions I

- **Catalog Description:**

  An evidence-based approach to therapeutic modalities including tissue healing, cryotherapy, superficial thermotherapy, electrotherapy, ultrasound, diathermy and mechanical modalities are studied. Special consideration identifies appropriate modalities for various stages of injury management. An evidence-based approach to the application and assessment of students’ skills will be reviewed. Special attention will be paid to the identification of appropriate documentation of patient-related outcomes will be included.

- **Course Function:** This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

- **Course Topics:**
  - Inflammation
  - Pain
  - Therapeutic Intervention
  - Healing
  - Therapeutic Modality Indication and Application

- **Expected Student Learning Outcomes:**
  - Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and the progression of the therapeutic intervention.
  - Compare and contrast contemporary theories of pain perception and pain modulation as well as differentiate between palliative and primary pain control interventions.
  - Compare and contrast the variations in the physiological response to injury and healing across the lifespan as well as the theory and principles relating to expected physiological responses of a therapeutic intervention program.
  - Describe the psychosocial factors that affect persistent pain sensation and perception and identify multidisciplinary approaches for assisting patients with persistent pain.
  - Understand the physiological properties of the inflammatory process.
  - Gain an understanding of the pathomechanics, interpretation, and transmission of pain.
  - Compare the validity and evidence behind various forms of therapeutic modalities.
  - Identify the indications, contraindications of the various modalities used in an athletic training setting including cryotherapy, thermotherapy, hydrotherapy and electrotherapy.
  - Demonstrate proper application of therapeutic modalities.
  - Demonstrate proper methods for the treatment of athletic injuries and identify treatment parameters for therapeutic modality use.

- **Grading Criteria:**
  - 1. Written assessments

    Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.
8. **Skill Labs and Evaluations**
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

9. **Therapeutic Intervention Evidenced Case Study Reports**
Students will complete case studies to develop and enhance critical-thinking skills and clinical decisions-making skills. Case studies will mimic injuries/illnesses that one could encounter in practice as an athletic trainer. Case studies must be typed, following guidelines for written assignments above using evidenced based research to validate your decisions in practice. Be specific as possible in detailing your treatment protocol and reporting treatment parameters.

4. **Professionalism**
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
- Class Attendance
- Punctuality
- Professionalism in class (e.g., no inappropriate outbursts)
- Following Dress Code at Clinical Experiences (per Student Handbook)
- Inappropriate use of technology during class or laboratory sessions

- **Prerequisites:** Prerequisite, admission to MSAT

- **Advanced Graduate Content:**
  Therapeutic Intervention
Georgia College & State University
Form for Proposal of New Courses
KINS 6445

1. Department: School of Health & Human Performance  Discipline: Athlete Training

2. Number of credit hours and formula for courses requiring lab or field experience: 2

3. Hours (L-L-C) hospitality 0-2-2  Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: Prerequisite, KINS 6415 Emergency Management and Standards of Care in Athletic Training.

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a supervised clinical experience to meet clinical education requirements as set forth by accreditation requirements

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for clinical education requirements

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for..."
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date___3/8/2016_________ Signature___________________________
Department Chairperson

Date___________________ Signature____________________________
Dean of School
Abbreviated Course Syllabus: KINS 6445 Clinical Experience in Athletic Training I

- **Course Title and Proposed Number:** KINS 6445 Clinical Experience in Athletic Training I

- **Catalog Description:**

  Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. Class/sessions will be used to discuss clinical education experiences, evidence-based medicine, practice clinical skills, and demonstrate assigned competencies/proficiencies.

- **Course Function:** This course satisfies 2 hours (0-2-2) in Master of Science in Athletic Training program.

- **Course Topics:**
  - Clinical skill and experience
  - Risk management and injury prevention
  - Acute care of injuries and illnesses
  - Professional development and responsibilities
  - Functional progression of therapeutic exercises for healing and safe return to activity for the patient
  - Nutrition
  - Foundations of taping, bracing, and protective equipment
  - Common therapeutic medications
  - Emergency Situations and related injury assessment
  - Bloodborne Pathogens
  - First Aid and CPR
  - Psychological aspects of injury

- **Expected Student Learning Outcomes:**

  Upon completion of this course, the student should have reviewed and demonstrated:
  - Skills in the selection and application of preventative and protective taping and wrapping to prevent further injury to lower extremity body areas.
  - The ability to perform anthropometric measurements (e.g. height, weight, vision, blood pressure, pulse, limb girth and length).
  - Knowledge and skills to interpret environmental data, recognize potential hazardous conditions and situations in the activity setting, and make appropriate recommendations for activity using various methods (e.g. sling psychrometer, chart analysis, etc.)
  - Skills in the selection and fitting of appropriate standard protective equipment.
  - Knowledge and skills with regard to the application of cryotherapy and heat therapy including indications, contraindications, and precautions.
  - Knowledge and skills to recognize and manage an emergency medical condition and activate emergency services.
  - Skills in the application of first-aid techniques using universal precautions.
  - Knowledge and skills to properly fit and give instructions regarding the use of crutches.
  - Skills in the application of immobilization devices and splints to applicable body parts.
• Skills in methods of stabilization and transportation to facilitate the movement or ambulation of an injured person (spine board an adult and child with a suspected spinal or peripheral nerve injury)
• Knowledge to implement an Emergency Action Plan (EAP)
• Knowledge and skills to perform an initial assessment (e.g. ABC’s, use of an AED, and determination of consciousness)

• Grading Criteria:
  1. Bobcat Reports- 100 points
     Bobcat Reports will be submitted every three (3) weeks (5 reports at 20 pts. each).
     Students will use the Bobcat reports to reflect on their approximate 20 weekly hours of clinical experience. These reports should include more than a simple listing of what you have done on your clinical experiences, they should also reflect on what you have learned and how these experiences will benefit you as a certified athletic trainer.

     Bobcat Reports will be graded on the following criteria:
     - Completeness of Report (6 pts.)
     - Thoroughness of Content (6 pts.)
     - Timely Completion/Submission (4 pts.)
     - Professional Presentation (4 pts.)

  2. Clinical Preceptor Evaluations- 20 points
     Clinical preceptors will complete a mid-term and final evaluation for each student they supervise during clinical experiences (2 evaluations at 10 pts. each). These evaluations must be discussed with the student and submitted to the course instructor within one (1) week. Points will be awarded based on the grade suggested by the clinical preceptor as follows:

  3. Completion of Clinical Integration Proficiencies- 50 points
     As a means to ensure learning over time, students are required to complete the clinical integration proficiencies that were introduced in the course work of the previous semester. It is recommended that all clinical integration proficiencies are completed in real-time (i.e., completed on a real patient as an injury/illness occurs).

  4. Clinical Experience Evaluations- 30 points
     Students will complete a variety of evaluations for each clinical experience, to ensure a quality learning environment. Evaluations that have been completed thoroughly and thoughtfully will be awarded full points. Students will complete the following evaluations:
     - Clinical Performance Self-Evaluation (10 pts.)
     - Student Evaluation of Clinical Preceptor (10 pts.)
     - Student Evaluation of Clinical Setting (10 pts.)

  5. End of Semester Practical Exam- 50 points
     At the end of each semester, students will complete an end of semester practical exam. These practical exams will be completed with a preceptor of the GC program, 2 weeks before the week of final exams. The content of the practical exam will be a skill and/or knowledge set from any athletic training course up to that point in the ATP. Students
must demonstrate a 70% passing rate or will be required to complete an additional practical exam (of similar skill difficulty) until a 70% is achieved.

6. Practical Skill Assessments- 50 points
   At selected times throughout the semester students will be required to complete a practical skill quiz. These assessments will be completed in class or during open lab time opportunities. The content of the assessment will be a skill that the student has been exposed to or has been taught in another course during the same semester.

7. Article Review Presentations- 20 points
   At selected times during the semester students will choose an Athletic Training article from a professional source (journals, NATA, etc.). The topic for article review will be chosen by the instructor its relativity and current trending in the profession. Each student will evaluate the current evidence behind the article and post in an online discussion board.

8. Standardized Patient Evaluations- 150 points
   - At selected times during the semester students will be required to complete an evaluation of a standardized patient. The content will be a skill that the student has previously been exposed to or has been taught in another course during the same semester. All students will be evaluated on a set rubric.

9. Discussion Topic Quizzes- 75 points
   Periodically throughout the semester we will have a discussion day surrounding a trending/important topic within the profession. A module for these will be created on the D2L site with additional materials under each topic. At the beginning of a topic discussion day you will complete a quiz to ensure you have reviewed the materials on the D2L site in order to contribute to the discussion. Quizzes may take various forms including debates, concept mapping, case studies, etc.

10. The remaining points of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions. This will include, but not limited to:
   - Class Attendance
   - Punctuality
   - Professionalism in class (e.g., no inappropriate outbursts)
   - Following Dress Code at Clinical Experiences (per Student Handbook)
   - Inappropriate use of technology during class or laboratory sessions

   - **Prerequisites:** Prerequisite, KINS 6415 Emergency Management and Standards of Care in Athletic Training.

   - **Advanced Graduate Content:** N/A
1. Department: School of Health & Human Performance  
   Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience:__3______________________________

3. Hours (L-L-C) __2-1-3________ Repeatable or Non-repeatable: Non-repeatable______

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal __________

5. Prerequisite or Co-requisite ___ KINS 6410 Evidence Based Medicine in Athletic Training

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides students as they enter the MSAT opportunities to review functional anatomy, and assess pathology and clinical diagnosis of musculoskeletal injuries of the lower extremity including foot, ankle, lower leg, knee, thigh and hip.

8. How often is the course to be offered? ___ Once a Year____________________

9. Who will teach this course? SHHP Faculty ____________
   Will additional faculty members be needed? No __________

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes ______________________

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply and practice evaluation skills of the lower extremity as MSAT students construct their ideologies on musculoskeletal evaluation and diagnosis

12. How will an existing program of study change as a result of this course? This is a new program of study________________________________

13. Does the proposed course duplicate other courses on this campus? If yes, explain: __ No __________________________

14. How will the demand be met for additional library and technology resources, if any? __ Sufficient library and technology resources currently exist ______________________

15. Will any additional library or other resources be required by the student? __________ No ______________________

16. Attach course syllabus and proposed catalogue description to this form.

   Format for Abbreviated Course Syllabus to accompany Proposal for New Course
   1 Course Title and Proposed Number
   2 Catalog Description
   3 Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
   4 Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
   5 Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes--The above specific outcomes for this course address, in part the expected outcomes for....")
   6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date 3/8/2016 Signature

Department Chairperson

Date __________________ Signature ____________________________

Dean of School
Abbreviated Course Syllabus: KINS 6425 Physical Exam I: Lower Extremity

• **Course Title and Proposed Number:** KINS 6425 Physical Exam I: Lower Extremity

• **Catalog Description:**

This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the lower extremity including foot, ankle, lower leg, knee, thigh and hip. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to lower extremity injury evaluation of the patient. A focus on a one-to-one student to instructor interaction in the assessment of skills and case studies to facilitate critical-thinking and documentation skills of students will occur in this course.

**Course Function:** This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

**Course Topics:**

- Diagnostic Testing for injuries/pathologies of the lower extremity
- Musculoskeletal Assessment for injuries/pathologies of the lower extremity
- Gait/Posture
- Return to Play Criteria for injuries/pathologies of the lower extremity
- Medical Referrals

**Expected Student Learning Outcomes:**

- Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process
- Apply clinical prediction rules (e.g. Ottawa Ankle Rules) during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses
- Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments
- Assess and interpret findings from a physical examination that is based on a patient’s clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function
- Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern
- Instruct the patient in home care and self-treatment plans for acute conditions.
- Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions.
- Determine when the findings of an examination warrant a referral.
- Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program.
- Practice commonly accepted medical terminology in communications with other healthcare professionals
- Assess the injured athlete’s physical complaint(s) without personal bias or prejudice.
• Demonstrate an appreciation for the need for an organized and methodical system of evaluation of common athletic injuries.

Grading Criteria:
1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

10. Skill Labs and Evaluations
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

11. Standardized Patient Testing
At various times throughout the course standardized patient testing will be used to assess interpersonal communication, documentation, clinical skill, and diagnosis.

12. Evidenced Based Practice Case Reports
Students will complete case reports on patients in their clinical experience to develop and enhance critical-thinking skills and clinical decision-making skills. Case reports will be constructed to determine imaging, surgical intervention, treatment, assessment, etc. that might be used as “best-practice” to increase patient outcomes for the given case.

4. Professionalism
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
• Class Attendance
• Punctuality
• Professionalism in class (e.g., no inappropriate outbursts)
• Following Dress Code at Clinical Experiences (per Student Handbook)
• Inappropriate use of technology during class or laboratory sessions

• Prerequisites: Prerequisite, KINS 6410 Evidence Based Medicine in Athletic Training.

• Advanced Graduate Content:
  Imaging
  Surgical Techniques
Georgia College & State University
Form for Proposal of New Courses
KINS 6421

1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 2-1-3  Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite  KINS 6420 Therapeutic Interventions I

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Athletic training students learn the foundations of lower extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the lower extremity.

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply concepts of tissue healing and allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the lower extremity coinciding with the lower Orthopedic Extremity course offered in the same semester.

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements "This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for….”

6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

8 Prerequisites (if any)

9 Advanced Graduate Content

Date 3/8/2016

Signature

Department Chairperson

Date

Signature

Dean of School
Abbreviated Course Syllabus: KINS 6421 Therapeutic Interventions II

- **Course Title and Proposed Number:**  
  KINS 6421 Therapeutic Interventions II

- **Catalog Description:**

  Athletic training students learn the foundations of lower extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the lower extremity. Course allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the lower extremity. Course topics include the determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to normal function.

  **Course Function:** This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

- **Course Topics:**
  - Therapeutic Intervention for lower extremity injury and pathology
  - Treatment Goals for lower extremity injury and pathology
  - Patient Outcomes for lower extremity injury and pathology
  - Treatment Progression for lower extremity injury and pathology
  - Psychological Intervention
  - Exercise Prescription and Instruction for lower extremity injury and pathology

- **Expected Student Learning Outcomes:**
  - Design therapeutic interventions to meet specified treatment goals including but not limited to: assessing patient to identify indications, contraindications, and precautions applicable to intended intervention; position and prepare the patient for various therapeutic interventions; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention.
  - Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued
  - Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of lower extremity injuries or emergent conditions.
  - Create and implement a therapeutic intervention to target treatment goals for lower extremity injuries or emergent conditions
  - Identify patient-and clinician- oriented outcome measures commonly used to recommend activity level, make return to play decisions and maximize patient outcomes and progress in the treatment plan.
  - Describe the psychological techniques and interventions that can be used to motivate and facilitate a patient's physical, psychological and return to activity needs during injury rehabilitation .
  - Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques
• **Grading Criteria:**

  1. **Written assessments**
     Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

13. **Skill Labs and Evaluations**
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

14. **Therapeutic Intervention Evidenced Case Study Reports**
Students will complete case studies to develop and enhance critical-thinking skills and clinical decisions-making skills. Case studies will mimic lower extremity injuries/illnesses that one could encounter in practice as an athletic trainer. Case studies must be typed, following guidelines for written assignments above using evidenced based research to validate your decisions in practice. Be specific as possible in detailing your treatment protocol and reporting treatment parameters.

4. **Professionalism**
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
   • Class Attendance
   • Punctuality
   • Professionalism in class (e.g., no inappropriate outbursts)
   • Following Dress Code at Clinical Experiences (per Student Handbook)
   • Inappropriate use of technology during class or laboratory sessions

• **Prerequisites**: Prerequisite, KINS 6420 Therapeutic Interventions I

• **Advanced Graduate Content**:
  Therapeutic Intervention
1. Department: School of Health & Human Performance __ Discipline: Athletic Training____
2. Number of credit hours and formula for courses requiring lab or field experience: __3____________________
3. Hours (L-L-C) __2-1-3_______ Repeatable or Non-repeatable: Non-repeatable____
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal __________
5. Prerequisite or Co-requisite ___ KINS 6425 Physical Exam I: Lower Extremity
6. Required or elective in what program: Required in the MSAT Program of Study
7. Provide rationale for this course: Provides students as they progress in the MSAT opportunities to review functional anatomy, and assess pathology and clinical diagnosis of musculoskeletal injuries of the upper extremity including glenohumeral, scapulothoracic, elbow, wrist, hand and finger.
8. How often is the course to be offered? ___Once a Year____________________
9. Who will teach this course? SHHP Faculty _________________
   Will additional faculty members be needed? No ____________________________
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes_____________________________
11. How does this course contribute to the existing or proposed program? Offers opportunities to apply and practice evaluation skills of the upper extremity as MSAT students construct their ideologies on musculoskeletal evaluation and diagnosis
12. How will an existing program of study change as a result of this course? This is a new program of study_____________________________
13. Does the proposed course duplicate other courses on this campus? If yes, explain: 
   ____No____________________________
14. How will the demand be met for additional library and technology resources, if any? 
   Sufficient library and technology resources currently exist
15. Will any additional library or other resources be required by the student? __________No________________________
16. Attach course syllabus and proposed catalogue description to this form.
   Format for Abbreviated Course Syllabus to accompany Proposal for New Course
   1 Course Title and Proposed Number
   2 Catalog Description
   3 Course Function: (Insert here a statement of what degree programs include this course in their requirements
   __“This course counts towards…”
   4 Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
   5 Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for.....”

Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date__________________

Signature___________________________

Dean of School

Date__________________

Signature___________________________

Department Chairperson
Abbreviated Course Syllabus: KINS 6426 Physical Exam II: Upper Extremity

- **Course Title and Proposed Number:** KINS 6426 Physical Exam II: Upper Extremity

- **Catalog Description:**

This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal injuries of the upper extremity including glenohumeral, scapulothoracic, elbow, wrist, hand and finger. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to upper extremity injury evaluation of the patient. A focus on a one-to-one student to documentation skills of students will occur in this course.

**Course Function:** This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

**Course Topics:**

- Diagnostic Testing for injuries/pathologies of the upper extremity
- Musculoskeletal Assessment for injuries/pathologies of the upper extremity
- Overhead Movement Patterns
- Return to Play Criteria for injuries/pathologies of the upper extremity
- Medical Referrals

**Expected Student Learning Outcomes:**

- Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process
- Apply clinical prediction rules during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses
- Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/ observation; palpation; functional assessment; special orthopedic tests; neurological assessments
- Assess and interpret findings from a physical examination that is based on a patient’s clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/ quantity of osteokinematic joint motion; capsular/ ligamentous stress testing; joint play; special orthopedic tests; neurologic function
- Analyze throwing mechanics or other select upper extremity mechanical patterns and select appropriate instruction and correction strategies to facilitate safe progression to functional movement.
- Instruct the patient in home care and self-treatment plans for acute conditions.
- Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/ disease and orthopedic injuries/ conditions.
- Determine when the findings of an examination warrant a referral.
- Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program.
- Practice commonly accepted medical terminology in communications with other healthcare professionals
- Assess the injured athlete’s physical complaint(s) without personal bias or prejudice.
• Demonstrate an appreciation for the need for an organized and methodical system of evaluation of common athletic injuries.

Grading Criteria:
1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

15. Skill Labs and Evaluations
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

16. Standardized Patient Testing
At various times throughout the course standardized patient testing will be used to assess interpersonal communication, documentation, clinical skill, and diagnosis.

17. Evidenced Based Practice Case Reports
Students will complete case reports on patients in their clinical experience to develop and enhance critical-thinking skills and clinical decision-making skills. Case reports will be constructed to determine imaging, surgical intervention, treatment, assessment, etc. that might be used as "best-practice" to increase patient outcomes for the given case.

4. Professionalism
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
• Class Attendance
• Punctuality
• Professionalism in class (e.g., no inappropriate outbursts)
• Following Dress Code at Clinical Experiences (per Student Handbook)
• Inappropriate use of technology during class or laboratory sessions

• Prerequisites: Prerequisite, KINS 6425 Physical Exam I: Lower Extremity

• Advanced Graduate Content:
  Imaging
  Surgical Techniques
1. Department: School of Health & Human Performance  
   Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: __2_________________

3. Hours (L-L-C) __0-2-2______  Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite ___ Prerequisite, KINS 6445 Clinical Experience in Athletic Training I

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a supervised clinical experience to meet clinical education requirements as set forth by accreditation requirements

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for clinical education requirements

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course
1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements —“This course counts towards…”)
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for…”)

Sufficient library and technology resources currently exist
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date___3/8/2016__________

Signature___________________________

Department Chairperson

Date___________________________

Signature___________________________

Dean of School
Abbreviated Course Syllabus: KINS 6446 Clinical Experience in Athletic Training II

• **Course Title and Proposed Number:** KINS 6446 Clinical Experience in Athletic Training II

• **Catalog Description:**

Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. Class/sessions will be used to discuss clinical education experiences, evidence-based medicine, practice clinical skills, and demonstrate assigned competencies/proficiencies.

• **Course Function:** This course satisfies 2 hours (0-2-2) in Master of Science in Athletic Training program.

• **Course Topics:**
  - Clinical skill and experience
  - Documentation
  - Therapeutic Modality Review
  - Injury prevention
  - Ethics
  - Risk Management
  - Professional Development

• **Expected Student Learning Outcomes:**
Upon completion of this course, the student should have completed an extensive review development in the:

  **Cognitive Objectives:**
  - Knowledge and skills to perform record keeping with sensitivity to patient confidentiality
  - Knowledge and skills with regard to the attainment of a basic medical history.
  - Knowledge and skills to give indications, contraindications, and application of the following therapeutic modalities:
    
    Traction  
    Massage  
    Vapo Coolant Spray  
    High Volt Stimulation  
    Interferential  
    Iontophoresis  
    TENS  
    Intermittent Compression  
    Ultrasound  
    and Laser  

  - Understanding of basic components of a comprehensive athletic injury/illness prevention program including physical examinations, physical conditioning, fitting and maintenance of protective equipment, application of taping, special pads, etc., and control of environmental risks.
• Understanding of sports specific environmental risk factors associated with climatic conditions, facilities and equipment, sanitation, etc., and associated risk management procedures/safety guidelines.
• Knowledge of accepted protocols governing the referral of athletes for medical, personal health, psychological, or social services.
• Knowledge of available educational materials and programs in health related subject matter areas.

**Psychomotor Objectives:**
• Application of appropriate taping and wrapping techniques as indicated by injury history and mechanism for the lower extremity.
• Application of evaluation techniques for orthopedic injuries of the lower extremity
• Application of skills to perform a clinical evaluation of the knee, leg, ankle, and foot to assess and interpret for injury and illness.
• Application of skills to perform a clinical evaluation of the hamstring, hip, and pelvis to assess and interpret for injury.
• Application of skills in the construction of custom protective devices.

**Affective Objectives:**
• Acceptance of the moral and ethical responsibility to conduct safe athletic programs and to minimize injury/illness risk factors to the fullest extent possible.
• Appreciation of the importance of developing and implementing a thorough, comprehensive injury/illness prevention program.
• Respect for the injured athlete as an individual deserving quality professional health care.
• Acceptance of the professional responsibility to enhance the professional growth of athletic training students, colleagues, and peers through a continual sharing of knowledge and skills.

**Grading Criteria:**
1. **Bobcat Reports- 100 points**
   Bobcat Reports will be submitted every three (3) weeks (5 reports at 20 pts. each). Students will use the Bobcat reports to reflect on their approximate 20 weekly hours of clinical experience. These reports should include more than a simple listing of what you have done on your clinical experiences, they should also reflect on what you have learned and how these experiences will benefit you as a certified athletic trainer.

   Bobcat Reports will be graded on the following criteria:
   - Completeness of Report (6 pts.)
   - Thoroughness of Content (6 pts.)
   - Timely Completion/Submission (4 pts.)
   - Professional Presentation (4 pts.)

2. **Clinical Preceptor Evaluations- 20 points**
   Clinical preceptors will complete a mid-term and final evaluation for each student they supervise during clinical experiences (2 evaluations at 10 pts. each). These evaluations must be discussed with the student and submitted to the course instructor within one (1) week. Points will be awarded based on the grade suggested by the clinical preceptor as follows:

3. **Completion of Clinical Integration Proficiencies- 50 points**
   As a means to ensure learning over time, students are required to complete the clinical integration proficiencies that were introduced in the course work of the previous
semester. It is recommended that all clinical integration proficiencies are completed in real-time (i.e., completed on a real patient as an injury/illness occurs).

4. Clinical Experience Evaluations- 30 points
Students will complete a variety of evaluations for each clinical experience, to ensure a quality learning environment. Evaluations that have been completed thoroughly and thoughtfully will be awarded full points. Students will complete the following evaluations:
Students will complete the following evaluations:
   a. Clinical Performance Self-Evaluation (10 pts.)
   b. Student Evaluation of Clinical Preceptor (10 pts.)
   c. Student Evaluation of Clinical Setting (10 pts.)

5. End of Semester Practical Exam- 50 points
At the end of each semester, students will complete an end of semester practical exam. These practical exams will be completed with a preceptor of the GC program, 2 weeks before the week of final exams. The content of the practical exam will be a skill and/or knowledge set from any athletic training course up to that point in the ATP. Students must demonstrate a 70% passing rate or will be required to complete an additional practical exam (of similar skill difficulty) until a 70% is achieved.

6. Practical Skill Assessments- 50 points
At selected times throughout the semester students will be required to complete a practical skill quiz. These assessments will be completed in class or during open lab time opportunities. The content of the assessment will be a skill that the student has been exposed to or has been taught in another course during the same semester.

7. Article Review Presentations- 20 points
At a selected times during the semester students will choose an Athletic Training article from a professional source (journals, NATA, etc.). The topic for article review will be chosen by the instructor its relativity and current trending in the profession. Each student will evaluate the current evidence behind the article and post in an online discussion board.

8. Standardized Patient Evaluations- 150 points
   • At selected times during the semester students will be required to complete an evaluation of a standardized patient. The content will be a skill that the student has previously been exposed to or has been taught in another course during the same semester. All students will be evaluated on a set rubric.

9. Discussion Topic Quizzes- 75 points
Periodically throughout the semester we will have a discussion day surrounding a trending/important topic within the profession. A module for these will be created on the D2L site with additional materials under each topic. At the beginning of a topic discussion day you will complete a quiz to ensure you have reviewed the materials on the D2L site in order to contribute to the discussion. Quizzes may take various forms including debates, concept mapping, case studies, etc.
10. The remaining points of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions. This will include, but not limited to:

- Class Attendance
- Punctuality
- Professionalism in class (e.g., no inappropriate outbursts)
- Following Dress Code at Clinical Experiences (per Student Handbook)
- Inappropriate use of technology during class or laboratory sessions

- **Prerequisites:** Prerequisite, KINS 6445 Clinical Experience in Athletic Training I.

- **Advanced Graduate Content:** N/A
Georgia College & State University
Form for Proposal of New Courses
KINS 6430

1. Department: School of Health & Human Performance  
   Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 2

3. Hours (L-L-C) 1-1-2  
   Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: KINS 6421 Therapeutic Interventions II

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides students as they progress in the MSAT opportunities to review medical terminology, and assess pathology and clinical diagnosis of general medical and emergency medical conditions of the physically active patient.

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply and practice general medicine evaluation skills of the body as MSAT students construct their ideologies on general pathophysiological evaluation and diagnosis

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date__________

Signature

Department Chairperson

Date____________________

Signature___________________________

Dean of School
Abbreviated Course Syllabus: KINS 6430 Pathophysiology

Course Title and Proposed Number: KINS 6430 Pathophysiology

- Catalog Description:

Advanced athletic training techniques including medical terminology, clinical examination and diagnosis with an emphasis on illnesses and injuries to the face, thorax, abdomen, and pelvis. Special emphasis will be placed on general medical conditions of the active individual. Additional study will include assessment and treatment of exertional heat illness and other causes of sudden death in physically active patients. The lab component emphasizes the instruction and assessment of hands-on clinical skills related to general medical evaluation of the patient. A focus on a one-to-one student to documentation skills of students will occur in this course.

Course Function: This course satisfies 2 hours (1-1-2) in Master of Science in Athletic Training program.

Course Topics:
- Diagnostic Testing for injuries/pathologies
- Physical Assessment for injuries/pathologies of the upper extremity
- Return to Play Criteria for general medical pathologies.
- Medical Referrals

Expected Student Learning Outcomes:
- Identify the necessary components and explain the role of the pre-participation physical exam in identifying conditions that predispose the athlete to injury or illness
- Demonstrate the ability to use a glucometer to monitor blood glucose levels and a peak flow meter to monitor asthma symptoms in order to determine participation status and make referral decisions.
- Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to cardiac arrhythmia or arrest; asthma; traumatic brain injury; exertional heat stroke; hyponatremia; exertional sickling and anaphylactic shock.
- Obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient’s perceived pain, and the history and course of the present condition.
- Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common general medical conditions.
- Assess and interpret findings from a physical examination that is based on the patient’s clinical presentation, to include: cardiovascular, pulmonary, gastrointestinal, genitourinary, and ocular function (use of ophthalmoscope); function of the ear, nose and throat (use of otoscope); dermatological assessment; and other assessments (e.g. temperature).
- Acceptance of the role of the certified athletic trainer as a primary provider of assessment of illness.
- Appreciation of the importance of systematic evaluation and documentation of illness.
- Appreciation of the moral and ethical behavior of athletic trainers in dealing with the issues of drug use and abuse in sports.
- Understanding of the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration.

Grading Criteria:
1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

18. **Skill Labs and Evaluations**
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

19. **Standardized Patient Testing**
At various times throughout the course, standardized patient testing will be used to assess interpersonal communication, documentation, clinical skill, and diagnosis.

20. **Problem-Based Learning Modules**
Staying updated with current and accurate information is crucial in health care. Students will work in groups to complete group learning modules on healthcare policy, risk management, and ethics.

21. **Professional Journal Article Reviews**
Professional journal article reviews on an emergency medical topic (instructor will provide additional information regarding selection of professional journal articles).

22. **Evidenced Based Practice Case Reports**
Students will complete case reports on patients in their clinical experience to develop and enhance critical-thinking skills and clinical decision-making skills. Case reports will be constructed to determine imaging, surgical intervention, treatment, assessment, etc. that might be used as “best-practice” to increase patient outcomes for the given case.

7. **Professionalism**
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
- Class Attendance
- Punctuality
- Professionalism in class (e.g., no inappropriate outbursts)
- Following Dress Code at Clinical Experiences (per Student Handbook)
- Inappropriate use of technology during class or laboratory sessions

- **Prerequisites:** Prerequisite, KINS 6421 Therapeutic Interventions II

- **Advanced Graduate Content:**
  - Imaging
  - Surgical Techniques
1. Department: School of Health & Human Performance  
   Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: ___3______________________________

3. Hours (L-L-C) ___2-1-3_______  Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite ___ KINS 6421 Therapeutic Interventions II

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Athletic training students learn the foundations of upper extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the upper extremity.

8. How often is the course to be offered? ___Once a Year____________________

9. Who will teach this course? SHHP Faculty
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply concepts of tissue healing and allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the upper extremity coinciding with the upper Orthopedic Extremity course offered in the same semester.

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
   ____ No

14. How will the demand be met for additional library and technology resources, if any?
   Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.
   Format for Abbreviated Course Syllabus to accompany Proposal for New Course
   1. Course Title and Proposed Number
   2. Catalog Description
   3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
   4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
   5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")

6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8 Prerequisites (if any)
9 Advanced Graduate Content

Date____3/8/2016_________ Signature___________________________
               Department Chairperson

Date____________________ Signature_______________________________
               Dean of School
Abbreviated Course Syllabus: KINS 6422 Therapeutic Interventions III

• Course Title and Proposed Number: KINS 6422 Therapeutic Interventions III

• Catalog Description:

Athletic training students learn the foundations of upper extremity orthopedic rehabilitation, including tissue injury and healing, appropriate documentation, regaining range of motion and flexibility, the role of posture and joint mechanics, and principles of strength training in the upper extremity. Course allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs for the upper extremity. Course topics include the determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress and development of criteria for progression and return to normal function.

Course Function: This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

Course Topics:

- Therapeutic Intervention for upper extremity injury and pathology
- Treatment Goals for upper extremity injury and pathology
- Patient Outcomes for upper extremity injury and pathology
- Treatment Progression for upper extremity injury and pathology
- Psychological Intervention
- Exercise Prescription and Instruction for upper extremity injury and pathology

Expected Student Learning Outcomes:

- Design therapeutic interventions to meet specified treatment goals including but not limited to: assessing patient to identify indications, contraindications, and precautions applicable to intended intervention; position and prepare the patient for various therapeutic interventions; describe the expected effects and potential adverse reactions to the patient; apply the intervention, using parameters appropriate to the intended outcome; reassess the patient to determine the immediate impact of the intervention.
- Use the results of ongoing clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued
- Based on the comprehensive clinical examination and findings provide the appropriate initial care and establish overall treatment goals of upper extremity injuries or emergent conditions.
- Create and implement a therapeutic intervention to target treatment goals for upper extremity injuries or emergent conditions
- Identify patient-and clinician- oriented outcome measures commonly used to recommend activity level, make return to play decisions and maximize patient outcomes and progress in the treatment plan.
- Describe the psychological techniques and interventions that can be used to motivate and facilitate a patient’s physical, psychological and return to activity needs during injury rehabilitation.
- Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques
• **Grading Criteria:**
  
  1. **Written assessments**
     Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

  23. **Skill Labs and Evaluations**
     Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

  24. **Therapeutic Intervention Evidenced Case Study Reports**
     Students will complete case studies to develop and enhance critical-thinking skills and clinical decisions-making skills. Case studies will mimic upper extremity injuries/illnesses that one could encounter in practice as an athletic trainer. Case studies must be typed, following guidelines for written assignments above using evidenced based research to validate your decisions in practice. Be specific as possible in detailing your treatment protocol and reporting treatment parameters.

  4. **Professionalism**
     The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
     • Class Attendance
     • Punctuality
     • Professionalism in class (e.g., no inappropriate outbursts)
     • Following Dress Code at Clinical Experiences (per Student Handbook)
     • Inappropriate use of technology during class or laboratory sessions

  • **Prerequisites:** Prerequisite, KINS 6421 Therapeutic Interventions II.

  • **Advanced Graduate Content:**
    Therapeutic Intervention
Georgia College & State University
Form for Proposal of New Courses
KINS 6447

1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 2

3. Hours (L-L-C) 0-2-2 Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: Prerequisite, KINS 6446 Clinical Experience in Athletic Training II

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a supervised clinical experience to meet clinical education requirements as set forth by accreditation requirements

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for clinical education requirements

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form. Format for Abbreviated Course Syllabus to accompany Proposal for New Course

   1. Course Title and Proposed Number
   2. Catalog Description
   3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
   4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
   5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for...")
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
Prerequisites (if any)
Advanced Graduate Content

Date 3/8/2016
Signature
Department Chairperson

Date
Signature
Dean of School
Abbreviated Course Syllabus: KINS 6447 Clinical Experience in Athletic Training III

- **Course Title and Proposed Number:** KINS 6447 Clinical Experience in Athletic Training III

- **Catalog Description:**
  Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. Class/sessions will be used to discuss clinical education experiences, evidence-based medicine, practice clinical skills, and demonstrate assigned competencies/proficiencies.

- **Course Function:** This course satisfies 2 hours (0-2-2) in Master of Science in Athletic Training program.

- **Course Topics:**
  - Clinical skill and experience
  - Documentation
  - Therapeutic Modality Review
  - Therapeutic Rehabilitation Review
  - Injury prevention
  - Emergency Management
  - Ethics
  - Risk Management
  - Professional Development

- **Expected Student Learning Outcomes:**
  Upon completion of this course, the student should have reviewed and demonstrated:
  - Knowledge and skill in performing clinical evaluations of the upper extremity; trunk and thorax; face, head, neck, cervical spine; and low back.
  - Knowledge and skills in utilizing various rehabilitative techniques of therapeutic exercise with patient populations.
  - Knowledge and skill in identifying signs, symptoms, and predisposing conditions associated with various general medical conditions that may present in the athletic population (e.g., respiratory, neurological, endocrine, cardiovascular, gastrointestinal systems).
  - Skill in utilizing emergency medical equipment to minimize the risk of life-threatening injury/illness.
  - Knowledge and skill in the organization and administration of pre-participation physical examinations including preparation of records, scheduling of personnel, organization of examination site, etc..
  - Knowledge of techniques and methods of disseminating injury prevention and health care information among athletes, coaches, parents and the public.

- **Grading Criteria:**
  1. **Bobcat Reports** - 100 points
     Bobcat Reports will be submitted every three (3) weeks (5 reports at 20 pts. each). Students will use the Bobcat reports to reflect on their approximate 20 weekly hours of clinical experience. These reports should include more than a simple listing of what you have done on your clinical experiences, they should also reflect on what you have learned and how these experiences will benefit you as a certified athletic trainer.
Bobcat Reports will be graded on the following criteria:
  Completeness of Report (6 pts.)
  Thoroughness of Content (6 pts.)
  Timely Completion/Submission (4 pts.)
  Professional Presentation (4 pts.)

2. Clinical Preceptor Evaluations- 20 points
   Clinical preceptors will complete a mid-term and final evaluation for each student they supervise during clinical experiences (2 evaluations at 10 pts. each). These evaluations must be discussed with the student and submitted to the course instructor within one (1) week. Points will be awarded based on the grade suggested by the clinical preceptor as follows:

3. Completion of Clinical Integration Proficiencies- 50 points
   As a means to ensure learning over time, students are required to complete the clinical integration proficiencies that were introduced in the course work of the previous semester. It is recommended that all clinical integration proficiencies are completed in real-time (i.e., completed on a real patient as an injury/illness occurs).

4. Clinical Experience Evaluations- 30 points
   Students will complete a variety of evaluations for each clinical experience, to ensure a quality learning environment. Evaluations that have been completed thoroughly and thoughtfully will be awarded full points. Students will complete the following evaluations:
   Students will complete the following evaluations:
   a. Clinical Performance Self-Evaluation (10 pts.)
   b. Student Evaluation of Clinical Preceptor (10 pts.)
   c. Student Evaluation of Clinical Setting (10 pts.)

5. Discussion Topic Quizzes- 75 points
   Periodically throughout the semester we will have a discussion day surrounding a trending/important topic within the profession. A module for these will be created on the D2L site with additional materials under each topic. At the beginning of a topic discussion day you will complete a quiz to ensure you have reviewed the materials on the D2L site in order to contribute to the discussion. Quizzes may take various forms including debates, concept mapping, case studies, etc.

6. The remaining points of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions. This will include, but not limited to:
   - Class Attendance
   - Punctuality
   - Professionalism in class (e.g., no inappropriate outbursts)
   - Following Dress Code at Clinical Experiences (per Student Handbook)
   - Inappropriate use of technology during class or laboratory sessions

   • Prerequisites: Prerequisite, KINS 6446 Clinical Experience in Athletic Training II.

   • Advanced Graduate Content: N/A
Georgia College & State University  
Form for Proposal of New Courses  
KINS 6435

1. Department: School of Health & Human Performance  
Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: __2______________________________

3. Hours (L-L-C) __2-0-2_______ Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite ___ KINS 6430 Pathophysiology

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides MSAT students the opportunity to understand the knowledge, skills and values that an entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications, and the governing regulations relevant to physically active individuals.

8. How often is the course to be offered? ____ Once a Year____________________

9. Who will teach this course? SHHP Faculty ________________
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply pharmacological interventions in relation to general pathophysiological evaluation and diagnosis as an entry-level athletic trainer.

12. How will an existing program of study change as a result of this course? This is a new program of study__________________________________________________________

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
_____ No

14. How will the demand be met for additional library and technology resources, if any?
Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? ___________ No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number

2. Catalog Description

3. Course Function: (Insert here a statement of what degree programs include this course in their requirements -->“This course counts towards…”)

4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.

5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for….”)

6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

8 Prerequisites (if any)

9 Advanced Graduate Content

Date____3/8/2016________

Signature___________________________

Department Chairperson

Date____________________

Signature___________________________

Dean of School
Abbreviated Course Syllabus: KINS 6435 Pharmacological Interventions

Course Title and Proposed Number: KINS 6435 Pharmacological Interventions

• Catalog Description:

This course is designed for athletic training students to understand the knowledge, skills and values that an entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications, and the governing regulations relevant to physically active individuals.

Course Function: This course satisfies 2 hours (2-0-2) in Master of Science in Athletic Training program.

Course Topics:
- Pharmaceutical terminology
- Drug Administration
- Legal Regulation
- Medical Referrals

Expected Student Learning Outcomes:
- Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.
- Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
- Explain the major concepts of pharmacokinetics (e.g. bioavailability, half-life, bioequivalence) as well as principles of receptor theory, dose response relationship, and placebo effect as they relate to the mechanism of drug action and therapeutic effectiveness and the influence that exercise might have on these processes.
- Describe the common routes for drug administration and properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered via parenteral routes as described by the physician.
- Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
- Recognize the correct procedure for using an emergency epinephrine injection
- Identify the drug approval process
- Choose the appropriate terminology and abbreviations related to pharmacology
- Summarize the usage patterns and adverse effects of performance enhancing drugs
- Distinguish general concepts and legal regulations of non-prescription and classified pharmaceutical agents.
- Review laws governing the administration and dispensing of pharmaceutical agents.
- Select common methods of administration of pharmaceutical agents.

Grading Criteria:
1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental...
25. Clinical Case Learning Modules
Staying updated with current and accurate information is crucial in health care. Students will to complete learning modules on pharmacological agents, drug interaction, and drug specificity.

26. Professional Journal Article Reviews
Professional journal article reviews on an emergency medical topic (instructor will provide additional information regarding selection of professional journal articles).

7. Professionalism
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
• Class Attendance
• Punctuality
• Professionalism in class (e.g., no inappropriate outbursts)
• Following Dress Code at Clinical Experiences (per Student Handbook)
• Inappropriate use of technology during class or laboratory sessions

• Prerequisites: Prerequisite KINS 6430 Pathophysiology
• Advanced Graduate Content:
  Pharmacokinetics
  Therapeutic Effectiveness
1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 2

3. Hours (L-L-C) 0-2-2 Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: Prerequisite, KINS 6447 Clinical Experience in Athletic Training III

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a supervised clinical experience to meet clinical education requirements as set forth by accreditation requirements

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for clinical education requirements

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")
Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
Prerequisites (if any)
Advanced Graduate Content

Date 3/8/2016
Signature
Department Chairperson

Date
Signature
Dean of School
Abbreviated Course Syllabus: KINS 6448 Clinical Experience in Athletic Training IV

- **Course Title and Proposed Number:** KINS 6448 Clinical Experience in Athletic Training IV

- **Catalog Description:**

  Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. Class/sessions will be used to discuss clinical education experiences, evidence-based medicine, practice clinical skills, and demonstrate assigned competencies/proficiencies.

- **Course Function:** This course satisfies 2 hours (0-2-2) in Master of Science in Athletic Training program.

- **Course Topics:**
  - Clinical skill and experience
  - Documentation
  - Therapeutic Modality Review
  - Therapeutic Rehabilitation Review
  - Injury prevention
  - Emergency Management
  - Ethics
  - Risk Management
  - Professional Development

- **Expected Student Learning Outcomes:**

  Upon completion of this course, the student should have reviewed and demonstrated:
  - Knowledge and skill in performing clinical evaluations of the upper extremity; trunk and thorax; face, head, neck, cervical spine; and low back.
  - Knowledge and skills in utilizing various rehabilitative techniques of therapeutic exercise with patient populations.
  - Knowledge and skill in identifying signs, symptoms, and predisposing conditions associated with various general medical conditions that may present in the athletic population (e.g., respiratory, neurological, endocrine, cardiovascular, gastrointestinal systems).
  - Skill in utilizing emergency medical equipment to minimize the risk of life-threatening injury/illness.
  - Knowledge and skill in the organization and administration of pre-participation physical examinations including preparation of records, scheduling of personnel, organization of examination site, etc..
  - Knowledge of techniques and methods of disseminating injury prevention and health care information among athletes, coaches, parents and the public.

- **Grading Criteria:**

  1. Bobcat Reports - 100 points

     Bobcat Reports will be submitted every three (3) weeks (5 reports at 20 pts. each). Students will use the Bobcat reports to reflect on their approximate 20 weekly hours of clinical experience. These reports should include more than a simple listing of what you
have done on your clinical experiences, they should also reflect on what you have learned and how these experiences will benefit you as a certified athletic trainer.

Bobcat Reports will be graded on the following criteria:

- Completeness of Report (6 pts.)
- Thoroughness of Content (6 pts.)
- Timely Completion/Submission (4 pts.)
- Professional Presentation (4 pts.)

2. Clinical Preceptor Evaluations- 20 points
Clinical preceptors will complete a mid-term and final evaluation for each student they supervise during clinical experiences (2 evaluations at 10 pts. each). These evaluations must be discussed with the student and submitted to the course instructor within one (1) week. Points will be awarded based on the grade suggested by the clinical preceptor as follows:

3. Completion of Clinical Integration Proficiencies- 50 points
As a means to ensure learning over time, students are required to complete the clinical integration proficiencies that were introduced in the course work of the previous semester. It is recommended that all clinical integration proficiencies are completed in real-time (i.e., completed on a real patient as an injury/illness occurs.

4. Clinical Experience Evaluations- 30 points
Students will complete a variety of evaluations for each clinical experience, to ensure a quality learning environment. Evaluations that have been completed thoroughly and thoughtfully will be awarded full points. Students will complete the following evaluations:

- Clinical Performance Self-Evaluation (10 pts.)
- Student Evaluation of Clinical Preceptor (10 pts.)
- Student Evaluation of Clinical Setting (10 pts.)

5. End of Semester Practical Exam- 50 points
At the end of each semester, students will complete an end of semester practical exam. These practical exams will be completed with a preceptor of the GC program, 2 weeks before the week of final exams. The content of the practical exam will be a skill and/or knowledge set from any athletic training course up to that point in the ATP. Students must demonstrate a 70% passing rate or will be required to complete an additional practical exam (of similar skill difficulty) until a 70% is achieved.

6. Standardized Patient Evaluations- 150 points
At selected times during the semester (close to dates around midterm and final) students will be required to complete an evaluation of a standardized patient. The content will be a skill that the student has previously been exposed to or has been taught in another course during the same semester. All students will be evaluated on a set rubric.

7. Reading Quizzes- 100 points (10 at 10 pts. each)
Students will be expected to complete chapter readings each week. Reading quizzes will be administered throughout the semester on various readings (marked with an asterisk [*]).
   Each student will select/be assigned a particular topic, for which they will develop a professional outline as if submitting for a book chapter and a set of review questions (in a PPT format). These will be compiled and serve as an additional study guide in preparation for the BOC.

9. Article Summary & Reflection (5 at 10pts. each)
   Pertinent articles from professional journals that relate to your professional development as an athletic trainer will be assigned for reading. Each student will write a brief summary about an article (no more than 2 paragraphs), and a reflection of how the information can be applied to your professional development as an Athletic Trainer. Maximum length is 1 page, single spaced.

10. The remaining 50 points of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions. This will include, but not limited to:
    · Class Attendance
    · Punctuality
    · Professionalism in class (e.g., no inappropriate outbursts)
    · Following Dress Code at Clinical Experiences (per Student Handbook)
    · Inappropriate use of technology during class or laboratory sessions

   • **Prerequisites:** Prerequisite, KINS 6447 Clinical Experience in Athletic Training III.

   • **Advanced Graduate Content:** N/A
1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 2-1-3  Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite ___ KINS 6422 Therapeutic Interventions III

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Athletic training students learn the foundations of manual therapy techniques used in rehabilitative medicine. Students will learn how to select and apply manual therapy techniques to patients as well as bracing and casting to patients to broaden their skills and opportunities in therapeutic medicine.

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply concepts of manual therapy and allows athletic training students to develop and execute evidence-based comprehensive individualized rehabilitation programs to develop ideologies for evidenced-based patient outcomes.

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
   No

14. How will the demand be met for additional library and technology resources, if any?
   Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student?
   No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course
1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards…")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for….”

6  Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7  Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8  Prerequisites (if any)
9  Advanced Graduate Content

Date___3/8/2016________  Signature___________________________

    Department Chairperson

Date____________________  Signature___________________________

    Dean of School
Abbreviated Course Syllabus: KINS 6423 Therapeutic Interventions IV

Course Title and Proposed Number: KINS 6423 Therapeutic Interventions IV

• Catalog Description:

Instruction of manual therapy techniques used in rehabilitative medicine. Students will learn how to select and apply manual therapy techniques to patients. This course also includes an intensive hands-on experience that will involve both instruction and practical application of bracing and casting materials. Selection, application and removal of orthopedic casting for both upper and lower extremity disorders are addressed.

Course Function: This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

Course Topics:

- Trigger Point therapy
- Bracing and Casting
- Durable Medical Equipment Fitting
- Kinesiotaping
- Dry Needling
- Massage
- Soft Tissue Mobilization
- Joint Mobilizations
- Instrument Assisted Therapy

Expected Student Learning Outcomes:

- Identify application and reasoning processes behind manual therapy interventions and build a framework for students.
- Screen for non musculoskeletal pathologies that patients may present with when referred.
- Integrate clinical examination, manual therapy and exercise interventions for the entire lower quarter utilizing a clinical reasoning approach and functional movement assessment.
- Integrate clinical examination, manual therapy and exercise interventions for the entire upper quarter utilizing a clinical reasoning approach and functional movement assessment.
- Incorporate exercise prescription for improved patient outcomes.
- Select and practice various taping techniques for improved patient outcomes.
- Devise protective equipment and bracing protocols to decrease risk and reinjury for diverse patient populations.

Grading Criteria:

1. Written assessments

Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

2. Clinical Case Learning Modules

Staying updated with current and accurate information is crucial in health care. Students will to complete learning modules on pharmacological agents, drug interaction, and drug specificity.
28. Professional Journal Article Reviews
Professional journal article reviews on an emergency medical topic (instructor will provide additional information regarding selection of professional journal articles).

29. Skill Labs and Evaluations
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

5. Professionalism
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:

- Class Attendance
- Punctuality
- Professionalism in class (e.g., no inappropriate outbursts)
- Following Dress Code at Clinical Experiences (per Student Handbook)
- Inappropriate use of technology during class or laboratory sessions

- Prerequisites: Prerequisite, KINS 6422 Therapeutic Interventions III.

- Advanced Graduate Content:
  - Manual Therapy
  - Protective Taping and Bracing
Georgia College & State University
Form for Proposal of New Courses
KINS 6427

1. Department: School of Health & Human Performance Disciplines: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L—L—C) 2—1—3 Repeatability or Non-repeatability: Non-repeatability

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: KINS 6426 Physical Exam II: Upper Extremity

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides students as they progress in the MSAT opportunities to review functional anatomy, and assess pathology and clinical diagnosis and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine.

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Offers opportunities to apply and practice evaluation skills of the upper extremity as MSAT students construct their ideologies on musculoskeletal and neurological evaluation and diagnosis.

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior
and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for….”)

6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)

7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

8 Prerequisites (if any)

9 Advanced Graduate Content

Date ___3/8/2016________  Signature  

___________________________  Department Chairperson

Date ______________________  Signature ____________________________

___________________________  Dean of School
Abbreviated Course Syllabus: KINS 6427 Physical Exam III: Head, Neck, and Spine

Course Title and Proposed Number: KINS 6427 Physical Exam III: Head, Neck, and Spine

• Catalog Description:

This course covers functional anatomy, pathology and clinical diagnosis of musculoskeletal and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine. A focus on documentation, differential diagnosis and the appropriate use of evidence to guide the students’ evaluation will occur. The lab component the instruction and assessment of hands-on clinical skills related to musculoskeletal and neurological injuries of the head (including traumatic brain injury), cervical, thoracic and lumbar spine. A focus on a one-to-one student to instructor interaction in the assessment of skills and case studies to facilitate critical-thinking and documentation skills of students will occur in this course.

Course Function: This course satisfies 3 hours (2-1-3) in Master of Science in Athletic Training program.

Course Topics:

• Diagnostic Testing for injuries/pathologies of the head, neck, and spine.
• Musculoskeletal Assessment for injuries/pathologies of the head, neck, and spine.
• Baseline testing and screening
• Return to Play Criteria for injuries/pathologies of the head, neck, and spine.
• Medical Referrals

Expected Student Learning Outcomes:

• Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity resulting from cervical spine injury.
• Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
• Apply clinical prediction rules during clinical examination procedures and demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
• Use standard technique and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to: history taking; inspection/observation; palpation; functional assessment; special orthopedic tests; neurological assessments.
• Assess and interpret findings from a physical examination that is based on a patient’s clinical examination, including: assessment of posture, gait, movement patterns; palpation; muscle function; quality/quantity of osteokinematic joint motion; capsular/ligamentous stress testing; joint play; special orthopedic tests; neurologic function.
• Review baseline testing and screening measures for head and neck pathologies.
• Instruct the patient in home care and self-treatment plans for acute conditions.
• Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient’s current status using clinical reasoning skills to formulate an appropriate clinical and/or differential diagnosis for common illness/disease and orthopedic injuries/conditions.
• Determine when the findings of an examination warrant a referral.
• Describe common surgical techniques that impact the selection and progression of a therapeutic intervention program.
• Practice commonly accepted medical terminology in communications with other healthcare professionals
• Assess the injured athlete’s physical complaint(s) without personal bias or prejudice.
• Demonstrate an appreciation for the need for an organized and methodical system of evaluation of common athletic injuries.

Grading Criteria:
1. Written assessments
Exams and quizzes will be administered throughout the semester. Questions on each exam could be presented in the following formats: Multiple Choice, Matching, or Essay. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

30. Skill Labs and Evaluations
Multiple pass-fail laboratory skill check-offs and graded oral/practical exams.

31. Standardized Patient Testing
At various times throughout the course standardized patient testing will be used to assess interpersonal communication, documentation, clinical skill, and diagnosis.

32. Evidenced Based Practice Case Reports
Students will complete case reports on patients in their clinical experience to develop and enhance critical-thinking skills and clinical decision-making skills. Case reports will be constructed to determine imaging, surgical intervention, treatment, assessment, etc. that might be used as “best-practice” to increase patient outcomes for the given case.

4. Professionalism
The remaining 5% of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions as well as. This will include, but not limited to:
• Class Attendance
• Punctuality
• Professionalism in class (e.g., no inappropriate outbursts)
• Following Dress Code at Clinical Experiences (per Student Handbook)
• Inappropriate use of technology during class or laboratory sessions

Prerequisites: Prerequisite, KINS 6426 Physical Exam II: Upper Extremity

Advanced Graduate Content:
Imaging
Surgical Techniques
1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: __2__________________________

3. Hours (L-L-C) __0-2-2________ Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite ___ Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: Provides a supervised clinical experience to meet clinical education requirements as set forth by accreditation requirements

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for clinical education requirements

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form. Format for Abbreviated Course Syllabus to accompany Proposal for New Course

   1. Course Title and Proposed Number
   2. Catalog Description
   3. Course Function: (Insert here a statement of what degree programs include this course in their requirements--“This course counts towards…”)
   4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—“The above specific outcomes for this course address, in part the expected outcomes for…”)}
6 Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7 Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8 Prerequisites (if any)
9 Advanced Graduate Content

Date 3/8/2016

Signature

Department Chairperson

Date____________________
Signature___________________________

Dean of School
Abbreviated Course Syllabus: KINS 6449 Clinical Experience in Athletic Training V

• **Course Title and Proposed Number:**  
  KINS 6449 Clinical Experience in Athletic Training V

• **Catalog Description:**
  Supervised clinical experience in a college/university, secondary school, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. Class/sessions will be used to discuss clinical education experiences, evidence-based medicine, practice clinical skills, and demonstrate assigned competencies/proficiencies.

• **Course Function:** This course satisfies 2 hours (0-2-2) in Master of Science in Athletic Training program.

• **Course Topics:**
  • Clinical skill and experience
  • Documentation
  • Therapeutic Modality Review
  • Therapeutic Rehabilitation Review
  • Injury prevention
  • Emergency Management
  • Ethics
  • Risk Management
  • Professional Development

• **Expected Student Learning Outcomes:**
  Upon completion of this course, the student should have reviewed and demonstrated:
  • Knowledge and skill in performing clinical evaluations of the upper extremity; trunk and thorax; face, head, neck, cervical spine; and low back.
  • Knowledge and skills in utilizing various rehabilitative techniques of therapeutic exercise with patient populations.
  • Knowledge and skill in identifying signs, symptoms, and predisposing conditions associated various general medical conditions that may present in the athletic population (e.g., respiratory, neurological, endocrine, cardiovascular, gastrointestinal systems).
  • Skill in utilizing emergency medical equipment to minimize the risk of life-threatening injury/illness.
  • Knowledge and skill in the organization and administration of pre-participation physical examinations including preparation of records, scheduling of personnel, organization of examination site, etc..
  • Knowledge of techniques and methods of disseminating injury prevention and health care information among athletes, coaches, parents and the public.

• **Grading Criteria:**
  2. Bobcat Reports- 100 points
     Bobcat Reports will be submitted every three (3) weeks (5 reports at 20 pts. each). Students will use the Bobcat reports to reflect on their approximate 20 weekly hours of clinical experience. These reports should include more than a simple listing of what you have done on your clinical experiences, they should also reflect on what you have learned
and how these experiences will benefit you as a certified athletic trainer.

Bobcat Reports will be graded on the following criteria:

- Completeness of Report (6 pts.)
- Thoroughness of Content (6 pts.)
- Timely Completion/Submission (4 pts.)
- Professional Presentation (4 pts.)

2. Clinical Preceptor Evaluations - 20 points
Clinical preceptors will complete a mid-term and final evaluation for each student they supervise during clinical experiences (2 evaluations at 10 pts. each). These evaluations must be discussed with the student and submitted to the course instructor within one (1) week. Points will be awarded based on the grade suggested by the clinical preceptor as follows:

3. Completion of Clinical Integration Proficiencies - 50 points
As a means to ensure learning over time, students are required to complete the clinical integration proficiencies that were introduced in the course work of the previous semester. It is recommended that all clinical integration proficiencies are completed in real-time (i.e., completed on a real patient as an injury/illness occurs).

4. Clinical Experience Evaluations - 30 points
Students will complete a variety of evaluations for each clinical experience, to ensure a quality learning environment. Evaluations that have been completed thoroughly and thoughtfully will be awarded full points. Students will complete the following evaluations:

- a. Clinical Performance Self-Evaluation (10 pts.)
- b. Student Evaluation of Clinical Preceptor (10 pts.)
- c. Student Evaluation of Clinical Setting (10 pts.)

5. End of Semester Practical Exam - 50 points
At the end of each semester, students will complete an end of semester practical exam. These practical exams will be completed with a preceptor of the GC program, 2 weeks before the week of final exams. The content of the practical exam will be a skill and/or knowledge set from any athletic training course up to that point in the ATP. Students must demonstrate a 70% passing rate or will be required to complete an additional practical exam (of similar skill difficulty) until a 70% is achieved.

6. Standardized Patient Evaluations - 150 points
At selected times during the semester (close to dates around midterm and final) students will be required to complete an evaluation of a standardized patient. The content will be a skill that the student has previously been exposed to or has been taught in another course during the same semester. All students will be evaluated on a set rubric.

7. Reading Quizzes - 100 points (10 at 10 pts. each)
Students will be expected complete chapter readings each week. Reading quizzes will be administered throughout the semester on various readings (marked with an asterisk [*]).

Each student will select/be assigned a particular topic, for which they will develop a
professional outline as if submitting for a book chapter and a set of review questions (in a PPT format). These will be compiled and serve as an additional study guide in preparation for the BOC.

9. Article Summary & Reflection (5 at 10pts. each)
   Pertinent articles from professional journals that relate to your professional development as an athletic trainer will be assigned for reading. Each student will write a brief summary about an article (no more than 2 paragraphs), and a reflection of how the information can be applied to your professional development as an Athletic Trainer. Maximum length is 1 page, single spaced.

10. The remaining 50 points of a student’s grade will be determined by student’s professionalism demonstrated in class and laboratory sessions. This will include, but not limited to:
    - Class Attendance
    - Punctuality
    - Professionalism in class (e.g., no inappropriate outbursts)
    - Following Dress Code at Clinical Experiences (per Student Handbook)
    - Inappropriate use of technology during class or laboratory sessions

- **Prerequisites:** Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV.

- **Advanced Graduate Content:** N/A
1. Department: School of Health & Human Performance  Discipline: Athletic Training

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 3-0-3 Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite __ Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV

6. Required or elective in what program: Required in the MSAT Program of Study

7. Provide rationale for this course: The purpose of this course is to provide a culminating research experience for the advanced athletic training student. The student will choose a capstone research project, to present in a formal presentation of the project in a scholarly setting.

8. How often is the course to be offered? Once a Year

9. Who will teach this course? SHHP Faculty

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Satisfies the opportunity for a cumulative rich research experience to conclude the MSAT

12. How will an existing program of study change as a result of this course? This is a new program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any? Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards..."")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes--"The above specific outcomes for this course address, in part the expected outcomes for..."")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Prerequisites (if any)

Advanced Graduate Content

Date___3/8/2016________ Signatures

Department Chairperson

Date____________________ Signature________________________________

Dean of School
Abbreviated Course Syllabus: KINS 6440 AT Research Capstone

Course Title and Proposed Number: KINS 6440 AT Research Capstone

• Catalog Description:

The purpose of this course is to provide a culminating research experience for the advanced athletic training student. Toward this goal, the student will refine their ability to read critically, write effectively, communicate effectively through speech, and think critically and creatively. The student will choose a capstone research project, to present in a formal presentation of the project in a scholarly setting.

• Course Function: This course satisfies 3 hours (3-0-3) in Master of Science in Athletic Training program.

• Course Topics:
  • Research oversight
  • Scholarly Review
  • Evidenced Based Critique

• Expected Student Learning Outcomes:
 Upon successful completion of this course, the student will:
  • Research an aspect of Athletic Training of their choice and produce a professional paper and presentation on the topic.
  • Demonstrate their ability to read critically, write effectively, communicate effectively through speech, and think critically and creatively using correct terminology and evidenced based critique.
  • Perform literature review, demonstrating ability to read critically and think critically using evidenced based discretion.
  • Construct a research paper, poster, or case study, demonstrating ability to write effectively and creatively.
  • Present their project in a formal oral presentation either on campus through GC’s research symposium, at the state conference, regionally through the Southeast Athletic Trainers’ Association, or nationally.
  • Demonstrate their ability to engage in the analysis of quantitative or qualitative research and evaluate ethical considerations in that research during their literature review.
  • Demonstrate their ability to use technology to support their project.

• Grading Criteria:

Annotated Bibliography
Each student will choose a specific concept within the athletic training profession to research. 25 resources should be documented ultimately in the final project. Please use only peer reviewed scholarly journals for this project. An annotated bibliography is a list of citations in which each citation is followed by a brief (usually 150-200 words) descriptive and evaluative paragraph. It is your purpose to inform the reader of the relevancy and accuracy of the source. The annotations can be descriptive or evaluative, or a combination of both. Items to consider may include but are not limited to:
  • Main focus
  • Purpose of work
• Intended Audience
• Conclusions reached by both you and the author
• Special features that might have been helpful

Scholarly Product (Poster, Case Study, Poster)
The student will choose their own topic and research method (case study, empirical research study, literature review, etc.). Guidance will be provided from the professor. The paper must be between 15-20 pages and include at least 15-20 references (more if doing a literature review). All references must be credible (preferably peer-reviewed articles). Please use AMA (American Medical Association) writing guidelines/format. Drafts will be due at various checkpoints throughout the semester.

Capstone Presentation
• The student will take the capstone research project, to present in a formal presentation of the project in a scholarly setting through GC’s research symposium, at the state conference, regionally through a Southeast Athletic Training conference, or nationally.

• Prerequisites: Prerequisite, KINS 6448 Clinical Experience in Athletic Training IV.

• Advanced Graduate Content:
  ✓ Scholarly Content