

Application for a New Course v10.1

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Adams Center - Syllabus Checklist v10.1

Course ID KINE 365

Developer Randy Harriman and Sheila Jones

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the Course ☐ Title ☐ Course number and Section ☐ Credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Evidence Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Overall Outcome & Competencies ☐ Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria ☐ Complete and accurate details of factors and Elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades Course Policies ☐ Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy ☐ Special needs policy(ADA) ☐ Academic integrity policy ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v10.1

Course ID <i>Subject and Number</i>	KINE 365
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Randy Harriman and Sheila Jones
2	Course Teacher	Randy Harriman
3	Course Title	Assessment of Injury I
4	Course Abbreviation (if title is over 30 characters)	
5	College	Education and Human Services
6	Department	Kinesiology & Nutrition
7	Number of Credit Hours	3
8	Instructor Workload	3
9	Catalog Description (50 words or less)	This course is a study of advanced techniques in management, assessment, and recognition of athletic injuries specifically related to the lower extremity (i.e. toes, foot, ankle, lower leg, knee, pelvis, thigh and lumbar spine)
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	KINE 291 Basic Sports Medicine, KINE 296 Care and Prevention of Athletic Injuries
11	List any co-requisites	
12	How often will it be offered? Fall	Fall every year
13	How often will it be offered? Spring	
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Once per year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2015
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	KINE 365 is required for students in the new Athletic Training concentration (KNAT).
2	Justification State the justification for adding this course to the current curriculum. Represent the need	A New Program Application is being submitted for an athletic training concentration in KINE. This course is integral to the degree concentration and necessary to meet requirements for the student to sit for the state licensure examination for athletic training.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is for students in the KNAT concentration of the B.S. in KINE. They must have passed KINE 291 Basic Sports Medicine and KINE 296 Care and Prevention of Athletic Injuries. Students must be able to understand principles of sports medicine and be able to care for and prevent athletic injuries.
2	State the overarching course goal(s) in performance terms.	The student will be able to correctly assess, recognize, and manage athletic injuries of the lower body.

2. Competencies and Measurements

	Competency	Measurement
1	The student will be able to demonstrate a musculoskeletal assessment of lower extremity for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) a musculoskeletal injury. This will include identification and recommendations for the correction of acquired or congenital risk factors for injury.	Exams, Practical exams
2	The student will be able to diagnose the patient's condition and determine and apply immediate treatment and/or referral in the management of the condition.	Exams, Practical exams
3	The student will be able to describe the etiology, pathogenesis, patho-mechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses and diseases of the body's systems.	Exams
4	The student will be able to describe the principles and concepts of body movement including functional classification of joints,	Exams

	arthrokinematics, normal ranges of joint motion, joint action terminology, and muscle groups responsible for joint action (prime movers, synergists), skeletal muscle contraction, and kinesthesia/proprioception.	
5	The student will be able to describe and demonstrate common techniques and procedures for evaluating common injuries including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques, and neurological and circulatory tests.	Practical exams
6	The student will be able to grade the resisted joint range of motion/manual muscle testing and break tests.	Practical exams
7	The student will be able to apply appropriate stress tests for ligamentous or capsular stability, soft tissue and muscle, and fractures.	Practical exams

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Starkey, C., & Brown, S. (2015). *Examination of orthopedic & athletic injuries* (4th ed). Philadelphia, PA: F.A. Davis Company.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils: