Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Susan L. Rozzi, PhD, ATC  Email address rozzis@cofc.edu  Phone 953-7163

1. Department: Health and Human Performance

2. Course Number and Title: ATEP 437L  Therapeutic Modalities Lab

3. Semester and year when the course change(s) will go into effect: Fall 2011  Fall 2012

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Course Credit Hours:  Change from zero (0) to one (1) credit hour ✓
   Catalog Description:  Change to: This laboratory course is a co-requisite to ATEP 437 and is ✓ designed to develop the student's psychomotor skills in the appropriate selection and application of therapeutic modalities in the athletic injury recovery process.

5. Justification for Change(s):

This course has been offered for numerous semesters as a zero credit laboratory course that meets for the required laboratory course time each week, over the course of the entire semester. Students have not been awarded a grade in this course. Instead the student's earned grade has been factored into their final grade in ATEP 437. Assigning a credit hour to this course will bring it in line with other laboratory classes offered within the department and across campus. This lab covers educational competencies required to maintain national accreditation. This change allows us to continue to meet national accreditation standards as outlined by the CAATE (Commission on Accreditation of Athletic Training Education)

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ✓ yes  □ no
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      BS: Athletic Training

7. Is the course part of any other degree or program? Please consult the most up to date undergraduate catalog and search for uses of the course to see who should be contacted. If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   Yes, the BS in Physical Education with a concentration in Exercise Science. This degree program is also housed in the departmenttment of Health and Human Performance.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 8/24/11

9. Signature of Dean of School:

[Signature]

Date: 9/30/11

10. Signature of Curriculum Committee Chair:

[Signature]

Date: ____________________

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ____________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
FACULTY CURRICULUM COMMITTEE ADDENDUM to FCC OLD FORMS

Contact Name: Susan L. Rozzi        Email: rozzis@cofc.edu       Phone: 843-953-7163

Department or Program Name: HEHP   School name: Education, Health, and Human Performance

☐ New or X Changed    COURSE: ATEP 437L Therapeutic Modalities Laboratory

☐ New or ☐ Changed    MINOR -- Name and Acronym of Minor:

☐ New or ☐ Changed    PROGRAM -- Name and Acronym of Major:

STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course/minor/program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>a. Design and administer a therapeutic modality interventions to meet patient treatment goals by:</td>
<td>1. Pre-laboratory Assignments: Students will complete an on-line administered assignment prior to each schedule laboratory sessions. These assignments incorporate background reading, content from the co-requisite lecture course, and application type questions. The pre-laboratory assignments are designed to prepare students for the laboratory session. Students should be able to complete all components of the pre-laboratory assignment by using the assigned text, course materials, and if necessary, information and assistance provided by either the course or laboratory instructor.</td>
</tr>
<tr>
<td>a. interviewing the patient to identify indications, contraindications, applicable to the potentially available/appropriate therapeutic modalities</td>
<td>2. Practical Examination: Each student will be given a practical examination at the conclusion of the semester. This examination will cover the psychomotor skills associated with the learning objectives of this course. All content of this practical examination will have been (1) initially introduced in both the co-requisite lecture course and the pre-laboratory assignment, (2) explained and taught during the laboratory session, (3) practiced and mastered during laboratory sessions.</td>
</tr>
<tr>
<td>b. inspecting therapeutic modalities and the treatment environment for potential safety hazards</td>
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<tr>
<td>c. incorporating the interrelationship between posture, biomechanics, and ergodynamics into the therapeutic modalities treatment</td>
<td></td>
</tr>
<tr>
<td>d. positioning and preparing patient for the treatment</td>
<td></td>
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<tr>
<td>e. explaining the theories and principles relating to expected physiological responses during and following a therapeutic modalities intervention</td>
<td></td>
</tr>
<tr>
<td>f. describing to the patient the expected effects and potential outcomes of the selected treatment by applying the patient's age based physiological response to injury and healing</td>
<td></td>
</tr>
</tbody>
</table>
g. applying the intervention/treatment using appropriate parameters  
h. reassessing the patient to determine immediate impact of the treatment  
i. integrating self-treatment in the intervention, when appropriate  
j. describing the relationship between the application of a therapeutic modalities treatment and exercise and manual therapies.  
k. utilizing the results of on-going examinations to determine when a therapeutic modalities intervention should be progressed, regressed, or discontinued.

<table>
<thead>
<tr>
<th>2. Assess and treat a patient’ pain by:</th>
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<tbody>
<tr>
<td>a. utilizing pain assessment tools</td>
</tr>
<tr>
<td>b. incorporating the theories and</td>
</tr>
<tr>
<td>principles relating to pain perception</td>
</tr>
<tr>
<td>and pain modulation into the</td>
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<tr>
<td>selection and use of therapeutic</td>
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<tr>
<td>modalities</td>
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<table>
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<tr>
<th>3. Treat an acute musculoskeletal injury by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. applying appropriate immediate treatment, aimed at protecting the injured area and minimizing the effects of hypoxic and enzymatic injury</td>
</tr>
<tr>
<td>b. instructing the patient in home care and self-treatment plans.</td>
</tr>
</tbody>
</table>

If a course/minor, how does it align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- This laboratory course is a required course in the Athletic Training major. Because this major is accredited by a national external accrediting agency known as CAATE (Commission on Accreditation of Athletic Training Education) the student learning outcomes for this course are based the educational competencies mandated by this external accrediting agency. The above stated learning objectives for this laboratory course are based on the specific educational competencies that have been assigned to this course.
- The psychomotor skills associated with this laboratory will initially be introduced during the co-requisite lecture course but they will be demonstrated and reinforced in this course.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Susan L. Rozzi, PhD, ATC  Email address rozzis@cofc.edu Phone 953-7163

1. Department: Health and Human Performance

2. Course Number and Title: ATEP 430L Therapeutic Exercise Lab

3. Semester and year when the course change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   - Course Credit Hours: Change from zero (0) to one (1) credit hour
   - Catalog Description: Change to: This laboratory course is a co-requisite to ATEP 430 and is designed to develop the student's psychomotor skills in planning and implementing therapeutic exercise programs.

5. Justification for Change(s):

   This course has been offered for numerous semesters as a zero credit laboratory course that meets for the required laboratory course time each week, over the course of the entire semester. Students have not been awarded a grade in this course. Instead the student's earned grade has been factored into their final grade in ATEP 430. Assigning a credit hour to this course will bring it in line with other laboratory classess offered within the department and across campus. This lab covers educational competencies required to maintain national accreditation. This change allows us to continue to meet national accreditation standards as outlined by the CAATE (Commission on Accreditation of Athletic Training Education)

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      BS: Athletic Training

7. Is the course part of any other degree or program? Please consult the most up to date undergraduate catalog and search for uses of the course to see who should be contacted. If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.

   Yes, the BS in Physical Education with a concentration in Exercise Science. This degree program is also housed in the department of Health and Human Performance.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

________________________

Date: 8/24/11

9. Signature of Dean of School:

________________________

Date: 9/30/11

10. Signature of Curriculum Committee Chair:

__________________________________________

Date: ____________________________

11. Signature of Faculty Senate Secretary:

__________________________________________

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
FACULTY CURRICULUM COMMITTEE ADDENDUM to FCC OLD FORMS

Contact Name: Susan L. Rozzi Email: rozzis@cofc.edu Phone: 843-953-7163

Department or Program Name: HEHP School name: Education, Health, and Human Performance

☐ New or X ☐ Changed COURSE: ATEP 430L Therapeutic Exercise Laboratory

☐ New or ☐ Changed MINOR -- Name and Acronym of Minor:

☐ New or ☐ Changed PROGRAM -- Name and Acronym of Major:

STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>What will students know and be able to do when they complete the course/minor/program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Assess a patient to determine specific therapeutic exercise indications, contraindications, and precautions.

1. **Pre-laboratory Assignments:** Students will complete an on-line administered assignment prior to each schedule laboratory sessions. These assignments incorporate background reading, content from the co-requisite lecture course, and application type questions. The pre-laboratory assignments are designed to prepare students for the laboratory session. Students should be able to complete all components of the pre-laboratory assignment by using the assigned text, course materials, and if necessary, information and assistance provided by either the course or laboratory instructor.

2. **Post-Laboratory Assignments:** At the completion of each laboratory session students will complete short answer type critical thinking questions based on the content of the laboratory session. The post-laboratory assignments are designed to assist the student in applying psychomotor skills learned during the laboratory session to various situations/scenarios.

3. **Practical Examination:** Each student will be given a practical examination at the conclusion of the semester. This examination will cover the psychomotor skills associated with the learning objectives of this course. All content of this practical examination will have been (1) initially...
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<tbody>
<tr>
<td>2. Obtain and interpret baseline and post-exercise objective physical measurements to evaluate therapeutic exercise progression and interpret results.</td>
<td>introduced in both the co-requisite lecture course and the pre-laboratory assignment, (2) explained and taught during the laboratory session, (3) practiced and mastered during laboratory sessions, (4) reflected on and applied in a post-laboratory assignment.</td>
</tr>
<tr>
<td>3. Demonstrate the appropriate application of contemporary therapeutic exercises according to evidence-based guidelines.</td>
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<tr>
<td>4. Instruct the patient in proper techniques of commonly prescribed therapeutic exercises.</td>
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<tr>
<td>6. Perform a functional assessment for safe return to physical activity.</td>
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<tr>
<td>7. Inspect therapeutic exercise equipment to ensure safe operating condition.</td>
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<tr>
<td>8. Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess: Flexibility, Strength, Power, Muscular Endurance, Agility, Cardiovascular Endurance, and Speed.</td>
<td></td>
</tr>
<tr>
<td>9. Develop a fitness program appropriate to the patient's needs and selected activity or activities that meet the requirements established by the appropriate governing agency and/or physician for enhancing: Flexibility, Strength, Power, Muscular Endurance, Agility, Cardiovascular Endurance, and Speed.</td>
<td></td>
</tr>
<tr>
<td>10. Instruct a patient regarding fitness exercises and the use of weight training equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques</td>
<td></td>
</tr>
</tbody>
</table>

If a course/minor, how does it align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- This laboratory course is a required course in the Athletic Training major. Because this major is accredited by a national external accrediting agency known as CAATE (Commission on Accreditation of Athletic Training Education) the student learning outcomes for this course are based the
educational competencies mandated by this external accrediting agency. The above stated learning objectives for this laboratory course are based on the specific educational competencies that have been assigned to this course.

- The psychomotor skills associated with this laboratory will initially be introduced during the co-requisite lecture course but they will be demonstrated and reinforced in this course.
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Susan L. Rozzi, PhD, ATC Email address rozzis@cofc.edu Phone 953-7163

1. Department: Health and Human Performance

2. Degree: BS: Athletic Training

3. Semester and year in which degree change(s) will go into effect: Fall 2011 - Fall 2012

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Increase the Bachelor of Science in Athletic Training major credit hours by two (2).

5. Justification for Change(s):
   Two proposals to increase the credit hours assigned to two existing laboratory courses (ATEP 430L and ATEP 437L) are being submitted with this proposal. Increasing the credit hours of these two required courses within the Athletic Training major will increase the major credit hours. This change increases the total credit hours required in the Athletic Training Major from 54 to 56 and allows us to continue to meet national accreditation standards as outlined by CAATE (Commission on Accreditation of Athletic Training Education)

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   N/A
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   [Signature]
   Date: 6/24/11
   Date: 

7. Signature of Dean(s) of School:
   [Signature]
   Date: 9/20/11
   Date: 

8. Signature of Provost:
   [Signature]
   Date: 10/3/11

9. Signature of Curriculum Committee Chair:
   
   Date: 

10. Signature of Budget Committee Chair:
    
    Date: 

11. Signature of Academic Planning Committee Chair:
    
    Date: 

12. Signature of Faculty Senate Secretary:
    
    Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.