

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 3/9/2014

Department of Health Science

A. Protocol

Course Name: Sports Medicine Research

Course Number: ATE 460

Credits: 3

Prerequisites: Formal acceptance into the Professional Phase of the Undergraduate Athletic Training Education Program or by permission of instructor.

Maximum Class Size (face to face): 25

Maximum Class Size (online): 10

B. Objectives of the Course:

The student will be able to:

- a. utilize the scientific method as a means of solving problems.
- b. conduct a search of scientific literature and utilize the wide variety of library services.
- c. write two scholarly papers approximately 10-15 pages in length each utilizing the AMA style for writing.*
- d. read and critically analyze published research in order to utilize it in their daily practice.
- e. appreciate the diverse types of research.
- f. formulate a research proposal.

C. Catalog Description:

Different types of research, particularly descriptive and experimental, are presented. Emphasis is placed on developing library research skills, critically analyzing research, and becoming a knowledgeable consumer of research in order to apply it in the clinical environment. Prerequisites: Must be a senior in the Athletic Training Education Program or by permission of the instructor.

D. Outline of the Course:

1. Introduction to Research
 - a. Why research?
 - b. The scientific method
 - c. Types of research
 - d. Parts of the research document
 - e. Adapting research to the clinical setting (using AMA style)
2. Utilizing the Library
 - a. Search strategies

- b. Indexes
- 3. Types of Research
 - a. Historical
 - b. Philosophical
 - c. Meta-analysis
 - d. Descriptive
 - e. Experimental
 - g. Qualitative
- 4. Ethical Issues in Research
 - a. Dishonesty and plagiarism
 - b. Copyright
 - c. IRB approval – Institutional review
 - d. Protection of Subjects – Informed consent
- 5. Tests and Measurements
 - a. Introduction to statistics
 - b. Measures of central tendency
 - c. Variability
 - d. Descriptive statistics
 - e. Inferential statistics
- 6. Developing the proposal
 - a. Writing the introduction
 - b. Methods
 - c. Sampling
 - d. Instruments
 - e. Procedures
 - f. Data Analysis
- 7. Being a Consumer of Research
 - a. Interpreting the results
 - b. Validity and reliability
 - c. What the results mean

E. Teaching Methodology:

- 1) Teaching methodology will consist predominantly of lecture, discussion, writing and editing. Other methodology could include videos, library visitations, and guest lectures. The instructor will periodically meet with each student to monitor their progress in terms of selecting a topic, researching, and writing about their topic.
- 2) Online Methodology: Same as face to face

F. Text

Arnold B. (2005). Research Methods in Athletic Training. 1st Edition. FA Davis, Philadelphia, PA.

G. Assessment Activities:

- 1) Writing assignments (literature reviews, research proposal), in-class presentations, mock proposal, in-class and out of class assignments, and attendance.
- 2) Online Assessment: Same as face to face

H. Accommodations for Students with Disabilities:

OSD

Revised December 2012

STUDENTS WITH DISABILITIES

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Building – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: www.calu.edu (search “disability”)

Please Note:

This syllabus attachment is also available in electronic format:

Go to: Microsoft Outlook
Open: Public Folders
Open: All Folders
Highlight: Faculty/Staff Resources
Open: Announcement – Academic Syllabus Attachment

H. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Additional Information for Course Proposals

I. Proposed Instructors: Athletic trainers in the Department of Health Science

J. Rationale for the Course:

K. Specialized Equipment or Supplies Needed:

L. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.
6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.