

New Course Proposal Form

Submitted on 11/04/2016 by Sylvia Feeney (MonikaFeeney@MissouriState.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ANE

Course Number: ([Check Availability](#))

700

Course Title:

Informatics and Graduate Studies for Anesthesia

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Admission to the DNAP program

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Prerequisite: admission to the Doctor of Nurse Anesthesia Practice program. Study of the researcher role, research process, research skills, scientific writing, professional development, and research ethics. Study the use of technology in graduate studies. Dissect the meaning of a capstone project and its purpose. 3(3-0) Su, F, S

Credit Hours:

3 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ANE 700 Informatics and Graduate Studies for Anesthesia

Prerequisite: Admission to the DNAP program

Prerequisite: admission to the Doctor of Nurse Anesthesia Practice program. Study of the researcher role, research process, research skills, scientific writing, professional development, and research ethics. Study the use of technology in graduate studies. Dissect the meaning of a capstone project and its purpose. 3(3-0) Su, F, S

Credit hours: 3 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Fall, Spring, Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

See attachment

Attached

Purpose of Course

To teach DNAP students the Capstone process, how to do effective literature searches, and perform ethical research and to comply with accreditation standards.

Relationship to Other Departments

None

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="24"/>	Maximum Enrollment Limit per section:	<input type="text" value="24"/>
Anticipated Average Enrollment per semester:	<input type="text" value="24"/>	Maximum Enrollment Limit per semester:	<input type="text" value="24"/>
Anticipated Average Enrollment per year:	<input type="text" value="24"/>	Maximum Enrollment Limit per year:	<input type="text" value="24"/>
Faculty Load Assignment (equated hours):	<input type="text" value="3"/>		

Is another course being deleted? No Yes

Select course number and title being deleted.

What will this course require in the way of:

Additional library Holdings

none

Additional computer resources

none

Additional or remodeled facilities

none

Additional equipment or supplies

none

Additional travel funds

none

Additional faculty; general vs specialized

none

Additional faculty; regular vs per-course

none

Other additional expenses

none

If additional faculty are not required, how will faculty be made available to teach this course?

Anesthesia faculty have been teaching the BMS section of this class

List names of current faculty qualified and available to teach this course

Dr. Tracey Poston

What is the anticipated source of students for this course?

DNAP students

If from within the department, will students be taking this course in addition to or in place of other courses?

In the place of BMS 700

If from outside the department, which courses in other departments would most likely be affected?

n/a

Other comments:

This change is being requested to reflect the accreditation requirements for the DNAP, and the focus is more specifically on the capstone project requirements and research process.

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

09/16/2016

Current Status:

Grad Council Review

Proposal Progress:

11/08/2016 - Submitted by Department Head (Colette Witkowski)

11/10/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



ANE 700
Informatics and Graduate Studies for Anesthesia
Summer 2017

Monday – Thursday 1-4

Course Description (From MSU Graduate Catalog)

Study of the use of technology in graduate studies, for distance and seated learning. Dissecting the meaning of a capstone project and what it entails. How to begin the process of an effective literature search. Resources available to graduate students at MSU. Study of the researcher role, the research process, and research ethics relating to the biomedical sciences. Focus on research skills, scientific writing and professional development.

Course Director: Dr. Tracey L. Poston, PhD
Office: OCHS 305
Email: Tracey555@MissouriState.edu
Phone: (417) 836-3069 or (417) 429-8127

Course Topics

Using technology for the graduate student
Resources for the distance and seated graduate students
Higher Education – Undergraduate, Graduate, and Professional Education
What exactly is Research?
What is a Research Question?
What is a Hypothesis?
How is a Capstone different, what makes it a “Project”
Research and Scholarship
Protection of Human and Animal Subjects in Research
Writing a Thesis or Dissertation
APA and AMA Writing Styles
Experimental Design
Research Ethics – Authorship & Publication, Plagiarism, Collaborative Research,
Conflict of Interest, Data Management, Peer Review and Mentor/Trainee Conduct
Evaluation of Scientific Manuscripts

Course Goals:

Students in this course will gain:

1. an understanding of critical and scientific thinking;
2. an understanding of basic research design and analysis
3. an ability to read scientific literature critically and formulate a conceptually based review.

4. an ability to relate research design to particular research questions and to potentially appropriate analysis techniques.
5. Components of a Dissertation or Research Thesis Paper

Course Grade

Topic Writing Assignments
Discussion Participation

Course Activities:

Component:	Due Date:	Proportion of Grade:
Research Article Presentations	7/9/	15%
Review of Literature Presentation	7/30/	15%
Mock IRB's	7/16/	20%
Review of Literature Paper	8/04/	25%
Participation	N/A	25%

Research Article Presentations:

Students will select a research article to read and present a summary and critique in class. We will schedule these presentations for dates between 7/9/2014 and 7/10/2014. Presentations should be no more than 15 minutes. Grading rubric will be as follows: Out of 100 possible points:

Components	Pts
Summary of rationale for study	20
Description of methods	25
Critique of design and analysis	30
Summary of results	25

Mock IRB:

Students will select a research question, design an experiment and complete an application for IRB approval (including the informed consent document)

Review of Literature Presentation & Paper:

Students will select a research question and complete a critical analysis of the relevant literature which will be presented in class (15 minutes) and in a written paper. The grading rubric for the presentations will be:

Component	Pts
Conceptual Organization	50
Communication and Clarity	30
Comprehensiveness	20

The grading rubric for the paper will be:

Component	Pts
Conceptual Organization/Argument	40
Clarity of Writing	35
Reference Support	25

Grading Scale

SCALE:
A 95-100%
B+ 90-94%
B 84-89%
C+ 80-83%
C 74-79%
D 64-73%
F < 64%

Academic Dishonesty Policy:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/assets/provost/AcademicIntegrityPolicyRev-1-08.pdf and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

If a student is found guilty of academic dishonesty they will automatically receive a grade of F in the course. In addition a letter of information will be sent to the student's department head, college dean, and academic advisor.

Cancellation/Closure of classes for emergencies or inclement weather:

The decision to close the university or to cancel day classes will be announced to the news media prior to 6 am, specifically denoting day classes only. Local radio and television stations will begin broadcasting MSU school closings at 5:30 am during severe weather.

Disability Accommodation:

To request academic accommodations for a disability, contact the Director of [Disability Services](#), Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the [Learning Diagnostic Clinic](#), which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the [Learning Diagnostic Clinic](#), (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

Missouri State Nondiscrimination Policy:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the [Office for Equity and Diversity](#), Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/. The University maintains a grievance procedure incorporating due

process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity/Affirmative Action employer. Inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to H. Wes Pratt, Equal Opportunity Officer, WPratt@missouristate.edu (417) 836-4252. http://www.smsu.edu/human/eoaa/Nondiscrimination_Statement.htm

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

601

Course Title:

Foundations of Athletic Training

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of program director

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course will cover various aspects of the history, development, socialization and standards of practice of the athletic training profession. Key terms and concepts utilized in the field, areas of practice, roles and responsibilities, and other essential knowledge and skills for the athletic training profession will be discussed.

Credit Hours:

1 ▾

Lecture Contact Hours:

1 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input checked="" type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

ATC 601 Foundations of Athletic Training

Prerequisite: Permission of program director

This course will cover various aspects of the history, development, socialization and standards of practice of the athletic training profession. Key terms and concepts utilized in the field, areas of practice, roles and responsibilities, and other essential knowledge and skills for the athletic training profession will be discussed.

Credit hours: 1 Lecture contact hours: 1 Lab contact hours: 0

Typically offered: Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="1"/>		

Is another course being deleted? No Yes

Select course number and title being deleted.

ATC225 Athletic Training Observation

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

N/A

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Foundations of Athletic Training

ATC 601

1 credit hour

June summer session, 4 weeks

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course will cover various aspects of the history, development, socialization and standards of practice of the athletic training profession. Key terms and concepts utilized in the field, areas of practice, roles and responsibilities, and other essential knowledge and skills for the athletic training profession will be discussed.

COURSE OBJECTIVES

PD-2	Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.
PD-3	Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
PD-4	Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
PD-6	Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.

COURSE TEXT and MATERIALS

Textbooks: Principles of Athletic Training: A competency-based approach by William Prentice, 15th edition.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity

Disability Statement

Nondiscrimination Policy

Policy on Use of Cell Phones in Classes

Office of Registrar – resources for students

University Attendance Policy

Emergency Response Plan

<http://www.missouristate.edu/provost/22102.htm>

<http://www.missouristate.edu/disability/>

<http://www.missouristate.edu/equity/>

<http://www.missouristate.edu/registrar/classdis.html>

<http://www.missouristate.edu/registrar/students.htm>

<http://www.missouristate.edu/registrar/attendan.html>

<http://www.missouristate.edu/safetran/erp.htm>

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Blackboard Discussion Board Participation	100	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Pre-clinical paperwork (HIPAA, BBP, etc.)	150	
Mid-term Exam	100	
Final Written Exam	100	
Other (pts vary based on activity)	50	
Total	500 Points	

TENTATIVE COURSE OUTLINE

Summer 20XX – 4 week June summer session

DATE	TOPIC (In-class or online presentations, class notes, supplemental information & related learning activities)
Week 1	Class Orientation / Meet & Greet AT profession: historical perspectives, employment settings, AT/sports medicine and other healthcare providers (IPP), clinical aspect of AT program and requirements
Week 2	Roles and responsibilities of AT, requirements for certification and state regulation, accreditation
Week 3	Roles and functions of AT related organizations (NATA, BOC, CAATE, etc.), referring patients, foundational behaviors of AT, interacting with patients, parents, coaches and others
Week 4	Establishing a system for AT health care, issues in AT, Future directions in athletic training profession and healthcare

PLEASE NOTE: This is only a tentative schedule and may change during the semester

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

602

Course Title:

Orthopedic Review

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Admission to the MAT program; permission of MAT program director

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course will expand upon students' prerequisite structural knowledge to develop an understanding of basic, applied and clinical aspects of orthopedic and neuromuscular evaluation and therapeutic intervention.

Credit Hours:

2

Lecture Contact Hours:

1

Lab Contact Hours:

2

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 602 Orthopedic Review

Prerequisite: Admission to the MAT program; permission of MAT program director

This course will expand upon students' prerequisite structural knowledge to develop an understanding of basic, applied and clinical aspects of orthopedic and neuromuscular evaluation and therapeutic intervention.

Credit hours: 2 Lecture contact hours: 1 Lab contact hours: 2

Typically offered: Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Orthopedic Review

ATC 602

2 credit hours – July summer session, 4 weeks

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course will expand upon students' prerequisite structural knowledge to develop an understanding of basic, applied and clinical aspects of orthopedic and neuromuscular evaluation and therapeutic intervention.

COURSE OBJECTIVES

CE-1	Describe the normal structures and interrelated functions of the body systems.
CE-2	Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
CE-3	Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
CE-4	Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
CE-5	Describe the influence of pathomechanics on function.
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life including: history taking, inspection/observation, palpation, muscle function
CE-21d	Assessment of quantity and quality of osteokinematic joint motion
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
PHP-8	Identify the necessary components to include in a pre-participation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
PHP-9	Explain the role of the pre participation physical exam in identifying conditions that might predispose the athlete to injury or illness.
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.

COURSE TEXT and MATERIALS

Textbooks: Prentice – Principles of Athletic Training – McGraw Hill

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)
Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Attendance/Participation	50	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Practical skill demonstration evaluations (4 @ 50each)	200	
Comprehensive final	200	
Reflective journal entries (8 @ 25 each)	200	
Total	650 Points	

TENTATIVE COURSE OUTLINE

Summer 20XX – 4 week July summer session

DATE	TOPICS
Week 1	Course overview, review of structures, review of normal anatomical, systemic, and physiological changes, common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses
Week 2	Review principles and concepts of body movement (osteokinematics, arthrokinematics); assessment of quantity and quality of joint motion, influence of pathomechanics on function
Week 3	Patient’s participation restrictions, PPE’s and application of information gained from PPE
Week 4	Application of anatomical knowledge and pathology of injury through fabrication of taping, wrapping, supportive, and protective devices

PLEASE NOTE: This is only a tentative schedule and may change during the semester

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

604

Course Title:

Clinical Skills in Athletic Training

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Students are introduced to various procedures, techniques, principles and theories relative to development of injury and illness prevention and essential immediate and emergency management clinical skills required of an athletic trainer.

Credit Hours:

4 ▼

Lecture Contact Hours:

2 ▼

Lab Contact Hours:

4 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 604 Clinical Skills in Athletic Training

Prerequisite: Permission of program director.

Students are introduced to various procedures, techniques, principles and theories relative to development of injury and illness prevention and essential immediate and emergency management clinical skills required of an athletic trainer.

Credit hours: 4 Lecture contact hours: 2 Lab contact hours: 4

Typically offered: Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="6"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Clinical Skills in Athletic Training

ATC 604

3 credit hours, July summer session, 4 weeks

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

Students are introduced to various procedures, techniques, principles and theories relative to development of injury and illness prevention and essential immediate and emergency management clinical skills required of an athletic trainer.

COURSE OBJECTIVES

AC-1	Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.
AC-2	Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.
AC-3	Describe the hospital trauma level system and its role in the transportation decision-making process.
AC-4	Demonstrate the ability to perform scene, primary, and secondary surveys.
AC-5	Obtain a medical history appropriate for the patient's ability to respond.
AC-6	When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
AC-7	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-8	Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.
AC-9	Differentiate the types of airway adjuncts (oropharyngeal airways [OPA], nasopharyngeal airways [NPA] and supraglottic airways [King LT-D or Combitube]) and their use in maintaining a patent airway in adult respiratory and/or cardiac arrest.
AC-10	Establish and maintain an airway, including the use of oro- and nasopharyngeal airways, and neutral spine alignment in an athlete with a suspected spine injury who may be wearing shoulder pads, a helmet with and without a face guard, or other protective equipment. (OPA and NPA)
AC-11	Determine when suction for airway maintenance is indicated and use according to accepted practice protocols.
AC-12	Identify cases when rescue breathing, CPR, and/or AED use is indicated according to current accepted practice protocols.
AC-13	Utilize an automated external defibrillator (AED) according to current accepted practice protocols.
AC-14	Perform one- and two- person CPR on an infant, child and adult.
AC-15	Utilize a bag valve and pocket mask on a child and adult using supplemental oxygen.

AC-16	Explain the indications, application, and treatment parameters for supplemental oxygen administration for emergency situations.
AC-17	Administer supplemental oxygen with adjuncts (eg, non-rebreather mask, nasal cannula).
AC-18	Assess oxygen saturation using a pulse oximeter and interpret the results to guide decision making.
AC-19	Explain the proper procedures for managing external hemorrhage (eg, direct pressure, pressure points, tourniquets) and the rationale for use of each.
AC-20	Select and use the appropriate procedure for managing external hemorrhage.
AC-21	Explain aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.
AC-22	Select and use appropriate procedures for the cleaning, closure, and dressing of wounds, identifying when referral is necessary.
AC-23	Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.
AC-24	Demonstrate proper positioning and immobilization of a patient with a suspected spinal cord injury.
AC-25	Perform patient transfer techniques for suspected head and spine injuries utilizing supine log roll, prone log roll with push, prone log roll with pull, and lift-and-slide techniques.
AC-26	Select the appropriate spine board, including long board or short board, and use appropriate immobilization techniques based on the circumstance of the patient's injury.
AC-27	Explain the role of core body temperature in differentiating between exertional heat stroke, hyponatremia, and head injury.
AC-28	Differentiate the different methods for assessing core body temperature.
AC-29	Assess core body temperature using a rectal probe.
AC-30	Explain the role of rapid full body cooling in the emergency management of exertional heat stroke.
AC-31	Assist the patient in the use of a nebulizer treatment for an asthmatic attack.
AC-32	Determine when use of a metered-dosed inhaler is warranted based on a patient's condition.
AC-33	Instruct a patient in the use of a meter-dosed inhaler in the presence of asthma-related bronchospasm.
AC-34	Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
AC-35	Demonstrate the use of an auto-injectable epinephrine in the management of allergic anaphylaxis. Decide when auto-injectable epinephrine use is warranted based on a patient's condition.
AC-36	Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for: sudden cardiac arrest, concussion and other brain injuries, spine trauma, heat illnesses, exertional sickling, rhabdomyolysis, internal hemorrhage, diabetic emergencies, asthma, allergic reactions, epileptic and non-epileptic seizures, shock, hypothermia, frostbite, toxic drug overdoses,
AC-37	Select and apply appropriate splinting material to stabilize an injured body area.

AC-38	Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.
AC-39	Select and implement the appropriate ambulatory aid based on the patient's injury and activity and participation restrictions.
AC-40	Determine the proper transportation technique based on the patient's condition and findings of the immediate examination.
AC-41	Identify the criteria used in the decision-making process to transport the injured patient for further medical examination.
AC-42	Select and use the appropriate short-distance transportation methods, such as the log roll or lift and slide, for an injured patient in different situations.
AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-20g	respiratory assessments (auscultation, percussion, respirations, peak-flow)
CE-20h	circulatory assessments (pulse, blood pressure, auscultation)
CE-20i	abdominal assessments (percussion, palpation, auscultation)
CE-20j	other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope)
CE-21i	Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
CE-21j	Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)
CE-21k	Gastrointestinal function (including differentiation between normal and abnormal bowel sounds)
CE-21l	Genitourinary function (urinalysis)
CE-21m	Ocular function (vision, ophthalmoscope)
CE-21n	Function of the ear, nose, and throat (including otoscopic evaluation)
CE-21o	Dermatological assessment
CE-21p	Other assessments (glucometer, temperature)
CE-22	Determine when the findings of an examination warrant referral of the patient.
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
HA-16	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.
HA-30	Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
PHP-3	Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
PHP-7	Implement disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.

PHP-8	Identify the necessary components to include in a pre-participation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
PHP-10	Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
PHP-11	Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
PHP-14	Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.
PHP-15	Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
PHP-16	Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
PHP-18	Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.
PHP-20	Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
PHP-22	Fit standard protective equipment following manufacturers' guidelines.
PHP-23	Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
PHP-36	Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
TI-16	Fabricate and apply taping, wrapping, supportive, and protective devices to facilitate return to function.
TI-28	Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.

COURSE TEXT and MATERIALS

Textbooks:Emergency Response Management for Athletic Trainers – Miller and Berry

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Position statements (2 @50 each)	100	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Skill check sheets and demonstration (3 @50 each)	150	
Written Exams (4 @100 each)	400	
Practical Exams (3 @ 100 each)	300	
Total	650 Points	

TENTATIVE COURSE OUTLINE – may change during semester

Summer 20XX – 4 week July summer session

	Class Topic	Class/Lab Activity and Skills
Unit One Week 1	Understanding the Roles and Responsibilities of EMS, Legal liability and codes of ethics, assessment of vital signs, primary, secondary, ongoing assessment	Partner Discussion - What is Professionalism?; Cap Refill, Pupils, Skin Temp, Skin Color, Skin Condition, Turgor, Pulse, Breathing, Respiration, Blood Pressure, Vitals, Auscultation, Percussion, initial and secondary assessment
Unit Two Week 2	Recognition and Management of Breathing and Cardiac Emergencies, adjunct breathing devices and supplemental oxygen therapy, EAP and the well-being of the AT	CPR (1 and 2 person), Airway Obstructions, rescue breathing, O2, NPA, OPA, Suction, AED, Position statements
	Exam 1 (Written and Practical)	
Unit Three Week 3	Transportation and ambulatory techniques: Recognition and management of soft tissue, skeletal, and spine injuries; Immobilization	One and two person carries, crutch and cane fitting, wound care, wraps, slings, splinting, immobilization, spine boarding, position statements
	Exam 2 (Written and Practical)	
Unit Four Week 4	Recognition and Management of Head Injuries; Environmental injuries, General ,medical/sudden illness, allergic reactions and poisons, recognition and management of hyperperfusion	Concussion Testing, SCAT, Wet-bulb, sling psychrometer, rectal temp, lightning strike, Urinalysis, blood glucose, EpiPen, inhalers, peak-flow meter
Last day of class	Unit 3 (Written and Practical)	
Final	Final Exam (Written)	

New Course Proposal Form

Submitted on 12/02/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

622

Course Title:

Athletic Training Practicum I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Concurrent enrollment in ATC 623, ATC 631 and ATC 633, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This is a supervised, 16-week clinical experience designed to provide students familiarity with the athletic training profession and a variety of work settings. Emphasis will be placed on the foundational behaviors of athletic training, professional communication skills and an understanding of pertinent clinical practice topics and issues. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit Hours:

2 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 622 Athletic Training Practicum I

Prerequisite: Concurrent enrollment in ATC 623, ATC 631 and ATC 633, permission of MAT program director.

This is a supervised, 16-week clinical experience designed to provide students familiarity with the athletic training profession and a variety of work settings.

Emphasis will be placed on the foundational behaviors of athletic training, professional communication skills and an understanding of pertinent clinical practice topics and issues. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit hours: 2 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide clinical experiences for athletic training students, educate students on the athletic training profession, and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="2"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/02/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Athletic Training Practicum 1

ATC 622

2 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This is a supervised, 16-week clinical experience designed to provide students familiarity with the athletic training profession and a variety of work settings. Emphasis will be placed on the foundational behaviors of athletic training, professional communication skills and an understanding of pertinent clinical practice topics and issues. Students may be required to be in attendance during periods when regular university classes are not in session.

COURSE OBJECTIVES

1. Demonstrate, during all clinical experiences, professional behaviors expected of health care professionals.
2. Demonstrate understanding and application of all cognitive and psychomotor competencies covered in prior courses of the AT Program.
3. Utilize clinical experiences to improve in all aspects of athletic training and life.
4. Review and advance skills learned in previous AT Program courses.

COURSE TEXT and MATERIALS

Textbooks: No required text.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)
Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
E-folio Round 1	40	A = 90.0 - 100% of total pts.
Interprofessional Education (IPE) Experience	40	
Clinical Experience Reflective Posts	140	B = 80.0 - 89.9% of total pts.
Mid-term Clinical Evaluation Score	100	
Final Clinical Evaluation Score	100	C = 70.0 - 79.9% of total pts.
E-folio Round 2	30	
Blackboard Discussion Board Participation	50	D = 60.0 - 69.9% of total pts.
Total	500 Points	

Course Outline

WEEK	TOPIC
1	Review syllabus and course outline
2	Round 1 E-Folio
3	Reflection Log 1 Post
4	Reflection Log 1 Discussion
5	Reflection Log 2 Post
6	Reflection Log 2 Discussion
7	Reflection Log 3 Post
8	Mid-semester Self Clinical Evaluation (ATrack) Reflection Log 3 Discussion
9	Reflection Log 4 Post
10	Reflection Log 4 Discussion
11	Reflection Log 5 Post
12	Reflection Log 5 Discussion
13	Reflection Log 6 Post
14	Reflection Log 6 Discussion
15	Reflection Log 7 (Final Clinical Reflection) Post
16	Preceptor Evaluation & End-semester Self Clinical Evaluation (ATrack) Reflection Log 7 Discussion IPE Assignment E-folio

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

623

Course Title:

Patient Evaluation I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Admission to MAT program, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the lower body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

Credit Hours:

3 ▾

Lecture Contact Hours:

3 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 623 Patient Evaluation I

Prerequisite: Admission to MAT program, permission of MAT program director.

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the lower body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.



List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Patient Evaluation 1

ATC 623

3 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the lower body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

COURSE OBJECTIVES

AC-4	Demonstrate the ability to perform scene, primary, and secondary surveys.
AC-5	Obtain a medical history appropriate for the patient's ability to respond.
AC-6	When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
CE-1	Describe the normal structures and interrelated functions of the body systems.
CE-2	Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
CE-3	Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
CE-4	Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
CE-5	Describe the influence of pathomechanics on function.
CE-6	Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
CE-12	Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.
CE-13	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.
CE-14	Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.
CE-15	Demonstrate the ability to modify the diagnostic examination process according to the demands of the situation and patient responses.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.

CE-17	Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18	Incorporate the concept of differential diagnosis into the examination process.
CE-19	Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
CE-20	Use standard techniques 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, selective tissue testing techniques/special test, neurological assessments
CE-21a	Assessment of posture, gait, and movement patterns
CE-21e	Capsular and ligamentous stress testing
CE-21f	Joint play (arthrokinematics)
CE-21g	Selective tissue examination techniques / special tests
CE-21h	Neurologic function (sensory, motor, reflexes, balance, cognition) – sensory, motor, reflexes, balance, cognition
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
PHP-3	Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
PHP-6	Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
TI-17	Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern.
TI-18	Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention.

COURSE TEXT and MATERIALS

Textbooks: Evaluation of Orthopedic and Athletic Injuries - Starkey and Ryan.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Activity	Points	Grading Scale
Mid-term Examination	50	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Unit Practical Examinations	150	
Written Quizzes	50	
Weekly Injury Evaluations/Journal	100	
Final Written Exam	100	
Other (pts vary based on activity)	50	
Total	500 Points	

(This is a tentative schedule of topics for this course)

Week	Topic
1	Introduction/Posture/Movement
2	Evaluation methods
3	MMT/End Feels/Joint Mobilization
4	Stretch and ROM
5	Gait/FMS
6	Core
7	Foot/Toes assessment
8	Foot/Toes assessment
9	Ankle assessment
10	Ankle assessment
11	Knee assessment
12	Knee assessment
13	Knee assessment
14	Patellofemoral assessment
15	Patellofemoral assessment
16	Final written exam

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

631

Course Title:

AT Integrated Lab I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Concurrent enrollment in ATC 623 and 633, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Course content emphasizes the management of patients with injuries/impairments of the lower body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.

Credit Hours:

1 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

2 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
 Fall (even-numbered years only)
 Fall (odd-numbered years only)
- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 631 AT Integrated Lab I

Prerequisite: Concurrent enrollment in ATC 623 and 633, permission of MAT program director.

Course content emphasizes the management of patients with injuries/impairments of the lower body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.

Credit hours: 1 Lecture contact hours: 0 Lab contact hours: 2

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="2"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Athletic Training Integrated Lab 1

ATC 631

1 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

Course content emphasizes the management of patients with injuries/impairments of the lower body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.

COURSE OBJECTIVES

AC-4	Demonstrate the ability to perform scene, primary, and secondary surveys.
AC-5	Obtain a medical history appropriate for the patient's ability to respond.
AC-6	When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
AC-7	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-8	Explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part.
AC-23	Use cervical stabilization devices and techniques that are appropriate to the circumstances of an injury.
AC-25	Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.
CE-8	Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-21	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include movement patterns
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
PHP-31	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.
PS-8	Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
PS-9	Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.

COURSE TEXT and MATERIALS

Textbooks: Evaluation of Orthopedic and Athletic Injuries - Starkey and Ryan.
Therapeutic Exercise from Theory to Practice by Michael Higgins
Physical Agents in Rehabilitation by Michelle Cameron

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Case reviews (4 @ 50 each)	100	A = 90.0 - 100% of total pts.
Lab activities (10 @ 30 each)	300	B = 80.0 - 89.9% of total pts.
Documentation of assessment/tx (6@50 each)	300	C = 70.0 - 79.9% of total pts.
Practical Exams (2 @ 100 each)	200	D = 60.0 - 69.9% of total pts.
Total	900 Points	F = 00.0 - 59.9% of total pts.

TENTATIVE COURSE OUTLINE - Fall 20XX

Week	Topic
1	Posture/Movement/Pain Lab
2	Evaluation Lab – pain, strength, proprioception/balance
3	MMT/End Feels/Joint Mobilization
4	Gait/FMS/Core lab
5	Physiology and Neurology lab
6	Practical Exam
7	Practical Exam
8	Lower body assessment and intervention lab 1
9	Lower body assessment and intervention lab 2
10	Lower body assessment and intervention lab 3
11	Lower body assessment and intervention lab 4
12	Lower body assessment and intervention lab 5
13	Lower body assessment and intervention lab 6
14	Review
15	Practical Exam
16	Practical Exam

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

633

Course Title:

Therapeutic Interventions I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Concurrent enrollment in ATC 623, permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

Credit Hours:

3 ▾

Lecture Contact Hours:

3 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 633 Therapeutic Interventions I

Prerequisite: Concurrent enrollment in ATC 623, permission of program director.

This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	20	Maximum Enrollment Limit per section:	30
Anticipated Average Enrollment per semester:	20	Maximum Enrollment Limit per semester:	30
Anticipated Average Enrollment per year:	20	Maximum Enrollment Limit per year:	30
Faculty Load Assignment (equated hours):	3		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Therapeutic Interventions 1 - Lower Extremity

ATC 633

3 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

COURSE OBJECTIVES

CE-21a.1	posture
CE-21a.2	gait
CE-21a.3	movement patterns
PHP-1	Describe the concepts (e.g., case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
PHP-21	Summarize the principles and concepts related to the fabrication, modification, and appropriate application or use of orthotics and other dynamic and static splints.
PS-7	Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
TI-1	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 progression of a therapeutic intervention.
TI-2	Compare and contrast contemporary theories of pain perception and pain modulation.
TI-3	Differentiate between palliative and primary pain-control interventions.
TI-4	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-5	Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-6	Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program.
TI-7	Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
TI-8	Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
TI-9	Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions (eg, stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity).

TI-10	Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
TI-11	Design therapeutic interventions to meet specified treatment goals.
TI-11a	Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
TI-11b	Position and prepare the patient for various therapeutic interventions.
TI-11c	Describe the expected effects and potential adverse reactions to the patient.
TI-11d	Instruct the patient how to correctly perform rehabilitative exercises.
TI-11e	Apply the intervention, using parameters appropriate to the intended outcome.
TI-11f	Reassess the patient to determine the immediate impact of the intervention.
TI-12	Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
TI-13	Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including, therapeutic massage, myofascial techniques, and muscle energy techniques.
TI-14	Describe the use of joint mobilization in pain reduction and restoration of joint mobility.
TI-15	Perform joint mobilization techniques as indicated by examination findings.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.
TI-20	Inspect therapeutic equipment and the treatment environment for potential safety hazards.
TI-25	Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.

COURSE TEXT and MATERIALS

Textbooks: Therapeutic Exercise from Theory to Practice by Michael Higgins
Physical Agents in Rehabilitation by Michelle Cameron

Blackboard: Additional class materials are available for downloading on Blackboard under ATC 633. It is the student's responsibility to enroll and frequently check for class announcements and documents.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)**Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <**

Activity	Points	Grading Scale
Four unit exams	400	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Three lab practical exams	300	
One comprehensive final	200	
Eight outside assignments	200	
Total	1100 Points	

NOTE: There may likely be additional assignments throughout the semester which would affect the total points available for the course. The assignment of grades will still be on a percentage basis of the final point total for the course at the end of the semester.

Tentative schedule

Week	Topic
1	Introduction, modality physics
2	Injury effects, physiology and neurology review
3	Pain/Inflammation,
4	Modality selection (thermal, US, EMS, etc.)
5	Modality selection (thermal, US, EMS, etc.)
6	Movement pattern assessment
7	Injury forces
8	Manual therapy techniques
9	Proprioception/Balance, Strength
10	Intermittent Compression
11	Rock Tape/Mulligan Tape
12	Rehabilitation Design
13	Body support
14	Holiday Break
15	Psychological interventions
16	Pharmacology

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

653

Course Title:

Patient Evaluation II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 623, permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the upper body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

Credit Hours:

3 ▼

Lecture Contact Hours:

3 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

ATC 653 Patient Evaluation II

Prerequisite: ATC 623, permission of program director.

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the upper body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Patient Evaluation 2
ATC 653
3 credit hours

Instructor: SMAT graduate faculty member
Email: xxxxxxx@missouristate.edu
Office Hours: TBA

Office: 160 Prof Building
Phone: 836-8553 (O)

COURSE DESCRIPTION

This course provides an overview of the etiology, incidence and prevalence, signs and symptoms, course and prognosis, and medical management of common conditions impacting physical activity. Content focuses on observation and evaluation techniques for injuries/impairments affecting the upper body. Students will incorporate information gained from evaluation process and assessment techniques to make a clinical diagnosis.

COURSE OBJECTIVES

CE-1	Describe the normal structures and interrelated functions of the body systems.
CE-2	Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
CE-3	Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
CE-4	Describe the normal structures and interrelated functions of the body systems.
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
CE-12	Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.
CE-13	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.
CE-14	Differentiate between an initial injury evaluation and follow-up/reassessment as a means to evaluate the efficacy of the patient's treatment/rehabilitation program, and make modifications to the patient's program as needed.
CE-15	Apply clinical prediction rules (eg, Ottawa Ankle Rules) during clinical examination procedures.
CE-16	Recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral decisions.
CE-17	Use clinical reasoning skills to formulate an appropriate clinical diagnosis for common illness/disease and orthopedic injuries/conditions.
CE-18	Incorporate the concept of differential diagnosis into the examination process.
CE-19	Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
CE-20	Use standard techniques 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, selective tissue testing techniques/special test, neurological assessments (sensory, motor, reflexes, balance, cognitive function)
CE-21	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include gait.
CE-21e	Capsular and ligamentous stress testing
CE-21f	Joint play (arthrokinematics)
CE-21g	Selective tissue examination techniques / special tests

CE-21h	Neurologic function (sensory, motor, reflexes, balance, cognition)
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
PHP-3	Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
PHP-6	Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.
PHP-17c	Traumatic brain injury
PHP-17h	Cervical spine injury
PS-7	Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
TI-2	Compare and contrast contemporary theories of pain perception and pain modulation.
TI-3	Differentiate between palliative and primary pain-control interventions.
TI-4	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-5	Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-6	Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program.
TI-7	Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
TI-8	Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
TI-9	Describe the laws of physics that (1) underlay the application of thermal, mechanical, electromagnetic, and acoustic energy to the body and (2) form the foundation for the development of therapeutic interventions (eg, stress-strain, leverage, thermodynamics, energy transmission and attenuation, electricity).
TI-10	Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
TI-11	Design therapeutic interventions to meet specified treatment goals.
TI-11a	Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
TI-11b	Position and prepare the patient for various therapeutic interventions.
TI-11c	Describe the expected effects and potential adverse reactions to the patient.
TI-11d	Instruct the patient how to correctly perform rehabilitative exercises.
TI-11e	Apply the intervention, using parameters appropriate to the intended outcome.
TI-11f	Reassess the patient to determine the immediate impact of the intervention.
TI-12	Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
TI-13	Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including, therapeutic massage, myofascial techniques, and muscle energy techniques.
TI-14	Describe the use of joint mobilization in pain reduction and restoration of joint mobility.
TI-15	Perform joint mobilization techniques as indicated by examination findings.
TI-18	Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-19	Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program.

TI-20	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg,cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-21	Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-18	Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention.
TI-20	Inspect therapeutic equipment and the treatment environment for potential safety hazards.
TI-25	Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.

COURSE TEXT and MATERIALS

Textbooks: Evaluation of Orthopedic and Athletic Injuries - Starkey and Ryan.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

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Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Activity	Points	Grading Scale
Mid-term Examination	50	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Unit Practical Examinations	150	
Written Quizzes	50	
Weekly Injury Evaluations/Journal	100	
Final Written Exam	100	
Other (pts vary based on activity)	50	
Total	500 Points	

(This is a tentative schedule of topics for this course)

Week	Topic
1	Review
2	Hip
3	Hip
4	Head
5	Head
6	Cervical
7	Cervical

8	Thoracic/Lumbar/Abdominal
9	Thoracic/Lumbar/Abdominal
10	Shoulder
11	Shoulder
12	Shoulder
13	Elbow
14	Elbow
15	Wrist/Hand
16	Wrist/Hand

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

663

Course Title:

Therapeutic Interventions II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Concurrent enrollment in ATC 653, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course builds on the knowledge and skills acquired in Therapeutic Interventions I. This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

Credit Hours:

3 ▾

Lecture Contact Hours:

3 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 663 Therapeutic Interventions II

Prerequisite: Concurrent enrollment in ATC 653, permission of MAT program director.

This course builds on the knowledge and skills acquired in Therapeutic Interventions I. This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per section:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per year:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per year:	<input style="width: 60px;" type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input style="width: 60px;" type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

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Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

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Therapeutic Interventions 2

ATC 663

3 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course builds on the knowledge and skills acquired in Therapeutic Interventions I. This course will cover the theoretical and practical application of interventions (therapeutic exercise, modality devices, manual techniques) designed to enhance performance and function with an emphasis on lower extremity injuries and conditions.

COURSE OBJECTIVES

CE-21a	Assessment of posture, gait, and movement patterns
CE-21a.1	posture
CE-21a.2	gait
CE-21a.3	movement patterns
PHP-1	Describe the concepts (eg, case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
TI-1	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 progression of a therapeutic intervention.

COURSE TEXT and MATERIALS

1. **Postsurgical Orthopedic Sports Rehabilitation (Knee & Shoulder)** by RC Manske
2. **Musculoskeletal Interventions: Techniques for Therapeutic Exercise** by Voight, Hoogenboom, Prentice
3. **Movement** by Gray Cook
4. **Movement Restoration: Improving Movement Always and in All Ways** by Hetzler, Rakowski, Raynor

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)
Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Activity	Points	Grading Scale
Four unit exams	400	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Three lab practical exams	300	
One comprehensive final	200	
Eight outside assignments	200	
Total	1100 Points	

NOTE: There may likely be additional assignments throughout the semester which would affect the total points available for the course. The assignment of grades will still be on a percentage basis of the final point total for the course at the end of the semester.

Tentative Course Schedule

Unit 1 (Weeks 1-5)

1. Effects of injury on various body systems and upper extremity structures
1. Post-operative inflammation and healing response
2. Modality usage for the post-operative period to manage pain
3. Factors influencing selection of therapeutic modalities to address soft tissue injury and/or pain and assessing outcomes of common upper extremity conditions

Unit 2 (Weeks 6-11)

1. Basic body movement patterns and impact in injuries to the upper extremity
2. Impact of stresses applied to human tissues that result in injuries to the upper extremity
3. Common manual therapy interventions and assessing outcomes related to common upper extremity conditions
4. Elements of rehabilitation program design and implementation for common upper extremity conditions

Unit 3 (Weeks 12-16)

1. Utilization of the FMs and SFMA to identify and correct movement dysfunction
2. Breathing patterns
3. Student led rehabilitation programming for selected upper and lower extremity conditions

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

671

Course Title:

AT Integrated Lab II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Concurrent enrollment in ATC 653 and 663, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Course content emphasizes the management of patients with musculoskeletal injuries/impairments of the upper body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.

Credit Hours:

1 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

2 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 671 AT Integrated Lab II
 Prerequisite: Concurrent enrollment in ATC 653 and 663, permission of MAT program director.
 Course content emphasizes the management of patients with musculoskeletal injuries/impairments of the upper body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.
 Credit hours: 1 Lecture contact hours: 0 Lab contact hours: 2
 Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="2"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.



List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Athletic Training Integrated Lab 2

ATC 671

1 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

Course content emphasizes the management of patients with musculoskeletal injuries/impairments of the upper body. Students will integrate skills and knowledge of examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment to develop and manage appropriate patient plans of care. Emphasis will be placed upon using a systematic process, critical thinking, progression of techniques, and evidence based decision making.

COURSE OBJECTIVES

AC-43	Instruct the patient in home care and self-treatment plans for acute conditions.
CE-8	Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-21	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include movement patterns
PHP-31	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.
PS-8	Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
PS-9	Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.

COURSE TEXT and MATERIALS

Textbooks: Evaluation of Orthopedic and Athletic Injuries - Starkey and Ryan.
Therapeutic Exercise from Theory to Practice by Michael Higgins
Physical Agents in Rehabilitation by Michelle Cameron

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

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<http://www.missouristate.edu/provost/22102.htm>

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University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)**Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <**

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Case reviews (4 @ 50 each)	100	A = 90.0 - 100% of total pts.
Lab activities (10 @ 30 each)	300	B = 80.0 - 89.9% of total pts.
Documentation of assessment/tx (6@50 each)	300	C = 70.0 - 79.9% of total pts.
Practical Exams (2 @ 100 each)	200	D = 60.0 - 69.9% of total pts.
Total	900 Points	F = 00.0 - 59.9% of total pts.

TENTATIVE COURSE OUTLINE – Spring 20XX

Week	Topic
1	Mobilization and neural glides lab
2	PNF and traction lab
3	Head assessment and vestibular lab
4	Iontophoresis, light/Laser, diathermy lab
5	Myofascial release and massage lab
6	Practical Exam
7	Practical Exam
8	Upper body assessment and intervention lab 1
9	Upper body assessment and intervention lab 2
10	Upper body assessment and intervention lab 3
11	Upper body assessment and intervention lab 4
12	Upper body assessment and intervention lab 5
13	Upper body assessment and intervention lab 6
14	Review
15	Practical Exam
16	Practical Exam

New Course Proposal Form

Submitted on 12/02/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

682

Course Title:

AT Practicum II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 622, concurrent enrollment in ATC 653 and 663, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course is designed to provide students with continued familiarity with a variety of patients, diagnoses, age ranges, and situations; to see the roles of athletic trainers. This is a supervised, 16-week clinical experience that provides the opportunity to observe and apply knowledge and skills gained from didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit Hours:

2 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 682 AT Practicum II

Prerequisite: ATC 622, concurrent enrollment in ATC 653 and 663, permission of MAT program director.

This course is designed to provide students with continued familiarity with a variety of patients, diagnoses, age ranges, and situations; to see the roles of athletic trainers. This is a supervised, 16-week clinical experience that provides the opportunity to observe and apply knowledge and skills gained from didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit hours: 2 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide clinical experiences for athletic training students, educate students on the athletic training profession, and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="2"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional Library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/02/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Athletic Training Practicum 2

ATC 682

2 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course is designed to provide students with continued familiarity with a variety of patients, diagnoses, age ranges, and situations; to see the roles of athletic trainers. This is a supervised, 16-week clinical experience that provides the opportunity to observe and apply knowledge and skills gained from didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

COURSE OBJECTIVES

1. Demonstrate, during all clinical experiences, professional behaviors expected of health care professionals.
2. Demonstrate understanding and application of all cognitive and psychomotor competencies covered in prior courses of the AT Program.
3. Utilize clinical experiences to improve in all aspects of athletic training and life.
4. Review and advance skills learned in previous AT Program courses.

COURSE TEXT and MATERIALS

Textbooks: No required text.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

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Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)**Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <**

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
E-folio Round 1	40	A = 90.0 - 100% of total pts.
Interprofessional Education (IPE) Experience	40	
NFL Concussion Assignment	25	B = 80.0 - 89.9% of total pts.
Sports Protective Equipment Assignment	50	
Clinical Experience Reflective Posts	160	C = 70.0 - 79.9% of total pts.
Mid-term Clinical Evaluation Score	50	
Final Clinical Evaluation Score	50	
E-folio Round 2	30	D = 60.0 - 69.9% of total pts.
Blackboard Discussion Board Participation	55	
Total	500 Points	F = 00.0 - 59.9% of total pts.

Course Outline

WEEK	TOPIC
1	Review syllabus and course outline
2	Round 1 E-Folio
3	Reflection Log 1 Post
4	Reflection Log 1 Discussion NFL Concussion Assignment
5	Reflection Log 2 Post
6	Reflection Log 2 Discussion
7	Reflection Log 3 Post
8	Athletic Protective Equipment Assignment Due Reflection Log 3 Discussion Mid-semester SELF Clinical Evaluation (ATrack)
	Reflection Log 4 Post
9	Reflection Log 4 Discussion
10	Reflection Log 5 Post
11	Reflection Log 5 Discussion
12	Reflection Log 6 Post
13	Reflection Log 6 Discussion
14	Reflection Log 7 Post End of Semester SELF Clinical Evaluation (ATrack)
15	Reflection Log 7 Discussion
16	Interprofessional Education (IPE) Experience Assignment E-folio

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

697

Course Title:

Special Topics

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Variable content and variable credit course. Special study of Sports Medicine and Athletic Training. May be repeated for credit to a maximum of 3 hours. Same topic may be repeated once for credit.

Credit Hours:

3 ▼

Lecture Contact Hours:

0 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
 Summer On Demand only

Complete Catalog Description:

ATC 697 Special Topics

Prerequisite: Permission of MAT program director.

Variable content and variable credit course. Special study of Sports Medicine and Athletic Training. May be repeated for credit to a maximum of 3 hours. Same topic may be repeated once for credit.

Credit hours: 3 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: On Demand only

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Syllabus will vary according to content and credit.

Attached

Purpose of Course

Provide students with the opportunity to pursue a special topic of personal interest.

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

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Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

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If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Special Topics
ATC 697
1-3 credit hour

Instructor: SMAT graduate faculty member
Email: xxxxxxx@missouristate.edu
Office Hours: TBA

Office: 160 Prof Building
Phone: 836-8553 (O)

COURSE DESCRIPTION

Variable content and variable credit course. Special study of Sports Medicine and Athletic Training. May be repeated for credit to a maximum of 3 hours. Same topic may be repeated once for credit. Prerequisite: permission of MAT program director.

COURSE OBJECTIVES

Varies by student and topic selected.

COURSE TEXT and MATERIALS

Textbooks: Varies

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Assignments and schedule will vary by student and topic selected.

New Course Proposal Form

Submitted on 12/01/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

711

Course Title:

Problem Based Practice

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 732; Permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

Students will be engaged in real cases that develop both problem solving strategies and disciplinary knowledge. Students will be placed in the active role of problem-solvers within situations that simulates the kind of problems faced by health care providers. Emphasis will be placed upon decision making and evidence based rationale. Must be repeated for a minimum of 3 hours.

Credit Hours:

1 ▾

Lecture Contact Hours:

1 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input checked="" type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

ATC 711 Problem Based Practice

Prerequisite: ATC 732; Permission of MAT program director.

Students will be engaged in real cases that develop both problem solving strategies and disciplinary knowledge. Students will be placed in the active role of problem-solvers within situations that simulates the kind of problems faced by health care providers. Emphasis will be placed upon decision making and evidence based rationale. Must be repeated for a minimum of 3 hours.

Credit hours: 1 Lecture contact hours: 1 Lab contact hours: 0

Typically offered: Fall, Spring, Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="1"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/01/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Problem Based Practice
ATC 711
1 credit hours

Instructor: SMAT graduate faculty member
Email: xxxxxxx@missouristate.edu
Office Hours: TBA

Office: 160 Prof Building
Phone: 836-8553 (O)

COURSE DESCRIPTION

Students will be engaged in real cases that develop both problem solving strategies and disciplinary knowledge. Students will be placed in the active role of problem-solvers within situations that simulates the kind of problems faced by health care providers. Emphasis will be placed upon decision making and evidence based rationale. Must be repeated for a minimum of 3 hours.

COURSE OBJECTIVES

CE-22	Determine when the findings of an examination warrant referral of the patient.
CIP-1	Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.
CIP-2	Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.
CIP-3	Develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.
CIP-4	Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan – upper extremity, lower extremity, head, neck thorax, spine

CIP-5	Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.
CIP-6	Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).
CIP-7	Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.
CIP-8	Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.
CIP-9	Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.
EBP-10	Determine the effectiveness and efficacy of an athletic training intervention utilizing evidence-based practice concepts.
EBP-14	Apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.

COURSE TEXT and MATERIALS

Textbooks: Athletic Training Case Scenarios: Domain-Based Situations and Solutions.
Gorse, Feld & Blanc text

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)**Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <**

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Case Study Resolution Assignments	400	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Blackboard Discussion Posts	100	
Evidence-Based Literature Review	100	
Case Study Development	50	
Case Study Presentation	50	
Participation in case scenario situations	100	
Final Written Exam	50	
Total	850 Points	

Week	Topic
1	Introduction/Posture/Movement
2	Evaluation and treatment methods
3	Pain
4	Case Study Domain I: Injury/Illness Prevention and Wellness Protection
5	Case Study Domain I: Injury/Illness Prevention and Wellness Protection
6	ROM/Thermal agents
7	Case Study Domain II: Clinical Evaluation and Diagnosis
8	Case Study Domain II: Clinical Evaluation and Diagnosis
9	Strength/Electrical agents
10	Case Study Domain III: Immediate and Emergency Care
11	Case Study Domain III: Immediate and Emergency Care
12	Proprioception
13	Case Study Domain IV: Treatment and Rehabilitation
14	Case Study Domain IV: Treatment and Rehabilitation
15	Cardiovascular
16	Case Study Domain V: Organizational and Professional Health and Well-being

New Course Proposal Form

Submitted on 12/02/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

713

Course Title:

AT Practicum III

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 682, concurrent enrollment in ATC 713 and 711(001), permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course consists of a 4 - 6 week structured clinical experience under the supervision of a qualified preceptor. Students are expected to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit Hours:

3 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 713 AT Practicum III

Prerequisite: ATC 682, concurrent enrollment in ATC 713 and 711(001), permission of MAT program director.

This course consists of a 4 - 6 week structured clinical experience under the supervision of a qualified preceptor. Students are expected to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit hours: 3 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Summer

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide clinical experiences for athletic training students, educate students on the athletic training profession, and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per section:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per year:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per year:	<input style="width: 60px;" type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input style="width: 60px;" type="text" value="3"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/02/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Athletic Training Practicum 3

ATC 713

3 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course consists of a 4 - 8 week structured clinical experience under the supervision of a qualified preceptor. Students are expected to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

COURSE OBJECTIVES

1. Demonstrate, during all clinical experiences, professional behaviors expected of health care professionals.
2. Demonstrate understanding and application of all cognitive and psychomotor competencies covered in prior courses of the AT Program.
3. Utilize clinical experiences to improve in all aspects of athletic training and life.
4. Review and advance skills learned in previous AT Program courses.

COURSE TEXT and MATERIALS

Textbooks: No required text.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

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Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
E-folio Round 1	40	A = 90.0 - 100% of total pts.
Interprofessional Education (IPE) Experience	40	B = 80.0 - 89.9% of total pts.
Clinical Experience Reflective Posts	140	C = 70.0 - 79.9% of total pts.
Surgical Rotation and Statement of Purpose	10	D = 60.0 - 69.9% of total pts.
Mid-term Clinical Evaluation Score	100	F = 00.0 - 59.9% of total pts.

Final Clinical Evaluation Score	100	
E-folio Round 2	30	
Blackboard Discussion Board Participation	40	
Total	500 Points	

Course Outline

WEEK	TOPIC
1	Review syllabus and course outline Watch Surgical Video
2	Round 1 E-Folio
3	Reflection Log 1 Post
4	Mid-semester Self Clinical Evaluation (ATrack) Reflection Log 1 Discussion
5	Reflection Log 2 Post
6	Reflection Log 2 Discussion
7	Reflection Log 3 Post
8	Reflection Log 3 Discussion due Surgical reports
Final	Preceptor evaluation & End-semester Self Clinical E-folio due

New Course Proposal Form

Submitted on 12/02/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

724

Course Title:

AT Practicum IV

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 713, concurrent enrollment in ATC 723 and ATC 734, permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course provides clinical practice in the form of an eight-week, immersive clinical practicum under the supervision of a qualified preceptor. Students are expected to continue to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit Hours:

4 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 724 AT Practicum IV

Prerequisite: ATC 713, concurrent enrollment in ATC 723 and ATC 734, permission of MAT program director.

This course provides clinical practice in the form of an eight-week, immersive clinical practicum under the supervision of a qualified preceptor. Students are expected to continue to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit hours: 4 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide clinical experiences for athletic training students, educate students on the athletic training profession, and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	20	Maximum Enrollment Limit per section:	30
Anticipated Average Enrollment per semester:	20	Maximum Enrollment Limit per semester:	30
Anticipated Average Enrollment per year:	20	Maximum Enrollment Limit per year:	30
Faculty Load Assignment (equated hours):	4		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/02/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Athletic Training Practicum 4

ATC 724

4 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course provides clinical practice in the form of an eight-week, immersive clinical practicum under the supervision of a qualified preceptor. Students are expected to continue to develop their clinical decision making skills and apply skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

COURSE OBJECTIVES

1. Demonstrate, during all clinical experiences, professional behaviors expected of health care professionals.
2. Demonstrate understanding and application of all cognitive and psychomotor competencies covered in prior courses of the AT Program.
3. Utilize clinical experiences to improve in all aspects of athletic training and life.
4. Review and advance skills learned in previous AT Program courses.

COURSE TEXT and MATERIALS

Textbooks: No required text.

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Activity	Points	Grading Scale
E-folio Round 1	40	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Interprofessional Education (IPE) Experience	40	
Values Priority Assignment	20	
Brain Quiz	5	
SOAP Note Assignment	50	
Clinical Experience Reflective Posts	160	
Mid-term Clinical Evaluation Score	50	
Final Clinical Evaluation Score	50	
E-folio Round 2	30	
Blackboard Discussion Board Participation	55	
Total	500 Points	

Course Outline

WEEK	TOPIC
1	Review syllabus and course outline
2	Round 1 E-Folio
3	Reflection Log 1 Post
4	Reflection Log 1 Discussion Values Priority Assessment
5	Reflection Log 2 Post
6	Reflection Log 2 Discussion
7	Reflection Log 3 Post
8	Reflection Log 3 Discussion Mid-semester SELF Eval (ATrack)
9	Reflection Log 4 Post
10	Reflection Log 4 Discussion
11	Reflection Log 5 Post
12	Reflection Log 5 Discussion SOAP Note Assignment
13	Reflection Log 6 Post
14	Reflection Log 6 Discussion Brain Quiz Due
15	Reflection Log 7 Post End-Term SELF Eval (ATrack)
16	Reflection Log 7 Discussion
Final	Course Evaluations (email) Preceptor Evaluation (ATrack) Interprofessional Education (IPE) Experience) E-folio

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

734

Course Title:

Professional Development and Leadership

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of the program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course introduces the student to the role of the athletic trainer as a leader within their own site, the profession, and the broader interprofessional health care system. Integration of the University's Public Affairs mission into the practice and management of fiscal management, marketing, and human resource functions. Discussion of regulatory systems, legal considerations, global issues, and ethics in the profession will be discussed.

Credit Hours:

4 ▼

Lecture Contact Hours:

4 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 734 Professional Development and Leadership

Prerequisite: Permission of the program director.

This course introduces the student to the role of the athletic trainer as a leader within their own site, the profession, and the broader interprofessional health care system. Integration of the University's Public Affairs mission into the practice and management of fiscal management, marketing, and human resource functions. Discussion of regulatory systems, legal considerations, global issues, and ethics in the profession will be discussed.

Credit hours: 4 Lecture contact hours: 4 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="4"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Professional Development & Leadership

ATC 734

4 credit hours (2nd block course, 8 weeks)

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course introduces the student to the role of the athletic trainer as a leader within their own site, the profession, and the broader interprofessional health care system. Integration of the University's Public Affairs mission into the practice and management of fiscal management, marketing, and human resource functions. Discussion of regulatory systems, legal considerations, global issues, and ethics in the profession will be discussed.

COURSE OBJECTIVES

AC-1	Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.
CE-23	Describe current setting-specific (eg, high school, college) and activity-specific rules and guidelines for managing injuries and illnesses.
HA-1	Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
HA-2	Describe the impact of organizational structure on the daily operations of a healthcare facility.
HA-3	Describe the role of strategic planning as a means to assess and promote organizational improvement.
HA-4	Describe the conceptual components of developing and implementing a basic business plan.
HA-5	Describe basic healthcare facility design for a safe and efficient clinical practice setting.
HA-6	Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.
HA-7	Assess the value of the services provided by an athletic trainer (eg, return on investment).
HA-8	Develop operational and capital budgets based on a supply inventory and needs assessment; including capital equipment, salaries and benefits, trending analysis, facility cost, and common expenses.
HA-9	Identify the components that comprise a comprehensive medical record.
HA-10	Identify and explain the statutes that regulate the privacy and security of medical records.
HA-11	Use contemporary documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members.
HA-12	Use a comprehensive patient-file management system for appropriate chart documentation, risk management, outcomes, and billing.
HA-13	Define state and federal statutes that regulate employment practices.
HA-14	Describe principles of recruiting, selecting, hiring, and evaluating employees.
HA-15	Identify principles of recruiting, selecting, employing, and contracting with physicians and other medical and healthcare personnel in the deployment of healthcare services.
HA-16	Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the practicing of athletic training.
HA-17	Identify key regulatory agencies that impact healthcare facilities, and describe their function in the regulation and overall delivery of healthcare.
HA-18	Describe the basic legal principles that apply to an athletic trainer's responsibilities.

HA-19	Identify components of a risk management plan to include security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
HA-20	Create a risk management plan and develop associated policies and procedures to guide the operation of athletic training services within a healthcare facility to include issues related to security, fire, electrical and equipment safety, emergency preparedness, and hazardous chemicals.
HA-21	Develop comprehensive, venue-specific emergency action plans for the care of acutely injured or ill individuals.
HA-22	Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).
HA-23	Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
HA-25	Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
HA-26	Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
HA-29	Explain typical administrative policies and procedures that govern first aid and emergency care.
PD-1	Summarize the athletic training profession's history and development and how current athletic training practice has been influenced by its past.
PD-2	Describe the role and function of the National Athletic Trainers' Association and its influence on the profession.
PD-3	Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
PD-4	Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
PD-5	Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.
PD-6	Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
PD-7	Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.
PD-8	Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
PD-10	Develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public).
PD-11	Identify strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.

COURSE TEXT and MATERIALS

Textbooks:

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

1. Syllabus Agreement	5 pts
2. Reading Reflections (12; 15 points each)	180 pts
3. Professional Development Plan	25 pts
4. Self-assessments (Self-Scan, Power/authority, etc.)	20 pts
5. Resume, cover letter, and interview	100 pts
6. Book Reflection	150 pts
7. Leadership opportunity experience	180 pts
8. Spending log (10 pts) and Budget cuts (15 pts)	25 pts
9. AT Design and Budget	200 pts
10. Risk management/operation	150 pts
11. CMS Form plus one	15 pts
12. E-Records	100 pts
13. Presentation	100 pts
14. Test (2 – 75 points each)	150 pts

Total points = 1400 pts

Date	Topics
Week 1 – session 1	Introductions, syllabus, self-assessments, Q and A with individuals in leadership roles, Self-reflection and Leadership beliefs
Week 1 – session 2	Human Resources - getting a job – scope of practice, resume, cover letter, hiring regulations, job descriptions, interviews, recruiting, socialization, personal effectiveness, keeping the job
Week 2 – session 1	Foundations of Athletic Training Profession and Leadership, Leadership/management theories, behaviors, and tools
Week 2 – session 2	Professional Ethics – diversity, cultural competency, globalization, etc.
Week 3 – session 1	Professional Ethics – diversity, cultural competency, globalization, etc.
Week 3 – session 2	Program Planning/Management- organizational effectiveness, SWOT, decision making
Week 4 – session 1	Facility Design and Management
Week 4 – session 2	Budget and Finances – types, processes, policies, business plans, return on investment
Week 5 – session 1	Legal/risk management
Week 5 – session 2	Insurance/Reimbursement/Revenue - definitions, organizations, types, policies, personal insurance
Week 6 – session 1	Insurance/Reimbursement/Revenue - definitions, organizations, types, policies, personal insurance, issues in AT settings
Week 6 - session 2	Electronic medical records, technology
Week 7 – session 1	Presentations
Week 8 – session 1	Presentations
Week 8 – session 2	Final

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

741

Course Title:

Therapeutic Interventions III

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 724, permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course builds on the knowledge and skills acquired in Therapeutic Interventions I and II. This course will cover the theoretical and practical application of interventions with an emphasis on manual techniques and corrective exercises.

Credit Hours:

1 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

2 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 741 Therapeutic Interventions III

Prerequisite: ATC 724, permission of program director.

This course builds on the knowledge and skills acquired in Therapeutic Interventions I and II. This course will cover the theoretical and practical application of interventions with an emphasis on manual techniques and corrective exercises.

Credit hours: 1 Lecture contact hours: 0 Lab contact hours: 2

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	20	Maximum Enrollment Limit per section:	30
Anticipated Average Enrollment per semester:	20	Maximum Enrollment Limit per semester:	30
Anticipated Average Enrollment per year:	20	Maximum Enrollment Limit per year:	30
Faculty Load Assignment (equated hours):	2		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Therapeutic Interventions 3

ATC 741

1 credit hour (1st block course, 8 weeks)

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course builds on the knowledge and skills acquired in Therapeutic Interventions I and II. This course will cover the theoretical and practical application of interventions with an emphasis on manual techniques and corrective exercises. Students will be tasked with finding peer reviewed articles on a variety of advanced therapeutic interventions, apply a critical review format, and discuss those articles with the class.

COURSE OBJECTIVES

Upon completion students will:

- 1) Be able to demonstrate the critical review process for peer reviewed articles
- 2) Be able to describe the theory and efficacy of a variety of advanced therapeutic interventions
- 3) Be able to demonstrate the basic skills of a variety of advanced therapeutic interventions

COURSE TEXT and MATERIALS

Textbooks: no text book for this course

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Activity	Points	Grading Scale
Critical review of selected articles	70	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Practical testing on manual therapies	100	
Class Participation	70	
Student Presentation	50	
Written final exam on theory & efficacy	100	
Total	390 Points	

Week	Topic
1	IASTM
2	Dry Needling
3	Cupping
4	ART
5	Mulligan
6	Rock Tape, Voodoo Band
7	SI Joint Assessment & Treatment
8	Student Presentations

New Course Proposal Form

Submitted on 12/07/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

753

Course Title:

Pharmacology/General Medical

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of program director

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course will expose students to various medical specialties which contribute to an understanding of comprehensive health care program. Emphasis on subject matter and skills necessary to recognize potential problems, help in understanding the interventions, and develop techniques for referral.

Credit Hours:

3 ▼

Lecture Contact Hours:

2 ▼

Lab Contact Hours:

2 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring
 Spring (even-numbered years only)
 Spring (odd-numbered years only)
- Summer
 On Demand only

Complete Catalog Description:

ATC 753 Pharmacology/General Medical

Prerequisite: Permission of program director

This course will expose students to various medical specialties which contribute to an understanding of comprehensive health care program. Emphasis on subject matter and skills necessary to recognize potential problems, help in understanding the interventions, and develop techniques for referral.

Credit hours: 3 Lecture contact hours: 2 Lab contact hours: 2

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	20	Maximum Enrollment Limit per section:	30
Anticipated Average Enrollment per semester:	20	Maximum Enrollment Limit per semester:	30
Anticipated Average Enrollment per year:	20	Maximum Enrollment Limit per year:	30
Faculty Load Assignment (equated hours):	4		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

N/A

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/07/2016 - Submitted by Department Head (Tona Hetzler)

12/07/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Pharmacology/General Medical ATC 753

3 credit hours (2nd block course)

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course will expose students to various medical specialties which contribute to an understanding of comprehensive health care program. Emphasis on subject matter and skills necessary to recognize potential problems, help in understanding the interventions, and develop techniques for referral.

COURSE OBJECTIVES

CE-6	Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
HA-22	Develop specific plans of care for common potential emergent conditions (eg, asthma attack, diabetic emergency).
HA-23	Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities' rules, guidelines, and/or recommendations.
HA-24	Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
HA-27	Describe the concepts and procedures for revenue generation and reimbursement.
HA-28	Understand the role of and use diagnostic and procedural codes when documenting patient care.
PD-9	Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.
PHP-5	Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
PHP-8	Identify the necessary components to include in a pre-participation physical examination as recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).
PHP-9	Explain the role of the pre-participation physical exam in identifying conditions that might predispose the athlete to injury or illness.
PHP-10	Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
PHP-14	Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment. – weight charts, urine color charts, specific gravity measurements
PHP-15	Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
PHP-16	Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
PHP-17	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, anaphylactic shock
PHP-19	Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.

PHP-24	Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
PHP-25	Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease.
PHP-26	Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance.
PHP-27	Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications.
PHP-28	Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.
PHP-29	Explain the basic concepts and practice of fitness and wellness screening.
PHP-30	Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.
PHP-31	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.
PHP-32	Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
PHP-33	Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.
PHP-34	Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations.
PHP-35	Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease.
PHP-36	Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
PHP-37	Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products.
PHP-38	Describe nutritional principles that apply to tissue growth and repair.
PHP-39	Describe changes in dietary requirements that occur as a result of changes in an individual's health, age, and activity level.
PHP-40	Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.
PHP-41	Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks.
PHP-42	Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.
PHP-43	Describe the principles and methods of body composition assessment to assess a client's/patient's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status.
PHP-44	Assess body composition by validated techniques.
PHP-45	Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.
PHP-46	Identify and describe the signs, symptoms, physiological, and psychological responses of clients/patients with disordered eating or eating disorders.
PHP-47	Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.
PHP-48	Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs.

PHP-49	Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences.
PS-1	Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
PS-2	Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
PS-3	Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
PS-6	Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.
PS-7	Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
PS-8	Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
PS-9	Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.
PS-11	Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
PS-12	Identify and refer clients/patients in need of mental healthcare.
PS-13	Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
PS-14	Describe the psychological and sociocultural factors associated with common eating disorders.
PS-15	Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual's health and physical performance, and the need for proper referral to a healthcare professional.
PS-16	Formulate a referral for an individual with a suspected mental health or substance abuse problem.
PS-17	Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.
PS-18	Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.
TI-3	Differentiate between palliative and primary pain-control interventions.
TI-21	Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.
TI-22	Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.
TI-23	Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
TI-24	Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.

TI-26	Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.
TI-27	Describe the common routes used to administer medications and their advantages and disadvantages.
TI-28	Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician – metered dose inhalers, nebulizers, insulin pumps
TI-29	Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
TI-30	Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the common cold.
TI-31	Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.

COURSE TEXT and MATERIALS

Textbooks:

- Houglum, J.E., Harrelson, G.L. (2011). *Principles of Pharmacology for Athletic Trainers*. (2nd ed.). Thorofare, New Jersey: Slack, Inc. (ISBN 978-1-55642-901-9)
- Cuppett, M., Walsh, K.M. (2012). *General Medical Conditions in the Athletic* (2nd ed.). St. Louis, Missouri: Elsevier Mosby (ISBN 978-0-323-05921-3)

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Online Quizzes	50	A = 90.0 - 100% of total pts.
Presentation	50	B = 80.0 - 89.9% of total pts.
AT Program E-folio	50	C = 70.0 - 79.9% of total pts.
Guest Speaker Questions	50	D = 60.0 - 69.9% of total pts.
Mid-Term Exam	100	F = 00.0 - 59.9% of total pts.
Final Exam	100	
Total	400 Points	

TENTATIVE COURSE OUTLINE

Fall 20XX (2nd block, 8 weeks)

DATE	TOPIC (In-class or online presentations, class notes, supplemental information & related learning activities)
Week 1	Class Orientation / Meet & Greet
	General Health and Wellness <ul style="list-style-type: none"> • Examining and Managing Physical Wellness
Week 2	General Health and Wellness <ul style="list-style-type: none"> • Examining and Managing Mental Wellness
	Pre-participation Physical Exams <ul style="list-style-type: none"> • Physical Exam Structure and Procedures • Physical Exam Skills (e.g., biometrics, heart auscultations, urinalysis)
Week 3	Pharmacokinetics and Pharmacodynamics
	Managing Therapeutic Medications in the Athletic Training Facility
Week 4	Performance Enhancement Drugs and Drug Testing
	Mid-Term Exam
Week 5	Cardiovascular Disorders <ul style="list-style-type: none"> • Pathology of Specific Cardiovascular Disorders • Management of Cardiovascular Disorders
	Respiratory Disorders <ul style="list-style-type: none"> • Pathology of Specific Respiratory Disorders • Management of Respiratory Disorders
Week 6	Gastrointestinal Disorders <ul style="list-style-type: none"> • Pathology of Specific Gastrointestinal Disorders • Management of Gastrointestinal Disorders
	Neurological Disorders <ul style="list-style-type: none"> • Pathology of Specific Neurological Disorders • Management of Neurological Disorders
Week 7	Genitourinary and Gynecological Disorders <ul style="list-style-type: none"> • Pathology of Specific Genitourinary and Gynecological Disorders • Management of Genitourinary and Gynecological Disorders
	Disorders of the Eye, Ear, Nose, Throat, and Mouth <ul style="list-style-type: none"> • Pathology of Specific EENTM Disorders • Management of EENTM Disorders
Week 8	Systemic, Infectious, and Dermatological Disorders <ul style="list-style-type: none"> • Pathology of Specific Systemic, Infectious Disorders • Management of Systemic, Infectious, and Dermatological Disorders
	Final Exam

PLEASE NOTE: This is only a tentative schedule and may change during the semester

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

773

Course Title:

Athletic Training Seminar

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 734, permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course will allow students to review their previous course work, discuss current issues facing the profession, and develop personal learning plans for their future endeavors.

Credit Hours:

3 ▼

Lecture Contact Hours:

3 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

Spring Spring (even-numbered years only) Spring (odd-numbered years only)

Summer On Demand only

Complete Catalog Description:

ATC 773 Athletic Training Seminar

Prerequisite: ATC 734, permission of program director.

This course will allow students to review their previous course work, discuss current issues facing the profession, and develop personal learning plans for their future endeavors.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section: Maximum Enrollment Limit per section:

Anticipated Average Enrollment per semester: Maximum Enrollment Limit per semester:

Anticipated Average Enrollment per year: Maximum Enrollment Limit per year:

Faculty Load Assignment (equated hours):

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Athletic Training Seminar

ATC 773

3 credit hours (1st block course, 8 weeks)

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course will allow students to review their previous course work, discuss current issues facing the profession, and develop personal learning plans for their future endeavors.

COURSE OBJECTIVES

HA-25	Describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
HA-26	Describe the criteria for selection, common features, specifications, and required documentation needed for secondary, excess accident, and catastrophic health insurance.
HA-27	Describe the concepts and procedures for revenue generation and reimbursement.
HA-30	Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.
PD-1	Summarize the athletic training profession's history and development and how current athletic training practice has been influenced by its past.
PD-3	Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
PD-4	Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
PD-5	Access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies, including, but not limited to, the NATA Athletic Training Educational Competencies, the BOC Standards of Professional Practice, the NATA Code of Ethics, and the BOC Role Delineation Study/Practice Analysis.
PD-7	Perform a self-assessment of professional competence and create a professional development plan to maintain necessary credentials and promote life-long learning strategies.
PD-8	Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
PD-10	Develop healthcare educational programming specific to the target audience (eg, clients/patients, healthcare personnel, administrators, parents, general public).
PD-12	Identify mechanisms by which athletic trainers influence state and federal healthcare regulation.
PHP-18	Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.

PS-4	Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
PS-5	Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.
PS-10	Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.

COURSE TEXT and MATERIALS

Textbooks:

- Ray, R. and Konin, J. (2011). *Management Strategies in Athletic Training*. Champaign, Illinois: Human Kinetics. (ISBN 978-0-7360-7738-5)

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Online Quizzes	50	A = 90.0 - 100% of total pts.
Presentation	50	B = 80.0 - 89.9% of total pts.
AT Program E-folio	50	C = 70.0 - 79.9% of total pts.
Guest Speaker Questions	50	D = 60.0 - 69.9% of total pts.
Mid-Term Exam	100	F = 00.0 - 59.9% of total pts.
Final Exam	100	
Total	400 Points	

TENTATIVE COURSE OUTLINE

Spring 20XX, 1st block – 8 week course

DATE	TOPIC (In-class or online presentations, class notes, supplemental information & related learning activities)
Week 1	Class Orientation/Meet and Greet The Development and Structure of Athletic Training: The National Athletic Trainers' Association
Week 2	The Development and Structure of Athletic Training: Board of Certification
	The Development and Structure of Athletic Training: The Commission on Accreditation of Athletic Training Education
Week 3	Practicing Athletic Training Ethically
	Health Care Education and Programming
Week 4	Health Care Systems
	Mid-Term Exam
Week 5	Health Care Insurance
	Reimbursement for Athletic Training Services
Week 6	Athletic Training Practice Acts and Other Legal Considerations
	Contemporary Topics in Athletic Training (topic may vary each year but an example topic could be new athletic training practice settings)
Week 7	Contemporary Topics in Athletic Training (topic may vary each year but an example topic could be interprofessional education and practice)
	Contemporary Topics in Athletic Training (topic may vary each year but an example topic could be health care legislative changes)
Week 8	Contemporary Topics in Athletic Training (topic may vary each year but an example topic could be current and upcoming trends in sports medicine health care)
	Final Exam

PLEASE NOTE: This is only a tentative schedule and may change during the semester

New Course Proposal Form

Submitted on 12/02/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

784

Course Title:

AT Practicum V

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

ATC 724, concurrent enrollment in ATC 741, and permission of MAT program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course is the final eight-week, immersive clinical practicum. Students will continue to develop their clinical decision making skills and applying skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit Hours:

4 ▾

Lecture Contact Hours:

0 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall Fall (even-numbered years only) Fall (odd-numbered years only)
- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
- Summer On Demand only

Complete Catalog Description:

ATC 784 AT Practicum V

Prerequisite: ATC 724, concurrent enrollment in ATC 741, and permission of MAT program director.

This course is the final eight-week, immersive clinical practicum. Students will continue to develop their clinical decision making skills and applying skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

Credit hours: 4 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To provide clinical experiences for athletic training students, educate students on the athletic training profession, and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per section:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input style="width: 60px;" type="text" value="30"/>
Anticipated Average Enrollment per year:	<input style="width: 60px;" type="text" value="20"/>	Maximum Enrollment Limit per year:	<input style="width: 60px;" type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input style="width: 60px;" type="text" value="4"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the MAT program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated

If additional faculty are not required, how will faculty be made available to teach this course?

This MAT is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The MAT program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/02/2016 - Submitted by Department Head (Tona Hetzler)

12/06/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Athletic Training Practicum 5

ATC 784

4 credit hours

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

This course is the final eight-week, immersive clinical practicum. Students will continue to develop their clinical decision making skills and applying skills and knowledge gained in didactic courses and clinical experiences. Students may be required to be in attendance during periods when regular university classes are not in session.

COURSE OBJECTIVES

1. Demonstrate, during all clinical experiences, professional behaviors expected of health care professionals.
2. Demonstrate understanding and application of all cognitive and psychomotor competencies covered in prior courses of the AT Program.
3. Utilize clinical experiences to improve in all aspects of athletic training and life.
4. Review and advance skills learned in previous AT Program courses.

COURSE TEXT and MATERIALS

Textbooks: Rozzi, S., Futrell, M., & Kleiner, D. M. (2010). Study Guide for the Board of Certification, Inc., Entry-Level Athletic Trainer Certification Exam (4th ed.). F. A. Davis Company, ISBN-13:9780803600201

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the MAT Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
E-folio Round 1	30	A = 90.0 - 100% of total pts.
Interprofessional Education (IPE) Experience	20	B = 80.0 - 89.9% of total pts.
BOC Practice Tests	100	C = 70.0 - 79.9% of total pts.
Clinical Experience Reflective Posts	60	

Mid-term Clinical Evaluation Score	100	D = 60.0 - 69.9% of total pts.
Final Clinical Evaluation Score	100	
E-folio Round 2	40	F = 00.0 - 59.9% of total pts.
Blackboard Discussion Board Participation	30	
Final Exam	20	
Total	500 Points	

Course Outline

WEEK	TOPIC
1	Review syllabus and course outline
2	Round 1 E-Folio
3	Reflection Log 1 Post
4	Reflection Log 1 Discussion BOC Practice Test 1
5	Reflection Log 2 Post
6	Reflection Log 2 Discussion
7	Reflection Log 3 Post
8	Reflection Log 3 Discussion Mid-semester SELF Eval (ATrack)
9	Reflection Log 4 Post
10	Reflection Log 4 Discussion
11	Reflection Log 5 Post
12	Reflection Log 5 Discussion BOC Practice Test 2
13	Reflection Log 6 Post
14	Reflection Log 6 Discussion BOC Practice Test 3
15	Reflection Log 7 Post End-Term SELF Eval (ATrack)
16	Reflection Log 7 Discussion
Final	Preceptor Evaluation (ATrack) Interprofessional Education (IPE) Experience) E-folio

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

791

Course Title:

AT Research Project

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

3 credits of ATC 797

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

In-depth scientific study of an area of interest that culminates in a scholarly paper and formal community presentation.

Credit Hours:

1 ▾

Lecture Contact Hours:

1 ▾

Lab Contact Hours:

0 ▾

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

Spring Spring (even-numbered years only) Spring (odd-numbered years only)

Summer On Demand only

Complete Catalog Description:

ATC 791 AT Research Project

Prerequisite: 3 credits of ATC 797

In-depth scientific study of an area of interest that culminates in a scholarly paper and formal community presentation.

Credit hours: 1 Lecture contact hours: 1 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

To educate students on the athletic training profession and address assigned educational standards required by the Commission on Accreditation of Athletic Training Education (CAATE).

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	<input type="text" value="20"/>	Maximum Enrollment Limit per section:	<input type="text" value="30"/>
Anticipated Average Enrollment per semester:	<input type="text" value="20"/>	Maximum Enrollment Limit per semester:	<input type="text" value="30"/>
Anticipated Average Enrollment per year:	<input type="text" value="20"/>	Maximum Enrollment Limit per year:	<input type="text" value="30"/>
Faculty Load Assignment (equated hours):	<input type="text" value="1"/>		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Athletic Training Research Project
ATC 791
1 credit hours

Instructor: SMAT graduate faculty member
Email: xxxxxxx@missouristate.edu
Office Hours: TBA

Office: 160 Prof Building
Phone: 836-8553 (O)

COURSE DESCRIPTION

In-depth scientific study of an area of interest that culminates in a scholarly paper and formal community presentation.

COURSE OBJECTIVES

1. Complete the analysis of the quantitative and/or qualitative data collected for a specific research project.
2. Write a research presentation proposal for an actual local, regional, or national academic or professional conference.
3. Develop and present a research poster at an actual local, regional, or national academic or professional conference.
4. Write a completed research manuscript in the correct format for a previously-identified academic or professional journal.
5. Submit a completed research manuscript to a previously-identified academic or professional journal.

COURSE TEXT and MATERIALS

Textbooks:

- No textbook will be required for this course

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Blackboard Discussion Board Participation	50	A = 90.0 - 100% of total pts.
Research Abstract (Conference Submission)	50	B = 80.0 - 89.9% of total pts.
Research Poster (Conference Presentation)	100	C = 70.0 - 79.9% of total pts.
Research Manuscript (Ready for Journal Submission)	200	D = 60.0 - 69.9% of total pts.
Total	400 Points	F = 00.0 - 59.9% of total pts.

TENTATIVE COURSE OUTLINE

Spring 20XX

DATE	TOPIC (In-class or online presentations, class notes, supplemental information & related learning activities)
Week 1-2	Class Orientation / Meet & Greet Review Data Analysis with Research Committee
Week 3-4	Review 1 st Draft of Manuscript: Introduction and Methods
Week 5-6	Review 1 st Draft of Manuscript: Results and Discussion/Conclusion
Week 7-8	Review 2 nd Draft of Manuscript: Introduction and Methods
Week 9	NO CLASSES – SPRING BREAK
Week 10-11	Review 2 nd Draft of Manuscript: Results and Discussion/Conclusion
Week 12-13	Presentation of Final Project
Week 14-16	Presentation of Final Project
Week 17	Final Exam (Formal Submission of the Manuscript to the Respective Journal)

PLEASE NOTE: This is only a tentative schedule and may change during the semester

Athletic Training Research Project
ATC 791
1 credit hours

Instructor: SMAT graduate faculty member
Email: xxxxxxx@missouristate.edu
Office Hours: TBA

Office: 160 Prof Building
Phone: 836-8553 (O)

COURSE DESCRIPTION

In-depth scientific study of an area of interest that culminates in a scholarly paper and formal community presentation.

COURSE OBJECTIVES

1. Complete the analysis of the quantitative and/or qualitative data collected for a specific research project.
2. Write a research presentation proposal for an actual local, regional, or national academic or professional conference.
3. Develop and present a research poster at an actual local, regional, or national academic or professional conference.
4. Write a completed research manuscript in the correct format for a previously-identified academic or professional journal.
5. Submit a completed research manuscript to a previously-identified academic or professional journal.

COURSE TEXT and MATERIALS

Textbooks:

- No textbook will be required for this course

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity	http://www.missouristate.edu/provost/22102.htm
Disability Statement	http://www.missouristate.edu/disability/
Nondiscrimination Policy	http://www.missouristate.edu/equity/
Policy on Use of Cell Phones in Classes	http://www.missouristate.edu/registrar/classdis.html
Office of Registrar – resources for students	http://www.missouristate.edu/registrar/students.htm
University Attendance Policy	http://www.missouristate.edu/registrar/attendan.html
Emergency Response Plan	http://www.missouristate.edu/safetran/erp.htm

A standard grade policy will be utilized for this course.

Activity	Points	Grading Scale
Blackboard Discussion Board Participation	50	A = 90.0 - 100% of total pts. B = 80.0 - 89.9% of total pts. C = 70.0 - 79.9% of total pts. D = 60.0 - 69.9% of total pts. F = 00.0 - 59.9% of total pts.
Research Abstract (Conference Submission)	50	
Research Poster (Conference Presentation)	100	
Research Manuscript (Ready for Journal Submission)	200	
Total	400 Points	

TENTATIVE COURSE OUTLINE

Spring 20XX

DATE	TOPIC (In-class or online presentations, class notes, supplemental information & related learning activities)
Week 1-2	Class Orientation / Meet & Greet Review Data Analysis with Research Committee
Week 3-4	Review 1 st Draft of Manuscript: Introduction and Methods
Week 5-6	Review 1 st Draft of Manuscript: Results and Discussion/Conclusion
Week 7-8	Review 2 nd Draft of Manuscript: Introduction and Methods
Week 9	NO CLASSES – SPRING BREAK
Week 10-11	Review 2 nd Draft of Manuscript: Results and Discussion/Conclusion
Week 12-13	Presentation of Final Project
Week 14-16	Presentation of Final Project
Week 17	Final Exam (Formal Submission of the Manuscript to the Respective Journal)

PLEASE NOTE: This is only a tentative schedule and may change during the semester

New Course Proposal Form

Submitted on 12/20/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

***All fields require input**

- New COURSE

- New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

ATC

Course Number: ([Check Availability](#))

792

Course Title:

Independent Study in Athletic Training

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Prerequisite/Co-requisite or enter 'None':

Permission of program director.

General Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

The course provides opportunities to pursue specific subject areas of interest in athletic training or as needs arise which are not covered by courses or content in the program. May be repeated for a maximum of 3 hours of credit.

Credit Hours:

3 ▼

Lecture Contact Hours:

0 ▼

Lab Contact Hours:

0 ▼

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- Fall
- Fall (even-numbered years only)
- Fall (odd-numbered years only)

- Spring Spring (even-numbered years only) Spring (odd-numbered years only)
 Summer On Demand only

Complete Catalog Description:

ATC 792 Independent Study in Athletic Training

Prerequisite: Permission of program director.

The course provides opportunities to pursue specific subject areas of interest in athletic training or as needs arise which are not covered by courses or content in the program. May be repeated for a maximum of 3 hours of credit.

Credit hours: 3 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: On Demand only

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Syllabus will vary based on content and credit.

Attached

Purpose of Course

To allow students an opportunity to study a specific subject area of interest.

Relationship to Other Departments

No direct relationship with other departments.

Is there a graduate/undergraduate parallel course to this one? No Yes

New Course Resource Information

Anticipated Average Enrollment per section:	20	Maximum Enrollment Limit per section:	30
Anticipated Average Enrollment per semester:	20	Maximum Enrollment Limit per semester:	30
Anticipated Average Enrollment per year:	20	Maximum Enrollment Limit per year:	30
Faculty Load Assignment (equated hours):	3		

Is another course being deleted? No Yes

What will this course require in the way of:

Additional library Holdings

No additional library holdings are required as MSU already has all library holdings necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional computer resources

No additional computer resources are required as MSU already has all computer resources necessary for an entry-level degree as well as a post-professional master's in athletic training degree. This course is the product of a national mandate to transition the professional athletic training degree from an entry-level bachelor's degree to an entry-level master's degree.

Additional or remodeled facilities

No additional or remodeled facilities are required as MSU already has facilities necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional space will be needed if the program grows beyond the current facilities.

Additional equipment or supplies

No additional equipment or supplies are required as MSU already has all equipment and supplies necessary for an entry-level degree as well as a post-professional master's in athletic training degree. Additional equipment or supplies may be needed in the future as the medical field and educational standards continue to evolve.

Additional travel funds

No additional travel funds are required as MSU has already allocated travel funds for the faculty teaching in an entry-level degree as well as a post-professional master's in athletic training degree.

Additional faculty; general vs specialized

No additional faculty are required as MSU already has necessary faculty to offer an entry-level degree as well as a post-professional master's in athletic training degree. If the program continues to grow additional faculty lines would be helpful to manage research and student to faculty ratio in the classroom and labs.

Additional faculty; regular vs per-course

Additional faculty or per-course instructors will be required for a one to two-year period as the BSAT program is phased out and the Master of Athletic Training program becomes established. If the program continues to grow additional faculty lines would be helpful to manage student research projects and student to faculty ratio in the classroom and labs.

Other additional expenses

No additional expenses are anticipated.

If additional faculty are not required, how will faculty be made available to teach this course?

The Master of Athletic Training program is a result of a national mandate to move the professional degree level for athletic training to an entry-level master's degree. With this transition the current entry-level bachelor's degree will follow a teach out plan and the faculty will transition to teaching the new courses in entry-level master's degree.

List names of current faculty qualified and available to teach this course

David Carr, Michael Hudson, Tona Hetzler, Allan Liggett, Kristin Tivener, and Gary Ward

What is the anticipated source of students for this course?

Students wishing to pursue a degree in athletic training. Students will come from MSU undergraduate programs as well as from other universities.

If from within the department, will students be taking this course in addition to or in place of other courses?

The Master of Athletic Training program is a cohort model program. Students will be taking this course in addition to the other courses associated with the semester and year of the program. Students will not be taking this course in place of other courses.

If from outside the department, which courses in other departments would most likely be affected?)

NA

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/01/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Tona Hetzler)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Independent Study in Athletic Training

ATC 792

1-3 credit hour

Instructor: SMAT graduate faculty member

Email: xxxxxxx@missouristate.edu

Office Hours: TBA

Office: 160 Prof Building

Phone: 836-8553 (O)

COURSE DESCRIPTION

The course provides opportunities to pursue specific subject areas of interest in athletic training or as needs arise which are not covered by courses or content in the program. May be repeated for a maximum of 3 hours of credit.

COURSE OBJECTIVES

Varies by student and topic selected.

COURSE TEXT and MATERIALS

Textbooks: Varies

BLACKBOARD: <http://blackboard.missouristate.edu>

Make sure to check blackboard for assignments, class updates, and other important information prior to class.

NOTE: All MSU policies and procedures, as well as all SMAT policies, will be followed in this course. For detailed information visit the MSU Provost Policy and Procedures website, CHHS websites, SMAT department webpage, and the Master of Athletic Training Handbook.

The following list is not all inclusive:

Academic Integrity

<http://www.missouristate.edu/provost/22102.htm>

Disability Statement

<http://www.missouristate.edu/disability/>

Nondiscrimination Policy

<http://www.missouristate.edu/equity/>

Policy on Use of Cell Phones in Classes

<http://www.missouristate.edu/registrar/classdis.html>

Office of Registrar – resources for students

<http://www.missouristate.edu/registrar/students.htm>

University Attendance Policy

<http://www.missouristate.edu/registrar/attendan.html>

Emergency Response Plan

<http://www.missouristate.edu/safetran/erp.htm>

Student Evaluation and Grading: (plus/minus grading will NOT be utilized in this course)

Grading scale = A=90% or >; B = 89-80%; C = 79-70%; D=69 -60%; F = 59% or <

Assignments and schedule will vary by student and topic selected.

Change Program Proposal Form

Submitted on 01/23/2017 by Letitia White (LetitiaWhite@MissouriState.edu).

Department:

Communication Sci & Disorders

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Title of Program Affected:

Audiology, Doctor of-AUD

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Admission requirements

Completed application must be received by CSDCAS and noted as complete by January 15 to be considered for the fall semester. The number of students who can enter the program each year is limited. Admission to the program is competitive.

Full admission to the program shall be based on the following components and application requirements/deadlines:

1. A Bachelor's degree from a regionally accredited university. While a degree in CSD is not necessary, undergraduate course work must include a biology course (or closely related, as determined by the department head), a physics or chemistry course, as well as a mathematics course.
2. The student must have a cumulative GPA of 3.00 or better (4.00 scale). Additionally, GPA withing the CSD undergraduate major must be a 3.00 or better.
3. Graduate Record Examination. GRE scores are considered along with GPA and other application components. GRE scores must be submitted through CSDCAS by choosing the MSU designation (code 0741).
4. Letters of recommendation. Three letters of recommendation are required. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).

CSDCAS application service. Students will submit applications through a site called CSDCAS. For instructions on the CSDCAS application process, please visit the CSDCAS website at <https://csdcas.liaisoncas.com/applicant-ux/#/login>.

The department may contact a student at various times during the application process about his/her status. If students would like to schedule a visit to the department, please contact the CSD department office at 417-836-5368 or email csd@missouristate.edu.

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

↶ ↷ | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

An accelerated option is being proposed. Admission and application requirements and prerequisites for accelerated students will be slightly different than the requirements for traditional applicants.

Other

Reason for Proposed Change:

An accelerated option is being proposed to allow students to take courses for mixed credit and senior permission during their UG, enabling them to obtain the doctor of Audiology degree in 3 years post UG, instead of 4 years post UG.

Our current program of study for the AuD program is 111 hours. This proposal lists the hours as 108 because students would take sign language during their UG coursework, and as such, would not need it at the graduate level.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Withdrawn

Proposal Progress:

01/23/2017 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

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Admission requirements

There are two admission processes for the Doctor of Audiology program, depending upon if a student is admitted through the accelerated track, which begins in the senior year of the UG program or the traditional track, which begins after the UG degree has been awarded. Please be sure to follow the appropriate application process. If you are unsure which of the following two options to follow, please contact the CSD Department Head.

- Applicants applying to the Doctor of Audiology program via the traditional track, after obtaining a Bachelor's degree, must submit a completed application via the CSDCAS application service by January 15. For instructions on the CSDCAS application process, please visit the CSDCAS website at <https://csdcas.liaisoncas.com/applicant-ux/#/login>. For those applicants that are selected and accept admission to the Doctor of Audiology program, data from the CSDCAS application can be sent to the Graduate College. Thus, it is not necessary to complete an application to the Graduate College.
- Applicants applying to the Doctor of Audiology program via the accelerated track must submit a completed application to the MSU Graduate College by January 15th in the spring prior to the senior year to be considered for the fall semester. Applicants to the accelerated program are not required to submit an application via the CSDCAS website.

Admission to the program is competitive. Because the accelerated track is more rigorous than the traditional track, accelerated students must meet more stringent admission prerequisites, which include additional course work in the sciences. Students should contact the CSD Department Head for details regarding prerequisites.

Full admission to the accelerated program shall be based on the following components and application requirements/deadlines:

1. Students must complete at least 75 hours of coursework at the undergraduate level, including college algebra, chemistry, biology, and physics. Please contact the CSD Department Head to determine which science classes are acceptable.
2. Students must have a cumulative GPA of at least 3.25 (4.00 scale) on all coursework attempted, including transferred work.
3. Students must submit Graduate Record Examination (GRE) scores to the Graduate College.
4. Students must submit three letters of recommendation. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).
5. Students must submit evidence of job shadowing experience. At least 25 hours of shadowing experience is required prior to application to the accelerated program. An additional 25 hours of shadowing will be required prior to initiation of graduate coursework in the senior year.

Full admission to the Doctor of Audiology program **via the traditional track** shall be based on the following components and application requirements/deadlines:

1. Students must have a Bachelor's degree from a regionally accredited university. While a degree in CSD is not necessary, undergraduate course work must include a biology course (or closely related, as determined by the department head), a physics or chemistry course, as well as a mathematics course.
2. The sStudents must have a cumulative GPA of at least 3.0 ~~or better~~ (4.0 scale) on all coursework attempted, including transferred work. Additionally, GPA within the CSD undergraduate major must be a 3.00 or better.
3. Students must submit Graduate Record Examination ~~—~~ (GRE) scores. ~~are considered along with GPA and other application components~~. GRE scores must be submitted through CSDCAS by choosing the MSU designation (code 0741).
4. ~~Letters of recommendation—~~ Students must submit ~~three~~ three letters of recommendation ~~are required~~. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).

5. ~~Students must submit evidence of job shadowing experience is required. Students must show evidence that they have obtained~~ At least 25 hours of shadowing experience is required for students with a CSD undergraduate degree. For students from a non-CSD background, 40 hours of shadowing must be documented. (Hours can be documented by a letter from the audiologist that was shadowed.)

CSDCAS application service. Students applying for admission through the traditional track will submit applications through a site called CSDCAS. For instructions on the CSDCAS application process, please visit the CSDCAS website at <https://csdcas.liaisoncas.com/applicant-ux/#/login>.

The department may contact a student at various times during the application process about his/her status. If students would like to schedule a visit to the department, please contact the CSD department office at 417-836-5368 or email csd@missouristate.edu.

Change Program Proposal Form

Submitted on 01/23/2017 by Letitia White (LetitiaWhite@MissouriState.edu).

Department:

Communication Sci & Disorders

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Title of Program Affected:

Audiology, Doctor of-AUD

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Admission requirements

Completed application must be received by CSDCAS and noted as complete by January 15 to be considered for the fall semester. The number of students who can enter the program each year is limited. Admission to the program is competitive.

Full admission to the program shall be based on the following components and application requirements/deadlines:

- 1.A Bachelor's degree from a regionally accredited university. While a degree in CSD is not necessary, undergraduate course work must include a biology course (or closely related, as determined by the department head), a physics or chemistry course, as well as a mathematics course.
- 2.The student must have a cumulative GPA of 3.00 or better (4.00 scale). Additionally, GPA withing the CSD undergraduate major must be a 3.00 or better.
- 3.Graduate Record Examination. GRE scores are considered along with GPA and other application components. GRE scores must be submitted through CSDCAS by choosing the MSU designation (code 0741).
- 4.Letters of recommendation. Three letters of recommendation are required. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).


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The department may contact a student at various times during the application process about his/her status. If students would like to schedule a visit to the department, please contact the CSD department office at 417-836-5368 or email csd@missouristate.edu.

 Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

↶ ↷ | **B** *I* ~~S~~



Attached

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

An accelerated option is being proposed. Admission and application requirements and prerequisites for accelerated students will be slightly different than the requirements for traditional applicants.

Other

Reason for Proposed Change:

An accelerated option is being proposed to allow students to take courses for mixed credit and senior permission during their UG, enabling them to obtain the doctor of Audiology degree in 3 years post UG, instead of 4 years post UG.

Our current program of study for the AuD program is 111 hours. This proposal lists the hours as 108 because students would take sign language during their UG coursework, and as such, would not need it at the graduate level.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Dean Review

Proposal Progress:

01/23/2017 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Admission requirements

There are two admission processes for the Doctor of Audiology program, depending upon if a student is admitted through the accelerated track, which begins in the senior year of the UG program or the traditional track, which begins after the UG degree has been awarded. Please be sure to follow the appropriate application process. If you are unsure which of the following two options to follow, please contact the CSD Department Head.

- Applicants applying to the Doctor of Audiology program via the traditional track, after obtaining a Bachelor's degree, must submit a completed application via the CSDCAS application service by January 15. For instructions on the CSDCAS application process, please visit the CSDCAS website at <https://csdcas.liaisoncas.com/applicant-ux/#/login>. For those applicants that are selected and accept admission to the Doctor of Audiology program, data from the CSDCAS application can be sent to the Graduate College. Thus, it is not necessary to complete an application to the Graduate College.
- Applicants applying to the Doctor of Audiology program via the accelerated track must submit a completed application to the MSU Graduate College by January 15th in the spring prior to the senior year to be considered for the fall semester. Applicants to the accelerated program are not required to submit an application via the CSDCAS website.
 - If accepted to the accelerated program, up to 12 hours of coursework may be counted to both the undergraduate and graduate degrees. Before enrolling in a course to be counted toward both undergraduate and graduate credit and to count the course toward the AuD degree, an undergraduate student must be accepted into the accelerated program and receive prior approval from the graduate advisor, Department Head of CSD, and the Dean of the Graduate College using a Mixed Credit Form. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the semester.

Admission to the program is competitive. Because the accelerated track is more rigorous than the traditional track, accelerated students must meet more stringent admission prerequisites, which include additional course work in the sciences. Students should contact the CSD Department Head for details regarding prerequisites.

Full admission to the accelerated program shall be based on the following components and application requirements/deadlines:

1. Students must complete at least 75 hours of coursework at the undergraduate level, including college algebra, chemistry, biology, and physics. Please contact the CSD Department Head to determine which science classes are acceptable.
2. Students must have a cumulative GPA of at least 3.25 (4.00 scale) on all coursework attempted, including transferred work.
3. Students must submit Graduate Record Examination (GRE) scores to the Graduate College.
4. Students must submit three letters of recommendation. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).
5. Students must submit evidence of job shadowing experience. At least 25 hours of shadowing experience is required prior to application to the accelerated program. An additional 25 hours of shadowing will be required prior to initiation of graduate coursework in the senior year.

Full admission to the Doctor of Audiology program **via the traditional track** shall be based on the following components and application requirements/deadlines:

1. [Students must have a](#) Bachelor's degree from a regionally accredited university. While a degree in CSD is not necessary, undergraduate course work must include a biology course (or closely related, as determined by the department head), a physics or chemistry course, as well as a mathematics course.

2. ~~The s~~Students must have a cumulative GPA of at least 3.0 or better (4.0 scale) on all coursework attempted, including transferred work. ~~Additionally, GPA within the CSD undergraduate major must be a 3.00 or better.~~
3. Students must submit Graduate Record Examination ~~—~~ (GRE) scores. ~~are considered along with GPA and other application components~~. GRE scores must be submitted through CSDCAS by choosing the MSU designation (code 0741).
4. ~~Letters of recommendation—~~ Students must submit ~~three~~ letters of recommendation ~~are required~~. At least two of the three must speak to the student's academic potential for graduate school (i.e., current/former instructors/professors).
5. Students must submit evidence of job shadowing ~~experience is required~~. ~~Students must show evidence that they have obtained~~ At least 25 hours of shadowing experience is required for students with a CSD undergraduate degree. For students from a non-CSD background, 40 hours of shadowing must be documented. (Hours can be documented by a letter from the audiologist that was shadowed.)

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The department may contact a student at various times during the application process about his/her status. If students would like to schedule a visit to the department, please contact the CSD department office at 417-836-5368 or email csd@missouristate.edu.

Change Program Proposal Form

Submitted on 11/29/2016 by Amanda Keys (AmandaKeys@MissouriState.edu).

Department:

Social Work, School of

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Comprehensive Major
- Option
- Minor
- Certificate
- Certification
- Academic Rules
- Other

Title of Program Affected:

Social Work, Bachelor of-BSW

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Major(s)

Social Work (Comprehensive)

Bachelor of Social Work

Program description

The undergraduate Social Work Program at Missouri State University builds upon a liberal arts education while preparing students for the practice of Social Work, with an emphasis on the strengths perspective. Social Work is a comprehensive major consisting of 48 hours of required Social Work courses (which includes a 12-hour practicum); 22 hours of required courses from the humanities and the social, behavioral, and biological sciences; and 6 hours of electives offered by the School of Social Work (SWK electives). Students who successfully complete general education, all general baccalaureate requirements and major requirements are awarded a Bachelor of Social Work degree.

Prospective students must contact the Coordinator of the BSW Program to obtain information on how to be admitted into the program and be assigned an advisor. Accepted students are expected to consult with their advisor at least once a semester.

This program is accredited by the Council on Social Work Education. Additional information regarding the BSW Program may be found in the BSW Student Handbook available from the School of Social Work.

Eligibility to apply

Once accepted to MSU, students are eligible to apply for admission into the BSW Program when the

Following conditions are met:

Completion of a minimum of 45 hours with a combined GPA (Missouri State and transfer combined) of 2.50 or higher on a 4-point scale

Completion or concurrent enrollment in the Foundations Courses for General Education except the second writing course

Completion or concurrent enrollment in SWK 200(3), SWK 213(3), and SWK 219(3) with a minimum grade of "C". Candidates whose application is reviewed positively will not have admission to the Program until grades of "C" or better are recorded for these courses at the close of the application semester.

Admission to the Bachelor of Social Work Program

Students seeking admission to the BSW Program do so with the understanding that: (a) admission is competitive and selective and not all who apply can be accommodated; and (b) meeting the minimum standards does not guarantee a student will be admitted. The BSW committee will make a decision to admit based on a holistic picture of the completed course work and values that are consistent with the conduct of the profession and the Social Work Code of Ethics.

Students who are planning to pursue a BSW degree must complete the following steps:

Declare a major in the Social Work Program within the University which places the student in pre-admit status.

When a student is eligible to apply for admitted status, the student must submit a formal application, with accompanying forms, to the School of Social Work office. Directions for completing the packets will be included within the application packet. Applications for admission to the Program will be available online. Refer to the application packet for specific due dates because the dates can vary. Applications submitted after the deadline will not be considered. Incomplete applications may result in not being considered. Students will be notified, prior to registration, if they are admitted into the BSW Program. If the student is not admitted, the student will be responsible for meeting with his/her advisor to transition into another major.

Program requirements

General Education Requirements - see General Education Program and Requirements section of catalog

Recommended Course: SWK 300(1)

Major Requirements

Specific Course Requirements (other than Social Work courses): BIO 101(3) and 111(1), or BMS 100(4), or BMS 110(3) and 111(1); ECO 155(3) or 165(3); PLS 101(3); PSY 121(3); SOC 150(3), PSY 304(3); and PSY 200(3) or SOC 302(3) or AGR 330(3) or MTH 340(3) or QBA 237(3) or REC 328(3)

SWK 200(3), 213(3), 219(3), 306(3), 307(3), 313(3), 314(3), 325(3), 326(3), 418(3), 420(3), 430(3), 480(3), 490(9)

Two SWK electives (6 hours)

Public Affairs Capstone Experience will be fulfilled by completion of SWK 480(3) and 490(9).

General Baccalaureate Degree Requirements - see General Baccalaureate Degree Requirements section of catalog

Retention, progression, and graduation policies

After admission into the BSW Program, students must achieve the following for retention in the major.

Maintain a combined GPA (Missouri State and transfer combined) of 2.50 or higher. If a student drops below a GPA of 2.50, the student will be withdrawn from the program at the end of the semester.

Achieve a grade of "C" or better in all Social Work courses, which are courses with "SWK" prefix.

Earning a "D" grade or below in a Social Work (SWK) course will result in the inability to be admitted into the program. If a student is formally accepted in the program and earns a "D" grade in a Social Work (SWK) course, the student must retake the course before progressing. If a student is formally accepted in the program and earns an "F" grade in a Social Work (SWK) course, s/he will be dismissed from the program at the end of the semester and will need to reapply.

Courses in the Social Work major may not be taken more than twice.

A student must earn a "Pass" grade in SWK 490(9). A grade below a "C" in SWK 480(3) and/or a "Not Pass" grade in SWK 490(9) means the student must reapply for admission and be readmitted to the BSW Program.

Students are encouraged to meet with their advisor in the School of Social Work prior to or upon entering the University and at least once a semester to ensure the proper selection and sequencing of prerequisites for the BSW Program.

Students must demonstrate acceptable levels of maturity, integrity, behaviors and attitudes as defined by the National Association of Social Work (NASW).

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

Rich text editor toolbar with icons for undo, redo, bold (B), italic (I), and strikethrough (S). The text area below is empty.

Attached

What is changing? Check all boxes that apply:

- Title change
- Course changes of under 18 hours
- Course changes of 18 hours or more
- From option to program (major)
- From program (major) to option
- Other

Added that students only have 3 years to complete the social work program.

Reason for Proposed Change:

The BSW Committee felt that this change would help the field education program accurately plan the number of students entering field placements. By anticipating student numbers, the field education program is able to find the most appropriate placements. Additionally, because of how classes are sequenced in the BSW program, it is not in a student's best interest to be out of sequence with required social work courses.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

11/11/2016

Current Status:

College Council Review

Proposal Progress:

12/15/2016 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Major(s)

Social Work (Comprehensive)

Bachelor of Social Work

Program description

The undergraduate Social Work Program at Missouri State University builds upon a liberal arts education while preparing students for the practice of Social Work, with an emphasis on the strengths perspective. Social Work is a comprehensive major consisting of 48 hours of required Social Work courses (which includes a 12-hour practicum); 22 hours of required courses from the humanities and the social, behavioral, and biological sciences; and 6 hours of electives offered by the School of Social Work (SWK electives). Students who successfully complete general education, all general baccalaureate requirements and major requirements are awarded a Bachelor of Social Work degree.

Prospective students must contact the Coordinator of the BSW Program to obtain information on how to be admitted into the program and be assigned an advisor. Accepted students are expected to consult with their advisor at least once a semester.

This program is accredited by the Council on Social Work Education. Additional information regarding the BSW Program may be found in the *BSW Student Handbook* available from the School of Social Work.

Eligibility to apply

Once accepted to MSU, students are eligible to apply for admission into the BSW Program when the following conditions are met:

- A. Completion of a minimum of 45 hours with a combined GPA (Missouri State and transfer combined) of 2.50 or higher on a 4-point scale
- B. Completion or concurrent enrollment in the Foundations Courses for General Education except the second writing course
- C. Completion or concurrent enrollment in [SWK 200\(3\)](#), [SWK 213\(3\)](#), and [SWK 219\(3\)](#) with a minimum grade of "C". Candidates whose application is reviewed positively will not have admission to the Program until grades of "C" or better are recorded for these courses at the close of the application semester.

Admission to the Bachelor of Social Work Program

Students seeking admission to the BSW Program do so with the understanding that: (a) admission is competitive and selective and not all who apply can be accommodated; and (b) meeting the minimum standards does not guarantee a student will be admitted. The BSW committee will make a decision to admit based on a holistic picture of the completed course

work and values that are consistent with the conduct of the profession and the Social Work Code of Ethics.

Students who are planning to pursue a BSW degree must complete the following steps:

1. Declare a major in the Social Work Program within the University which places the student in pre-admit status.
2. When a student is eligible to apply for admitted status, the student must submit a formal application, with accompanying forms, to the School of Social Work office. Directions for completing the packets will be included within the application packet. Applications for admission to the Program will be available online. Refer to the application packet for specific due dates because the dates can vary. Applications submitted after the deadline will not be considered. Incomplete applications may result in not being considered.
3. Students will be notified, prior to registration, if they are admitted into the BSW Program. If the student is not admitted, the student will be responsible for meeting with his/her advisor to transition into another major.

Program requirements

- A. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
- B. Recommended Course: [SWK 300\(1\)](#)
- C. Major Requirements
 1. Specific Course Requirements (other than Social Work courses): [BIO 101\(3\)](#) and [111\(1\)](#), or [BMS 100\(4\)](#), or [BMS 110\(3\)](#) and [111\(1\)](#); [ECO 155\(3\)](#) or [165\(3\)](#); [PLS 101\(3\)](#); [PSY 121\(3\)](#); [SOC 150\(3\)](#), [PSY 304\(3\)](#); and [PSY 200\(3\)](#) or [SOC 302\(3\)](#) or [AGR 330\(3\)](#) or [MTH 340\(3\)](#) or [QBA 237\(3\)](#) or [REC 328\(3\)](#)
 2. [SWK 200\(3\)](#), [213\(3\)](#), [219\(3\)](#), [306\(3\)](#), [307\(3\)](#), [313\(3\)](#), [314\(3\)](#), [325\(3\)](#), [326\(3\)](#), [418\(3\)](#), [420\(3\)](#), [430\(3\)](#), [480\(3\)](#), [490\(9\)](#)
 3. Two SWK electives (6 hours)
 4. Public Affairs Capstone Experience will be fulfilled by completion of [SWK 480\(3\)](#) and [490\(9\)](#).
- D. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Retention, progression, and graduation policies

After admission into the BSW Program, students must achieve the following for retention in the major.

1. Maintain a combined GPA (Missouri State and transfer combined) of 2.50 or higher. If a student drops below a GPA of 2.50, the student will be withdrawn from the program at the end of the semester.
2. Achieve a grade of "C" or better in all Social Work courses, which are courses with "SWK" prefix.
3. Earning a "D" grade or below in a Social Work (SWK) course will result in the inability to be admitted into the program. If a student is formally accepted in the program and earns a "D" grade in a Social Work (SWK) course, the student must retake the course before progressing. If a student is formally accepted in the program and earns an "F" grade in a Social Work (SWK) course, s/he will be dismissed from the program at the end of the semester and will need to reapply.
4. Courses in the Social Work major may not be taken more than twice. **Once admitted, students must complete the required social work classes within three years. Students taking longer than 3 years will be manually withdrawn from the program at the end of the semester.**
5. A student must earn a "Pass" grade in SWK 490(9). A grade below a "C" in SWK 480(3) and/or a "Not Pass" grade in SWK 490(9) means the student must reapply for admission and be readmitted to the BSW Program.
6. Students are encouraged to meet with their advisor in the School of Social Work prior to or upon entering the University and at least once a semester to ensure the proper selection and sequencing of prerequisites for the BSW Program.
7. Students must demonstrate acceptable levels of maturity, integrity, behaviors and attitudes as defined by the National Association of Social Work (NASW).

Change Program Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

Department:

Communication Sci & Disorders

Type of Program

Choose One:

- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="radio"/> Major (Non-Comprehensive/Graduate Program) | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input checked="" type="radio"/> Comprehensive Major | <input type="radio"/> Certificate | <input type="radio"/> Other |
| <input type="radio"/> Option | <input type="radio"/> Certification | |

Title of Program Affected:

Communication Science and Disorders/Audiology-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change From option to program (major) Other
- Course changes of under 18 hours From program (major) to option
- Course changes of 18 hours or more

Reason for Proposed Change:

1. CSD 380, 388 and 400 were moved from the AUD option to the core/major. Due to overlap in the content of CSD 380 and 388, audiology students will be allowed to pick one of them, although they may still take both if they wish. Program changes for EDHH and SLP are routing concurrently to further explain rationale for the changes in those disciplines. The goal was to increase the number of hours in the major so that the core would not contain more hours than the option.

2. Degree admission GPA requirement will be raised from a 2.9 to a 3.0. A graduation policy will be added, which requires students to maintain at least a cumulative 3.0 GPA in CSD coursework order to graduate with a CSD UG. The CSD UG degree is not the entry level degree for any of our disciplines, so students should be prepared to be competitive in the graduate school application process. If they do not have at least a 3.0 at degree admission, we cannot adequately prepare them to apply to graduate programs upon completion of their UG degree.

3. A proposal for an accelerated Doctor of Audiology degree option is routing concurrently with this proposal. Language was added in the current proposal to highlight differences in requirements for students that wish to pursue the accelerated AuD degree. Additionally, CSD 316 will no longer be required of students in the audiology option, but CSD 522 will be required. Audiology faculty felt that these changes would better prepare students for graduate studies.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Admission Requirements

To begin course work in communication sciences and disorders, you initially need to be [admitted to Missouri State](#). Before completing 75 credit hours, you must also be admitted to a degree program.

Declaring your major

You can officially declare or change your major as communication sciences and disorders by visiting the [Academic Advisement Center](#) located in University Hall, Room 109. For more information, contact the Academic Advisement Center at 417-836-5258.

Admission Requirements

Admission to the Bachelor of Science degree program in the Department of Communication Sciences and Disorders will be granted to students, including transfer students, when the requirements indicated below have been met.

1. Attainment of at least a 2.90 grade point average (based on a 4.0 scale) on all coursework attempted. For those students with transfer credit, a combined grade point average of at least a 2.90 must be achieved for all coursework being transferred plus all coursework attempted at Missouri State.
2. The completion of a minimum of 50 semester hours including the following General Education courses, which must be passed with a grade of "C" or better. Please select from the course below to be eligible for consideration of acceptance to the major. Course options were selected to fulfill Knowledge and Skills in Communication Sciences and Disorders (CSD). Please check with your advisor to determine any available substitutions..
 1. Chemistry: [CHM 107](#)(3) or [116](#)(4) or Physics: [PHY 100](#)(4)* or [123](#)(4)* or [203](#)(5)*
 2. Biology: [BIO 101](#)(3) or [121](#)(4)* or Biomedical Science: [BMS 100](#)(3) and [101](#)(1)* or [BMS 110](#)(3) and [111](#)(1)*
 3. College level mathematics course that meets Focus on Quantitative Literacy requirement
 4. Nine hours from the Focus on Social and Behavioral Sciences, Focus on Humanities, Focus on the Arts, or Focus on Public Issues

*Must complete at least one of the above science courses that have a lab component

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course. At least one of the science courses must have a laboratory component associated with it. In addition, students must take a statistics class.

The communication sciences and disorders program is comprehensive, which does not require the completion of a minor. Consult your advisor to determine which program is best for you.

Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
2. Major Requirements
 1. Core: [CSD 312\(3\)](#), [321\(3\)](#), [360\(3\)](#), [370\(3\)](#); [CSD 495\(2\)](#) and [496\(2\)](#) or EDHH students substitute [CSD 497\(3\)](#); [CSD 572\(3\)](#); [PSY 121\(3\)](#), [PSY 200\(3\)](#)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [CSD 572\(3\)](#) or [CSD 497\(3\)](#).
 3. Options (select one):
 1. **Audiology:** [ENG 296\(3\)](#); [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [380\(3\)](#), [388\(3\)](#), [400\(3\)](#), [562\(3\)](#)
 2. **Education of Deaf and Hard of Hearing:** [EDC 150\(0\)](#), [EDC 345\(3\)](#); [SPE 310\(3\)](#); [CSD 322\(3\)](#), [330\(3\)](#), [331\(3\)](#), [380\(3\)](#), [562\(3\)](#). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a career as a certified teacher of the deaf and hard of hearing should consider applying to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.
 3. **Speech-Language Pathology:** [ENG 296\(3\)](#), [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [388\(3\)](#), [400\(3\)](#), [417\(3\)](#), [482\(3\)](#), [522\(3\)](#)
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Note: CSD majors may not take any CSD course on a Pass/Not Pass basis. Additionally, courses in the CSD major may not be taken more than twice.

Certification Requirements for Deaf and Hard of Hearing Emphasis

Contact your advisor or the Department Head for the requirements and coursework necessary to meet state and national certification requirements. Education of Deaf and Hard of Hearing students must take certain coursework through the Teacher Education Program and are required to collect and assemble materials for completion of a teaching portfolio. In order to be recommended for state certification, each student must:

- A. Be admitted to the Teacher Education Program - see [Teacher Certification, Teacher Education Program and Secondary Education Requirements](#) section of catalog
- B. Successfully complete all Practicum requirements with a grade of "B" or better.
- C. Successfully complete the graduate degree in Communication Sciences and Disorders in the Deaf and Hard of Hearing emphasis.
- D. Successfully complete the state approved exit assessment.
- E. Complete all state certification requirements in effect at the time a recommendation is made.

Admission Requirements

Admission to the Bachelor of Science degree program in the Department of Communication Sciences and Disorders will be granted to students, including transfer students, when the requirements indicated below have been met.

1. Attainment of at least a 3.0 cumulative grade point average (based on a 4.0 scale). For students with transfer credit, a combined grade point average of at least a 3.0 must be achieved for all coursework being transferred plus all coursework attempted at Missouri State.
2. The completion of a minimum of 50 semester hours including the following General Education courses, which must be passed with a grade of "C" or better. Please select from the course below to be eligible for consideration of acceptance to the major. Please note that students who will pursue the accelerated Doctor of Audiology degree have slightly different requirements than other students. Please talk to your advisor if you wish to determine if you are eligible to pursue the accelerated Doctor of Audiology option. Course options were selected to fulfill Knowledge and Skills in Communication Sciences and Disorders (CSD). Please check with your advisor to determine any available substitutions.
 - a) ~~Chemistry: [CHM 107](#)(3) or [116](#)(4) or Physics: [PHY 100](#)(4)* or [123](#)(4)* or [203](#)(5)*~~
 - b) ~~Biology: [BIO 101](#)(3) or [121](#)(4)* or Biomedical Science: [BMS 100](#)(3) and [101](#)(1)* or [BMS 110](#)(3) and [111](#)(1)*~~
 - e) ~~College level mathematics course that meets Focus on Quantitative Literacy requirement~~
 - a) Chemistry and/or Physics*:
 - Select one course from the following: [CHM 107](#)(3), CHM [116](#)(4), [PHY 100](#)(4), PHY [123](#)(4), or PHY [203](#)(5)
 - Students pursuing the accelerated Doctor of Audiology degree will need a chemistry AND a physics course. Select from the following: CHM 116/117(4) or CHM 160/161 (5); PHY 100(4), PHY 123 (4) or PHY 203(5)
 - b) Biology*:
 - Select one course from the following: [BIO 101](#)(3), BIO [121](#)(4), [BMS 100](#)(3) and [101](#)(1), or [BMS 110](#)(3) and [111](#)(1)
 - Students pursuing the accelerated Doctor of Audiology degree will need BIO 121 (4) or BMS 110/111 (4)

*All students must complete at least one of the above science courses with a lab component. Accelerated Doctor of Audiology students will need a lab component with at least two of the three required science courses.

- c) College level mathematics course:
 - Students in the SLP and EDHH options may select any course that meets the General Education Focus on Quantitative Literacy requirement

- All Audiology students (both accelerated option and traditional option) must select MTH 135 or higher.

d) Complete the *Human Cultures* section of the General Education curriculum (12 hours)

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course, as described in the degree admission section. Student pursuing an accelerated Doctor of Audiology must have a biology, chemistry and physics course. At least one of the science courses must have a laboratory component associated with it. For students pursuing the accelerated Doctor of Audiology degree, at least two of the sciences must have laboratory components associated with them. In addition, students must take a statistics class.

The communication sciences and disorders program is comprehensive, which does not require the completion of a minor. Students should consult with their advisor to determine which program option is best for them.

Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
2. Major Requirements
 1. Core: [CSD 312](#)(3), [321](#)(3), [360](#)(3), [370](#)(3), CSD 380(3) or SLP students substitute CSD 388(3), CSD 400(3), [CSD 495](#)(2) and [496](#)(2) or EDHH students substitute [CSD 497](#)(3), [CSD 572](#)(3), [PSY 121](#)(3), [PSY 200](#)(3)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [CSD 572](#)(3) or [CSD 497](#)(3).
 3. Options (select one):
 1. **Audiology:** [ENG 296](#)(3), [CSD 210](#)(3), [216](#)(3), [315](#)(3), [318](#)(3), [362](#)(3), 522 (3), [562](#)(3). CSD 496 (2) will be repeated for a total of 4 credits. For audiology students pursuing the accelerated Doctor of Audiology, ENG 296 and CSD 318 will be waived. CSD 807(3), 849(3), 852(3) and 878(3) will be taken for mixed credit. Accelerated Doctor of Audiology students will also take CSD 868(3) and 895(1) for senior permission. Students wishing to pursue the accelerated Doctor of Audiology option must apply to the program in the spring of their junior year.
 2. **Education of Deaf and Hard of Hearing:** [EDC 345](#)(3); [SPE 310](#)(3); [CSD 322](#)(3), [330](#)(3), [331](#)(3), [562](#)(3). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a

career as a certified teacher of the deaf and hard of hearing should apply to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.

3. **Speech-Language Pathology:** [ENG 296\(3\)](#), [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [417\(3\)](#), [482\(3\)](#), [522\(3\)](#)
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Note:

CSD majors may not take any CSD course on a Pass/Not Pass basis. Additionally, courses in the CSD major may not be taken more than twice.

You must attain a cumulative GPA of at least 3.0 in the CSD major to graduate from the CSD program.

Certification Requirements for Deaf and Hard of Hearing Emphasis

Contact your advisor or the Department Head for the requirements and coursework necessary to meet state and national certification requirements. Education of Deaf and Hard of Hearing students must take certain coursework through the Teacher Education. See [Teacher Certification, Teacher Education Program and Secondary Education Requirements](#) section of catalog. In order to be recommended for state certification, each student must:

- A. Successfully complete all Practicum requirements with a grade of "B" or better.
- B. Successfully complete the graduate degree in Communication Sciences and Disorders in the Deaf and Hard of Hearing emphasis.
- C. Successfully complete the state approved exit assessments.
- D. Complete all state certification requirements in effect at the time a recommendation is made.

Change Program Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

Department:

Communication Sci & Disorders

Type of Program

Choose One:

- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="radio"/> Major (Non-Comprehensive/Graduate Program) | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input checked="" type="radio"/> Comprehensive Major | <input type="radio"/> Certificate | <input type="radio"/> Other |
| <input type="radio"/> Option | <input type="radio"/> Certification | |

Title of Program Affected:

Communication Science and Disorders/Educ of Deaf-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Other
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

Reason for Proposed Change:

1. CSD 380 and 400 were moved from the EDHH option to the core/major. These were not formerly required of all students but will be going forward. Program changes for audiology and SLP are routing concurrently to further explain rationale for the changes in those disciplines. The goal was to increase the number of hours in the major so that the core would not contain more hours than the option.

2. EDC 150 (0) is removed because it is no longer required.

3. Degree admission GPA requirement will be raised from a 2.9 to a 3.0. A graduation policy will be added, which requires students to maintain at least a cumulative 3.0 GPA in CSD coursework order to graduate with a CSD UG. The CSD UG degree is not the entry level degree for any of our disciplines, so students should be prepared to be competitive in the graduate school application process. If they do not have at least a 3.0 at degree admission, we cannot adequately prepare them to apply to graduate programs upon completion of their UG degree.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Admission Requirements

To begin course work in communication sciences and disorders, you initially need to be [admitted to Missouri State](#). Before completing 75 credit hours, you must also be admitted to a degree program.

Declaring your major

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 3. College level mathematics course that meets Focus on Quantitative Literacy requirement
 4. Nine hours from the Focus on Social and Behavioral Sciences, Focus on Humanities, Focus on the Arts, or Focus on Public Issues

*Must complete at least one of the above science courses that have a lab component

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course. At least one of the science courses must have a laboratory component associated with it. In addition, students must take a statistics class.

The communication sciences and disorders program is comprehensive, which does not require the completion of a minor. Consult your advisor to determine which program is best for you.

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 2. **Education of Deaf and Hard of Hearing:** [EDC 150\(0\)](#), [EDC 345\(3\)](#); [SPE 310\(3\)](#); [CSD 322\(3\)](#), [330\(3\)](#), [331\(3\)](#), [380\(3\)](#), [562\(3\)](#). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a career as a certified teacher of the deaf and hard of hearing should consider applying to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.
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- B. Successfully complete all Practicum requirements with a grade of "B" or better.
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2. The completion of a minimum of 50 semester hours including the following General Education courses, which must be passed with a grade of "C" or better. Please select from the course below to be eligible for consideration of acceptance to the major. Please note that students who will pursue the accelerated Doctor of Audiology degree have slightly different requirements than other students. Please talk to your advisor if you wish to determine if you are eligible to pursue the accelerated Doctor of Audiology option. Course options were selected to fulfill Knowledge and Skills in Communication Sciences and Disorders (CSD). Please check with your advisor to determine any available substitutions.
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 - b) ~~Biology: [BIO 101](#)(3) or [121](#)(4)* or Biomedical Science: [BMS 100](#)(3) and [101](#)(1)* or [BMS 110](#)(3) and [111](#)(1)*~~
 - e) ~~College level mathematics course that meets Focus on Quantitative Literacy requirement~~
 - a) Chemistry and/or Physics*:
 - Select one course from the following: [CHM 107](#)(3), CHM [116](#)(4), [PHY 100](#)(4), PHY [123](#)(4), or PHY [203](#)(5)
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 - b) Biology*:
 - Select one course from the following: [BIO 101](#)(3), BIO [121](#)(4), [BMS 100](#)(3) and [101](#)(1), or [BMS 110](#)(3) and [111](#)(1)
 - Students pursuing the accelerated Doctor of Audiology degree will need BIO 121 (4) or BMS 110/111 (4)

*All students must complete at least one of the above science courses with a lab component. Accelerated Doctor of Audiology students will need a lab component with at least two of the three required science courses.

- c) College level mathematics course:
 - Students in the SLP and EDHH options may select any course that meets the General Education Focus on Quantitative Literacy requirement

- All Audiology students (both accelerated option and traditional option) must select MTH 135 or higher.

d) Complete the *Human Cultures* section of the General Education curriculum (12 hours)

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course, as described in the degree admission section. Student pursuing an accelerated Doctor of Audiology must have a biology, chemistry and physics course. At least one of the science courses must have a laboratory component associated with it. For students pursuing the accelerated Doctor of Audiology degree, at least two of the sciences must have laboratory components associated with them. In addition, students must take a statistics class.

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Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
2. Major Requirements
 1. Core: [CSD 312](#)(3), [321](#)(3), [360](#)(3), [370](#)(3), CSD 380(3) or SLP students substitute CSD 388(3), CSD 400(3), [CSD 495](#)(2) and [496](#)(2) or EDHH students substitute [CSD 497](#)(3), [CSD 572](#)(3), [PSY 121](#)(3), [PSY 200](#)(3)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [CSD 572](#)(3) or [CSD 497](#)(3).
 3. Options (select one):
 1. **Audiology:** [ENG 296](#)(3), [CSD 210](#)(3), [216](#)(3), [315](#)(3), [318](#)(3), [362](#)(3), 522 (3), [562](#)(3). CSD 496 (2) will be repeated for a total of 4 credits. For audiology students pursuing the accelerated Doctor of Audiology, ENG 296 and CSD 318 will be waived. CSD 807(3), 849(3), 852(3) and 878(3) will be taken for mixed credit. Accelerated Doctor of Audiology students will also take CSD 868(3) and 895(1) for senior permission. Students wishing to pursue the accelerated Doctor of Audiology option must apply to the program in the spring of their junior year.
 2. **Education of Deaf and Hard of Hearing:** [EDC 345](#)(3); [SPE 310](#)(3); [CSD 322](#)(3), [330](#)(3), [331](#)(3), [562](#)(3). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a

career as a certified teacher of the deaf and hard of hearing should apply to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.

3. **Speech-Language Pathology:** [ENG 296\(3\)](#), [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [417\(3\)](#), [482\(3\)](#), [522\(3\)](#)
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Note:

CSD majors may not take any CSD course on a Pass/Not Pass basis. Additionally, courses in the CSD major may not be taken more than twice.

You must attain a cumulative GPA of at least 3.0 in the CSD major to graduate from the CSD program.

Certification Requirements for Deaf and Hard of Hearing Emphasis

Contact your advisor or the Department Head for the requirements and coursework necessary to meet state and national certification requirements. Education of Deaf and Hard of Hearing students must take certain coursework through the Teacher Education. See [Teacher Certification, Teacher Education Program and Secondary Education Requirements](#) section of catalog. In order to be recommended for state certification, each student must:

- A. Successfully complete all Practicum requirements with a grade of "B" or better.
- B. Successfully complete the graduate degree in Communication Sciences and Disorders in the Deaf and Hard of Hearing emphasis.
- C. Successfully complete the state approved exit assessments.
- D. Complete all state certification requirements in effect at the time a recommendation is made.

Change Program Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

Department:

Communication Sci & Disorders

Type of Program

Choose One:

- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="radio"/> Major (Non-Comprehensive/Graduate Program) | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input checked="" type="radio"/> Comprehensive Major | <input type="radio"/> Certificate | <input type="radio"/> Other |
| <input type="radio"/> Option | <input type="radio"/> Certification | |

Title of Program Affected:

Communication Science and Disorders/Speech-Language Path-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change From option to program (major) Other
- Course changes of under 18 hours From program (major) to option
- Course changes of 18 hours or more

Reason for Proposed Change:

1. CSD 388 and 400 were moved from the SLP option to the core/major. These were not formerly required of all students but will be going forward. Program changes for audiology and EDHH are routing concurrently to further explain rationale for the changes in those disciplines. The goal was to increase the number of hours in the major so that the core would not contain more hours than the option.

2. Degree admission GPA requirement will be raised from a 2.9 to a 3.0. A graduation policy will be added, which requires students to maintain at least a cumulative 3.0 GPA in CSD coursework order to graduate with a CSD UG. The CSD UG degree is not the entry level degree for any of our disciplines, so students should be prepared to be competitive in the graduate school application process. If they do not have at least a 3.0 at degree admission, we cannot adequately prepare them to apply to graduate programs upon completion of their UG degree.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Admission Requirements

To begin course work in communication sciences and disorders, you initially need to be [admitted to Missouri State](#). Before completing 75 credit hours, you must also be admitted to a degree program.

Declaring your major

You can officially declare or change your major as communication sciences and disorders by visiting the [Academic Advisement Center](#) located in University Hall, Room 109. For more information, contact the Academic Advisement Center at 417-836-5258.

Admission Requirements

Admission to the Bachelor of Science degree program in the Department of Communication Sciences and Disorders will be granted to students, including transfer students, when the requirements indicated below have been met.

1. Attainment of at least a 2.90 grade point average (based on a 4.0 scale) on all coursework attempted. For those students with transfer credit, a combined grade point average of at least a 2.90 must be achieved for all coursework being transferred plus all coursework attempted at Missouri State.
2. The completion of a minimum of 50 semester hours including the following General Education courses, which must be passed with a grade of "C" or better. Please select from the course below to be eligible for consideration of acceptance to the major. Course options were selected to fulfill Knowledge and Skills in Communication Sciences and Disorders (CSD). Please check with your advisor to determine any available substitutions..
 1. Chemistry: [CHM 107](#)(3) or [116](#)(4) or Physics: [PHY 100](#)(4)* or [123](#)(4)* or [203](#)(5)*
 2. Biology: [BIO 101](#)(3) or [121](#)(4)* or Biomedical Science: [BMS 100](#)(3) and [101](#)(1)* or [BMS 110](#)(3) and [111](#)(1)*
 3. College level mathematics course that meets Focus on Quantitative Literacy requirement
 4. Nine hours from the Focus on Social and Behavioral Sciences, Focus on Humanities, Focus on the Arts, or Focus on Public Issues

*Must complete at least one of the above science courses that have a lab component

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course. At least one of the science courses must have a laboratory component associated with it. In addition, students must take a statistics class.

The communication sciences and disorders program is comprehensive, which does not require the completion of a minor. Consult your advisor to determine which program is best for you.

Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
2. Major Requirements
 1. Core: [CSD 312\(3\)](#), [321\(3\)](#), [360\(3\)](#), [370\(3\)](#); [CSD 495\(2\)](#) and [496\(2\)](#) or EDHH students substitute [CSD 497\(3\)](#); [CSD 572\(3\)](#); [PSY 121\(3\)](#), [PSY 200\(3\)](#)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [CSD 572\(3\)](#) or [CSD 497\(3\)](#).
 3. Options (select one):
 1. **Audiology:** [ENG 296\(3\)](#); [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [380\(3\)](#), [388\(3\)](#), [400\(3\)](#), [562\(3\)](#)
 2. **Education of Deaf and Hard of Hearing:** [EDC 150\(0\)](#), [EDC 345\(3\)](#); [SPE 310\(3\)](#); [CSD 322\(3\)](#), [330\(3\)](#), [331\(3\)](#), [380\(3\)](#), [562\(3\)](#). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a career as a certified teacher of the deaf and hard of hearing should consider applying to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.
 3. **Speech-Language Pathology:** [ENG 296\(3\)](#), [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [388\(3\)](#), [400\(3\)](#), [417\(3\)](#), [482\(3\)](#), [522\(3\)](#)
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Note: CSD majors may not take any CSD course on a Pass/Not Pass basis. Additionally, courses in the CSD major may not be taken more than twice.

Certification Requirements for Deaf and Hard of Hearing Emphasis

Contact your advisor or the Department Head for the requirements and coursework necessary to meet state and national certification requirements. Education of Deaf and Hard of Hearing students must take certain coursework through the Teacher Education Program and are required to collect and assemble materials for completion of a teaching portfolio. In order to be recommended for state certification, each student must:

- A. Be admitted to the Teacher Education Program - see [Teacher Certification, Teacher Education Program and Secondary Education Requirements](#) section of catalog
- B. Successfully complete all Practicum requirements with a grade of "B" or better.
- C. Successfully complete the graduate degree in Communication Sciences and Disorders in the Deaf and Hard of Hearing emphasis.
- D. Successfully complete the state approved exit assessment.
- E. Complete all state certification requirements in effect at the time a recommendation is made.

Admission Requirements

Admission to the Bachelor of Science degree program in the Department of Communication Sciences and Disorders will be granted to students, including transfer students, when the requirements indicated below have been met.

1. Attainment of at least a 3.0 cumulative grade point average (based on a 4.0 scale). For students with transfer credit, a combined grade point average of at least a 3.0 must be achieved for all coursework being transferred plus all coursework attempted at Missouri State.
2. The completion of a minimum of 50 semester hours including the following General Education courses, which must be passed with a grade of "C" or better. Please select from the course below to be eligible for consideration of acceptance to the major. Please note that students who will pursue the accelerated Doctor of Audiology degree have slightly different requirements than other students. Please talk to your advisor if you wish to determine if you are eligible to pursue the accelerated Doctor of Audiology option. Course options were selected to fulfill Knowledge and Skills in Communication Sciences and Disorders (CSD). Please check with your advisor to determine any available substitutions.
 - a) ~~Chemistry: [CHM 107](#)(3) or [116](#)(4) or Physics: [PHY 100](#)(4)* or [123](#)(4)* or [203](#)(5)*~~
 - b) ~~Biology: [BIO 101](#)(3) or [121](#)(4)* or Biomedical Science: [BMS 100](#)(3) and [101](#)(1)* or [BMS 110](#)(3) and [111](#)(1)*~~
 - e) ~~College level mathematics course that meets Focus on Quantitative Literacy requirement~~
 - a) Chemistry and/or Physics*:
 - Select one course from the following: [CHM 107](#)(3), CHM [116](#)(4), [PHY 100](#)(4), PHY [123](#)(4), or PHY [203](#)(5)
 - Students pursuing the accelerated Doctor of Audiology degree will need a chemistry AND a physics course. Select from the following: CHM 116/117(4) or CHM 160/161 (5); PHY 100(4), PHY 123 (4) or PHY 203(5)
 - b) Biology*:
 - Select one course from the following: [BIO 101](#)(3), BIO [121](#)(4), [BMS 100](#)(3) and [101](#)(1), or [BMS 110](#)(3) and [111](#)(1)
 - Students pursuing the accelerated Doctor of Audiology degree will need BIO 121 (4) or BMS 110/111 (4)

*All students must complete at least one of the above science courses with a lab component. Accelerated Doctor of Audiology students will need a lab component with at least two of the three required science courses.

- c) College level mathematics course:
 - Students in the SLP and EDHH options may select any course that meets the General Education Focus on Quantitative Literacy requirement

- All Audiology students (both accelerated option and traditional option) must select MTH 135 or higher.

d) Complete the *Human Cultures* section of the General Education curriculum (12 hours)

Program Requirements

If you are pursuing a degree in communication sciences and disorders, you must meet the below requirements to be eligible for graduation. Also, you must complete the general education program, fulfill the [general baccalaureate degree requirements](#) and complete at least 125 hours of course work. Within the general baccalaureate degree natural world requirements, students must select a biology course and a chemistry or physics course, as described in the degree admission section. Student pursuing an accelerated Doctor of Audiology must have a biology, chemistry and physics course. At least one of the science courses must have a laboratory component associated with it. For students pursuing the accelerated Doctor of Audiology degree, at least two of the sciences must have laboratory components associated with them. In addition, students must take a statistics class.

The communication sciences and disorders program is comprehensive, which does not require the completion of a minor. Students should consult with their advisor to determine which program option is best for them.

Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
2. Major Requirements
 1. Core: [CSD 312](#)(3), [321](#)(3), [360](#)(3), [370](#)(3), CSD 380(3) or SLP students substitute CSD 388(3), CSD 400(3), [CSD 495](#)(2) and [496](#)(2) or EDHH students substitute [CSD 497](#)(3), [CSD 572](#)(3), [PSY 121](#)(3), [PSY 200](#)(3)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [CSD 572](#)(3) or [CSD 497](#)(3).
 3. Options (select one):
 1. **Audiology:** [ENG 296](#)(3), [CSD 210](#)(3), [216](#)(3), [315](#)(3), [318](#)(3), [362](#)(3), 522 (3), [562](#)(3). CSD 496 (2) will be repeated for a total of 4 credits. For audiology students pursuing the accelerated Doctor of Audiology, ENG 296 and CSD 318 will be waived. CSD 807(3), 849(3), 852(3) and 878(3) will be taken for mixed credit. Accelerated Doctor of Audiology students will also take CSD 868(3) and 895(1) for senior permission. Students wishing to pursue the accelerated Doctor of Audiology option must apply to the program in the spring of their junior year.
 2. **Education of Deaf and Hard of Hearing:** [EDC 345](#)(3); [SPE 310](#)(3); [CSD 322](#)(3), [330](#)(3), [331](#)(3), [562](#)(3). Does not prepare students for teacher certification or entry into the CSD accelerated MS. EDHH students pursuing a

career as a certified teacher of the deaf and hard of hearing should apply to the accelerated master's program in the spring of their junior year. Education of the Deaf and Hard of Hearing accelerated master's students also take the following major requirements: [CSD 760\(3\)](#), [762\(3\)](#), [763\(3\)](#), [795\(3\)](#) for undergraduate and graduate credit and additional coursework to meet state of Missouri teacher certification requirements. See certification requirements below.

3. **Speech-Language Pathology:** [ENG 296\(3\)](#), [CSD 210\(3\)](#), [216\(3\)](#), [315\(3\)](#), [316\(3\)](#), [318\(3\)](#), [362\(3\)](#), [417\(3\)](#), [482\(3\)](#), [522\(3\)](#)
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

Note:

CSD majors may not take any CSD course on a Pass/Not Pass basis. Additionally, courses in the CSD major may not be taken more than twice.

You must attain a cumulative GPA of at least 3.0 in the CSD major to graduate from the CSD program.

Certification Requirements for Deaf and Hard of Hearing Emphasis

Contact your advisor or the Department Head for the requirements and coursework necessary to meet state and national certification requirements. Education of Deaf and Hard of Hearing students must take certain coursework through the Teacher Education. See [Teacher Certification, Teacher Education Program and Secondary Education Requirements](#) section of catalog. In order to be recommended for state certification, each student must:

- A. Successfully complete all Practicum requirements with a grade of "B" or better.
- B. Successfully complete the graduate degree in Communication Sciences and Disorders in the Deaf and Hard of Hearing emphasis.
- C. Successfully complete the state approved exit assessments.
- D. Complete all state certification requirements in effect at the time a recommendation is made.

Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD332 American Sign Language (ASL) III

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 332 American Sign Language (ASL) III

Prerequisite: CSD 331 and permission. An intermediate level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 638. Cannot receive credit for both CSD 332 and CSD 638. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 332 American Sign Language (ASL) III

Prerequisite: CSD 331 ~~and permission~~. An intermediate level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 638. Cannot receive credit for both CSD 332 and CSD 638. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

We are maintaining the prerequisite of CSD 331, but removing the necessity for permission. If students meet the prerequisite, permission is not necessary.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD333 American Sign Language (ASL) IV

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 333 American Sign Language (ASL) IV

Prerequisite: CSD 332 and permission. An advanced level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 639. Cannot receive credit for both CSD 333 and CSD 639. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → **B** *I* ~~S~~

CSD 333 American Sign Language (ASL) IV

Prerequisite: CSD 332 ~~and permission~~. An advanced level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 639. Cannot receive credit for both CSD 333 and CSD 639. 3(3-0) S

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

The prerequisite will be maintained but permission will not be necessary if the prerequisite is met. In addition, if the prerequisite is not met, permission would not be given. Thus, there is no need to require permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD562 Psycho-Social Implications of Being Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 562 Psycho-Social Implications of Being Deaf and Hard of Hearing

Prerequisite: permission. Characteristics and problems of persons who are D/HH as they affect interaction with general society. Emphasis on interpersonal relationships through the lifespan. Introduction to adolescent development and psychology of learning of the typical child. May be taught concurrently with CSD 669. Cannot receive credit for both CSD 669 and CSD 562. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 562 Psycho-Social Implications of Being Deaf and Hard of Hearing

Prerequisite: ~~permission~~. Characteristics and problems of persons who are D/HH as they affect interaction with general society. Emphasis on interpersonal relationships through the lifespan. Introduction to adolescent development and psychology of learning of the typical child. May be taught concurrently with CSD 669. Cannot receive credit for both CSD 669 and CSD 562. 3(3-0) S

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

We are removing the prerequisite for permission from this course because we have found that it is not necessary.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
 Accreditation/certification compliance Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD572 Aural Rehabilitation

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 572 Aural Rehabilitation

Prerequisite: grade of C or better in CSD 370; may be taken concurrently with CSD 370 by permission only. Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Types of amplification and assistive listening devices used in classrooms. Issues of classroom acoustics and ways to optimize the classroom listening environment. May be taught concurrently with CSD 673. Cannot receive credit for both CSD 673 and CSD 572. Public Affairs Capstone Experience course. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 572 Aural Rehabilitation

Prerequisite: ~~grade of C or better in CSD 370; may be taken concurrently with CSD 370 by permission only.~~ **CSD 370, or concurrent enrollment.** Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Types of amplification and assistive listening devices used in classrooms. Issues of classroom acoustics and ways to optimize the classroom listening environment. May be taught concurrently with CSD 673. Cannot receive credit for both CSD 673 and CSD 572. Public Affairs Capstone Experience course. 3(3-0) S



What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Changing prerequisite to allow concurrent enrollment.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|--|---|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input checked="" type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |

Other (be specific):
With the prerequisite in place, many students were requesting and being granted permission to take CSD 370 and CSD 572 concurrently. They were doing so successfully, so it was deemed that the prerequisite course could be allowed concurrently for all students.

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

College Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Program Proposal Form

Submitted on 10/31/2016 by Carmen Boyd (Carmenboyd@missouristate.edu).

Department:

Biomedical Sciences

Type of Program

Choose One:

- | | | |
|---|-------------------------------------|--------------------------------------|
| <input checked="" type="radio"/> Major (Non-Comprehensive/Graduate Program) | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input type="radio"/> Comprehensive Major | <input type="radio"/> Certificate | <input type="radio"/> Other |
| <input type="radio"/> Option | <input type="radio"/> Certification | |

Title of Program Affected:

Dietetics-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Major requirements

A total of 125 hours must be completed to earn a degree in Dietetics. Of the 125 hours, 40 hours must be upper-division course work.

Program Requirements

General Education Requirements - see General Education Program and Requirements section of catalog

Specific General Education requirements: BMS 110(3) and 111(1); CHM 116(4) and 117(1); MTH 135(3) or 138(5) or 181(3) or 261(5) or 287(3); PSY 121(3); and either SOC 150(3) or ECO 155(3) or AGR 100(3) or REL 131(3).

Major Requirements

Biomedical Science Courses: BMS 110(3), 111(1), 230(3), 240(3), 305(1), 306(1), 307(4), 308(4), 330(3), 331(4), 332(3), 333(3), 335(3), 338(1), 340(2), 345(3), 430(3), 438(4), 445(3), 532(3), 536(4), 539(1), 546(4), 550(2), 595(1)

Public Affairs Capstone Experience will be fulfilled by completion of BMS 345(3).

Related Requirements: ACC 109(1); BIO 210(3); CHM 116(4) and 117(1); CHM 201(3); CHM 352(3); ENG 321(3); MGT 340(3); MTH 340(3) or 545(3) or PSY 200(3) or QBA 237(3) or SOC 302(3); MTH 135(3) or 138(5) or 181(3) or 261(5) or 287(3); PSY 121(3); SOC 150(3) or ECO 155(3) or AGR 100(3) or REL 131(3).

General Baccalaureate Degree Requirements - see General Baccalaureate Degree Requirements section of catalog

If you have a ServSafe® certification you may forgo the required BMS 338 course, as long as the certification is valid for two years past your estimated graduation date.

You must maintain a GPA of 2.9 or higher to graduate from the Dietetics program and to obtain a verification statement to be eligible for an internship to complete the program.

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] OR provide as an attachment below)

← → | **B** *I* ~~S~~

See attached.

Attached

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Other
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

Reason for Proposed Change:

To better align with accreditation changes and allow for greater flexibility within the social sciences, which is part of the General Education curriculum.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

10/31/2016

Current Status:

College Council Review

Proposal Progress:

10/31/2016 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Major requirements

A total of 125 hours must be completed to earn a degree in Dietetics. Of the 125 hours, 40 hours must be upper-division course work.

Program Requirements

1. General Education Requirements - see [General Education Program and Requirements](#) section of catalog
Specific General Education requirements: [BMS 110\(3\)](#) and [111\(1\)](#); [CHM 116\(4\)](#) and [117\(1\)](#); [MTH 135\(3\)](#) or [138\(5\)](#) or [181\(3\)](#) or [261\(5\)](#) or [287\(3\)](#); and [PSY 121\(3\)](#). ~~and either [SOC 150\(3\)](#) or [ECO 155\(3\)](#) or [AGR 100\(3\)](#) or [REL 131\(3\)](#).~~
2. Major Requirements
 1. Biomedical Science Courses: [BMS 110\(3\)](#), [111\(1\)](#), [230\(3\)](#), [240\(3\)](#), [305\(1\)](#), [306\(1\)](#), [307\(4\)](#), [308\(4\)](#), [330\(3\)](#), [331\(4\)](#), [332\(3\)](#), [333\(3\)](#), [335\(3\)](#), [338\(1\)](#), [340\(2\)](#), [345\(3\)](#), [430\(3\)](#), [438 \(4\) \(3\)](#), [445\(3\)](#), [532\(3\)](#), [536\(4\)](#), [538 \(3\)](#), [539\(1\)](#), [546\(4\)](#), [550\(2\)](#), [595\(1\)](#)
 2. Public Affairs Capstone Experience will be fulfilled by completion of [BMS 345\(3\)](#) or **BMS 400** or **BMS 390**.
 3. Related Requirements: [ACC 109\(1\)](#); [BIO 210\(3\)](#); [CHM 116\(4\)](#) and [117\(1\)](#) **OR** **CHM 160 and CHM 161, and CHM 170 and CHM 171**; [CHM 201\(3\)](#); [CHM 352\(3\)](#) **OR** **BMS 320**; [ENG 321\(3\)](#); [MGT 340\(3\)](#); [MTH 340\(3\)](#) or [545\(3\)](#) or [PSY 200\(3\)](#) or [QBA 237\(3\)](#) or [SOC 302\(3\)](#); [MTH 135\(3\)](#) or [138\(5\)](#) or [181\(3\)](#) or [261\(5\)](#) or [287\(3\)](#); [PSY 121\(3\)](#); ~~[SOC 150\(3\)](#) or [ECO 155\(3\)](#) or [AGR 100\(3\)](#) or [REL 131\(3\)](#).~~
3. General Baccalaureate Degree Requirements - see [General Baccalaureate Degree Requirements](#) section of catalog

If you have a ServSafe® certification you may forgo the required BMS 338 course, as long as the certification is valid for two years past your estimated graduation date.

You must maintain a GPA of 2.9 or higher to graduate from the Dietetics program and to obtain a verification statement to be eligible for an internship. ~~to complete the program.~~

Change Program Proposal Form

Submitted on 10/24/2016 by Hugh Gibson (Hughgibson@missouristate.edu).

Department:

Kinesiology

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Title of Program Affected:

Recreation, Sport, and Park Administration-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Recreation, Sport, and Park Administration
Major(s)
Recreation, Sport, and Park Administration (Comprehensive)
Bachelor of Science
A General Education Requirements - see General Education Program and Requirements section of catalog
Specific General Education Requirement: KIN 210(3) or KIN 286(3)
B Major Requirements (74-78 hours) Note: All other coursework (including General Education Program, major(s), minor(s), if applicable), and all General Baccalaureate Degree Requirements, must be completed prior to taking REC 491, Recreation, Sport, and Park Administration Internship.
1 Core Requirements (47-51 hours)
a Complete the following courses: REC 152(3), 190(3), 200(3); REC 211(3) or 311(3) or 411(3); REC 330(3), 335(3), 390(3), 410(3), 422(3), 423(3), 490(1), 491(8 or 12)
b Complete the following statistics course: REC 328(3)
c Complete at least 5 hours of skills classes, with advisor approval, from the areas below with a maximum of 4 hours from any one area:

- 1 Arts and Crafts: ART 100(3), 115(3), 212(3), 255(3); CIS 205(3)
 - 2 Dance and Rhythms: KIN 125(1), 240(2), 270(1); MUS 100(2), 103(3), 104(3), 133(1), 135(1), 137(1)
 - 3 Drama and Theater: ENG 334(3); THE 224(1), 255(2), 506(3)
 - 4 Outdoor Education Activities: AGS 161(3), 162(1); MIL 101(2), 102(2), 211(2); KIN 110(1), 114(1), 260(2); REC 160(1), 451(3)
 - 5 Sports: KIN 112(1), 113(1), 118(1), 127(1), 130(1), 133(1), 135(1), 143(1), 145(1), 147(1), 149(1), 234(2), 264(2), 273(1)
- 2 Complete 27 hours, with advisor approval, from one of the following emphases:
- a Health and Wellness Promotions:
 - b Prepares students for various opportunities in the fitness industry, health-related services, and wellness management and promotion. Select 27 hours from Required Courses: KIN 257(2), 350(3), 360(4), 362(4), 569(4); REC 415(3); KIN 281(1) or 282(1); BMS 130(3) or BMS 240(3); MKT 150(3) or MKT 350(3)
 - c Parks and Outdoor Recreation:
Prepares students for careers in parks and outdoor recreation and outdoor education within the public or private sector in adventure recreation, outdoor recreation/education facilities, or government natural resource management agencies. Must take the following 18 required hours: REC 211(3), 302(3), 311(3), 325(3), 411(3), 415(3). Select 3 hours from Outdoor Skills: REC 160(1), 451(3); KIN 110(1), 114(1), 135(1). Select 3 hours from Leadership/Education: CFD 163(3), CFD 361(3); COM 205(3), 325(3). Select 3 hours from Environmental Integration: AGN 143(3); BIO 373(3); GLG 171(3), 350(3); GRY 108(3), 300(3), 301(3), 351(3).
 - d Recreation Management:
Prepares students for careers in administering recreation services and events in the Armed Forces, municipal parks and recreation departments, campus recreation, sporting goods retail, facility management, residential camps, resort recreation, travel, tourism and hospitality industry, meeting planning, and not-for-profit organizations: at-risk youth organizations, Boys and Girls Clubs, church recreation, Scouting, and YMCA. Select 15 hours from Required Courses: REC 406(3), 415(3); BUS 135(3); MGT 286(3); MGT 340(3) or PSY 305(3). Select 12 hours from electives: REC 160(1), 302(3), 305(1), 320(3), 325(3), 451(3); MGT 410(3); MKT 350(3), 355(3), 485(3); PLS 351(3).
 - e Sport Administration:
Prepares students for careers in leadership opportunities in administering athletic programs, athletic teams, competitive sport camps and clinics, facilities and leagues; managing various sport entities, including Olympic training sites, municipal league programs, youth sport agencies, tournament management, sport administration and marketing, special event planning, retail sports industries, and coaching at the college or above level. Complete 16 hours from Required Courses: KIN 386(3), 485(2); REC 406(3), 415(3); BUS 135(3); MGT 286(3). Select 11 hours from electives: KIN 218(2), 234(2); REC 325(3), 405(2); BUS 307(2); MGT 340(3), 410(3).
 - f Therapeutic Recreation: This emphasis has been temporarily suspended and is not being offered at this time. Contact the Kinesiology Department for more information.
- 3 First Aid Proficiency: Each major must show proficiency in First Aid and Cardio Pulmonary Resuscitation (CPR). Students must provide copies of their current First Aid and CPR cards/certifications to the internship coordinator prior to enrolling in REC 491 and maintain current certifications throughout the internship. Certifications can be completed by the following:
- 1 Complete the American Red Cross First Aid course and CPR course and obtain certification (see www.redcross.org for information)
 - 2 Complete the American Heart Association First Aid course and CPR course and obtain certification (see www.americanheart.org for information)
 - 3 Emergency Medical Technician (EMT) certification
 - 4 Public Affairs Capstone Experience will be fulfilled by completion of REC 335(3) and 491(8 or 12).
 - 5 General Baccalaureate Degree Requirements - see General Baccalaureate Degree Requirements section of catalog
- Recreation, Sport, and Park Administration (Non-Comprehensive)
Bachelor of Science

A General Education Requirements - see General Education Program and Requirements section of catalog)

Specific General Education Requirement: KIN 210(3) or KIN 286(3)

B Major Requirements (56-60 hours) Note: All other coursework (including General Education Program, major(s), minor(s), if applicable), and all General Baccalaureate Degree Requirements, must be completed prior to taking REC 491, Recreation, Sport, and Park Administration Internship.

1 Core Requirements (47-51 hours)

a Complete the following courses: REC 152(3), 190(3), 200(3); REC 211(3) or 311(3) or 411(3); REC 330(3), 335(3), 390(3), 410(3), 422(3), 423(3), 490(1), 491(8 or 12)

b Complete the following statistics courses: REC 328(3)

c Complete at least 5 hours of skills classes, with advisor approval, from the areas below with a maximum of 4 hours from any one area:

1 Arts and Crafts: ART 100(3), 115(3), 212(3), 255(3); CIS 205(3)

2 Dance and Rhythms: KIN 125(1), 240(2), 270(1); MUS 100(2), 103(3), 104(3), 133(1), 135(1), 137(1)

3 Drama and Theater: ENG 334(3); THE 224(1), 255(2), 506(3)

4 Outdoor Education Activities: AGS 161(3), 162(1); MIL 101(2), 102(2), 211(2); KIN 110(1), 114(1), 260(2); REC 160(1), 451(3)

5 Sports: KIN 112(1), 113(1), 118(1), 127(1), 130(1), 133(1), 135(1), 143(1), 145(1), 147(1), 149(1), 234(2), 264(2), 273(1)

2 Complete, with advisor approval, 9 hours from one of the following emphases:

a Recreation Management:

b Prepares students for careers in administering recreation services and events in the Armed Forces, municipal parks and recreation departments, campus recreation, sporting goods retail, facility management, residential camps, resort recreation, travel, tourism and hospitality industry, meeting planning, and not-for-profit organizations: at-risk youth organizations, Boys and Girls Clubs, church recreation, Scouting, and YMCA. Complete the following 3 Required Courses: REC 406(3), 415(3); MGT 340(3) or PSY 305(3).

c Sport Administration:

d Prepares students for careers in leadership opportunities in administering athletic programs, athletic teams, competitive sport camps and clinics, facilities and leagues; managing various sport entities, including Olympic training sites, municipal league programs, youth sport agencies, tournament management, sport administration and marketing, special event planning, retail sports industries, and coaching at the college or higher level. Complete the following 3 Required Courses: REC 325(3), 406(3), 415(3).

3 First Aid Proficiency: Each major must show proficiency in First Aid and Cardio Pulmonary Resuscitation (CPR). Students must provide copies of their current First Aid and CPR cards/certifications to the internship coordinator prior to enrolling in REC 491 and maintain current certifications throughout the internship. Certifications can be completed by the following:

a Complete the American Red Cross First Aid course and CPR course and obtain certification (see www.redcross.org for information)

b Complete the American Heart Association First Aid course and CPR course and obtain certification (see www.americanheart.org for information)

c Emergency Medical Technician (EMT) certification

4 Public Affairs Capstone Experience will be fulfilled by completion of REC 335(3) and 491(8 or 12).

C Minor required (or second major)

D General Baccalaureate Degree Requirements - see General Baccalaureate Degree Requirements section of catalog

Minor(s)

Recreation, Sport, and Park Administration

Bachelor of Arts

Bachelor of Science

1 Complete the following six courses: REC 152(3), 190(3), 205(3), 390(3), 422(3), 423(3)

2 Complete one of the following courses: REC 211(3), 311(3), 411(3)

Accelerated Master's Program in Health Promotion and Wellness Management

Students enrolled in programs in the Department of Kinesiology may be accepted into the Health Promotion and Wellness Management program after admission requirements for the accelerated master's option are met. Once accepted for early admission, up to 12 credit hours of approved 600 and 700-level coursework (Mixed Credit) may be counted toward both the undergraduate and graduate degree programs.

The accelerated option allows majors in the Department of Kinesiology who are interested in health promotion and wellness management to complete the requirements for the graduate degree in three semesters and a summer rather than the typical four semesters and a summer. Refer to the Graduate Catalog for more information.

For courses to be designated as Mixed Credit, the graduate advisor, undergraduate department head, and Graduate College dean must approve by signing the Permission for Mixed Credit form. This form must be provided to the Office of the Registrar in Carrington Hall 320 no later than the end of the Change of Schedule Period for the semester.

 Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

↶ ↷ | **B** *I* ~~S~~

Attached

What is changing? Check all boxes that apply:

- Title change
- Course changes of under 18 hours
- Course changes of 18 hours or more
- From option to program (major)
- From program (major) to option

Other

Added 1 hour to major requirements. Added 4 hours to our core and changed out courses. Subtracted 3 hours from our emphasis areas.

Reason for Proposed Change:

To meet the changing needs of profession, and to bring bring our already nationally accredited program to even better alignment with our national organization. These changes will also better prepare our students to meet the changing demands of the profession at local, state and national levels.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

04/18/2016

Current Status:

College Council Review

Proposal Progress:

11/10/2016 - Submitted by Department Head (Sarah McCallister)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



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Recreation, Sport, and Park Administration

Major(s)

Recreation, Sport, and Park Administration

(Comprehensive)

Bachelor of Science

- A General Education Requirements - see General Education Program and Requirements section of catalog Specific General Education Requirement: KIN 210(3) or KIN 286(3)
- B Major Requirements (745-789 hours) Note: All other coursework (including General Education Program, major(s), minor(s), if applicable), and all General Baccalaureate Degree Requirements, must be completed prior to taking REC 491(8 or 12), Recreation, Sport, and Park Administration Internship.

1 Core Requirements (47-51-55 hours)

- a Complete the following courses: REC 152(3), ~~REC 190(3)~~, REC 205(3), ~~205(3)~~, REC 211(3) or REC 311(3), ~~311(3)~~, REC 302(3), ~~or 411(3)~~, REC 302(3), REC 330(3), REC 328(3), REC 335(3), ~~335(3)~~, REC 390(3), ~~390(3)~~, REC 406(3), ~~406(3)~~, REC 410(3), ~~410(3)~~, REC 415(3), ~~415(3)~~, REC 422(3), ~~REC 423(3)~~, ~~REC 490(1)~~, REC 491(8 or 12), ~~491(8 or 12)~~.

b Complete the following statistics course: REC 328(3)

eb Complete at least 5.3 hours of skills classes, with advisor approval, from the areas below. with a maximum of 4 hours from any one area:

1 Arts and Crafts: ART 100(3), 115(3), 212(3), 255(3); CIS 205(3)

1 KIN 110(1), Dance and Rhythms: KIN 110(1), KIN 112(1), 112(1), KIN 113(1), 113(1), KIN 114(1),

2 KIN 118(1), 114(1), 118(1), KIN 125(1), 125(1), KIN 127(1), 127(1), KIN 130(1), 130(1), KIN 133(1), 133(1), KIN

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~~135(1), 135(1), KIN 143(1), KIN 145(1), 143(1), KIN 147(1), 145(1), 147(1), KIN 149(1), KIN 234(2), 149(1), KIN 125 KIN 240(2), (1), 234(2), 240(2), KIN 260(2), KIN 264(2), 260(2), KIN 270(1), KIN 273(1), 264(2), 270(1), 273(1); MUS 100(2), 103(3), 104(3), 133(1), 135(1), 137(1)~~
 3—Drama and Theater: ~~ENG 334(3), THE 224(1), 255(2), 506(3)~~
 4—Outdoor Education Activities: ~~AGS 161(3), 1AGS 162(1); MIL 101(2), 1MIL 102(2), 2MIL 211(2); KIN 110(1), 114(1), 260(2); REC 160(1), REC 451(3), REC 307(3), 451(3), 307(3), REC 309(3) 309(3).~~
 5 Sports: ~~KIN 112(1), 113(1), 118(1), 127(1), 130(1), 133(1), 135(1), 143(1), 145(1), 147(1), 149(1), 234(2), 264(2), 273(1)~~

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2 Complete ~~24~~ 27 hours ~~required, with advisor approval,~~ from one of the following emphases:

a Health and Wellness Promotions: Prepares students for various opportunities in the fitness industry, health-related services, and wellness management and promotion. ~~Courses Select 24 hours from the required courses:~~ KIN 257(2), KIN 281(1) or KIN 282(1), ~~KIN 350(3), 350(3), KIN 360(4), KIN 362(4), KIN 569(4), 360(4), 362(4), 569(4); BMS 130(3); MKT 150(3).~~

b Prepares students for various opportunities in the fitness industry, health-related services, and wellness management and promotion. Select 27 hours from Required Courses: ~~KIN 257(2), 350(3), 360(4), 362(4), 569(4); REC 415(3); KIN 281(1) or 282(1); BMS 130(3) or BMS 240(3); MKT 150(3) or MKT 350(3)~~

b Parks and Outdoor Recreation: Prepares students for careers in parks and outdoor recreation and outdoor education within the public or private sector in adventure recreation, outdoor recreation/education facilities, or government natural resource management agencies.

Courses Select 24 hours from the required classes. Must take the following 18 required hours: REC 211(3); or REC 311(3), 302(3), 311(3); REC 305(3), REC 307(3), REC 309(3), REC 325(3), REC 451(3) or 305(3), 307(3), 309(3), 325(3); COM 325(3); REC 451 or 3 Outdoor Activity hours approved by a Advisor, COM 325(3); GRY 318(3), 411(3), 415(3). Select 3 hours from Outdoor Skills: REC 160(1), 451(3); KIN 110(1), 114(1), 135(1). Select 3 hours from Leadership/Education: CFD 163(3), CFD 361(3); COM 205(3), 325(3). Select 3 hours from Environmental Integration: AGN 143(3); BIO 373(3); GLG 171(3), 350(3); GRY 108(3), 300(3), 301(3), 351(3).

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c Recreation Management: Prepares students for careers in administering recreation services and events in the Armed Forces, municipal parks and recreation agencies, departments, agencies, campus recreation, sporting goods retail, facility management, residential camps, resort recreation, travel, tourism and hospitality industry, meeting planning, and not-for-profit organizations; at-risk youth organizations, Boys and Girls Clubs, church recreation, Scouting, and YMCA. Courses Select 24 from the hours from the required courses: BUS 135(3); MGT 286(3); MGT 340(3); 3 REC 305 (3), 3 REC 320(3), 3 REC 325(3); KIN 468(4), KIN 468(4), KIN 234(2); 234(2) BUS 135(3); MGT 286(3), MGT 340(3).

e Recreation Management: Prepares students for careers in administering recreation services and events in the Armed Forces, municipal parks and recreation departments, campus recreation, sporting goods retail, facility management, residential camps, resort recreation, travel, tourism and hospitality industry, meeting planning, and not for profit organizations: at-

risk youth organizations, Boys and Girls Clubs, church recreation, Scouting, and YMCA. Select 15 hours from Required Courses: REC 406(3), 415(3); BUS 135(3); MGT 286(3); MGT 340(3) or PSY 305(3). Select 12 hours from electives: REC 160(1), 302(3), 305(1), 320(3), 325(3), 451(3); MGT 410(3); MKT 350(3), 355(3), 485(3); PLS 351(3).

d Sport Administration: Prepares students for careers in leadership opportunities in administering athletic programs, athletic teams, competitive sport camps and clinics, facilities and leagues; managing various sport entities, including Olympic training sites, municipal league programs, youth sport agencies, tournament management, sport administration and marketing, special event planning, retail sports industries, and coaching at the college or above level. Courses Select 24 Complete 16 hours from Required Courses: REC 325(3), REC 305(3); KIN 210(3) or KIN 286(3), KIN 218(2), KIN 234(2); KIN 386(3), KIN 485(2); REC 325(3), REC 305(3); REC 406(3), 415(3); BUS 135(3); MGT 286(3).
e Select 11 hours from electives: KIN 218(2), 234(2); REC 325(3), 405(2); BUS 307(2); MGT 340(3), 410(3).

e Therapeutic Recreation: This emphasis has been temporarily suspended and is not being offered at this time. Contact the Kinesiology Department for more information.

f

3 First Aid Proficiency: Each major must show proficiency in First Aid and Cardiopulmonary Resuscitation (CPR). Students must provide copies of their current First Aid and CPR cards/certifications to the internship coordinator prior to enrolling in REC 491 ~~REC 491~~ and maintain current certifications throughout the internship. Certifications can be completed by the following:

1 Complete the American Red Cross First Aid course and

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CPR course and obtain certification (see
www.redcross.org for information)

- 2 Complete the American Heart Association First Aid
course and CPR course and obtain certification
(see www.americanheart.org for information)
- 3 Emergency Medical Technician (EMT) certification
- 4 Public Affairs Capstone Experience will be fulfilled by completion of
REC 335(3) and REC 491(8 or 12).
- 5 General Baccalaureate Degree Requirements - see General
Baccalaureate Degree Requirements section of catalog

5

Recreation, Sport, and Park Administration (Non- Comprehensive)

Bachelor of Science

~~A General Education Requirements—see General Education Program and
Requirements section of catalog—Specific General Education
Requirement: KIN 210(3) or KIN 286(3)~~

~~A Major Requirements (56–60 hours) Note: All other coursework (including
General Education Program, major(s), minor(s), if applicable), and all
General Baccalaureate Degree Requirements, must be completed
prior to taking REC 491, Recreation, Sport, and Park Administration
Internship.~~

~~o Core Requirements (47–51 hours)~~

~~o Complete the following courses: REC 152(3), 190(3), 200(3);
REC 211(3) or 311(3) or 411(3); REC 330(3), 335(3), 390(3);
410(3), 422(3), 423(3), 490(1), 491(8 or 12)~~

~~a Complete the following statistics courses: REC 328(3)~~

~~a Complete at least 5 hours of skills classes, with advisor
approval, from the areas below with a maximum of
4 hours from any one area:~~

~~o Arts and Crafts: ART 100(3), 115(3), 212(3), 255(3); CIS
205(3)~~

~~o Dance and Rhythms: KIN 125(1), 240(2), 270(1); MUS
100(2), 103(3), 104(3), 133(1), 135(1), 137(1)~~

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- 1 ————— Drama and Theater: ENG 334(3); THE 224(1), 255(2), 506(3)
- 2 ————— Outdoor Education Activities: AGS 161(3), 162(1); MIL 101(2), 102(2), 211(2); KIN 110(1), 114(1), 260(2); REC 160(1), 451(3)
- 2 ————— Sports: KIN 112(1), 113(1), 118(1), 127(1), 130(1), 133(1), 135(1), 143(1), 145(1), 147(1), 149(1), 234(2), 264(2), 273(1)
- 1 ————— Complete, with advisor approval, 9 hours from one of the following emphases:
 - a ————— Recreation Management:
 - a ————— Prepares students for careers in administering recreation services and events in the Armed Forces, municipal parks and recreation departments, campus recreation, sporting goods retail, facility management, residential camps, resort recreation, travel, tourism and hospitality industry, meeting planning, and not-for-profit organizations: at-risk youth organizations, Boys and Girls Clubs, church recreation, Scouting, and YMCA. Complete the following 3 Required Courses: REC 406(3), 415(3); MGT 340(3) or PSY 305(3).
 - a ————— Sport Administration:
 - a ————— Prepares students for careers in leadership opportunities in administering athletic programs, athletic teams, competitive sport camps and clinics, facilities and leagues; managing various sport entities, including Olympic training sites, municipal league programs, youth sport agencies, tournament management, sport administration and marketing, special event planning, retail sports industries, and coaching at the college or higher level. Complete the following 3 Required Courses: REC 325(3); 406(3), 415(3).
 - 1 ————— First Aid Proficiency: Each major must show proficiency in First Aid and Cardio Pulmonary Resuscitation (CPR). Students must provide copies of their current First Aid and CPR

cards/certifications to the internship coordinator prior to enrolling in REC 491 and maintain current certifications throughout the internship. Certifications can be completed by the following:

- _____ Complete the American Red Cross First Aid course and CPR course and obtain certification (see www.redcross.org for information)
- b _____ Complete the American Heart Association First Aid course and CPR course and obtain certification (see www.americanheart.org for information)
- b _____ Emergency Medical Technician (EMT) certification
- 1 _____ Public Affairs Capstone Experience will be fulfilled by completion of [REC 335\(3\)](#) and [491\(8 or 12\)](#).

A Minor required (or second major)

A General Baccalaureate Degree Requirements—see [General Baccalaureate Degree Requirements](#) section of catalog

Minor(s)

Recreation, Sport, and Park Administration

Bachelor of Arts

Bachelor of Science

- 1 Complete the following six courses: [REC 152\(3\)](#), ~~1~~[REC 190\(3\)](#), ~~2~~[REC 205\(3\)](#), ~~3~~[REC 390\(3\)](#), ~~4~~[REC 422\(3\)](#), ~~4~~[Rec 423\(3\)](#)
- 2 Complete one of the following courses: [REC 211\(3\)](#) or ~~3~~[REC 311\(3\)](#).

~~2~~ [411\(3\)](#)

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Accelerated Master's Program in Health Promotion and Wellness Management

Students enrolled in programs in the Department of Kinesiology may be accepted into the Health Promotion and Wellness Management program after admission requirements for the accelerated master's option are met. Once accepted for early admission, up to 12 credit hours of approved 600 and 700-level coursework (Mixed Credit) may be counted toward both the undergraduate and graduate degree programs.

The accelerated option allows majors in the Department of Kinesiology who are interested in health promotion and wellness management to complete

the requirements for the graduate degree in three semesters and a summer rather than the typical four semesters and a summer. Refer to the [Graduate Catalog](#) for more information.

For courses to be designated as Mixed Credit, the graduate advisor, undergraduate department head, and Graduate College dean must approve by signing the Permission for Mixed Credit form. This form must be provided to the Office of the Registrar in Carrington Hall 320 no later than the end of the Change of Schedule Period for the semester.

New Program Proposal Form

Submitted on 12/07/2016 by Tona Hetzler (Tonahetzler@missouristate.edu).

This form is to be used for internal Missouri State approval of any proposal for a new program involving two or more courses, including any new graduate program, new undergraduate major (whether comprehensive or non-comprehensive), new option within an existing program (whether graduate or undergraduate), new minor, new certificate, or new certification program.

New graduate programs, new undergraduate majors, and certificate programs involving more than 18 credit hours require approval by the CBHE as well as approval through the Missouri State curricular process. CBHE applications for such programs are processed through the Office of Institutional Research. All proposals for new programs requiring CBHE approval should progress through the Missouri State curricular process accompanied by a draft of the required CBHE documentation.

Department:

Sports Medicine & Ath Training

Proposed Program Title:

Master of Athletic Training

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Select Degree Type (or Select Graduate Certificate or Undergraduate Certificate):

MA - Master of Arts

General Education Courses Required:

N/A

Total Hours: 0

General Education Courses Recommended:

N/A

Total Hours: 0

Requirements (including Admission) and Limitations for Specific Degree/Program:

Completed applications must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training (MAT) program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the MAT program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the MAT program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the MAT program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the MAT Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

SELECTION FOR AN INTERVIEW AND FINAL ADMISSION DECISIONS WILL BE BASED ON THE FOLLOWING:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 50 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours);
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale;
3. Submission of official Graduate Record Examination (GRE) scores taken within the last five years prior to application with a preferred minimum score of 153 in Verbal Reasoning, 150 in Quantitative Reasoning, and 3.5 in Analytical Writing;
4. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.
5. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites – examples of Missouri State University courses listed below in parentheses - prior to entering the program in the summer:

- Care and Prevention or Introduction to Sports Medicine: 2-3 hrs. (ATC 220 or 222)
- English: 6 hrs. (ENG 110 and ENG 201, 221, 310 or 321)
- College Algebra or higher: 3 hrs. (MTH 135 or higher)
- Statistics: 3 hrs. (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
- Physics with lab: 3-4 hrs. (PHY 123)
- Introductory Chemistry with lab: 4-5 hrs. (CHM 160 and CHM 161)
- Introductory Psychology: 3 hrs. (PSY 121)
- General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
- Human Anatomy with lab: 4 hrs. (BMS 307)**
- Human Physiology with lab: 4 hrs. (BMS 308)**

• Human Physiology with Lab: 4 hrs. (BMS 306)

**If students take a combined course, it must be taken across two

semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.

- Medical Terminology: 1-3 hrs. (LLT 102)
- Exercise Physiology: 3-4 hrs. (BMS 567)
- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the MAT program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).
4. Provide signed technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
5. Initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer. *Students who fail these checks or procedures will be subject to further review by the MAT Program Selection Committee. This may result in dismissal from the program.
6. Provide proof of liability insurance – group rates will be available.
7. Adhere to the SMAT Code of Honor and the National Athletic Trainers' Associations Code of Ethics; students will respect the rights and dignity of all individuals.
8. Enroll on a full-time basis and progress through the program with their class.

Probationary Admission to the Program

Probationary admission may be granted to an applicant that does not meet one or more of the above program admission requirements.

1. During the probationary period, the student must work with their advisor and the program director to complete the missing requirement(s) by the end of the first summer session.

Progression and Retention Requirements

After admission into the MAT program, a student must achieve the following for progression in the program:

1. Remain in compliance with all MAT, CHHS and Graduate College policies.
2. Maintain a GPA of 3.00, with no more than 9 semester hours of graduate work below a grade of

"B." no course with a grade "C" or below may be applied towards the MAT. Furthermore, a graduate

B-, no course with a grade C- or below may be applied towards the MAT. Furthermore, a graduate student becomes ineligible for graduate study if more than 9 semester hours of "C+" or lower are earned in graduate courses taken in the degree program.

3. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of health care professionals.
4. Demonstrate acceptable professional progression in application of skills and knowledge during didactic and clinical experiences.
5. Maintain current NATA, MAATA, and MoATA membership.
6. Maintain current liability insurance
7. Maintain current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

Students who fail to meet the retention criteria may:

1. Be placed on academic or clinical probation in the MAT program, or
2. Be dismissed from the program, based on the judgment of the majority of the Sports Medicine and Athletic Training department graduate faculty.

Students on clinical probation must receive a rating of "satisfactory" or higher on all remaining AT clinical evaluations. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission into the MAT program. Students have the right to follow the University's appeal process on any disciplinary sanction received.

Students should refer to the Missouri State University Sports Medicine and Athletic Training Handbook for Professional Athletic Training Students for additional policies and procedures of the Sports Medicine and Athletic Training Department.

Total Hours: 61

Courses Required in Department:

ATC 601	Foundations of Athletic Training	1 hr
ATC 602	Orthopedic Review	2 hrs
ATC 604	Clinical Skills in AT	3 hrs
ATC 622	AT Practicum I	2 hr
ATC 623	Patient Evaluation I	3 hrs
ATC 631	AT Integrated Lab I	1 hr
ATC 633	Therapeutic Interventions I	3 hrs
ATC 640	Evidence-Based Practice	2 hrs
ATC 653	Patient Evaluation II	3 hrs
ATC 663	Therapeutic Interventions II	3 hrs
ATC 671	AT Integrated Lab II	1 hr
ATC 682	AT Practicum II	2 hrs
ATC 711	Problem Based Practice (1 hr each)	3 hrs
ATC 713	AT Practicum III	3 hrs
ATC 724	AT Practicum IV	4 hrs
ATC 732	Applied Research Methods in Health Care	3 hrs
ATC 734	Prof Dev and Leadership	4 hrs
ATC 741	Therapeutic Interventions III	1 hr
ATC 753	Pharmacology/General Medical Concepts	3 hrs
ATC 773	Athletic Training Seminar	3 hrs
ATC 784	AT Practicum V	4 hrs
ATC 791	AT Research Project	1 hr
ATC 797	Non-thesis Project	3 hrs

Total Hours: 58

Courses Required in Other Departments:

PSY 627 Advanced Psychological Statistical Methods

Total Hours: 3

Prerequisites for Required Courses:

Admissions to the program and program director approval

Recommended Electives in Department:

N/A

Total Hours: 0

Recommended Electives in Other Departments:

N/A

Total Hours: 0

Limitations on Electives:

The MAT is a professional level cohort program that does not require electives.

Please attach the following documents: (only one file may be attached for each requirement; accepts file types of PDF, DOC or DOCX)

1. Statement of Rationale: *Attached*
2. Estimated costs for first five years: *Attached*
3. Complete catalog description (including new courses and course changes pending approval): *Attached*
4. CBHE Application (If applicable): *Attached*

*Note: For new programs requiring CBHE approval, CBHE forms NP, PS, and PG will satisfy #1 and CBHE form FP will satisfy #2.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/05/2016

Current Status:

Grad Council Review

Proposal Progress:

12/07/2016 - Submitted by Department Head (Tona Hetzler)

12/07/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

12/07/2016 - Department Head Review - Tona Hetzler - The degree applicability section should state Master of Athletic Training. However, this is not an option. The department was instructed by the faculty senate to this leave question blank but the system would not allow us to leave the question unanswered. The department selected Master of Arts simply as a way to allow the proposal to continue forward in the approval process.

Degree Applicability:

12/07/2016 - Dean Review - Helen Reid - This system needs to be updated. It is not acceptable to designate the Master of Athletic Training program as a Master of Arts degree.

Copy As New Proposal



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1. Submitted by: Missouri State University
2. Program Title: Master of Athletic Training - Professional
3. Degree/Certificate: Master of Athletic Training (MAT)
4. Options: None
5. Delivery Site(s): Missouri State University, Springfield, MO
6. CIP Classification: Athletic Training 51.0913
7. Implementation Date: Summer 2018
8. Cooperative Partners: None

AUTHORIZATION

Dr. Frank Einhellig, Provost		
Name/title of Institutional Officer	Signature	Date
Dr. Julie Masterson, Associate Provost	417-836-5335	
Person to Contact for More Information	Telephone Number	

STUDENT ENROLLMENT PROJECTIONS (Form SE:)

	1	2	3	4	5
Full Time	12	24	27	35	40
Part Time	0	0	0	0	0
Total	12	24	27	35	40

1. Please provide a rationale regarding how student enrollment projections were calculated

Enrollment projections are based on 1) the level of interest expressed by current Missouri State University students and prospective high school and transfer students, 2) review of the 2013-2014 and 2014-2015 CAATE Analytic Report, 3) history of degrees granted and cohorts admitted in the MSU Bachelor of Science Athletic Training (BSAT) program, and 4) the capacity (accreditation standards, clinical experiences, and number of faculty) of the program. In the first year of the Master of Athletic Training (MAT) program the cohort will be limited to 12 students as the BSAT is being phased out. Each year for the first three years, the admitted cohort will increase. Once the teach out of the BSAT is complete, the MAT program will admit a cohort of 20 students each year.

- 1) *Level of interest of current MSU students and prospective high school students and transfer students*

Based on departmental records, over the past two years (2014 and 2015), 259 interest forms were received from prospective students. This is an optional online form that is available for students to complete. Between June 2015 and October 2016, 156 students (56 transfer students) have visited the department that were interested in the program.

- 2) *CAATE Analytic Reports 2013-2014 and 2014-2015*

Academic Year	Student Enrollment (Mean)	
	All Professional Programs (BS and MS)	Master's Degree Programs
2013-2014 (368 academic programs)	36.1	26.3
2014-2015 (375 academic programs)	37.2	27.7

Note: This is total program enrollment, not by cohort.

- 3A) *Number of Athletic Training BSAT Degrees Granted at Missouri State University*

Year	2011	2012	2013	2014	2015	5 year average
# of BSAT Granted	8	13	19	15	19	14.8

3B) Current Missouri State University BSAT Cohort Sizes

Year Admitted	2013	2014	2015	2016
Cohort Size	22	26	19	19

2. Provide a rationale for proposing this program, including **evidence of market demand and societal need supported by research** (i.e., please cite sources for evidence used).

Rationale for the program

Missouri State University’s College of Health and Human Services (CHHS) has a strong history in educating and producing quality undergraduate and graduate health care providers in a variety of disciplines. Utilizing our strengths and experiences Missouri State University is seeking approval to transition the Bachelor of Science in Athletic Training (BSAT) to a professional level Master of Athletic Training (MAT) degree.

In June 2015, the Commission on Accreditation of Athletic Training education (CAATE) announced that a professional master’s degree would be the minimal degree requirement for certification as an athletic trainer. Missouri State University would be the only public institution in southern Missouri offering the MAT program. Currently, one private university (St. Louis University) offers the professional AT degree at the Masters level. One public university in northwest Missouri (Truman University) and one private school in southern Missouri (Evangel) are in the process of transitioning to the Master’s degree. In addition to meeting the mandated accreditation degree transition, the proposed MAT program aligns with Missouri State University’s mission and strategic initiatives (e.g. , Embrace dynamic adaptation as the norm at Missouri State to meet the pace of change, including theoretical, pedagogical and technological advances; The university embraces curricular transformation as an approach to ensure that its undergraduate and graduate students have knowledge and competencies related to diversity and inclusion; Develop new or modify existing degree programs to better attract international students; Maintain strategic growth in enrollment while increasing retention and graduation rates) has the support of the sports medicine community, and provides graduate trained health care professionals for the state of Missouri.

a. Market Demand:

As of 2022, the professional level masters of athletic training will be the only entry point into the Athletic Training Profession. On average, there are 300 new jobs posted monthly on the National Athletic Trainers’ Association career center. These postings represent the continuous demand for athletic trainers and the ongoing employment opportunities in the profession. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, “employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase.” According to the Missouri Board of Healing Arts there are 549 licensed athletic trainers in the state of Missouri. In contrast, there are 571 high school

and 34 universities and colleges that support athletic teams. Athletic Trainers are employed in multiple settings (hospitals, clinics, industrial, surgery centers, etc.) outside of the traditional high school and college sports. These numbers are similar in surrounding states and across the United States. Missouri State University has a strong history demonstrating the ability of graduating athletic training students to obtain employment and/or acceptance into graduate level health care programs. Based on our history, we expect the rate of employment for students graduating from the MAT program will remain high with a significant percentage of the graduates obtaining positions within the state.

b. Societal Demand (i.e., factors other than employment indicating need for degree)

Health Care Needs: While there are many documented health benefits of increased physical activity, it is also well documented that those who participate in athletics or other physical activity are at a higher risk for sports-related injuries. Considering there are an estimated 2 million injuries among just high school athletes each year, it is fair to say there is no shortage of injuries requiring the attention of an athletic trainer. In addition to the need for athletic trainers to care for the physically active patient, there is also the need for athletic trainers to prevent injuries. Prevention is the first domain of the athletic training profession. Through proper prevention strategies, many injuries can be avoided, which will save individuals the pain and financial cost associated with injuries. As the baby boomers age and continue to remain active, the population in need of athletic training services continues to expand. Many of these baby boomers will remain active or become active in recreation activities, spas, resorts and other types of activities.

Need for advanced educational opportunities: With the rapid changes and advances being made in medicine, short half-life of knowledge, and requirement for evidence-based practice in health care, it is vital that students preparing to enter the health care field obtain education that is current and based on the latest evidence. The MAT program will provide students with this needed training. The coordination of patient care and delivery will become increasingly important as the settings in which care is provided become increasingly fragmented. Policy and structural changes in the health care system have also resulted in an increasing need for interprofessional collaboration. The Institute of Medicine (IOM) called on academic institutions to begin educating health professionals to work collaboratively in its report *Crossing the Quality Chasm: A New Health System for the 21st Century* (Washington: National Academy of Sciences, 2001). In 2011, the Interprofessional Education Collaborative (IPEC) proposed a redesign of workforce training to provide more opportunities for interdisciplinary training and more emphasis on teaching evidence-based practice. The proposed MAT program ensures that students will acquire the necessary IPEC competencies to perform interprofessional teamwork and gain the skills to ensure that their clinical practices are based in current evidence.

Resources and Methodology used to determine demand

A variety of resource and methods were utilized to determine the need for this degree transition.

- 1) NATA Career Center postings; <http://www.nata.org/career-education>
- 2) United States Department of Labor Statistics on expected job growth for athletic training; <http://www.bls.gov/ooh/>
- 3) Missouri Board of Healing Arts – AT licensure numbers; <http://pr.mo.gov/athletictrainers.asp>
- 4) Missouri State High School Athletic Association school numbers; <https://www.mshsaa.org/>
- 5) Institute of Medicine (IOM). 2001. *Crossing the Quality Chasm*. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C: National Academy Press.

COLLABORATION (FORM CL):

Does delivery of the program involve a collaborative effort with any external institution or organization?

The program will not collaborate with any other institutions of higher education on the MAT program, but will continue to collaborate with many local health care facilities for the clinical component of the program and Missouri State University programs for interprofessional opportunities and student and faculty support.

If yes, please complete the rest of this section. If no, state not applicable and go to Program Structure (Form PS). Not applicable

Sponsoring Institutions: N/A

Degree Program for Collaboration N/A

Length of agreement (open-ended or limited): [Click here to enter text.](#)

1. Which institution(s) will have degree-granting authority? N/A
2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions? N/A
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements? N/A
4. Which institution(s) will be responsible for academic and student-support services (e.g., registration, advising, library, academic assistance, financial aid, etc.)? N/A
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed? N/A
6. In addition to the information provided by each participating institution regarding Financial Projections (below), please address the following items:
 - a) How will tuition rates be determined if they differ among the institutions? N/A
 - b) Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement. N/A
 - c) What arrangements, if any, have been made for exchange of money between participating institutions? N/A
7. What commitments have been made by all participants to evaluate the program systematically? N/A
8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering? N/A

PROGRAM STRUCTURE (FORM PS):

1. Total credits required for graduation: 61
2. Residency requirements, if any: Given that the program is cohort based, students will complete all requirements at MSU.
3. General education: Total credits: Not applicable
4. Degree requirements (includes required, electives, thesis, capstone, internship): Total credits: 61

Core Courses (Required of all students)		
Total credits = <u> 58 </u>		
Course ID	Course Title	Credits
ATC 601	Foundations of Athletic Training	1
ATC 602	Orthopedic Review	2
ATC 604	Clinical Skills in AT	3
ATC 622	AT Practicum I	2
ATC 623	Patient Evaluation I	3
ATC 631	AT Integrated Lab I	1
ATC 633	Therapeutic Interventions I	3
ATC 640	Evidence-Based Practice	2
ATC 653	Patient Evaluation II	3
ATC 663	Therapeutic Interventions II	3
ATC 671	AT Integrated Lab II	1
ATC 682	AT Practicum II	2
ATC 711	Problem Based Practice	3
ATC 713	AT Practicum III	3
ATC 724	AT Practicum IV	4
ATC 732	Applied Research Methods in Health Care	3
ATC 734	Professional Development and Leadership	4
ATC 741	Therapeutic Interventions III	1
ATC 753	Pharmacology/General Medical Concepts	3
ATC 773	Athletic Training Seminar	3
ATC 784	AT Practicum V	4
ATC 791	AT Research Project	1
PSY 627	Advanced Psychological Statistical Methods	3

Elective Courses		
Total credits = <u> 0 </u>		
Course ID	Course Title	Credits
Thesis/Non-Thesis/Capstone/Internship		
Total credits = <u> 3 </u>		
Course ID	Course Title	Credits
ATC 797	Non-Thesis Project	3

5. Any unique features such as interdepartmental cooperation:

The program will utilize a statistics course (Psychology Department) already offered within the College of Health and Human Services.

The program will collaborate with other Missouri State University healthcare programs to develop various methods (simulation, case studies, journal club, grand rounds) to provide interprofessional education and promote interprofessional practice.

Financial Projections (FORM FP):

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016- 2017 current	2017- 2018	2018- 2019	2019- 2020	2020- 2021
1. Expenditures:					
A. One-time					
New / renovated spaces	0	0	0	0	0
Equipment	0	0	1,000	500	0
Library	0	0	0	500	0
Consultants	0	0	0	0	0
Other – accreditation change fee	0	3,000	0	0	0
Additional per course/instructor estimate (BSAT teach-out phase only)	0		67,500	67,500	0
Total for One-time Expenditures	0	3,000	68,500	68,500	0
B. Recurring:					
Faculty/instructors – full time	347,195	354,139	361,222	368,446	375,814
Staff	26,199	26,723	27,257	27,802	28,358
Benefits – 36.5% used 2017-2018	129,194	139,014	141,795	144,630	147,523
Per course	30,250	32,250	32,250	34,000	22,000
Other instructor^	35,364	35,364	35,364	35,364	35,364
Equipment/Supplies	11,000	11,000	11,000	11,000	11,000
Library	500	500	500	500	500
Other: Prof dev/Travel	6,500	6,500	6,500	6,500	6,500
Other: Services	3,750	3,750	3,750	3,750	3,750
Other: Annual accreditation fee	3,000	3,250	4,500	5,000	5,000
Total for Recurring Expenditures	592,952	612,490	624,138	636,992	635,809
TOTAL (A + B)	592,952	615,490	692,638	705,492	635,809
2. Revenues					
*State Aid - CBHE	0	0	0	0	0
*State Aid - DESE	0	0	0	0	0
University Tuition	543,184	415,540	470,905	642,732	602,752
Course Fees	9,245	9,245	5,030	4,855	4,675
Program Fee	0	6,000	18,000	23,500	27,500
Institutional Fees	144,179	135,772	86,982	82,089	76,545
	696,608	566,557	580,917	753,176	711,472
TOTAL REVENUES	103,656	48,933	111,721	47,684	75,663

One-Time Expenses. A one-time expense of \$3,000 is required with the submission of a Letter of Intent to CAATE to initiate the substantive change process. Additionally, the program will require one-time expenditure for additional per course instructors or term instructor to assist with teaching during the teach out phase of the BSAT program and startup of the MAT program. The department estimates between \$30,000 and \$67,500 annually for a two-year period. The lower end of the range will cover per course instructors. However, per course instructors will only be an option if we are able to schedule courses (dependent of space availability) at times and days of the week that per course are available and pending that we can secure per course with expertise in the needed subject matter. The upper end of the range would provide salary and benefits for a term instructor for two years. This option would allow for more consistency than multiple per course instructors and more flexibility with course scheduling. However, this would also be pending the ability to identify and hire an individual that is willing to take a term position.

Recurring Expenses. All recurring expenses related to personnel are based on FY 17 salaries with a generic 2% raise factored in each year. Current faculty and staff salaries and benefits account for the majority of the recurring expenses. With this transition from the BSAT to the MAT degree, SMAT is not requesting any additional faculty lines. The SMAT operation budget already contains funding for the current faculty and staff. Area AT practitioners are hired as per course faculty to maintain appropriate student to faculty ratios in laboratory courses and to capitalize on their clinical expertise. At present, the SMAT department utilizes 4-6 per course instructors annually. We anticipate the need for per course instructors will decrease to 3-4 once the transition is completed. The other instructor (^) line is held by a retired, half-time instructor. The department is hopeful this individual will remain active in our programs for many years but when this individual elects to fully retire, the department will need to increase our per course numbers or hire an additional clinical instructor to fill the void. Additional recurring expenses include equipment/supplies, professional development cost, and services. The amounts for each were determined based on approximately a 2% increase from actual expenses during Fiscal Year 2016. Cost for equipment/supplies are currently covered partially by the department's operations budget and the remaining currently comes from course fees. With the transition the remaining portion will come from course fees (undergraduate courses) and the requested new program fee (graduate students). The majority of departmental professional development expenses are currently covered by funding in the SMAT operation budget – travel and other. A portion of these expenses are covered by funding provided by the Dean's office for each faculty. Service expenses are covered fully by the SMAT operation budget. A final recurring expense is the CAATE annual accreditation fee. This fee is currently being paid for accreditation of the BSAT program and will transition to the accreditation of the MAT program.

Revenue. Tuition and fee amounts have all been calculated using the 2016-2017 rates for tuition.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS (FORM PG):

Institution Name: Missouri State University
Program Name: Master of Athletic Training
Date: 10-20-16

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- a) Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Completed applications must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training (MAT) program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the MAT program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the MAT program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the MAT Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

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- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond. (ATC)

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the MAT program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).
4. Provide technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
5. Initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section

660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer.
***Students who fail these checks or procedures will be subject to further review by the MAT Program Selection Committee. This may result in dismissal from the program.**

6. Provide proof of liability insurance – group rates will be available.

7. Adhere to the SMAT Honor Code and the National Athletic Trainers' Association's Code of Ethics; students will respect the rights and dignity of all individuals.

8. Enroll on a full-time basis and progress through the program with their class.

b) Characteristics of a specific population to be served, if applicable.

Students who wish to become an athletic trainer by completing a professional (entry-level) master level athletic training program.

2. Faculty Characteristics

a) Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Accreditation standards require the following:

1) A full-time program director (already in place). The program director must be certified, and in good standing with the Board of Certification (BOC), possess a current state AT credential and be in good standing with the state regulatory agency.

2) A clinical education coordinator (already in place). 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.

3) All full-time faculty must hold a minimum of a master's degree and the majority of the full-time faculty must hold a doctoral degree (already in place - 4 out of 5 full-time faculty members have earned doctoral degrees, remaining faculty member is pursuing doctoral degree). The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. Faculty must be recognized by the institution as having instructional responsibilities and possess a current state credential and be in good standing with the state regulatory agency when teaching hands-on athletic training patient care techniques with an actual patient population. All athletic trainers who are identified as the primary instructor for athletic training courses must be certified and in good standing with the BOC and, where applicable, be credentialed by the state.

b) Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

It is expected that 95% of the courses within the MAT program will be assigned to full-time faculty. In a situation where a particular credential or set of knowledge is required that a current full-time faculty member does not possess, health care practitioners associated with our program (ATC, OT, PT, MD, DO, PA, etc.) will be utilized to teach, co-teach, or provide guest

lectures on the content specific knowledge. Per course ATs may be used to maintain appropriate student to faculty ratios in laboratory courses.

- c) Expectations for professional activities, special student contact, teaching/learning innovation.

All faculty members will be involved with the athletic training profession at the local, district, and national level. This involvement includes attending professional development activities; attending and presenting at state, district, and national conferences; conducting and publishing research; providing athletic training at the local, district, national and international levels. Faculty members will have contact with students in the classroom, at clinical sites, through independent and group research projects, and through advisement/mentorship. Faculty members will be heavily involved in student recruitment efforts in conjunction with other faculty and staff on campus (the Office of Admissions, Graduate College, College of Health and Human Services, etc.), which may include the design of promotional materials, visiting career/college fairs at other institutions, hosting open houses, and participating in Missouri State University-sponsored fairs/showcases. Teaching/learning innovations will include traditional didactic methods, fieldwork/clinical education, clinical practice, case studies, simulation-based, hands-on learning, research project, individual- and group-based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize. Missouri State University's Faculty Center for Teaching and Learning (FCTL) provides course development resources such as the Digital Professor Academy for those who wish to learn to use and incorporate the latest technology in creative teaching methods. Faculty will be encouraged to take advantage of these opportunities in order to create more innovative courses and delivery methods. The curriculum will provide interprofessional education opportunities to develop the knowledge and skills needed for successful collaborative practice.

3. Enrollment Projections

- a) Student FTE majoring in program by the end of five years.

The program will have capacity for 20 full-time students per year. It is structured as a two-year cohort model so it is anticipated that the program would have 40 current students (20 per year) at the end of five years.

- b) Percent of full time and part time enrollment by the end of five years.

Due to the structure of the program, one hundred percent of students enrolled in the program will be full-time students.

4. Student and Program Outcomes

- a) Number of graduates per annum at three and five years after implementation.

3 years: 15 5 years: 20

- b) Special skills specific to the program.

Students admitted into the MAT program will already hold a bachelor's degree from an accredited university, and will have completed the required pre-requisite courses. The MAT

curriculum will focus on providing students with the necessary knowledge and skills to become practicing athletic trainers. Major areas of the curriculum include the domains of the athletic training professions: injury/illness prevention and wellness promotion; examination, assessment and diagnosis; immediate and emergency care; therapeutic intervention; healthcare administration and professional responsibility. The curriculum will provide opportunities to develop the knowledge and skills needed for successful collaborative practice through interprofessional education.

- c) Proportion of students who will achieve licensing, certification, or registration.

Students that successfully complete all aspects of the degree program will be eligible to take the Board of Certification (BOC) certification examination. Students who pass the national certification exam are also required to apply for a state license in most states. It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- d) Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- e) Placement rates in related fields, in other fields, unemployed.

It is anticipated that at least 95% of graduates desiring employment will be employed in athletic training positions within three months of graduation; 100% of those seeking employment are expected to be employed within six months of graduation. A small number may not seek immediate employment due to life circumstances.

- f) Transfer rates, continuous study.

It is atypical for a student admitted into a professional level AT program to transfer as the programs are all traditionally set up in a cohort model.

5. Program Accreditation

- a) Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The MAT program will be accredited by the Commission on Accreditation for Athletic Training Education (CAATE). Currently the BSAT program is a CAATE accredited program. Our next

comprehensive review will occur in academic year 2022-2023; however, the proposed degree and associated transition will result in that review focusing on the MAT.

The following is from the CAATE website (<http://caate.net/substantive-documents/>) and outlines the procedure for a currently accredited professional program to transition degree levels and maintain accreditation.

Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree OR Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document. Programs who are transitioning to the master's degree must have approval from their respective regional accreditor prior to submission of substantive change (mini self-study) materials. The Notification of Intent form must be uploaded to the substantive change tab via eAccreditation prior to your preferred intent deadline (see the dates below and check the available spots per cycle document on the CAATE website)

..... This substantive change application does not extend continuing accreditation past the original review date. Application for a substantive change does not guarantee the change will be accepted. After review of materials, the CAATE may deem that an on-site visit is necessary to ensure compliance with the Standards..... Programs are allowed some overlap with students of both degrees, however a "teach out" plan for students enrolled in the program being dissolved is required as part of the change in degree level request. Once a program's request for change in degree has been approved, the program will no longer be allowed to admit students at the previous degree level.

Time line based on CAATE Degree Substantive Change Review Cycles and Procedures and Missouri State University's Curriculum Approval Process

August 2016 – May 2017	Gain approval for MAT Degree from all levels of Missouri State University Curriculum approval process
April 1, 2017	Submit MAT proposal to CBHE
June 1, 2017	Gain approval for MAT from CBHE
July 1, 2017	Submit Letter of Intent and fee to CAATE
December 1, 2017	Submit mini Self-study
June 1, 2018	Admit first MAT cohort

6. Alumni and Employer Survey

- a) Expected satisfaction rates for alumni, including timing and method of surveys.

All students will complete an exit interview at time of graduation. Alumni will be surveyed at 6 months and 2 years' post-graduation. It is expected that all alumni will describe themselves as being "satisfied" to "completely satisfied" with their experience and knowledge gained from

the program. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, alumni that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

- b) Expected satisfaction rates for employers, including timing and method of surveys.

All employers will be asked to complete an online survey relating to the program alumni hire 6 months and 1.5 years after hiring. It is expected that all employers will indicate a rating of “satisfied” to “completely satisfied” with program alumni that they hire. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, employers that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

7. Institutional Characteristics

- a) Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University’s identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The current BSAT program has existed at Missouri State University in some format since 1979 with strong student outcomes (BOC pass rate and employment). The program has always aligned well with the University mission and goals. As the MAT program is a transition from the BSAT to the MAT, the same foundational behaviors of athletic training (specifically ethical practice, legal practice, teamed approach to practice and cultural competence) will remain in place. The three pillars of the public affairs mission of cultural competence, community engagement, and ethical leadership are incorporated throughout the MAT curriculum by design (and accreditation mandate in some cases) into coursework, clinical experiences, and research projects.

Missouri State University in an ideal location to serve not only residence of Missouri but several surrounding states. This is especially true in light of the fact that no other public university in southern Missouri is offering a Professional Level Master’s program in athletic training. Furthermore, the University has other accredited health programs that add to the quality of the program. With the Sports Medicine and Athletic Training Department being housed in the College of Health and Human Services there are a number of opportunities for collaboration with the other accredited health programs as many faculty members within the College (and University) are open to collaborative and interprofessional research projects and/or serving on research committees. The College offers a variety of strong undergraduate programs along with 13 graduate degrees and eight graduate certificate programs in the health and human

services. These programs have excellent reputations, maintain national accreditation from their disciplines when available, and produce graduates who achieve high first-time pass rates on national exams after program completion. Many CHHS programs have long-term established relationships with the healthcare institutions in the region, including rural communities, which will benefit the MAT program when seeking clinical placement sites for students.



1. Submitted by: Missouri State University
2. Program Title: Master of Athletic Training - Professional
3. Degree/Certificate: Master of Athletic Training (MAT)
4. Options: None
5. Delivery Site(s): Missouri State University, Springfield, MO
6. CIP Classification: Athletic Training 51.0913
7. Implementation Date: Summer 2018
8. Cooperative Partners: None

AUTHORIZATION

<u>Dr. Frank Einhellig, Provost</u>		
Name/title of Institutional Officer	Signature	Date
<u>Dr. Julie Masterson, Associate Provost</u>	<u>417-836-5335</u>	
Person to Contact for More Information	Telephone Number	

STUDENT ENROLLMENT PROJECTIONS (Form SE:)

	1	2	3	4	5
Full Time	12	24	27	35	40
Part Time	0	0	0	0	0
Total	12	24	27	35	40

1. Please provide a rationale regarding how student enrollment projections were calculated

Enrollment projections are based on 1) the level of interest expressed by current Missouri State University students and prospective high school and transfer students, 2) review of the 2013-2014 and 2014-2015 CAATE Analytic Report, 3) history of degrees granted and cohorts admitted in the MSU Bachelor of Science Athletic Training (BSAT) program, and 4) the capacity (accreditation standards, clinical experiences, and number of faculty) of the program. In the first year of the Master of Athletic Training (MAT) program the cohort will be limited to 12 students as the BSAT is being phased out. Each year for the first three years, the admitted cohort will increase. Once the teach out of the BSAT is complete, the MAT program will admit a cohort of 20 students each year.

- 1) *Level of interest of current MSU students and prospective high school students and transfer students*

Based on departmental records, over the past two years (2014 and 2015), 259 interest forms were received from prospective students. This is an optional online form that is available for students to complete. Between June 2015 and October 2016, 156 students (56 transfer students) have visited the department that were interested in the program.

- 2) *CAATE Analytic Reports 2013-2014 and 2014-2015*

Academic Year	Student Enrollment (Mean)	
	All Professional Programs (BS and MS)	Master's Degree Programs
2013-2014 (368 academic programs)	36.1	26.3
2014-2015 (375 academic programs)	37.2	27.7

Note: This is total program enrollment, not by cohort.

- 3A) *Number of Athletic Training BSAT Degrees Granted at Missouri State University*

Year	2011	2012	2013	2014	2015	5 year average
# of BSAT Granted	8	13	19	15	19	14.8

3B) Current Missouri State University BSAT Cohort Sizes

Year Admitted	2013	2014	2015	2016
Cohort Size	22	26	19	19

2. Provide a rationale for proposing this program, including **evidence of market demand and societal need supported by research** (i.e., please cite sources for evidence used).

Rationale for the program

Missouri State University’s College of Health and Human Services (CHHS) has a strong history in educating and producing quality undergraduate and graduate health care providers in a variety of disciplines. Utilizing our strengths and experiences Missouri State University is seeking approval to transition the Bachelor of Science in Athletic Training (BSAT) to a professional level Master of Athletic Training (MAT) degree.

In June 2015, the Commission on Accreditation of Athletic Training education (CAATE) announced that a professional master’s degree would be the minimal degree requirement for certification as an athletic trainer. Missouri State University would be the only public institution in southern Missouri offering the MAT program. Currently, one private university (St. Louis University) offers the professional AT degree at the Masters level. One public university in northwest Missouri (Truman University) and one private school in southern Missouri (Evangel) are in the process of transitioning to the Master’s degree. In addition to meeting the mandated accreditation degree transition, the proposed MAT program aligns with Missouri State University’s mission and strategic initiatives (e.g. , Embrace dynamic adaptation as the norm at Missouri State to meet the pace of change, including theoretical, pedagogical and technological advances; The university embraces curricular transformation as an approach to ensure that its undergraduate and graduate students have knowledge and competencies related to diversity and inclusion; Develop new or modify existing degree programs to better attract international students; Maintain strategic growth in enrollment while increasing retention and graduation rates) has the support of the sports medicine community, and provides graduate trained health care professionals for the state of Missouri.

a. Market Demand:

As of 2022, the professional level masters of athletic training will be the only entry point into the Athletic Training Profession. On average, there are 300 new jobs posted monthly on the National Athletic Trainers’ Association career center. These postings represent the continuous demand for athletic trainers and the ongoing employment opportunities in the profession. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, “employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase.” According to the Missouri Board of Healing Arts there are 549 licensed athletic trainers in the state of Missouri. In contrast, there are 571 high school

and 34 universities and colleges that support athletic teams. Athletic Trainers are employed in multiple settings (hospitals, clinics, industrial, surgery centers, etc.) outside of the traditional high school and college sports. These numbers are similar in surrounding states and across the United States. Missouri State University has a strong history demonstrating the ability of graduating athletic training students to obtain employment and/or acceptance into graduate level health care programs. Based on our history, we expect the rate of employment for students graduating from the MAT program will remain high with a significant percentage of the graduates obtaining positions within the state.

b. Societal Demand (i.e., factors other than employment indicating need for degree)

Health Care Needs: While there are many documented health benefits of increased physical activity, it is also well documented that those who participate in athletics or other physical activity are at a higher risk for sports-related injuries. Considering there are an estimated 2 million injuries among just high school athletes each year, it is fair to say there is no shortage of injuries requiring the attention of an athletic trainer. In addition to the need for athletic trainers to care for the physically active patient, there is also the need for athletic trainers to prevent injuries. Prevention is the first domain of the athletic training profession. Through proper prevention strategies, many injuries can be avoided, which will save individuals the pain and financial cost associated with injuries. As the baby boomers age and continue to remain active, the population in need of athletic training services continues to expand. Many of these baby boomers will remain active or become active in recreation activities, spas, resorts and other types of activities.

Need for advanced educational opportunities: With the rapid changes and advances being made in medicine, short half-life of knowledge, and requirement for evidence-based practice in health care, it is vital that students preparing to enter the health care field obtain education that is current and based on the latest evidence. The MAT program will provide students with this needed training. The coordination of patient care and delivery will become increasingly important as the settings in which care is provided become increasingly fragmented. Policy and structural changes in the health care system have also resulted in an increasing need for interprofessional collaboration. The Institute of Medicine (IOM) called on academic institutions to begin educating health professionals to work collaboratively in its report *Crossing the Quality Chasm: A New Health System for the 21st Century* (Washington: National Academy of Sciences, 2001). In 2011, the Interprofessional Education Collaborative (IPEC) proposed a redesign of workforce training to provide more opportunities for interdisciplinary training and more emphasis on teaching evidence-based practice. The proposed MAT program ensures that students will acquire the necessary IPEC competencies to perform interprofessional teamwork and gain the skills to ensure that their clinical practices are based in current evidence.

Resources and Methodology used to determine demand

A variety of resource and methods were utilized to determine the need for this degree transition.

- 1) NATA Career Center postings; <http://www.nata.org/career-education>
- 2) United States Department of Labor Statistics on expected job growth for athletic training; <http://www.bls.gov/ooh/>
- 3) Missouri Board of Healing Arts – AT licensure numbers; <http://pr.mo.gov/athletictrainers.asp>
- 4) Missouri State High School Athletic Association school numbers; <https://www.mshsaa.org/>
- 5) Institute of Medicine (IOM). 2001. *Crossing the Quality Chasm*. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C: National Academy Press.

COLLABORATION (FORM CL):

Does delivery of the program involve a collaborative effort with any external institution or organization?

The program will not collaborate with any other institutions of higher education on the MAT program, but will continue to collaborate with many local health care facilities for the clinical component of the program and Missouri State University programs for interprofessional opportunities and student and faculty support.

If yes, please complete the rest of this section. If no, state not applicable and go to Program Structure (Form PS). Not applicable

Sponsoring Institutions: N/A

Degree Program for Collaboration N/A

Length of agreement (open-ended or limited): [Click here to enter text.](#)

1. Which institution(s) will have degree-granting authority? N/A
2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions? N/A
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements? N/A
4. Which institution(s) will be responsible for academic and student-support services (e.g., registration, advising, library, academic assistance, financial aid, etc.)? N/A
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed? N/A
6. In addition to the information provided by each participating institution regarding Financial Projections (below), please address the following items:
 - a) How will tuition rates be determined if they differ among the institutions? N/A
 - b) Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement. N/A
 - c) What arrangements, if any, have been made for exchange of money between participating institutions? N/A
7. What commitments have been made by all participants to evaluate the program systematically? N/A
8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering? N/A

PROGRAM STRUCTURE (FORM PS):

1. Total credits required for graduation: 61
2. Residency requirements, if any: Given that the program is cohort based, students will complete all requirements at MSU.
3. General education: Total credits: Not applicable
4. Degree requirements (includes required, electives, thesis, capstone, internship): Total credits: 61

Core Courses (Required of all students)		
Total credits = <u> 58 </u>		
Course ID	Course Title	Credits
ATC 601	Foundations of Athletic Training	1
ATC 602	Orthopedic Review	2
ATC 604	Clinical Skills in AT	3
ATC 622	AT Practicum I	2
ATC 623	Patient Evaluation I	3
ATC 631	AT Integrated Lab I	1
ATC 633	Therapeutic Interventions I	3
ATC 640	Evidence-Based Practice	2
ATC 653	Patient Evaluation II	3
ATC 663	Therapeutic Interventions II	3
ATC 671	AT Integrated Lab II	1
ATC 682	AT Practicum II	2
ATC 711	Problem Based Practice	3
ATC 713	AT Practicum III	3
ATC 724	AT Practicum IV	4
ATC 732	Applied Research Methods in Health Care	3
ATC 734	Professional Development and Leadership	4
ATC 741	Therapeutic Interventions III	1
ATC 753	Pharmacology/General Medical Concepts	3
ATC 773	Athletic Training Seminar	3
ATC 784	AT Practicum V	4
ATC 791	AT Research Project	1
PSY 627	Advanced Psychological Statistical Methods	3

Elective Courses		
Total credits = <u> 0 </u>		
Course ID	Course Title	Credits
Thesis/Non-Thesis/Capstone/Internship		
Total credits = <u> 3 </u>		
Course ID	Course Title	Credits
ATC 797	Non-Thesis Project	3

5. Any unique features such as interdepartmental cooperation:

The program will utilize a statistics course (Psychology Department) already offered within the College of Health and Human Services.

The program will collaborate with other Missouri State University healthcare programs to develop various methods (simulation, case studies, journal club, grand rounds) to provide interprofessional education and promote interprofessional practice.

Financial Projections (FORM FP):

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016- 2017 current	2017- 2018	2018- 2019	2019- 2020	2020- 2021
1. Expenditures:					
A. One-time					
New / renovated spaces	0	0	0	0	0
Equipment	0	0	1,000	500	0
Library	0	0	0	500	0
Consultants	0	0	0	0	0
Other – accreditation change fee	0	3,000	0	0	0
Additional per course/instructor estimate (BSAT teach-out phase only)	0		67,500	67,500	0
Total for One-time Expenditures	0	3,000	68,500	68,500	0
B. Recurring:					
Faculty/instructors – full time	347,195	354,139	361,222	368,446	375,814
Staff	26,199	26,723	27,257	27,802	28,358
Benefits – 36.5% used 2017-2018	129,194	139,014	141,795	144,630	147,523
Per course	30,250	32,250	32,250	34,000	22,000
Other instructor^	35,364	35,364	35,364	35,364	35,364
Equipment/Supplies	11,000	11,000	11,000	11,000	11,000
Library	500	500	500	500	500
Other: Prof dev/Travel	6,500	6,500	6,500	6,500	6,500
Other: Services	3,750	3,750	3,750	3,750	3,750
Other: Annual accreditation fee	3,000	3,250	4,500	5,000	5,000
Total for Recurring Expenditures	592,952	612,490	624,138	636,992	635,809
TOTAL (A + B)	592,952	615,490	692,638	705,492	635,809
2. Revenues					
*State Aid - CBHE	0	0	0	0	0
*State Aid - DESE	0	0	0	0	0
University Tuition	543,184	415,540	470,905	642,732	602,752
Course Fees	9,245	9,245	5,030	4,855	4,675
Program Fee	0	6,000	18,000	23,500	27,500
Institutional Fees	144,179	135,772	86,982	82,089	76,545
	696,608	566,557	580,917	753,176	711,472
TOTAL REVENUES	103,656	48,933	111,721	47,684	75,663

One-Time Expenses. A one-time expense of \$3,000 is required with the submission of a Letter of Intent to CAATE to initiate the substantive change process. Additionally, the program will require one-time expenditure for additional per course instructors or term instructor to assist with teaching during the teach out phase of the BSAT program and startup of the MAT program. The department estimates between \$30,000 and \$67,500 annually for a two-year period. The lower end of the range will cover per course instructors. However, per course instructors will only be an option if we are able to schedule courses (dependent of space availability) at times and days of the week that per course are available and pending that we can secure per course with expertise in the needed subject matter. The upper end of the range would provide salary and benefits for a term instructor for two years. This option would allow for more consistency than multiple per course instructors and more flexibility with course scheduling. However, this would also be pending the ability to identify and hire an individual that is willing to take a term position.

Recurring Expenses. All recurring expenses related to personnel are based on FY 17 salaries with a generic 2% raise factored in each year. Current faculty and staff salaries and benefits account for the majority of the recurring expenses. With this transition from the BSAT to the MAT degree, SMAT is not requesting any additional faculty lines. The SMAT operation budget already contains funding for the current faculty and staff. Area AT practitioners are hired as per course faculty to maintain appropriate student to faculty ratios in laboratory courses and to capitalize on their clinical expertise. At present, the SMAT department utilizes 4-6 per course instructors annually. We anticipate the need for per course instructors will decrease to 3-4 once the transition is completed. The other instructor (^) line is held by a retired, half-time instructor. The department is hopeful this individual will remain active in our programs for many years but when this individual elects to fully retire, the department will need to increase our per course numbers or hire an additional clinical instructor to fill the void. Additional recurring expenses include equipment/supplies, professional development cost, and services. The amounts for each were determined based on approximately a 2% increase from actual expenses during Fiscal Year 2016. Cost for equipment/supplies are currently covered partially by the department's operations budget and the remaining currently comes from course fees. With the transition the remaining portion will come from course fees (undergraduate courses) and the requested new program fee (graduate students). The majority of departmental professional development expenses are currently covered by funding in the SMAT operation budget – travel and other. A portion of these expenses are covered by funding provided by the Dean's office for each faculty. Service expenses are covered fully by the SMAT operation budget. A final recurring expense is the CAATE annual accreditation fee. This fee is currently being paid for accreditation of the BSAT program and will transition to the accreditation of the MAT program.

Revenue. Tuition and fee amounts have all been calculated using the 2016-2017 rates for tuition.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS (FORM PG):

Institution Name: Missouri State University
Program Name: Master of Athletic Training
Date: 10-20-16

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- a) Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Completed applications must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training (MAT) program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the MAT program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the MAT program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the MAT Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

SELECTION FOR AN INTERVIEW AND FINAL ADMISSION DECISIONS WILL BE BASED ON THE FOLLOWING:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 50 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours);
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale;
3. Submission of official Graduate Record Examination (GRE) scores taken within the last five years prior to application with a preferred minimum score of 153 in Verbal Reasoning, 150 in Quantitative Reasoning, and 3.5 in Analytical Writing;
4. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.

5. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites – examples of Missouri State University courses listed below in parentheses - prior to entering the program in the summer:

- Care and Prevention or Introduction to Sports Medicine: 2-3 hrs. (ATC 220 or 222)
- English: 6 hrs. (ENG 110 and ENG 201, 221, 310 or 321)
- College Algebra or higher: 3 hrs. (MTH 135 or higher)
- Statistics: 3 hrs. (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
- Physics with lab: 3-4 hrs. (PHY 123)
- Introductory Chemistry with lab: 4-5 hrs. (CHM 160 and CHM 161)
- Introductory Psychology: 3 hrs. (PSY 121)
- General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
- Human Anatomy with lab: 4 hrs. (BMS 307)**
- Human Physiology with lab: 4 hrs. (BMS 308)****
If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.
- Medical Terminology: 1-3 hrs. (LLT 102)
- Exercise Physiology: 3-4 hrs. (BMS 567)
- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond. (ATC)

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the MAT program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).
4. Provide technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
5. Initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section

660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer.
***Students who fail these checks or procedures will be subject to further review by the MAT Program Selection Committee. This may result in dismissal from the program.**

6. Provide proof of liability insurance – group rates will be available.

7. Adhere to the SMAT Honor Code and the National Athletic Trainers' Association's Code of Ethics; students will respect the rights and dignity of all individuals.

8. Enroll on a full-time basis and progress through the program with their class.

b) Characteristics of a specific population to be served, if applicable.

Students who wish to become an athletic trainer by completing a professional (entry-level) master level athletic training program.

2. Faculty Characteristics

a) Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Accreditation standards require the following:

1) A full-time program director (already in place). The program director must be certified, and in good standing with the Board of Certification (BOC), possess a current state AT credential and be in good standing with the state regulatory agency.

2) A clinical education coordinator (already in place). 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.

3) All full-time faculty must hold a minimum of a master's degree and the majority of the full-time faculty must hold a doctoral degree (already in place - 4 out of 5 full-time faculty members have earned doctoral degrees, remaining faculty member is pursuing doctoral degree). The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. Faculty must be recognized by the institution as having instructional responsibilities and possess a current state credential and be in good standing with the state regulatory agency when teaching hands-on athletic training patient care techniques with an actual patient population. All athletic trainers who are identified as the primary instructor for athletic training courses must be certified and in good standing with the BOC and, where applicable, be credentialed by the state.

b) Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

It is expected that 95% of the courses within the MAT program will be assigned to full-time faculty. In a situation where a particular credential or set of knowledge is required that a current full-time faculty member does not possess, health care practitioners associated with our program (ATC, OT, PT, MD, DO, PA, etc.) will be utilized to teach, co-teach, or provide guest

lectures on the content specific knowledge. Per course ATs may be used to maintain appropriate student to faculty ratios in laboratory courses.

- c) Expectations for professional activities, special student contact, teaching/learning innovation.

All faculty members will be involved with the athletic training profession at the local, district, and national level. This involvement includes attending professional development activities; attending and presenting at state, district, and national conferences; conducting and publishing research; providing athletic training at the local, district, national and international levels. Faculty members will have contact with students in the classroom, at clinical sites, through independent and group research projects, and through advisement/mentorship. Faculty members will be heavily involved in student recruitment efforts in conjunction with other faculty and staff on campus (the Office of Admissions, Graduate College, College of Health and Human Services, etc.), which may include the design of promotional materials, visiting career/college fairs at other institutions, hosting open houses, and participating in Missouri State University-sponsored fairs/showcases. Teaching/learning innovations will include traditional didactic methods, fieldwork/clinical education, clinical practice, case studies, simulation-based, hands-on learning, research project, individual- and group-based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize. Missouri State University's Faculty Center for Teaching and Learning (FCTL) provides course development resources such as the Digital Professor Academy for those who wish to learn to use and incorporate the latest technology in creative teaching methods. Faculty will be encouraged to take advantage of these opportunities in order to create more innovative courses and delivery methods. The curriculum will provide interprofessional education opportunities to develop the knowledge and skills needed for successful collaborative practice.

3. Enrollment Projections

- a) Student FTE majoring in program by the end of five years.

The program will have capacity for 20 full-time students per year. It is structured as a two-year cohort model so it is anticipated that the program would have 40 current students (20 per year) at the end of five years.

- b) Percent of full time and part time enrollment by the end of five years.

Due to the structure of the program, one hundred percent of students enrolled in the program will be full-time students.

4. Student and Program Outcomes

- a) Number of graduates per annum at three and five years after implementation.

3 years: 15 5 years: 20

- b) Special skills specific to the program.

Students admitted into the MAT program will already hold a bachelor's degree from an accredited university, and will have completed the required pre-requisite courses. The MAT

curriculum will focus on providing students with the necessary knowledge and skills to become practicing athletic trainers. Major areas of the curriculum include the domains of the athletic training professions: injury/illness prevention and wellness promotion; examination, assessment and diagnosis; immediate and emergency care; therapeutic intervention; healthcare administration and professional responsibility. The curriculum will provide opportunities to develop the knowledge and skills needed for successful collaborative practice through interprofessional education.

- c) Proportion of students who will achieve licensing, certification, or registration.

Students that successfully complete all aspects of the degree program will be eligible to take the Board of Certification (BOC) certification examination. Students who pass the national certification exam are also required to apply for a state license in most states. It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- d) Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- e) Placement rates in related fields, in other fields, unemployed.

It is anticipated that at least 95% of graduates desiring employment will be employed in athletic training positions within three months of graduation; 100% of those seeking employment are expected to be employed within six months of graduation. A small number may not seek immediate employment due to life circumstances.

- f) Transfer rates, continuous study.

It is atypical for a student admitted into a professional level AT program to transfer as the programs are all traditionally set up in a cohort model.

5. Program Accreditation

- a) Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The MAT program will be accredited by the Commission on Accreditation for Athletic Training Education (CAATE). Currently the BSAT program is a CAATE accredited program. Our next

comprehensive review will occur in academic year 2022-2023; however, the proposed degree and associated transition will result in that review focusing on the MAT.

The following is from the CAATE website (<http://caate.net/substantive-documents/>) and outlines the procedure for a currently accredited professional program to transition degree levels and maintain accreditation.

Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree OR Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document. Programs who are transitioning to the master's degree must have approval from their respective regional accreditor prior to submission of substantive change (mini self-study) materials. The Notification of Intent form must be uploaded to the substantive change tab via eAccreditation prior to your preferred intent deadline (see the dates below and check the available spots per cycle document on the CAATE website)

..... This substantive change application does not extend continuing accreditation past the original review date. Application for a substantive change does not guarantee the change will be accepted. After review of materials, the CAATE may deem that an on-site visit is necessary to ensure compliance with the Standards..... Programs are allowed some overlap with students of both degrees, however a "teach out" plan for students enrolled in the program being dissolved is required as part of the change in degree level request. Once a program's request for change in degree has been approved, the program will no longer be allowed to admit students at the previous degree level.

Time line based on CAATE Degree Substantive Change Review Cycles and Procedures and Missouri State University's Curriculum Approval Process

August 2016 – May 2017	Gain approval for MAT Degree from all levels of Missouri State University Curriculum approval process
April 1, 2017	Submit MAT proposal to CBHE
June 1, 2017	Gain approval for MAT from CBHE
July 1, 2017	Submit Letter of Intent and fee to CAATE
December 1, 2017	Submit mini Self-study
June 1, 2018	Admit first MAT cohort

6. Alumni and Employer Survey

- a) Expected satisfaction rates for alumni, including timing and method of surveys.

All students will complete an exit interview at time of graduation. Alumni will be surveyed at 6 months and 2 years' post-graduation. It is expected that all alumni will describe themselves as being "satisfied" to "completely satisfied" with their experience and knowledge gained from

the program. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, alumni that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

- b) Expected satisfaction rates for employers, including timing and method of surveys.

All employers will be asked to complete an online survey relating to the program alumni hire 6 months and 1.5 years after hiring. It is expected that all employers will indicate a rating of “satisfied” to “completely satisfied” with program alumni that they hire. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, employers that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

7. Institutional Characteristics

- a) Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University’s identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The current BSAT program has existed at Missouri State University in some format since 1979 with strong student outcomes (BOC pass rate and employment). The program has always aligned well with the University mission and goals. As the MAT program is a transition from the BSAT to the MAT, the same foundational behaviors of athletic training (specifically ethical practice, legal practice, teamed approach to practice and cultural competence) will remain in place. The three pillars of the public affairs mission of cultural competence, community engagement, and ethical leadership are incorporated throughout the MAT curriculum by design (and accreditation mandate in some cases) into coursework, clinical experiences, and research projects.

Missouri State University in an ideal location to serve not only residence of Missouri but several surrounding states. This is especially true in light of the fact that no other public university in southern Missouri is offering a Professional Level Master’s program in athletic training. Furthermore, the University has other accredited health programs that add to the quality of the program. With the Sports Medicine and Athletic Training Department being housed in the College of Health and Human Services there are a number of opportunities for collaboration with the other accredited health programs as many faculty members within the College (and University) are open to collaborative and interprofessional research projects and/or serving on research committees. The College offers a variety of strong undergraduate programs along with 13 graduate degrees and eight graduate certificate programs in the health and human

services. These programs have excellent reputations, maintain national accreditation from their disciplines when available, and produce graduates who achieve high first-time pass rates on national exams after program completion. Many CHHS programs have long-term established relationships with the healthcare institutions in the region, including rural communities, which will benefit the MAT program when seeking clinical placement sites for students.

Catalog information

Athletic Training

Graduate programs

Master in Athletic Training

Tona Hetzler, Department Head
Professional Building, room 160
Phone: 417-836-8553
Tonahetzler@missouristate.edu

Program description

The Master of Athletic Training program is a professional degree designed to prepare students to become certified athletic trainers and function as health care providers within an evolving health care delivery system.

Admission requirements

Completed applications must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training (MAT) program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the MAT program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the MAT program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the MAT program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the MAT Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

SELECTION FOR AN INTERVIEW AND FINAL ADMISSION DECISIONS WILL BE BASED ON THE FOLLOWING:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 50 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours);
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale;

3. Submission of official Graduate Record Examination (GRE) scores taken within the last five years prior to application with a preferred minimum score of 153 in Verbal Reasoning, 150 in Quantitative Reasoning, and 3.5 in Analytical Writing;
4. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.
5. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites – examples of Missouri State University courses listed below in parentheses - prior to entering the program in the summer:

- Care and Prevention or Introduction to Sports Medicine: 2-3 hrs. (ATC 220 or 222)
- English: 6 hrs. (ENG 110 and ENG 201, 221, 310 or 321)
- College Algebra or higher: 3 hrs. (MTH 135 or higher)
- Statistics: 3 hrs. (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
- Physics with lab: 3-4 hrs. (PHY 123)
- Introductory Chemistry with lab: 4-5 hrs. (CHM 160 and CHM 161)
- Introductory Psychology: 3 hrs. (PSY 121)
- General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
- Human Anatomy with lab: 4 hrs. (BMS 307)**
- Human Physiology with lab: 4 hrs. (BMS 308)**

***If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.*

- Medical Terminology: 1-3 hrs. (LLT 102)
- Exercise Physiology: 3-4 hrs. (BMS 567)
- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the MAT program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must

be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).

4. Provide signed technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.

5. Initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer. ***Students who fail these checks or procedures will be subject to further review by the MAT Program Selection Committee. This may result in dismissal from the program.**

6. Provide proof of liability insurance – group rates will be available.

7. Adhere to the SMAT Code of Honor and the National Athletic Trainers' Associations Code of Ethics; students will respect the rights and dignity of all individuals.

8. Enroll on a full-time basis and progress through the program with their class.

Probationary Admission to the Program

Probationary admission may be granted to an applicant that does not meet one or more of the above program admission requirements.

1. During the probationary period, the student must work with their advisor and the program director to complete the missing requirement(s) by the end of the first summer session.

Progression and Retention Requirements

After admission into the MAT program, a student must achieve the following for progression in the program:

1. Remain in compliance with all MAT, CHHS and Graduate College policies.
2. Maintain a GPA of 3.00, with no more than 9 semester hours of graduate work below a grade of "B-", no course with a grade "C-" or below may be applied towards the MAT. Furthermore, a graduate student becomes ineligible for graduate study if more than 9 semester hours of "C+" or lower are earned in graduate courses taken in the degree program.
3. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of health care professionals.
4. Demonstrate acceptable professional progression in application of skills and knowledge during didactic and clinical experiences.
5. Maintain current NATA, MAATA, and MoATA membership.

6. Maintain current liability insurance
7. Maintain current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

Students who fail to meet the retention criteria may:

1. Be placed on academic or clinical probation in the MAT program, or
2. Be dismissed from the program, based on the judgment of the majority of the Sports Medicine and Athletic Training department graduate faculty.

Students on clinical probation must receive a rating of "satisfactory" or higher on all remaining AT clinical evaluations. Students who fail to meet the probationary criteria or are dismissed from the program are not eligible for readmission into the MAT program. Students have the right to follow the University's appeal process on any disciplinary sanction received.

Students should refer to the Missouri State University Sports Medicine and Athletic Training *Handbook for Professional Athletic Training Students* for additional policies and procedures of the Sports Medicine and Athletic Training Department.

Degree requirements (minimum of 61 hours)

1. **Academic Advisor.** Graduate students are assigned an advisor at the time of admission. If desired, the student may select a different advisor once fully matriculated into the program. This occurs most often when a research topic is chosen and it is appropriate for a different faculty member to direct that project. The role of the graduate advisor is to:
 - Assist the student in the selection of course work for his/her graduate program;
 - Advise and assist the student in completion of all Missouri State University and departmental requirements for degree.

It is extremely important that students have early contact with their advisor and gain advisor approval before registering for classes. The advisor is a key person in helping individuals plan their graduate program, ensuring that classes fit the program, planning an appropriate class sequence, and providing other input that ensures a student is successful in their graduate program. All degree-seeking students must have the advisor complete an electronic release prior to registering.

1. **Core Courses** (61 hours)

Course Code	Course Title	Credit Hours
ATC 601	Foundations of Athletic Training	1 hr
ATC 602	Orthopedic Review	2 hrs
ATC 604	Clinical Skills in AT	3 hrs
ATC 622	AT Practicum I	2 hr
ATC 623	Patient Evaluation I	3 hrs

Course Code	Course Title	Credit Hours
ATC 631	AT Integrated Lab I	1 hr
ATC 633	Therapeutic Interventions I	3 hrs
ATC 640	Evidence-Based Practice	2 hrs
ATC 653	Patient Evaluation II	3 hrs
ATC 663	Therapeutic Interventions II	3 hrs
ATC 671	AT Integrated Lab II	1 hr
ATC 682	AT Practicum II	2 hrs
ATC 711	Problem Based Practice (1 hr each)	3 hrs
ATC 713	AT Practicum III	3 hrs
ATC 724	AT Practicum IV	4 hrs
ATC 732	Applied Research Methods in Health Care	3 hrs
ATC 734	Prof Dev and Leadership	4 hrs
ATC 741	Therapeutic Interventions III	1 hr
ATC 753	Pharmacology/General Medical Concepts	3 hrs
ATC 773	Athletic Training Seminar	3 hrs
ATC 784	AT Practicum V	4 hrs
ATC 791	AT Research Project	1 hr
ATC 797	Non-thesis Project	3 hrs
PSY 627	Advanced Psychological Statistical Methods	3 hrs

- 2. Research Requirement.** Completion of a non-thesis project approved by the non-thesis committee.

Non-thesis Project. Three (3) credit hours in [ATC 797](#) Non-Thesis Project will count toward a degree. IRB proposal, data collection, formal presentation, and related manuscript must be approved by the student's Advisory Committee before the degree is granted.

- 3. Comprehensive Examination.** A comprehensive examination administered during the student's final year of course work must be passed by the candidate before a degree will be granted.

The MAT Program faculty will retain the right to consider mitigating circumstances relative to all program requirements (admissions, retention, course prerequisites, etc.) and may alter one or more of these requirements for admission and program progression. Should a student's academic sequence be interrupted for any reason, that individual must meet with the MAT Program faculty to determine the course of action. This decision will be on an individual basis, taking the situation and circumstances into consideration.



1. Submitted by: Missouri State University
2. Program Title: Master of Athletic Training - Professional
3. Degree/Certificate: Master of Athletic Training (MAT)
4. Options: None
5. Delivery Site(s): Missouri State University, Springfield, MO
6. CIP Classification: Athletic Training 51.0913
7. Implementation Date: Summer 2018
8. Cooperative Partners: None

AUTHORIZATION

Dr. Frank Einhellig, Provost		
Name/title of Institutional Officer	Signature	Date
Dr. Julie Masterson, Associate Provost	417-836-5335	
Person to Contact for More Information	Telephone Number	

STUDENT ENROLLMENT PROJECTIONS (Form SE:)

	1	2	3	4	5
Full Time	12	24	27	35	40
Part Time	0	0	0	0	0
Total	12	24	27	35	40

1. Please provide a rationale regarding how student enrollment projections were calculated

Enrollment projections are based on 1) the level of interest expressed by current Missouri State University students and prospective high school and transfer students, 2) review of the 2013-2014 and 2014-2015 CAATE Analytic Report, 3) history of degrees granted and cohorts admitted in the MSU Bachelor of Science Athletic Training (BSAT) program, and 4) the capacity (accreditation standards, clinical experiences, and number of faculty) of the program. In the first year of the Master of Athletic Training (MAT) program the cohort will be limited to 12 students as the BSAT is being phased out. Each year for the first three years, the admitted cohort will increase. Once the teach out of the BSAT is complete, the MAT program will admit a cohort of 20 students each year.

- 1) *Level of interest of current MSU students and prospective high school students and transfer students*

Based on departmental records, over the past two years (2014 and 2015), 259 interest forms were received from prospective students. This is an optional online form that is available for students to complete. Between June 2015 and October 2016, 156 students (56 transfer students) have visited the department that were interested in the program.

- 2) *CAATE Analytic Reports 2013-2014 and 2014-2015*

Academic Year	Student Enrollment (Mean)	
	All Professional Programs (BS and MS)	Master's Degree Programs
2013-2014 (368 academic programs)	36.1	26.3
2014-2015 (375 academic programs)	37.2	27.7

Note: This is total program enrollment, not by cohort.

- 3A) *Number of Athletic Training BSAT Degrees Granted at Missouri State University*

Year	2011	2012	2013	2014	2015	5 year average
# of BSAT Granted	8	13	19	15	19	14.8

3B) Current Missouri State University BSAT Cohort Sizes

Year Admitted	2013	2014	2015	2016
Cohort Size	22	26	19	19

2. Provide a rationale for proposing this program, including **evidence of market demand and societal need supported by research** (i.e., please cite sources for evidence used).

Rationale for the program

Missouri State University’s College of Health and Human Services (CHHS) has a strong history in educating and producing quality undergraduate and graduate health care providers in a variety of disciplines. Utilizing our strengths and experiences Missouri State University is seeking approval to transition the Bachelor of Science in Athletic Training (BSAT) to a professional level Master of Athletic Training (MAT) degree.

In June 2015, the Commission on Accreditation of Athletic Training education (CAATE) announced that a professional master’s degree would be the minimal degree requirement for certification as an athletic trainer. Missouri State University would be the only public institution in southern Missouri offering the MAT program. Currently, one private university (St. Louis University) offers the professional AT degree at the Masters level. One public university in northwest Missouri (Truman University) and one private school in southern Missouri (Evangel) are in the process of transitioning to the Master’s degree. In addition to meeting the mandated accreditation degree transition, the proposed MAT program aligns with Missouri State University’s mission and strategic initiatives (e.g. , Embrace dynamic adaptation as the norm at Missouri State to meet the pace of change, including theoretical, pedagogical and technological advances; The university embraces curricular transformation as an approach to ensure that its undergraduate and graduate students have knowledge and competencies related to diversity and inclusion; Develop new or modify existing degree programs to better attract international students; Maintain strategic growth in enrollment while increasing retention and graduation rates) has the support of the sports medicine community, and provides graduate trained health care professionals for the state of Missouri.

a. Market Demand:

As of 2022, the professional level masters of athletic training will be the only entry point into the Athletic Training Profession. On average, there are 300 new jobs posted monthly on the National Athletic Trainers’ Association career center. These postings represent the continuous demand for athletic trainers and the ongoing employment opportunities in the profession. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, “employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase.” According to the Missouri Board of Healing Arts there are 549 licensed athletic trainers in the state of Missouri. In contrast, there are 571 high school

and 34 universities and colleges that support athletic teams. Athletic Trainers are employed in multiple settings (hospitals, clinics, industrial, surgery centers, etc.) outside of the traditional high school and college sports. These numbers are similar in surrounding states and across the United States. Missouri State University has a strong history demonstrating the ability of graduating athletic training students to obtain employment and/or acceptance into graduate level health care programs. Based on our history, we expect the rate of employment for students graduating from the MAT program will remain high with a significant percentage of the graduates obtaining positions within the state.

b. Societal Demand (i.e., factors other than employment indicating need for degree)

Health Care Needs: While there are many documented health benefits of increased physical activity, it is also well documented that those who participate in athletics or other physical activity are at a higher risk for sports-related injuries. Considering there are an estimated 2 million injuries among just high school athletes each year, it is fair to say there is no shortage of injuries requiring the attention of an athletic trainer. In addition to the need for athletic trainers to care for the physically active patient, there is also the need for athletic trainers to prevent injuries. Prevention is the first domain of the athletic training profession. Through proper prevention strategies, many injuries can be avoided, which will save individuals the pain and financial cost associated with injuries. As the baby boomers age and continue to remain active, the population in need of athletic training services continues to expand. Many of these baby boomers will remain active or become active in recreation activities, spas, resorts and other types of activities.

Need for advanced educational opportunities: With the rapid changes and advances being made in medicine, short half-life of knowledge, and requirement for evidence-based practice in health care, it is vital that students preparing to enter the health care field obtain education that is current and based on the latest evidence. The MAT program will provide students with this needed training. The coordination of patient care and delivery will become increasingly important as the settings in which care is provided become increasingly fragmented. Policy and structural changes in the health care system have also resulted in an increasing need for interprofessional collaboration. The Institute of Medicine (IOM) called on academic institutions to begin educating health professionals to work collaboratively in its report *Crossing the Quality Chasm: A New Health System for the 21st Century* (Washington: National Academy of Sciences, 2001). In 2011, the Interprofessional Education Collaborative (IPEC) proposed a redesign of workforce training to provide more opportunities for interdisciplinary training and more emphasis on teaching evidence-based practice. The proposed MAT program ensures that students will acquire the necessary IPEC competencies to perform interprofessional teamwork and gain the skills to ensure that their clinical practices are based in current evidence.

Resources and Methodology used to determine demand

A variety of resource and methods were utilized to determine the need for this degree transition.

- 1) NATA Career Center postings; <http://www.nata.org/career-education>
- 2) United States Department of Labor Statistics on expected job growth for athletic training; <http://www.bls.gov/ooh/>
- 3) Missouri Board of Healing Arts – AT licensure numbers; <http://pr.mo.gov/athletictrainers.asp>
- 4) Missouri State High School Athletic Association school numbers; <https://www.mshsaa.org/>
- 5) Institute of Medicine (IOM). 2001. *Crossing the Quality Chasm*. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C: National Academy Press.

COLLABORATION (FORM CL):

Does delivery of the program involve a collaborative effort with any external institution or organization?

The program will not collaborate with any other institutions of higher education on the MAT program, but will continue to collaborate with many local health care facilities for the clinical component of the program and Missouri State University programs for interprofessional opportunities and student and faculty support.

If yes, please complete the rest of this section. If no, state not applicable and go to Program Structure (Form PS). Not applicable

Sponsoring Institutions: N/A

Degree Program for Collaboration N/A

Length of agreement (open-ended or limited): [Click here to enter text.](#)

1. Which institution(s) will have degree-granting authority? N/A
2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions? N/A
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements? N/A
4. Which institution(s) will be responsible for academic and student-support services (e.g., registration, advising, library, academic assistance, financial aid, etc.)? N/A
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed? N/A
6. In addition to the information provided by each participating institution regarding Financial Projections (below), please address the following items:
 - a) How will tuition rates be determined if they differ among the institutions? N/A
 - b) Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement. N/A
 - c) What arrangements, if any, have been made for exchange of money between participating institutions? N/A
7. What commitments have been made by all participants to evaluate the program systematically? N/A
8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering? N/A

PROGRAM STRUCTURE (FORM PS):

1. Total credits required for graduation: 61
2. Residency requirements, if any: Given that the program is cohort based, students will complete all requirements at MSU.
3. General education: Total credits: Not applicable
4. **Degree** requirements (includes required, electives, thesis, capstone, internship): Total credits: 61

Core Courses (Required of all students)		
Total credits = <u> 58 </u>		
Course ID	Course Title	Credits
ATC 601	Foundations of Athletic Training	1
ATC 602	Orthopedic Review	2
ATC 604	Clinical Skills in AT	3
ATC 622	AT Practicum I	2
ATC 623	Patient Evaluation I	3
ATC 631	AT Integrated Lab I	1
ATC 633	Therapeutic Interventions I	3
ATC 640	Evidence-Based Practice	2
ATC 653	Patient Evaluation II	3
ATC 663	Therapeutic Interventions II	3
ATC 671	AT Integrated Lab II	1
ATC 682	AT Practicum II	2
ATC 711	Problem Based Practice	3
ATC 713	AT Practicum III	3
ATC 724	AT Practicum IV	4
ATC 732	Applied Research Methods in Health Care	3
ATC 734	Professional Development and Leadership	4
ATC 741	Therapeutic Interventions III	1
ATC 753	Pharmacology/General Medical Concepts	3
ATC 773	Athletic Training Seminar	3
ATC 784	AT Practicum V	4
ATC 791	AT Research Project	1
PSY 627	Advanced Psychological Statistical Methods	3

Elective Courses		
Total credits = <u> 0 </u>		
Course ID	Course Title	Credits
Thesis/Non-Thesis/Capstone/Internship		
Total credits = <u> 3 </u>		
Course ID	Course Title	Credits
ATC 797	Non-Thesis Project	3

5. Any unique features such as interdepartmental cooperation:

The program will utilize a statistics course (Psychology Department) already offered within the College of Health and Human Services.

The program will collaborate with other Missouri State University healthcare programs to develop various methods (simulation, case studies, journal club, grand rounds) to provide interprofessional education and promote interprofessional practice.

Financial Projections (FORM FP):

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016- 2017 current	2017- 2018	2018- 2019	2019- 2020	2020- 2021
1. Expenditures:					
A. One-time					
New / renovated spaces	0	0	0	0	0
Equipment	0	0	1,000	500	0
Library	0	0	0	500	0
Consultants	0	0	0	0	0
Other – accreditation change fee	0	3,000	0	0	0
Additional per course/instructor estimate (BSAT teach-out phase only)	0		67,500	67,500	0
Total for One-time Expenditures	0	3,000	68,500	68,500	0
B. Recurring:					
Faculty/instructors – full time	347,195	354,139	361,222	368,446	375,814
Staff	26,199	26,723	27,257	27,802	28,358
Benefits – 36.5% used 2017-2018	129,194	139,014	141,795	144,630	147,523
Per course	30,250	32,250	32,250	34,000	22,000
Other instructor^	35,364	35,364	35,364	35,364	35,364
Equipment/Supplies	11,000	11,000	11,000	11,000	11,000
Library	500	500	500	500	500
Other: Prof dev/Travel	6,500	6,500	6,500	6,500	6,500
Other: Services	3,750	3,750	3,750	3,750	3,750
Other: Annual accreditation fee	3,000	3,250	4,500	5,000	5,000
Total for Recurring Expenditures	592,952	612,490	624,138	636,992	635,809
TOTAL (A + B)	592,952	615,490	692,638	705,492	635,809
2. Revenues					
*State Aid - CBHE	0	0	0	0	0
*State Aid - DESE	0	0	0	0	0
University Tuition	543,184	415,540	470,905	642,732	602,752
Course Fees	9,245	9,245	5,030	4,855	4,675
Program Fee	0	6,000	18,000	23,500	27,500
Institutional Fees	144,179	135,772	86,982	82,089	76,545
	696,608	566,557	580,917	753,176	711,472
TOTAL REVENUES	103,656	48,933	111,721	47,684	75,663

One-Time Expenses. A one-time expense of \$3,000 is required with the submission of a Letter of Intent to CAATE to initiate the substantive change process. Additionally, the program will require one-time expenditure for additional per course instructors or term instructor to assist with teaching during the teach out phase of the BSAT program and startup of the MAT program. The department estimates between \$30,000 and \$67,500 annually for a two-year period. The lower end of the range will cover per course instructors. However, per course instructors will only be an option if we are able to schedule courses (dependent of space availability) at times and days of the week that per course are available and pending that we can secure per course with expertise in the needed subject matter. The upper end of the range would provide salary and benefits for a term instructor for two years. This option would allow for more consistency than multiple per course instructors and more flexibility with course scheduling. However, this would also be pending the ability to identify and hire an individual that is willing to take a term position.

Recurring Expenses. All recurring expenses related to personnel are based on FY 17 salaries with a generic 2% raise factored in each year. Current faculty and staff salaries and benefits account for the majority of the recurring expenses. With this transition from the BSAT to the MAT degree, SMAT is not requesting any additional faculty lines. The SMAT operation budget already contains funding for the current faculty and staff. Area AT practitioners are hired as per course faculty to maintain appropriate student to faculty ratios in laboratory courses and to capitalize on their clinical expertise. At present, the SMAT department utilizes 4-6 per course instructors annually. We anticipate the need for per course instructors will decrease to 3-4 once the transition is completed. The other instructor (^) line is held by a retired, half-time instructor. The department is hopeful this individual will remain active in our programs for many years but when this individual elects to fully retire, the department will need to increase our per course numbers or hire an additional clinical instructor to fill the void. Additional recurring expenses include equipment/supplies, professional development cost, and services. The amounts for each were determined based on approximately a 2% increase from actual expenses during Fiscal Year 2016. Cost for equipment/supplies are currently covered partially by the department's operations budget and the remaining currently comes from course fees. With the transition the remaining portion will come from course fees (undergraduate courses) and the requested new program fee (graduate students). The majority of departmental professional development expenses are currently covered by funding in the SMAT operation budget – travel and other. A portion of these expenses are covered by funding provided by the Dean's office for each faculty. Service expenses are covered fully by the SMAT operation budget. A final recurring expense is the CAATE annual accreditation fee. This fee is currently being paid for accreditation of the BSAT program and will transition to the accreditation of the MAT program.

Revenue. Tuition and fee amounts have all been calculated using the 2016-2017 rates for tuition.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS (FORM PG):

Institution Name: Missouri State University
Program Name: Master of Athletic Training
Date: 10-20-16

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- a) Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Completed applications must be received by January 1st for admission for the following June. To be considered for admission to the Master of Athletic Training (MAT) program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS). Applicants who are accepted into the MAT program will follow the Graduate College's procedures to activate their MSU student records. Full admission to the MAT program is selective and competitive; not all that apply will be admitted. Students who are not accepted into the program may apply for the next application deadline. Applicants with complete application materials for full admission will be reviewed by the MAT Program Selection Committee. A select number of applicants will be invited for a personal interview. Phone or Skype interviews will be permitted for students living a distance of more than 100 miles from Springfield, MO.

SELECTION FOR AN INTERVIEW AND FINAL ADMISSION DECISIONS WILL BE BASED ON THE FOLLOWING:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 50 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours);
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale;
3. Submission of official Graduate Record Examination (GRE) scores taken within the last five years prior to application with a preferred minimum score of 153 in Verbal Reasoning, 150 in Quantitative Reasoning, and 3.5 in Analytical Writing;
4. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.

5. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites – examples of Missouri State University courses listed below in parentheses - prior to entering the program in the summer:

- Care and Prevention or Introduction to Sports Medicine: 2-3 hrs. (ATC 220 or 222)
- English: 6 hrs. (ENG 110 and ENG 201, 221, 310 or 321)
- College Algebra or higher: 3 hrs. (MTH 135 or higher)
- Statistics: 3 hrs. (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
- Physics with lab: 3-4 hrs. (PHY 123)
- Introductory Chemistry with lab: 4-5 hrs. (CHM 160 and CHM 161)
- Introductory Psychology: 3 hrs. (PSY 121)
- General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
- Human Anatomy with lab: 4 hrs. (BMS 307)**
- Human Physiology with lab: 4 hrs. (BMS 308)****
If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.
- Medical Terminology: 1-3 hrs. (LLT 102)
- Exercise Physiology: 3-4 hrs. (BMS 567)
- Biomechanics/Kinesiology: 3-4 hrs. (BMS 450)
- Nutrition: 3 hrs. (BMS 240)
- Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond. (ATC)

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Pay a non-refundable confirmation fee of \$500 to the Department of Sports Medicine and Athletic Training to reserve a seat in the incoming class. Upon matriculation into the MAT program, this fee will be applied to the summer session tuition.
3. Provide evidence of current physical examination including a PPD skin test or chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations (MMR, tetanus, a complete Hepatitis B series, and any other vaccinations required by clinical sites).
4. Provide technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
5. Initiate and pay for any additional security checks and drug screening required by clinical agencies, professional memberships and licensure, as well as any other cost associated with their program of study. Students must submit drug screening test and a criminal record check and receive response that the applicant has not been convicted of any crime pursuant to Section

660.317 RSMO or other disqualifications that would prohibit licensure as an Athletic Trainer.
***Students who fail these checks or procedures will be subject to further review by the MAT Program Selection Committee. This may result in dismissal from the program.**

6. Provide proof of liability insurance – group rates will be available.

7. Adhere to the SMAT Honor Code and the National Athletic Trainers' Association's Code of Ethics; students will respect the rights and dignity of all individuals.

8. Enroll on a full-time basis and progress through the program with their class.

b) Characteristics of a specific population to be served, if applicable.

Students who wish to become an athletic trainer by completing a professional (entry-level) master level athletic training program.

2. Faculty Characteristics

a) Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Accreditation standards require the following:

1) A full-time program director (already in place). The program director must be certified, and in good standing with the Board of Certification (BOC), possess a current state AT credential and be in good standing with the state regulatory agency.

2) A clinical education coordinator (already in place). 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.

3) All full-time faculty must hold a minimum of a master's degree and the majority of the full-time faculty must hold a doctoral degree (already in place - 4 out of 5 full-time faculty members have earned doctoral degrees, remaining faculty member is pursuing doctoral degree). The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method. Faculty must be recognized by the institution as having instructional responsibilities and possess a current state credential and be in good standing with the state regulatory agency when teaching hands-on athletic training patient care techniques with an actual patient population. All athletic trainers who are identified as the primary instructor for athletic training courses must be certified and in good standing with the BOC and, where applicable, be credentialed by the state.

b) Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

It is expected that 95% of the courses within the MAT program will be assigned to full-time faculty. In a situation where a particular credential or set of knowledge is required that a current full-time faculty member does not possess, health care practitioners associated with our program (ATC, OT, PT, MD, DO, PA, etc.) will be utilized to teach, co-teach, or provide guest

lectures on the content specific knowledge. Per course ATs may be used to maintain appropriate student to faculty ratios in laboratory courses.

- c) Expectations for professional activities, special student contact, teaching/learning innovation.

All faculty members will be involved with the athletic training profession at the local, district, and national level. This involvement includes attending professional development activities; attending and presenting at state, district, and national conferences; conducting and publishing research; providing athletic training at the local, district, national and international levels. Faculty members will have contact with students in the classroom, at clinical sites, through independent and group research projects, and through advisement/mentorship. Faculty members will be heavily involved in student recruitment efforts in conjunction with other faculty and staff on campus (the Office of Admissions, Graduate College, College of Health and Human Services, etc.), which may include the design of promotional materials, visiting career/college fairs at other institutions, hosting open houses, and participating in Missouri State University-sponsored fairs/showcases. Teaching/learning innovations will include traditional didactic methods, fieldwork/clinical education, clinical practice, case studies, simulation-based, hands-on learning, research project, individual- and group-based projects, as well as many other techniques the faculty and clinical supervisors elect to utilize. Missouri State University's Faculty Center for Teaching and Learning (FCTL) provides course development resources such as the Digital Professor Academy for those who wish to learn to use and incorporate the latest technology in creative teaching methods. Faculty will be encouraged to take advantage of these opportunities in order to create more innovative courses and delivery methods. The curriculum will provide interprofessional education opportunities to develop the knowledge and skills needed for successful collaborative practice.

3. Enrollment Projections

- a) Student FTE majoring in program by the end of five years.

The program will have capacity for 20 full-time students per year. It is structured as a two-year cohort model so it is anticipated that the program would have 40 current students (20 per year) at the end of five years.

- b) Percent of full time and part time enrollment by the end of five years.

Due to the structure of the program, one hundred percent of students enrolled in the program will be full-time students.

4. Student and Program Outcomes

- a) Number of graduates per annum at three and five years after implementation.

3 years: 15 5 years: 20

- b) Special skills specific to the program.

Students admitted into the MAT program will already hold a bachelor's degree from an accredited university, and will have completed the required pre-requisite courses. The MAT

curriculum will focus on providing students with the necessary knowledge and skills to become practicing athletic trainers. Major areas of the curriculum include the domains of the athletic training professions: injury/illness prevention and wellness promotion; examination, assessment and diagnosis; immediate and emergency care; therapeutic intervention; healthcare administration and professional responsibility. The curriculum will provide opportunities to develop the knowledge and skills needed for successful collaborative practice through interprofessional education.

- c) Proportion of students who will achieve licensing, certification, or registration.

Students that successfully complete all aspects of the degree program will be eligible to take the Board of Certification (BOC) certification examination. Students who pass the national certification exam are also required to apply for a state license in most states. It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- d) Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

It is anticipated that at least 85% of program graduates will pass the national certification examination on the first attempt due to the selective admissions criteria, curricular design, and clinical experiences established for this program.

- e) Placement rates in related fields, in other fields, unemployed.

It is anticipated that at least 95% of graduates desiring employment will be employed in athletic training positions within three months of graduation; 100% of those seeking employment are expected to be employed within six months of graduation. A small number may not seek immediate employment due to life circumstances.

- f) Transfer rates, continuous study.

It is atypical for a student admitted into a professional level AT program to transfer as the programs are all traditionally set up in a cohort model.

5. Program Accreditation

- a) Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The MAT program will be accredited by the Commission on Accreditation for Athletic Training Education (CAATE). Currently the BSAT program is a CAATE accredited program. Our next

comprehensive review will occur in academic year 2022-2023; however, the proposed degree and associated transition will result in that review focusing on the MAT.

The following is from the CAATE website (<http://caate.net/substantive-documents/>) and outlines the procedure for a currently accredited professional program to transition degree levels and maintain accreditation.

Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree OR Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document. Programs who are transitioning to the master's degree must have approval from their respective regional accreditor prior to submission of substantive change (mini self-study) materials. The Notification of Intent form must be uploaded to the substantive change tab via eAccreditation prior to your preferred intent deadline (see the dates below and check the available spots per cycle document on the CAATE website)

..... This substantive change application does not extend continuing accreditation past the original review date. Application for a substantive change does not guarantee the change will be accepted. After review of materials, the CAATE may deem that an on-site visit is necessary to ensure compliance with the Standards..... Programs are allowed some overlap with students of both degrees, however a "teach out" plan for students enrolled in the program being dissolved is required as part of the change in degree level request. Once a program's request for change in degree has been approved, the program will no longer be allowed to admit students at the previous degree level.

Time line based on CAATE Degree Substantive Change Review Cycles and Procedures and Missouri State University's Curriculum Approval Process

August 2016 – May 2017	Gain approval for MAT Degree from all levels of Missouri State University Curriculum approval process
April 1, 2017	Submit MAT proposal to CBHE
June 1, 2017	Gain approval for MAT from CBHE
July 1, 2017	Submit Letter of Intent and fee to CAATE
December 1, 2017	Submit mini Self-study
June 1, 2018	Admit first MAT cohort

6. Alumni and Employer Survey

- a) Expected satisfaction rates for alumni, including timing and method of surveys.

All students will complete an exit interview at time of graduation. Alumni will be surveyed at 6 months and 2 years' post-graduation. It is expected that all alumni will describe themselves as being "satisfied" to "completely satisfied" with their experience and knowledge gained from

the program. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, alumni that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

- b) Expected satisfaction rates for employers, including timing and method of surveys.

All employers will be asked to complete an online survey relating to the program alumni hire 6 months and 1.5 years after hiring. It is expected that all employers will indicate a rating of “satisfied” to “completely satisfied” with program alumni that they hire. It is expected that these surveys will help identify some areas that need improvement and provide suggestions for improvement. Additionally, employers that are willing and able will be asked to take part in an advisory board that will be utilized to provide feedback and assist with ensuring continuous monitoring and improvement of the program.

7. Institutional Characteristics

- a) Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University’s identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The current BSAT program has existed at Missouri State University in some format since 1979 with strong student outcomes (BOC pass rate and employment). The program has always aligned well with the University mission and goals. As the MAT program is a transition from the BSAT to the MAT, the same foundational behaviors of athletic training (specifically ethical practice, legal practice, teamed approach to practice and cultural competence) will remain in place. The three pillars of the public affairs mission of cultural competence, community engagement, and ethical leadership are incorporated throughout the MAT curriculum by design (and accreditation mandate in some cases) into coursework, clinical experiences, and research projects.

Missouri State University in an ideal location to serve not only residence of Missouri but several surrounding states. This is especially true in light of the fact that no other public university in southern Missouri is offering a Professional Level Master’s program in athletic training. Furthermore, the University has other accredited health programs that add to the quality of the program. With the Sports Medicine and Athletic Training Department being housed in the College of Health and Human Services there are a number of opportunities for collaboration with the other accredited health programs as many faculty members within the College (and University) are open to collaborative and interprofessional research projects and/or serving on research committees. The College offers a variety of strong undergraduate programs along with 13 graduate degrees and eight graduate certificate programs in the health and human

services. These programs have excellent reputations, maintain national accreditation from their disciplines when available, and produce graduates who achieve high first-time pass rates on national exams after program completion. Many CHHS programs have long-term established relationships with the healthcare institutions in the region, including rural communities, which will benefit the MAT program when seeking clinical placement sites for students.

Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD638 Introduction to American Sign Language (ASL) III

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 638 Introduction to American Sign Language (ASL) III

Prerequisite: CSD 637 and permission. An intermediate level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 332. Cannot receive for both CSD 638 and CSD 332. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → **B** *I* ~~S~~

CSD 638 Introduction to American Sign Language (ASL) III

Prerequisite: CSD 637 ~~and permission~~. An intermediate level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 332. Cannot receive for both CSD 638 and CSD 332. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

Permission will no longer be required when the prerequisite is met.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)
 12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD639 Introduction to American Sign Language (ASL) IV

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 639 Introduction to American Sign Language (ASL) IV

Prerequisite: CSD 638 and permission. An advanced level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 333. Cannot receive credit for both CSD 639 and CSD 333. 3(-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 639 Introduction to American Sign Language (ASL) IV

Prerequisite: CSD 638 ~~and permission~~. An advanced level course in American Sign Language. Students will gain information regarding vocabulary, syntax and cultural factors related to this unique visual/gestural system of communication. Students will gain further practical experience in its use, both expressively and receptively. May be taught concurrently with CSD 333. Cannot receive credit for both CSD 639 and CSD 333. 3(-0) S

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

Permission will no longer be required if prereq is met.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD685 Development, Diversity, and Deafness

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 685 Development, Diversity, and Deafness

Prerequisite: permission. Includes prevalence, terminology and the effects of hearing loss and its management on child development. Comprehensive scope of communication options will be explored. Exceptionalities, including cultural and linguistic differences among individuals who are deaf or hard of hearing will be considered within the context of family and development, both educationally and socially. Fifteen hours of integrated service-learning will be a component of the course. May be taught concurrently with CSD 380. Cannot receive credit for both CSD 685 and CSD 380. Students in this course will be required to complete additional assignments compared to those students in CSD 380 for the purpose of developing skills, knowledge, and dispositions related to teaching and learning in varied settings with diverse learners required for all educators to be effective in a global society. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

↩ ↲ | **B** *I* ~~S~~

CSD 685 Development, Diversity, and Deafness

Prerequisite: ~~permission~~. Includes prevalence, terminology and the effects of hearing loss and its management on child development. Comprehensive scope of communication options will be explored. Exceptionalities, including cultural and linguistic differences among individuals who are deaf or hard of hearing will be considered within the context of family and development, both educationally and socially. Fifteen hours of integrated service-learning will be a component of the course. May be taught concurrently with CSD 380. Cannot receive credit for both CSD 685 and CSD 380. Students in this course will be required to complete additional assignments compared to those students in CSD 380 for the purpose of developing skills, knowledge, and dispositions related to teaching and learning in varied settings with diverse learners required for all educators to be effective in a global society. 3(3-0) F

What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Permission is not needed for this course.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|---|--|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.



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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD729 Cognitively-Based Communication Disorders

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 729 Cognitively-Based Communication Disorders

Prerequisite: permission. Exploration of the pathophysiology, nature, appraisal, prevention, and management of a variety of neurogenic communication disorders, excluding the aphasias, that affect human cognition. These disorders include right hemisphere syndrome, and traumatic brain injury, in both children and adults, and the dementias. 2(2-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

↶ ↷ | **B** *I* ~~S~~

CSD 729 Cognitively-Based Communication Disorders

Prerequisite: ~~permission~~ **Admission to CSD graduate program**. Exploration of the pathophysiology, nature, appraisal, prevention, and management of a variety of neurogenic communication disorders, excluding the aphasias, that affect human cognition. These disorders include right hemisphere syndrome, and traumatic brain injury, in both children and adults, and the dementias. 2(2-0) Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

The prerequisite for this course will change from "permission" to "admission to CSD graduate program". The intent of permission was to limit the course to CSD majors. A degree admission requirement would do this, eliminating the need for manually giving every student permission to take the course.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

Routine or annual review/assessment of curriculum Faculty Input Student Input
 Accreditation/certification compliance Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD758 Early Intervention Assessment: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 758 Early Intervention Assessment: Deaf and Hard of Hearing

Prerequisite: permission. Methods and techniques for working with families as well as in the educational environment of infants and children who are deaf or hard-of-hearing from birth through the beginning elementary school years. Emphasis on methods and procedures of formal and informal assessment. 2(2-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 758 Early Intervention Assessment: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program or EDHH graduate certificate.** Methods and techniques for working with families as well as in the educational environment of infants and children who are deaf or hard-of-hearing from birth through the beginning elementary school years. Emphasis on methods and procedures of formal and informal assessment. 2(2-0) Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
- Accreditation/certification compliance Review of catalog information
- Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD759 Early Intervention: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 759 Early Intervention: Deaf and Hard of Hearing

Prerequisite: permission. Methods and techniques for working with families who have infants, toddlers and/or young children who are deaf or hard of hearing from birth to the beginning elementary school years in both natural and educational environments. Emphasis on methods and procedures for intervention, interpretation of assessment data and prescriptive instruction. 2(2-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

↶ ↷ | **B** *I* ~~S~~

CSD 759 Early Intervention: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program or EDHH certificate program.** Methods and techniques for working with families who have infants, toddlers and/or young children who are deaf or hard of hearing from birth to the beginning elementary school years in both natural and educational environments. Emphasis on methods and procedures for intervention, interpretation of assessment data and prescriptive instruction. 2(2-0) Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD760 Language Development: Deaf and Hard of Hearing I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 760 Language Development: Deaf and Hard of Hearing I

Prerequisite: permission. Theories and research into language development in individuals with hearing and those with losses of hearing are explored with implications for assessment and intervention. Problems and issues related to language development are presented for reflection and discussion. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* S

CSD 760 Language Development: Deaf and Hard of Hearing I

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program or EDHH certificate program.** Theories and research into language development in individuals with hearing and those with losses of hearing are explored with implications for assessment and intervention. Problems and issues related to language development are presented for reflection and discussion. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
- Accreditation/certification compliance Review of catalog information
- Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

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Current Status:

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12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD761 Language Development: Deaf and Hard of Hearing II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 761 Language Development: Deaf and Hard of Hearing II

Prerequisite: permission. Methods, strategies, and techniques of language development that may be applied in assessing and instructing students with hearing losses. 3(3-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 761 Language Development: Deaf and Hard of Hearing II

Prerequisite: ~~permission~~ **Admission to CSD EDHH graduate program**. Methods, strategies, and techniques of language development that may be applied in assessing and instructing students with hearing losses. 3(3-0) Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

Routine or annual review/assessment of curriculum Faculty Input Student Input

Accreditation/certification compliance Review of catalog information

Other (be specific):

[Empty text box for other reasons]

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD762 Speech Development: Deaf and Hard of Hearing I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 762 Speech Development: Deaf and Hard of Hearing I

Prerequisite: permission. Theories of speech development as they apply to persons who are deaf or hard of hearing. Phonetics including transcription. Anatomy and physiology of the speech mechanisms. Techniques for analyzing speech will be stressed. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



CSD 762 Speech Development: Deaf and Hard of Hearing I

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program.** Theories of speech development as they apply to persons who are deaf or hard of hearing. Phonetics including transcription. Anatomy and physiology of the speech mechanisms. Techniques for analyzing speech will be stressed. 3(3-0) S

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
 Accreditation/certification compliance Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

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Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD763 Auditory Development: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 763 Auditory Development: Deaf and Hard of Hearing

Prerequisite: permission. Development of listening skills across settings by maximizing use of residual hearing and hearing technologies, notably cochlear implants. Auditory re/habilitation assessment, intervention, and principles as it relates to individuals who are deaf or hard of hearing and their families with emphasis on a developmental model for the acquisition of speech and language. Challenges with classroom acoustics and ways to optimize the classroom listening environment. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 763 Auditory Development: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program.** Development of listening skills across settings by maximizing use of residual hearing and hearing technologies, notably cochlear implants. Auditory re/habilitation assessment, intervention, and principles as it relates to individuals who are deaf or hard of hearing and their families with emphasis on a developmental model for the acquisition of speech and language. Challenges with classroom acoustics and ways to optimize the classroom listening environment. 3(3-0) S



What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|---|--|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

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Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD764 Instructional Strategies: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 764 Instructional Strategies: Deaf and Hard of Hearing

Prerequisite: permission. Development of instructional strategies for teaching students who are deaf or hard of hearing with an emphasis on differentiated instruction. Focus on upper elementary through the secondary school levels, including career education. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 764 Instructional Strategies: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program.** Development of instructional strategies for teaching students who are deaf or hard of hearing with an emphasis on differentiated instruction. Focus on upper elementary through the secondary school levels, including career education. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
 Accreditation/certification compliance Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

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Review Comments:

No comments have been added to this proposal.

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***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD765 Reading: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 765 Reading: Deaf and Hard of Hearing

Prerequisite: permission. Theories of reading with an emphasis on adaptations for assessment and intervention for students who are deaf or hard of hearing. Introduction to available resources. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 765 Reading: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to CSD EDHH graduate program or graduate certificate program.** Theories of reading with an emphasis on adaptations for assessment and intervention for students who are deaf or hard of hearing. Introduction to available resources. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):

Empty text box for specifying other reasons.

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

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Review Comments:

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***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD766 Counseling: Deaf and Hard of Hearing

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 766 Counseling: Deaf and Hard of Hearing

Prerequisite: permission. Theoretical bases of counseling and the role of the educator in the counseling process. Emphasis on the counseling process as it affects the educational, personal, social, and familial adjustment of individuals who are deaf or hard of hearing. 3(3-0) Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



CSD 766 Counseling: Deaf and Hard of Hearing

Prerequisite: ~~permission.~~ **Admission to the CSD EDHH graduate program or graduate certificate program.** Theoretical bases of counseling and the role of the educator in the counseling process. Emphasis on the counseling process as it affects the educational, personal, social, and familial adjustment of individuals who are deaf or hard of hearing. 3(3-0) Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

Permission will not be required. Admission to the EDHH Graduate program or certificate program will be required. This will limit the course to EDHH graduate or certificate students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
- Accreditation/certification compliance Review of catalog information
- Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/08/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD807 Auditory System: Physiology/Neurophysiology

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 807 Auditory System: Physiology/Neurophysiology

Prerequisite: permission. This course describes in depth aspects of the peripheral and central auditory system as it pertains to anatomy and physiology. Students learn about the functional development of the human auditory system as well as comparative anatomy. The peripheral anatomy will include external (pinna, canal, and tympanic membrane), middle (ossicular mechanism, eustachian tube, facial nerve) and cochlear structures (microanatomy, ultrastructures, sensory epithelium, cochlear fluids, vascular system). The central anatomy will include the cochlear nerve, neural transmission, afferent and efferent pathways (brainstem and midbrain) and cortical function. 3(3-0) D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 807 Auditory System: Physiology/Neurophysiology

Prerequisite: ~~permission.~~ **Admission to AuD program.** This course describes in depth aspects of the peripheral and central auditory system as it pertains to anatomy and physiology. Students learn about the functional development of the human auditory system as well as comparative anatomy. The peripheral anatomy will include external (pinna, canal, and tympanic membrane), middle (ossicular mechanism, eustachian tube, facial nerve) and cochlear structures (microanatomy, ultrastructures, sensory epithelium, cochlear fluids, vascular system). The central anatomy will include the cochlear nerve, neural transmission, afferent and efferent pathways (brainstem and midbrain) and cortical function. 3(3-0) D



What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Permission will not be required. Admission to the doctor of audiology program will be required. This will limit the course to audiology students and will eliminate the need to key in a manual permission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|---|--|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD834 Diagnostic Audiology I

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 834 Diagnostic Audiology I

Prerequisite: CSD 807 or concurrent enrollment. A comprehensive study of a variety of site of lesion tests. The course will cover acoustic immittance and reflectance measures including tympanometry and acoustic reflex measures for detection of middle ear disorders and site of lesions in the auditory pathway. Other site of lesion tests include threshold and suprathreshold tone decay, loudness recruitment, loudness balance. Short Increment Sensitivity Index, Bekesy tests and brief tone audiometry. Tests for detection of nonorganic hearing loss will also be discussed. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

↶ ↷ | **B** *I* ~~S~~

CSD 834 Diagnostic Audiology I

Prerequisite: ~~CSD 807 or concurrent enrollment.~~ **Admission to Doctor of Audiology program.** A comprehensive study of a variety of site of lesion tests. The course will cover acoustic immittance and reflectance measures including tympanometry and acoustic reflex measures for detection of middle ear disorders and site of lesions in the auditory pathway. Other site of lesion tests include threshold and suprathreshold tone decay, loudness recruitment, loudness balance. Short Increment Sensitivity Index, Bekesy tests and brief tone audiometry. Tests for detection of nonorganic hearing loss will also be discussed. 3(3-0) F

What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Prerequisite was in place to ensure only those students in the doctor of audiology program would enroll in the course. The same assurance, and the true objective (only AuD students enrolled) can be achieved by requiring degree admission.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|---|--|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD852 Advanced Hearing Science

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 852 Advanced Hearing Science

Prerequisite: CSD 807 or concurrent enrollment. Acoustics and physical measures involving the properties of sound as well as psychoacoustics and sound perception. 3(3-0) F

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

CSD 852 Advanced Hearing Science

Prerequisite: ~~CSD 807 or concurrent enrollment~~ **Admission to Doctor of Audiology program.** Acoustics and physical measures involving the properties of sound as well as psychoacoustics and sound perception. 3(3-0) F

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

We are removing the existing prerequisite. The new prerequisite will be enrollment in the doctor of audiology program.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information
- Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)
12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/21/2016 by Letitia White (LetitiaWhite@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

CSD878 Professional Issues in Audiology

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

CSD 878 Professional Issues in Audiology

Prerequisite: CSD 807 or concurrent enrollment. Investigation into current professional issues and ethics in the field of audiology will be covered. Topics will include laws, ethics, current issues, regulations and policies. Emphasis on discussing topics as they relate to the three pillars of Missouri State University's public affairs mission: community engagement, cultural competence, and ethical leadership. 2(2-0) D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



CSD 878 Professional Issues in Audiology

Prerequisite: ~~CSD 807 or concurrent enrollment.~~ **Admission to Doctor of Audiology Program.** Investigation into current professional issues and ethics in the field of audiology will be covered. Topics will include laws, ethics, current issues, regulations and policies. Emphasis on discussing topics as they relate to the three pillars of Missouri State University's public affairs mission: community engagement, cultural competence, and ethical leadership. 2(2-0) D

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite
- Credit Hours/Contact Hours
- Periodicity
- Description

Reason for proposed change

We are making admission to the program the only necessary prerequisite. CSD 807 is not a necessary prerequisite.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum
- Faculty Input
- Student Input
- Accreditation/certification compliance
- Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/16/2016

Current Status:

Grad Council Review

Proposal Progress:

12/21/2016 - Submitted by Department Head (Letitia White)

12/26/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Program Proposal Form

Submitted on 11/11/2016 by Sylvia Feeney (MonikaFeeney@MissouriState.edu).

Department:

Biomedical Sciences

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Title of Program Affected:

Nurse Anesthesia Practice, Doctor of (BS to DNAP)

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Program Requirements - RN to DNAP

Program Description

The Missouri State University School of Anesthesia provides the scientific foundation and clinical training that prepares anesthesia providers as certified registered nurse anesthetists (CRNA) at the clinical doctorate level.

Program Accreditation

The Missouri State University School of Anesthesia is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, the official accrediting agency for nurse anesthetists. They may be contacted at 222 South Prospect Avenue, Park Ridge IL 60068; Phone 847-655-1160.

Three-Year Degree Plan

Degree Requirements (Minimum of 119 hours) - BS -DNAP

Course Requirements to total a minimum of 119 hours

ANE Courses (89 hours)

Course Code	Course Title	Credit Hours
ANE 702	Clinical Conference I	1 hr
ANE 705	Clinical Conference II	1 hr
ANE 708	Clinical Conference III	1 hr
ANE 711	Clinical Conference IV	1 hr
ANE 714	Orientation to Clinical Anesthesia	1 hr
ANE 720	Basic Principles of Anesthesia	3 hrs
ANE 726	Introduction to Clinical Anesthesia	2 hrs
ANE 732	Advanced Anesthesia Principles I	6 hrs
ANE 734	Advanced Physical Assessment & Clinical Reasoning	5 hrs
ANE 735	Clinical Practicum	44 hrs
ANE 745	Anesthesia Pharmacology I	4 hrs
ANE 746	Anesthesia Pharmacology II	3 hrs
ANE 750	Advanced Anesthesia Principles II	4 hrs
ANE 800	Leadership for Evidence-Based Practice	3 hrs
ANE 897	Research for Scholarly Project	3 hrs
ANE 898	Capstone Project Presentation	3 hrs
ANE 803	Human Factors and Patient Safety in Healthcare	3 hrs
ANE 806	Professional Practice In Anesthesia	3 hrs
ANE 807	Anesthesia and Healthcare Policy	3 hrs
ANE 810	Health and Wellness in the Healthcare Setting	3 hrs

Non-ANE Courses (30 hours)

Course Code	Course Title	Credit Hours
BMS 700	Introduction to Graduate Studies in the Biomedical Sciences	3 hrs
BMS 620	Medical Cell Biology	3 hrs
BMS 728	Human Neurophysiology and Anatomy	3 hrs
BMS 742	Organ Physiology	4 hrs
PHI 613	Bioethics	3 hrs
ECO 604	Healthcare Economics	3 hrs
PBH 730	Biostatistics in Health Sciences	3 hrs

Research/Capstone Requirement (total 6 hours)

Each student will complete a Capstone project. This project must be started in the ANE 897 class and completed in the ANE 898 class. Students are allowed to work in groups of 2, or maximum 3, if approved by the Program Director.

Additional Requirements or limitations

The candidate must maintain a minimum GPA of at least 3.00 each semester for the degree.

All requirements must be satisfied within eight years.

Six semester credit hours (or the equivalent in quarter hours) of non-ANE credit may be transferred into the program from an accredited University Graduate Program, after approval by the Graduate College and Program Director).

All coursework must be approved by the Program Director.

The candidate must pass oral and written comprehensive examinations.

No more than 5 hours of C grade is allowed during the program.

Candidates who do not achieve the academic standards set forth by the program will be immediately dismissed.

BS to DNAP candidates, during the clinical phase (years 2 and 3), will carry liability insurance purchased through the AANA.

For MS to DNAP candidates, an \$833.00 program fee will be applied to each class. For BS to DNAP candidates, a \$2500.00 program fee will be applied to each semester (Summer, Fall and Spring).

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Program Requirements - RN to DNAP
Program Description
The Missouri State University School of Anesthesia provides the scientific foundation and clinical training that prepares anesthesia providers as certified registered nurse anesthetists (CRNA) at the clinical doctorate level.
Program Accreditation
The Missouri State University School of Anesthesia is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, the official accrediting agency for nurse anesthetists. They may be contacted at 222 South Prospect Avenue, Park Ridge IL 60068; Phone 847-655-1160.
Three-Year Degree Plan
Degree Requirements (Minimum of 119 hours) - BS -DNAP
Course Requirements to total a minimum of 119 hours
ANE Courses (~~89~~ **104** hours)
Course Code Course Title Credit Hours
ANE 702 Clinical Conference I 1 hr
ANE 705 Clinical Conference II 1 hr
ANE 708 Clinical Conference III 1 hr
ANE 711 Clinical Conference IV 1 hr
ANE 714 Orientation to Clinical Anesthesia 1 hr
ANE 720 Basic Principles of Anesthesia 3 hrs
ANE 726 Introduction to Clinical Anesthesia 2 hrs
ANE 732 Advanced Anesthesia Principles I 6 hrs
ANE 734 Advanced Physical Assessment & Clinical Reasoning 5 hrs
ANE 735 Clinical Practicum 44 hrs
ANE 745 Anesthesia Pharmacology I 4 hrs
ANE 746 Anesthesia Pharmacology II 3 hrs
ANE 750 Advanced Anesthesia Principles II 4 hrs
ANE 800 Leadership for Evidence-Based Practice 3 hrs
ANE 897 Research for Scholarly Project 3 hrs
ANE 898 Capstone Project Presentation 3 hrs
ANE 803 Human Factors and Patient Safety in Healthcare 3 hrs
ANE 806 Professional Practice In Anesthesia 3 hrs
ANE 807 Anesthesia and Healthcare Policy 3 hrs
ANE 810 Health and Wellness in the Healthcare Setting 3 hrs
ANE 742 Clinical Physiology 4 hrs
ANE 700 Informatics and Graduate Studies for Anesthesia 3 hrs
Non-ANE Courses (~~30~~ **15** hours)
Course Code Course Title Credit Hours
~~BMS 700 Introduction to Graduate Studies in the Biomedical Sciences 3 hrs~~
BMS 620 Medical Cell Biology 3 hrs
BMS 728 Human Neurophysiology and Anatomy 3 hrs
~~BMS 742 Organ Physiology 4 hrs~~
PHI 613 Bioethics 3 hrs
ECO 604 Healthcare Economics 3 hrs
PBH 730 Biostatistics in Health Sciences 3 hrs
Research/Capstone Requirement (total 6 hours)
Each student will complete a Capstone project. This project must be started in the ANE 897 class and completed in the ANE 898 class. Students are allowed to work in groups of 2, or maximum 3, if approved by the Program Director.
Additional Requirements or limitations
The candidate must maintain a minimum GPA of at least 3.00 each semester for the degree.
All requirements must be satisfied within eight years.
Six semester credit hours (or the equivalent in quarter hours) of non-ANE credit may be transferred into the program from an accredited University Graduate Program, after approval by the Graduate College and Program Director).
All coursework must be approved by the Program Director.
The candidate must pass oral and written comprehensive examinations.
No more than 5 hours of C grade is allowed during the program.
Candidates who do not achieve the academic standards set forth by the program will be immediately dismissed.
BS to DNAP candidates, during the clinical phase (years 2 and 3), will carry liability insurance purchased through the AANA.
For MS to DNAP candidates, an \$833.00 program fee will be applied to each class. For BS to DNAP candidates, a \$2500.00 program fee will be applied to each semester (Summer, Fall and Spring).

Not Attached

Total Hours:

What is changing? Check all boxes that apply:

- Title change
- Course changes of under 18 hours
- Course changes of 18 hours or more
- From option to program (major)
- From program (major) to option

Other

Physiology class substitution
(ANE 742 replaces BMS 742)
Course name changes (BMS 700)
to ANE 700 Informatics and
Graduate Studies for Anesthesia

Reason for Proposed Change:

Updating the DNAP program requirements, to reflect proposed course credit hour and title changes. (See Other)

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

09/16/2016

Current Status:

Grad Council Review

Proposal Progress:

11/11/2016 - Submitted by Department Head (Colette Witkowski)

11/15/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Program Proposal Form

Submitted on 10/31/2016 by Carmen Boyd (Carmenboyd@missouristate.edu).

Department:

Biomedical Sciences

Type of Program

Choose One:

- | | | |
|--|--|--------------------------------------|
| <input type="radio"/> Major (Non-Comprehensive/Graduate Program) | <input checked="" type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input type="radio"/> Comprehensive Major | <input type="radio"/> Certificate | <input type="radio"/> Other |
| <input type="radio"/> Option | <input type="radio"/> Certification | |

Choose All That Apply:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Bachelor of Arts | <input type="checkbox"/> Bachelor of Music Education | <input checked="" type="checkbox"/> Bach of Science in Athl Traing |
| <input type="checkbox"/> Bachelor of Applied Science | <input type="checkbox"/> Bachelor of Music | <input type="checkbox"/> Bach of Science in Education |
| <input type="checkbox"/> Bachelor of Fine Arts | <input checked="" type="checkbox"/> Bachelor of Science | <input checked="" type="checkbox"/> Bachelor of Science in Nursing |
| <input type="checkbox"/> Bachelor of Social Work | | |

Title of Program Affected:

Nutrition

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Minor requirements

You must have a total of 20 hours of required courses combined with nutrition electives to receive a minor in nutrition:

Nutrition
 Bachelor of Arts
 Bachelor of Science
 Bachelor of Science in Athletic Training
 Bachelor of Science in Nursing

Required Courses: BMS 240(3), 333(3)

Choose electives from the following to bring total hours in the minor to at least 20 hours: BMS 300(1), 330(3), 331(4), 332(3), 334(3), 335(3), 338(1), 340(2), 390(1-2), 391(1-4), 392(1), 395(1), 396(1), 397(1-3), 400(2), 430(3), 497(1-3), 532(3). No more than 3 hours of BMS 497 credit may be applied to the minor. See Dietetics Program Director for additional courses that may be approved.

Some courses may require prerequisites. It is important to meet with your advisor often when taking classes toward a minor in nutrition.

Not Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

Minor requirements
 You must have a total of 20 hours of required courses combined with nutrition electives to receive a minor in nutrition:
 Nutrition
 Bachelor of Arts
 Bachelor of Science
 Bachelor of Science in Athletic Training
 Bachelor of Science in Nursing
 Required Courses: BMS 240(3), 333(3)
 Choose electives from the following to bring total hours in the minor to at least 20 hours: BMS 300(1), 330(3), 331(4), 332(3), 334(3), 335(3), 338(1), 340(2), **BMS 345 (3-0)**, 390(1-2), 391(1-4), 392(1), **BMS 393 (1)**, 395(1), 396(1), 397(1-3), 400(2), 430(3), 497(1-3), 532(3). No more than 3 hours of BMS 497 credit may be applied to the minor. See Dietetics Program Director for additional courses that may be approved.
 Some courses may require prerequisites. It is important to meet with your advisor often when taking classes toward a minor in nutrition.

Not Attached

Total Hours: 20

What is changing? Check all boxes that apply:

- Title change
- From option to program (major)
- Course changes of under 18 hours
- From program (major) to option
- Course changes of 18 hours or more

Other

Reason for Proposed Change:

BMS 345 and BMS 393 are courses that are available for minors.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

10/31/2016

Current Status:

College Council Review

Proposal Progress:

10/31/2016 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/19/2016 by Jeanne Cook (jcook@missouristate.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PTE754 Patient Management: Special Considerations Across the Life Span

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

PTE 754 Patient Management: Special Considerations Across the Life Span

Prerequisite: enrollment in the program and successful completion of all prior course work therein. In this course students will review biological, psychological, and sociocultural theories of maturation and aging of human beings applicable to the practice of physical therapy. Through case studies, laboratory experiences, and integrative experiences, students will compare and contrast the maturation and aging process of individuals with and without disabilities; will understand how health, fitness, and physical activity contribute to quality of life; and will apply principles learned to the examination, evaluation, and treatment of individuals of all ages. 1(1-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → **B** *I* ~~S~~

PTE 754 Patient Management: Special Considerations Across the Life Span

Prerequisite: enrollment in the program and successful completion of all prior course work therein. In this course students will review biological, psychological, and sociocultural theories of maturation and aging of human beings applicable to the practice of physical therapy. Through case studies, laboratory experiences, and integrative experiences, students will compare and contrast the maturation and aging process of individuals with and without disabilities; will understand how health, fitness, and physical activity contribute to quality of life; and will apply principles learned to the examination, evaluation, and treatment of individuals of all ages. **This is a variable content course. 1-2(1-0) S/Su**

What is changing? Check all boxes that apply.

- | | | | |
|--|---|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Credit Hours/Contact Hours | <input checked="" type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

This change ensures that required content on aging is presented to all students during the DPT program curriculum transition (from a 33 month curriculum to a 36 month curriculum). Variable content and credit, as well as the option of offering this course in both Spring and Summer are required.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input checked="" type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/12/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Jeanne Cook)
12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 12/19/2016 by Jeanne Cook (jcook@missouristate.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PTE760 Management of Research Projects

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

PTE 760 Management of Research Projects

Prerequisite: admission to the program. Application of the research process via supervised study of a selected problem culminating in completion of an extensive scholarly product. Course must be repeated for a total of 6 hours. Graded Pass/Not Pass only. 1(1-0) F,S,Su

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

PTE 760 Management of Research Projects

Prerequisite: admission to the program. Application of the research process via supervised study of a selected problem culminating in completion of an extensive scholarly product. **This is a variable content course.** Course must be repeated for a total of 6 ~~-12~~ hours. Graded Pass/Not Pass only. ~~1-2(1-0)~~ F,S,Su

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

To reflect the variability in research projects and the culminating research products.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- Routine or annual review/assessment of curriculum Faculty Input Student Input
 Accreditation/certification compliance Review of catalog information

Other (be specific):

Existing course structure does not capture the variability in student and advisor time and effort related to different research projects and their resulting scholarly products. This change allows appropriate credit hour representation of student and instructor time and effort.

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/12/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Jeanne Cook)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/19/2016 by Jeanne Cook (jcook@missouristate.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE
- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PTE880 Research Seminar

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

PTE 880 Research Seminar

Prerequisite: enrollment in the program and successful completion of all prior course work therein.

This course is an extension of Management of Research Projects. Students will present their scholarly work to faculty and fellow students as a platform or poster presentation. Graded Pass/Not Pass. 1(1-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → | **B** *I* ~~S~~

PTE 880 Research Seminar

Prerequisite: enrollment in the program and successful completion of all prior course work therein. This course is an extension of Management of Research Projects **and is a variable content course**. Students will present their scholarly work to faculty and fellow students as a platform or poster presentation. Graded Pass/Not Pass. 1-~~2~~(~~1-0~~) S

What is changing? Check all boxes that apply.

- Course Code
- Course Number ([Check Availability](#))
- Title
- Prerequisite

- Credit Hours/Contact Hours Periodicity Description

Reason for proposed change

This change reflects the variability in student and instructor time as related to research projects and their resulting scholarly products.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

Routine or annual review/assessment of curriculum Faculty Input Student Input

Accreditation/certification compliance Review of catalog information

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/12/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Jeanne Cook)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Change Course Proposal Form

Submitted on 12/19/2016 by Jeanne Cook (Jcook@missouristate.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PTE883 Patient Management: Critical Integration and Analysis II

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

PTE 883 Patient Management: Critical Integration and Analysis II

Prerequisite: enrollment in the program and successful completion of all prior course work therein. This course stresses the importance of being proactive in resolving complex issues, particularly those that impact patients for a lifetime. Cost effectiveness, efficiency, long-term planning, and using the best adaptive equipment for the long-term are emphasized. The elements of patient management as described in The Guide to Physical Therapist Practice are used to guide the clinical decision making process. Critical thinking is an integral part of this course. The course will culminate with the preparation of complex case studies of patients treated by each student while on Clinical Internship IV and V and the presentation of these case studies to student peers and faculty in a teaching seminar.
1(1-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

↶ ↷ | **B** *I* ~~S~~

PTE 883 Patient Management: Critical Integration and Analysis II

Prerequisite: enrollment in the program and successful completion of all prior course work therein. This course stresses the importance of being proactive in resolving complex issues, particularly those that impact patients for a lifetime. Cost effectiveness, efficiency, long-term planning, and using the best adaptive equipment for the long-term are emphasized. The elements of patient management as described in The Guide to Physical Therapist Practice are used to guide the clinical decision making process. Critical thinking is an integral part of this course. The course will culminate with the preparation of complex case studies of patients treated by each student while on Clinical Internship IV and V and the presentation of these case studies to student peers and faculty in a teaching seminar. **This is a variable content course. 1-2(1-0) S**

What is changing? Check all boxes that apply.

- | | | | |
|--|---|---|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

This change reflects the variability in student and instructor time related to the development of simple versus complex case studies and their final presentation in a teaching seminar.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |

Other (be specific):

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

12/12/2016

Current Status:

Grad Council Review

Proposal Progress:

12/20/2016 - Submitted by Department Head (Jeanne Cook)

12/21/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.



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Change Program Proposal Form

Submitted on 12/15/2016 by Jannette Eldred (JEldred@MissouriState.edu).

Department:

Social Work, School of

Type of Program

Choose One:

- Major (Non-Comprehensive/Graduate Program)
- Minor
- Academic Rules
- Comprehensive Major
- Certificate
- Other
- Option
- Certification

Title of Program Affected:

Social Work, Master of-MSW

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

See attachment

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* ~~S~~

See attachment

Attached

What is changing? Check all boxes that apply:

- Title change From option to program (major) Other
- Course changes of under 18 hours From program (major) to option
- Course changes of 18 hours or more

Wording within existing policies

Reason for Proposed Change:

The proposed changes in wording will increase clarity and accuracy of eligibility requirements of MSW program.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

11/18/2016

Current Status:

Grad Council Review

Proposal Progress:

12/16/2016 - Submitted by Department Head (Michele Day)

12/19/2016 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal



Program description

The MSW program (fully accredited by the Council on Social Work Education) prepares students for advanced social work practice in an area of family health concentration. The student acquires the professional foundation of social work knowledge, values, and skills directed toward an area of concentration, which is family health. Goals of the MSW program include the following.

1. Provide foundation curriculum built upon the liberal arts that emphasizes a generalist perspective in family health and practice with individuals, families, groups, organizations and communities.
2. Prepare graduates committed to appreciating and accepting diversity among various groups of people.
3. Provide the social work profession with graduates who are able to skillfully respond to social problems, social change initiatives and differing service delivery systems that affect family health.
4. Infuse and affirm the values, ethics purpose and goals of the social work profession throughout the educational curriculum.
5. To prepare advanced social work practitioners who understand and accept the responsibility to become and remain proficient in professional practice through lifelong acquisition of knowledge and skills.

The MSW Program is currently offered at three campuses; Springfield, Joplin and West Plains. The Springfield site is the primary Missouri State University (MSU) campus and is where the main department office of the School of Social Work resides. The Joplin site is located at 724 Illinois Street. The West Plains program is on the Missouri State-West Plains campus. Since Joplin and West Plains are considered satellite programs offered via Missouri State Outreach program, in-state tuition is available to Joplin students regardless of whether they live in Missouri, Arkansas, Kansas or Oklahoma and to West Plains students in Missouri and Arkansas.

The School of Social Work offers the MSW program in two formats: Advanced Standing and Regular programs. At the Springfield campus, both the Advanced Standing and Regular programs are offered in full- and part-time sequences. At the Joplin and West Plains campuses, both programs are available in a part-time sequence only. Admission to the Springfield Campus is held yearly. Admission to the Joplin and West Plains programs are held in rotation years.

The Advanced Standing program is designed for students who have a baccalaureate degree in social work (BSW) from a Council on Social Work Education (CSWE) accredited program and who meet the other Advanced Standing program admission

requirements. Those who have substantial work experience in the social work field and/or have completed course work in social work (even a minor) but have not graduated with a BSW, are **not** eligible for Advanced Standing. The Advanced Standing program involves 34 credit hours and can be completed in full-time status (three semesters) or part-time status (six semesters). Advanced Standing students begin their studies during the Summer semester of the admission year.

The Regular MSW program is designed for students who do not have a baccalaureate degree in social work from a program accredited by the CSWE, or who do not meet the other admission requirements for the Advanced Standing program. The Regular program requires 62 credit hours to earn the MSW degree. The student can complete the program in full-time status (two calendar years) or part-time status (four calendar years or in mixed status (three calendar years). Students accepted for admission into the regular MSW program begin their studies in the Fall.

Master of Social Work admission Objectives

Admission to the Master of Social Work program is competitive and selective. All applicants applying on time and meeting the minimum standards will be considered for admission. However, merely meeting these standards does not guarantee admission. Only those students showing significant promise for a career in social work will be admitted to the program. The MSW program is committed to providing equal educational opportunities to all students regardless of their economic or social status, race, color, gender, sexual orientation, political orientation, disability, age, veterans' status, or marital or parental status.

Proficiency Examinations and Life Experience

The MSW program does not currently allow completion of degree requirements through proficiency examinations except to use CLEP. No credit will be given for life or work experience in lieu of field practicum, foundation courses, elective or family health concentration courses.

Transfer Students

The MSW program will consider transfer credits for core courses only from accredited graduate schools of social work. A maximum of 12 graduate hours from such programs may be accepted if taken at the Foundation level. No transfer course work will be accepted for classes taken at the Concentration Level. Elective credit may be transferred from other social work programs or from programs related to social work (i.e., psychology, counseling, public health, etc.). Elective courses must have been taken within 5 years of entering the MSW program in order to count toward the degree requirements.

After a prospective student has been accepted for admission, the Graduate Admissions Committee will determine the amount of acceptable transfer credit (up to the maximum credit allowed) following a review of official transcripts, catalog descriptions, and course syllabi. Primary emphasis is on assessing whether the objectives and content of transfer courses matches those of required Missouri State University courses. No transfer credits for core courses or electives will be accepted if the student earned less than a "B" or took the class more than 5 years prior to enrolling in the MSW program.

Social Work Policies and Procedures for Review of Academic Performance and Grievances

All social work graduate students are expected to conduct themselves in a professional manner consistent with the National Association of Social Workers Code of Ethics. All policies concerning student academic performance and personal conduct are delineated by University Policies. All related or other departmental policies and procedures are published on the School of Social Work web site: <http://www.missouristate.edu/swk/>.

Application Deadlines

The application deadline for full consideration is January 31 at 5:00 p.m. for the year of desired admission for both Advanced Standing and Regular MSW applicants and for all campuses.

Applications must have **all** application materials turned into and/or received by the School of Social Work and the Graduate College by the application deadline for full consideration. Since the Graduate College materials may take processing time, applicants should complete these requirements at least two weeks before the deadline.

Applicants must print and mail completed application packets. All required forms are found on the MSW website under Admission (listed below). Mail to: School of Social Work; MSW Admission Committee, 901 S National Ave, Springfield, MO 65897.

Important Note: Applicants should visit the MSW website (www.missouristate.edu/swk) for the latest information and updates related to admissions and to access the online application system. Admission materials for the upcoming year will be posted by October of the year prior.

Admissions to the MSW program involves the "whole person" concept. As such, the admission process takes into account a person's character and personal fitness to the social work profession, academic preparedness for graduate study and potential to conduct applied social work as evidence by previous employment or significant volunteer experience in human services, the student's statement of purpose, letters of reference, and other information relevant to the admission decision.

Admission Requirements for the Regular MSW Program

Applicants to the Regular MSW program must meet the following requirements to be considered for admission:

1. Applicants must have earned a bachelor's degree from a college or university accredited by a regional agency recognized by the Commission on Recognition of Postsecondary Accreditation.
2. Applicants must have earned an overall GPA of at least 3.25 on a 4.00 scale for all undergraduate course work taken. The GPA for the last 60 hours in undergraduate classes may be used if higher than the overall GPA and if this GPA is calculated by the Graduate College or a referring college office.

Notes in regard to the GPA:

1. Those with less than a 3.25 who have exceptional qualifications toward becoming a professional social worker may be considered, but are not guaranteed an admission review (based on the number of applications which meet the minimum standards).
2. Applicants who have completed at least 9 hours of graduate coursework from a particular program of study related to social work may request this GPA to be considered in addition to the above.

Prerequisites: Applicants must show evidence of a bachelor's degree that encompasses a liberal arts perspective with at least 9 credits of social science, child, family or aging studies preferred. A liberal arts perspective is considered a program of study that involves classes from many of all of the following areas: economics, history or geography; natural, applied or life science; humanities, philosophy or literature; writing or other communication studies; mathematics or statistics; and social or human sciences.

Applicants must also have taken at least 3 credits in research design and/or statistics with a grade of C or better, preferably in the social sciences, as evidenced in the departmental application and student transcript.

Admission Requirements for the Advanced Standing Program

Applicants to the Advanced Standing MSW program must meet the following requirements to be considered for admission:

1. Applicants must have earned a bachelor's degree in social work from an undergraduate program accredited by the Council on Social Work Education no longer than seven years prior to admission to the MSW program.
2. Applicants must have no more than one grade of "C" and not grades below "C" in social work major courses.

3. Applicants must have earned an overall GPA of at least 3.25 on a 4.00 scale for all undergraduate course work taken. The GPA for upper-division course work (last 60 hours) in undergraduate classes may be used if higher than the overall GPA and if this GPA is calculated by the Graduate College or a referring college office.

Application Materials and Requirements

All MSW program applicants must complete the required application materials and procedures below. Note that certain items must be turned into the School of Social Work (SSW) office, while others must be submitted directly to the Graduate College office.

Items or Procedures for Graduate College office:

1. Submit all prior college transcripts and course work.
2. Complete a Graduate College Application.
3. Pay the required application fee.
The Graduate Record Examination (GRE) is not required for MSW applications.

Items or Procedures for SSW department office:

1. Complete a department application for the MSW program.
2. Submit written personal statements that conform to the requirements set forth in the MSW program application.
3. Submit three letters of reference that indicate the applicant's potential to be successful in graduate study and to become an independent, professional social worker. These must be included in your mailed application packet in sealed envelopes signed on the back by the reference.
4. Submit a professional resume.
5. Any other forms or items listed on the website.

Academic Standards

Students are expected to meet graduate school requirements for good academic standing of a 3.0 GPA for all graduate course work transferred in or earned at Missouri State University. Students will be dismissed from the program for any of the following academic reasons:

1. Two grades of "C" in any social work degree courses

2. A grade of “no pass” or “C” in any field practicum (i.e., [SWK 740](#) and [SWK 780](#)).
3. A grade below “C” in any social work degree course

Research Requirement

A masters research project is required primarily conducted within the requirements of the two research classes in the MSW curriculum. A poster presentation displaying this research is also required.

Comprehensive Examination

A comprehensive examination, typically administered in the final semester of the MSW program, must be passed by the candidate before a degree will be granted.

Degree Requirements for Regular Standing MSW Program

The Regular MSW program requires a minimum of 62 hours of graduate credit plus any prerequisite courses. The required courses by curriculum level are listed as follows for both full-time and part-time options. The first phase in the program is the Foundation Level and involves courses taken in the first year (if full-time status) or first and second years (if part-time). These courses must be completed before enrolling in the second level of classes. The second phase of course work is the Concentration Level and involves courses taken in the second year (if full-time status) or third and fourth year (if part-time). Typical class schedules by semester and year are found on the School of Social Work website for both full-time and part-time students: <http://www.missouristate.edu/swk/>

Program description

The MSW program (fully accredited by the Council on Social Work Education) prepares students for advanced social work practice in an area of family health concentration. The student acquires the professional foundation of social work knowledge, values, and skills directed toward an area of concentration, which is family health. Goals of the MSW program include the following.

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3. Provide the social work profession with graduates who are able to skillfully respond to social problems, social change initiatives and differing service delivery systems that affect family health.
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requirements. Those who have substantial work experience in the social work field and/or have completed course work in social work (even a minor) but have not graduated with a BSW, are **not** eligible for Advanced Standing. The Advanced Standing program involves 34 credit hours and can be completed in full-time status (three semesters) or part-time status (six semesters). Advanced Standing students begin their studies during the Summer semester of the admission year.

The Regular MSW program is designed for students who do not have a baccalaureate degree in social work from a program accredited by the CSWE, or who do not meet the other admission requirements for the Advanced Standing program. The Regular program requires 62 credit hours to earn the MSW degree. The student can complete the program in full-time status (two calendar years) or part-time status (four calendar years or in mixed status (three calendar years). Students accepted for admission into the regular MSW program begin their studies in the Fall.

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Proficiency Examinations and Life Experience

The MSW program does not currently allow completion of degree requirements through proficiency examinations except to use CLEP. No credit will be given for life or work experience in lieu of field practicum, foundation courses, elective or family health concentration courses.

Transfer Students

The MSW program will consider transfer credits for core courses only from accredited graduate schools of social work. A maximum of 12 graduate hours from such programs may be accepted if taken at the Foundation level. No transfer course work will be accepted for classes taken at the Concentration Level. Elective credit may be transferred from other social work programs or from programs related to social work (i.e., psychology, counseling, public health, etc.). Elective courses must have been taken within 5 years of entering the MSW program in order to count toward the degree requirements.

After a prospective student has been accepted for admission, the Graduate Admissions Committee will determine the amount of acceptable transfer credit (up to the maximum

credit allowed) following a review of official transcripts, catalog descriptions, and course syllabi. Primary emphasis is on assessing whether the objectives and content of transfer courses matches those of required Missouri State University courses. No transfer credits for core courses or electives will be accepted if the student earned less than a "B" or took the class more than 5 years prior to enrolling in the MSW program.

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Application Deadlines

~~The application deadline for full consideration is January 31 at~~ **Applications must be completed and in the School of Social Work office before 5:00 p.m. on the last working business day of January** for the year of desired admission for both Advanced Standing and Regular MSW applicants. ~~and for all campuses.~~ **Deadlines will be strictly enforced so applicants are encouraged to apply early.**

Applications must have **all** application materials turned into and/or received by the School of Social Work and the Graduate College by the application deadline for full consideration. Since the Graduate College materials may take processing time, applicants should complete these requirements at least two weeks before the deadline.

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Admission Requirements for the Regular MSW Program

Applicants to the Regular MSW program must meet the following requirements to be considered for admission:

1. Applicants must have earned a bachelor's degree from a college or university accredited by a regional agency recognized by the Commission on Recognition of Postsecondary Accreditation.
2. ~~Applicants who have completed at least 9 hours of graduate coursework from a particular program of study related to social work may request this GPA to be considered in addition to the above.~~

Notes in regards to the GPA:

1. Those with less than a 3.25 who have exceptional qualifications toward becoming a professional social worker ~~may~~ **may** be considered, but are not guaranteed an admission review (based on the number of applications which meet the minimum standards).
2. ~~Applicants who have completed at least 9 hours of graduate coursework from a particular program of study related to social work may request this GPA to be considered in addition to the above.~~

Prerequisites: Applicants must show evidence of a bachelors degree that encompasses a liberal arts perspective with at least 9 credits of social science, child, family or aging studies preferred. A liberal arts perspective is considered a program of study that involves classes from many of all of the following areas: economics, history or geography; natural, applied or life science; humanities, philosophy or literature; writing or other communication studies; mathematics or statistics; and social or human sciences.

Applicants must also have taken at least 3 credits in research design and/or statistics with a grade of C or better, preferably in the social sciences, as evidences in the departmental application and student transcript.

Admission Requirements for the Advanced Standing Program

Applicants to the Advanced Standing MSW program must meet the following requirements to be considered for admission:

1. Applicants must have earned a bachelor's degree in social work from an undergraduate program accredited by the Council on Social Work Education no longer than seven years prior to admission to the MSW program.

2. Applicants must have no more than one grade of "C" and ~~not~~ **no** grades below "C" in work major courses.
3. Applicants must have earned an overall GPA of at least 3.25 on a 4.00 scale for all undergraduate course work taken. The GPA for upper-division course work (last 60 hours) in undergraduate classes may be used if higher than the overall GPA and if this GPA is calculated by the Graduate College or a referring college office.

Note in regard to GPA:

Those with less than a 3.25 who have exceptional qualifications toward becoming a professional social worker may be considered, but are not guaranteed an admission review (based on the number of applications which meet the minimum standards).

Application Materials and Requirements

All MSW program applicants must complete the required application materials and procedures below. Note that certain items must be turned into the School of Social Work (SSW) office, while others must be submitted directly to the Graduate College office.

Items or Procedures for Graduate College office:

1. Submit all prior college transcripts and course work.
2. Complete a Graduate College Application.
3. Pay the required application fee.
The Graduate Record Examination (GRE) is not required for MSW applications.

Items or Procedures for SSW department office:

1. Complete a department application for the MSW program.
2. Submit written personal statements that conform to the requirements set forth in the MSW program application.
3. Submit three letters of reference that indicate the applicant's potential to be successful in graduate study and to become an independent, professional social worker. These must be included in your mailed application packet in sealed envelopes signed on the back by the reference.
4. Submit a professional resume.

5. Any other forms or items listed on the website.

Academic Standards

Academic Standards

Students are expected to meet graduate school requirements for good academic standing of a 3.0 GPA for all graduate course work transferred in or earned at Missouri State University. Students will be dismissed from the program for any of the following academic reasons:

1. Two grades of “C” in any social work degree courses
2. A grade of “no pass” or “C” in any field practicum (i.e., [SWK 740](#) and [SWK 780](#)).
3. A grade below “C” in any ~~social work degree course~~ **graduate social work courses or any counting towards the MSW degree**

Research Requirement

A masters research project is required primarily conducted within the requirements of the two research classes in the MSW curriculum. A poster presentation displaying this research is also required.

Comprehensive Examination

A comprehensive examination, typically administered in the final semester of the MSW program, must be passed by the candidate before a degree will be granted.

Degree Requirements for Regular Standing MSW Program

The Regular MSW program requires a minimum of 62 hours of graduate credit plus any prerequisite courses. The required courses by curriculum level are listed as follows for both full-time and part-time options. The first phase in the program is the Foundation Level and involves courses taken in the first year (if full-time status) or first and second years (if part-time). These courses must be completed before enrolling in the second level of classes. The second phase of course work is the Concentration Level and involves courses taken in the second year (if full-time status) or third and fourth year (if part-time). Typical class schedules by semester and year are found on the School of Social Work website for both full-time and part-time students: <http://www.missouristate.edu/swk/>

Change Course Proposal Form

Submitted on 11/29/2016 by Amanda Keys (AmandaKeys@MissouriState.edu).

***All fields require input**

This proposal applies to:

- An existing COURSE

- An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

SWK300 Service Learning in Social Work

Will this proposal need to be reviewed by CGEIP? No Yes

Will this proposal need to be reviewed by EPPC? No Yes

Current online catalog description:

SWK 300 Service Learning in Social Work

Prerequisite: 30 hours and concurrent enrollment in a social work course designated as a service learning offering (SWK 200, SWK 213, or SWK 219). This service component for an existing course incorporates community service with classroom instruction to provide an integrative learning experience that addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Includes 40 hours of service that benefits an external community organization or human/social service agency. Approved settings will focus on populations-at-risk, diverse populations and groups that have experienced social and economic injustice. A list of approved placements and assignments is available from the instructor and the Citizenship and Service Learning Office. May be repeated. Graded Pass/Not Pass only. 1(0-2) F,S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

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SWK 300 Service Learning in Social Work

Prerequisite: 30 hours and concurrent enrollment in ~~SWK 213, a social work course designated as a service learning offering (SWK 200, SWK 213, or SWK 219)~~. This service component for an existing course incorporates community service with classroom instruction to provide an integrative learning experience that addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Includes 40 hours of service that benefits an external community organization or human/social service agency. Approved settings will focus on populations-at-risk, diverse populations and groups that have experienced social and economic injustice. A list of approved placements and assignments is available from the instructor and the Citizenship and Service Learning Office. May be repeated. Graded Pass/Not Pass only. 1(0-2) F,S

What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

The BSW Committee felt that SWK 200 and SWK 219 were not the appropriate courses for SWK 300 to be connected to because non-majors are in both of these courses. SWK 213 is the only prerequisite course for the BSW program that just has social work majors. The BSW Committee feels that this will help in classroom discussion in connecting service learning to the social work course.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? No Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input checked="" type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/11/2016

Current Status:

College Council Review

Proposal Progress:

12/14/2016 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.



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