

**From:** [Smith, Randy](#)  
**To:** [Boucher, Laura \(OSUMC\)](#)  
**Cc:** [Sutherland, Sue](#); [Reed, Katie](#); [Smith, Randy](#); [Greenbaum, Rob](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Oate, James](#); [Weaver, Lindy \(OSUMC\)](#); [Clinchot, Dan \(OSUMC\)](#)  
**Subject:** Proposal to revise the Master of Athletic Training  
**Date:** Sunday, January 12, 2025 1:24:43 PM  
**Attachments:** [image001.png](#)

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Laura:

The proposal from the School of Health and Rehabilitation Sciences to revise the Master of Athletic Training was approved by the Council on Academic Affairs at its meeting on January 8, 2025. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2025).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

**Office of Academic Affairs**

University Square South, 15 E. 15<sup>th</sup> Avenue, Columbus, OH 43201

614-292-5881 Office

[smith.70@osu.edu](mailto:smith.70@osu.edu)

**Assisted by:**

**Katie Reed**

Executive Assistant

(614) 292-5672

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **11/07/2024**

RE: Proposal to **Revise the Master in Athletic Training** in **Health and Rehabilitation Sciences**

The **School of Health and Rehabilitation Sciences** in the **College of Medicine** is proposing a **Revision to the Master of Athletic Training**.

The proposal was received by the Graduate School on **9/26/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **11/07/2024** after an updated file was sent requiring an initial tabling of the proposal. The proposal is supported for review by CAA.

## **Master of Athletic Training Program Change**

### **Overview**

The MAT program submitted a request for the capstone project/course (ATHTRNG 7990; 3 credits) to be optional for their program vs. required. In the new proposed curriculum, students can choose one of three options to meet the 3 credits of focused content: 1) take an additional 3 credit hour course in a specialty area of interest, 2) take 3 credit hours of research practicum (NOT thesis), or 3) take 3 credit hours of capstone (7990). This change was approved by the HRS Curriculum Committee. As part of the approval, the HRS Curriculum Committee requested that the program update their 7990 course/syllabus for more detail and specifics that would have it operate in more of a course format and more consistently across instructors. The revised syllabus was then submitted and also approved by the HRS Curriculum Committee. All materials were forwarded, reviewed, and approved by the HRS Professional Programs Graduate Studies Committee.

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Page 14. HRS Curriculum Committee Letter of Approval for Revised 7990 Syllabus



March 4, 2024

Dear Dr. Nahikian-Nelms,

Please find enclosed our request to change the Master of Athletic Training (MAT) program to a **Course Based Graduate Program** within the Graduate School. This professional program is designed to prepare graduates for entry level practice in the field of Athletic Training. A course-based option will allow our students to have a more individualized education plan to fit their needs and professional goals. Currently, a capstone project is required for completion of the professional program. Students complete a capstone project under the supervision of faculty in the MAT program during their final year of the 2-year program.

A limitation for program growth is the faculty capacity to mentor graduate students through the capstone, which also competes with our potential program growth planned in the HRS' Strategic Enrollment Plan. Mentorship capacity is a rate limiting step to provide a quality experience for students while trying to grow enrollment.

Currently all students are required to complete a Capstone project, leaving minimal time in the curriculum for increasing the depth and breadth of knowledge by having the option to complete an elective. By providing students the option to complete a 3 credit hour elective course from our collection of courses that meet the variety of interests of each cohort, we will better suit the professional development needs of the student. Elective options will include courses from the HRS Advanced Practice Master's Program as well as ATHTRNG 7990 – Capstone Project (3 credits) or HTHRHSC 7998 – Research Practicum (totaling 3 credits). This will preserve the opportunity for students with ambitions to engage in evidence-based pursuits, while providing an alternative course-based option for those more focused on knowledge development for entry level clinical practice.

This request comes forward with support from the faculty of Athletic Training. It will reduce the stress students express about completing the capstone during their clinical rotations. It will provide students with the ability to increase their depth and/or breadth of knowledge in an area important to their professional development. It lessens the workload burden to administer the program. This increases enrollments in elective course, bolstering viability of a variety of course offerings to support current and future certificate programs.

Sincerely,



THE OHIO STATE UNIVERSITY

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James Onate, PhD ATC  
The Ohio State University  
College of Medicine  
School of Health and Rehabilitation Sciences  
Director, Division of Athletic Training  
Associate Professor  
Director, MOVES Research Laboratory  
Co-Director, STAIRS Research Laboratory  
246 Atwell Hall  
453 West 10th Ave  
Columbus, OH 43210  
(614) 292.1632 (office)

**The Ohio State University**  
**School of Health and Rehabilitation Sciences**  
**Master of Athletic Training**

Please find below a summary of the proposed change in the Master of Athletic Training Program to a **course-based graduate program**. The credit hours of the program will increase by 1 hour with this proposal. In the students' second year of the MAT they may choose an elective from the full portfolio of graduate credits but will be encouraged to select options offered in HRS for 3 credit hours. Those students interested in doing a project or participating in research will be able to choose either the HTHRHSC 7998 - Research Practicum or ATHTRNG 7990 – Non-Thesis Capstone Project for their elective course.

Justification and implications for the change:

1. Limitations on the number of faculty to mentor capstones and the workload associated with mentorship conflict with desired program growth in the HRS Strategic Enrollment Plan.
2. Providing students with a more tailored option to fit their needs and career development goals will have a more powerful impact on student success.
3. Shifting the credits to an elective option fosters sufficient enrollment numbers to offer a variety of elective courses to meet student interests. Faculty workloads for teaching will become more stable with a greater number of students available to register for each of the electives.

Electives may be taken from the full portfolio of graduate credits, but students are encouraged to select options within the HRS Advanced Practice Focus Master's Program electives list, which includes courses such as:

- HTHRHSC 7250 – Teaching and Curriculum in Health & Rehabilitation Sciences
  - HTHRHSC 7350 – Issues and Policy in Health Sciences
  - HIMS 5610 – Medical Coding for Clinical Practice
  - HTHRHSC 5100 -Intro to Assistive Technology
  - HTHRHSC 7998 – Research Practicum
  - ATHTRNG 7990 – Non-Thesis Capstone Project
4. The implementation of the elective option allows for the students to increase their depth of knowledge on a topic area or broaden their knowledge in an area not otherwise covered in the current curriculum.

Proposed MAT Revisions:

YEAR 1					
Summer (MAT 1)	Credits	Autumn (MAT 2)	Credits	Spring (MAT 3)	Credits
AT 6000 Emergency Care in AT	1	HTHRHSC 7900 Measures/Diagnosis	1	HTHRHSC 7910 Crit Analysis	1
AT 6110 Intro to AT Diagnosis	2	AT 6310 Rehab Methods I	2	AT 6320 Rehab Methods II	2
AT 6210 AT Clinical Skills I	1	AT 6120 Exam, Diag, & Care LE Cond	5	AT 6130 Exam, Diag, & Care UE Cond	5
AT 6189 Coordinated Patient Care	1	AT 6510 Practicum I	1	AT 6520 Practicum II	1
AT 6600 Admin & Leadership	2	AT 6389 Intro Diag/Acute Care-HS	2	AT 6589 Diag & Mgmt	4
<b>Total</b>	<b>7</b>	AT 6489 Intro Diag/Acute Care-Collegiate	2		
		AT 6289* Prevention/Risk Mgmt	1		
		<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>

YEAR 2					
Summer (MAT 4)	Credits	Autumn (MAT 5)	Credits	Spring (MAT 6)	Credits
		AT 6220 AT Clinical Skills Advanced	1	AT 6800 Behavioral Health in AT	2
		Elective (3)****	3****	Elective (3)****	3****
AT 6689 Rehabilitation	1	AT 6140 Exam, Diag, & Care Head/Spine	2	AT 6540 Practicum III	1
Elective (3)****	3****	AT 6150 Exam, Diag, & Care Primary	4	AT 7289 Comprehensive Care II	3
AT 6789** Clinical Elective	1	AT 6530 Practicum III	1	AT 7089*/**** Immersive Clinical	2
		AT 7189 Comprehensive Care I	4	AT 6700 Sport Sci Assessment	2
<b>Total</b>	<b>1-5</b>	AT 7089*/**** Immersive Clinical	2	<b>Total</b>	<b>8-13</b>
		<b>Total</b>	<b>12-17</b>		

The above plan demonstrates how students will complete the master's in athletic training program in four (4) semesters and two (2) summer terms. There is limited flexibility in the curriculum plan. The professional curriculum is completed in sequence, and there is no provision for part-time or evening-only enrollment. Courses with the XX89 designations are athletic training clinical experiences. The final graduate school requirement can be completed through a non-thesis capstone project (ATHTRNG 7990) or thesis research (HTHRHSC 7999). To be eligible for graduation, a MAT student must meet a minimum of 62 credit hours.

\*The course begins August 1<sup>st</sup> but is scheduled during the autumn semester.  
 \*\*An elective clinical experience (ATHTRNG 6789) can be taken in MAT Block 4 (summer year 2) for various reasons, including extending a required clinical experience or supplemental clinical experience.  
 \*\*\*The immersive clinical experiences (ATHTRNG 7089) may occur in MAT Block 5 (autumn year 2) or MAT Block 6 (spring year 2) based on clinical interest. Some on-campus time will be required to fulfill other course requirements during these experiences. Immersive clinical experience can only be taken after completing MAT Block 3 (spring year 1) successfully. This immersive experience must be with a contracted affiliated program and may include off-campus work in various locations and may include professional organizations such as the NFL, NBA, MLB, MLS, etc. The ATP does not guarantee clinical education placements with professional sports for immersive experiences but will help facilitate sites based on students' professional goals.  
 \*\*\*\*Students may will choose to take one an elective at any time in the second year of the MAT curriculum. The elective must be approved by the advisor and is encouraged to take electives in the HRS Advanced Practice Focus Master's Program or ATHTRNG 7990 - Capstone Project or HTHRHSC 7998 - Research Practicum. The elective must total at least 3 credit hours.

## Current MAT Curriculum Plan

### Master of Athletic Training (MAT)



#### YEAR 1

Summer (MAT 1)	Credits	Autumn (MAT 2)	Credits	Spring (MAT 3)	Credits
AT 6000 Emergency Care in AT	1	HTHRHSC 7900 Measures/Diagnosis	1	HTHRHSC 7910 Crit Analysis	1
AT 6110 Intro to AT Diagnosis	2	AT 6310 Rehab Methods I	2	AT 6320 Rehab Methods II	2
AT 6210 AT Clinical Skills I	1	AT 6120 Exam, Diag, & Care LE Cond	5	AT 6130 Exam, Diag, & Care UE Cond	5
AT 6189 Coordinated Patient Care	1	AT 6510 Practicum I	1	AT 6520 Practicum II	1
<b>Total</b>	<b>5</b>	AT 6389 Intro Diag/Acute Care-HS	2	AT 6589 Diag & Mgmt	4
		AT 6489 Intro Diag/Acute Care-Collegiate	2	<b>Total</b>	<b>13</b>
		AT 6289 <sup>x</sup> Prevention/Risk Mgmt	1		
		<b>Total</b>	<b>14</b>		

#### YEAR 2

Summer (MAT 4)	Credits	Autumn (MAT 5)	Credits	Spring (MAT 6)	Credits
AT 6600 Admin & Leadership	2	AT 6220 AT Clinical Skills Advanced	1	AT 6800 Behavioral Health in AT	2
AT 6700 Sport Sci Assessment	2	AT 6140 Exam, Diag, & Care Head/Spine	3	AT 7990 Non-Thesis Capstone Project or HTHRHSC 7999 Thesis Research	2
AT 6689 Rehabilitation	1	AT 6150 Exam, Diag, & Care Primary	5	AT 6540 Practicum III	1
AT 6789 <sup>**</sup> Elective	1	AT 6530 Practicum III	1	AT 7289 Comprehensive Care II	3
<b>Total</b>	<b>6</b>	AT 7189 Comprehensive Care I	4	AT 7089 <sup>*/***</sup> Immersive Clinical	2
		AT 7089 <sup>*/***</sup> Immersive Clinical	2	<b>Total</b>	<b>8-10</b>
		<b>Total</b>	<b>14-16</b>		

The above plan demonstrates how students will complete the master's in athletic training program in four (4) semesters and two (2) summer terms. There is limited flexibility in the curriculum plan. The professional curriculum is completed in sequence, and there is no provision for part-time or evening-only enrollment. Courses with the XX89 designations are athletic training clinical experiences. The final graduate school requirement can be completed through a non-thesis capstone project (ATHTRNG 7990) or thesis research (HTHRHSC 7999). To be eligible for graduation, a MAT student must meet a minimum of 62 credit hours.

\*The course begins August 1<sup>st</sup> but is scheduled during the autumn semester.

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\*\*\*The immersive clinical experiences (ATHTRNG 7089) may occur in MAT Block 5 (autumn year 2) or MAT Block 6 (spring year 2) based on clinical interest. Some on-campus time will be required to fulfill other course requirements during these experiences. Immersive clinical experience can only be taken after completing MAT Block 3 (spring year 1) successfully. This immersive experience must be with a contracted affiliated program and may include off-campus work in various locations and may include professional organizations such as the NFL, NBA, MLB, MLS, etc. The ATP does not guarantee clinical education placements with professional sports for immersive experiences but will help facilitate sites based on students' professional goals.





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March 22, 2024

Curriculum Committee  
School of Health and Rehabilitation Sciences  
The Ohio State University

Dear Dr. Onate,

On March 15, 2024, the HRS Curriculum Committee reviewed the proposal to shift the Master of Athletic Training program to a course-based masters. The committee unanimously voted in support of this change.

Due to the changes, the committee would also like to review a revised syllabus for ATHTRNG 7990. We are requesting the following materials be submitted to the committee by April 5<sup>th</sup> for review at our April meeting:

- *Current ATHTRNG 7990 Syllabus*
- *Revised ATHTRNG 7990 Syllabus*
  - *Must reflect any changes to structure and content for a course-based capstone project*

Once the syllabi have been received, we can submit all materials to the Graduate Studies Committee so they may review during their next meeting on April 18<sup>th</sup>. After the changes have been approved by GSC, we will submit to the Council on Academic Affairs.

Sincerely,

Lindy Weaver, PhD, MOT, OTR/L  
Assistant Professor, Clinical  
Assistant Director, Academic Affairs



THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND  
REHABILITATION SCIENCES

## COURSE INFORMATION

ATHTRNG 7990 - Capstone Project in Athletic Training

**Term:** SU, AU, SP

**Credit Hours:** 3

## FACULTY INFORMATION

**Instructor:** TBD

**Department:** Athletic Training

**Office Location:** TBD

**Phone Number:** TBD

**Email:** TBD

**Office Hours:** TBD

## CLASS MEETING SCHEDULE

This course will have **synchronous** and **asynchronous** course requirements, as outlined by the course schedule. Regular class meetings with all enrolled students and the capstone instructor are expected and outlined on the course calendar. One or two face-to-face meetings may also be required.

## COURSE MATERIALS / SOFTWARE

Required: None

## COURSE DESCRIPTION

This course provides a mentored evidence-based course to complete a capstone project in the Master of Athletic Training Program.

## PREREQUISITES

Admission to the Master of Athletic Training Program AND successful completion of all first-year Master of Athletic Training coursework (Block 1, Block 2, and Block 3).

## COURSE LEARNING OUTCOMES

1. Access, interpret, and synthesize forms of evidence related to the student's approved Capstone topic.
2. Integrate current best evidence into a written summary related to the Capstone topic.
3. Analyze the current best evidence in relation to the Capstone topic.
4. Develop a written product to summarize the evidence and desired outcomes of the capstone topic.
5. Reflect on constructive criticism and demonstrate content knowledge on the selected capstone topic.
6. Describe the project within the context of the current evidence on the Capstone topic.

## COURSE POLICIES

All School and Program course policies apply to this course. [HRS Handbooks](#) are available. These provide all required policies and procedures required for students accepted into SHRS academic programs.

Students may use [Red Button](#) to report academic and learning environment concerns to the School of Health and Rehabilitation Sciences Assistant Dean for Academic Affairs and the Assistant Dean for Diversity and Inclusion. You may choose to remain anonymous but if you provide your contact details, individualized follow-up can be provided. When you complete a report with the Red Button System, the Directors for Academic Affairs and Diversity & Inclusion receive the report and will review within 72 hours.

## COURSE TECHNOLOGY

Online Structure: This course will be conducted in a distance-learning, online format with up to 2-3 face-to-face meetings. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. [IT support hours are available online](#), and support for urgent issues is available 24 hours a day, seven days per week.

Self-Service and Chat support: [go.osu.edu/IT](https://go.osu.edu/IT) • Phone: 614-688-HELP (4357)

Email: [ServiceDesk@osu.edu](mailto:ServiceDesk@osu.edu) • TDD: 614-688-8743

### Internet requirements:

Minimum WiFi speed of 3 MB/s is required for using CarmenCanvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet by navigating to [eduroam.osu.edu](https://eduroam.osu.edu) or [wireless.osu.edu](https://wireless.osu.edu).

## UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Artificial Intelligence and Academic Integrity
- Copyright
- Counseling and Consultation Services/Mental health statement
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Disability Statement (with accommodations for COVID)
- Diversity Statement
- Grievances and solving problems.
- Lyft Ride Smart
- Weather / Short-term closing

## RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn should not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodation confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about the requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

## YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email [hsrcm.counseling@osumc.edu](mailto:hsrcm.counseling@osumc.edu), indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at [988](tel:988) or at [988lifeline.org](http://988lifeline.org). The [Ohio State Wellness app](#) is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## SCHOOL SPECIFIC GRIEVANCE AND SOLVING PROBLEMS

Please see [HRS Student Handbook](#) Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #20, a student should then take any problem or grievance to the Division Director.

## CONDUCT IN THE CLASSROOM AND ACADEMIC LEARNING ENVIRONMENT

Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see [HRS Student Handbook](#) Policy # 5.

## GRADING AND EVALUATION

Grades will be available for students to view on the course's CARMEN website.

Assignment Name	Quantity	Points	Total Points
Phase 1: Capstone Contract	1	5	5
Phase 2: Background / Plan	1	25	25
Phase 3: Implementation / Summary / Conclusions	1	20	20
Phase 4: Executive summary / Portfolio	1	100	100
Final Presentation	1	50	50
Project Check-Ins	5	5	25
<b>TOTAL COURSE POINTS</b>			<b>225</b>

*\*A passing grade of 80% must be achieved in ALL Master of Athletic Training Courses. Please refer to the MAT Handbook for additional information.*

## COURSE ASSIGNMENTS

All assignments are INDIVIDUAL assignments. Any and all use/ forms of AI is strictly prohibited for knowledge acquisition, dissemination, writing, presentation, etc.

**Phase 1: Capstone Contract:** Includes Capstone topic, goals, objectives, and timeline. This is a written document that will be signed by both the student and Capstone instructor.

**Phase 2: Background / Plan:** Is based on the agreed upon Capstone project and may include items such as providing a thorough background/ literature review, project plan, implementation strategy, case description, etc. This is considered a draft paper and is required to be in Word format and uploaded to Carmen.

**Phase 3: Implementation / Summary / Conclusions:** Is based on the agreed upon Capstone project and may include items such as documentation of project implementation, project summary, conclusions, etc. This is considered a draft paper and is required to be in Word format and uploaded to Carmen.

**Phase 4: Executive Summary / Portfolio:** The final documents from Phases 1-3 and any other relevant materials that may be a part of the project. This is considered a final draft. Besides the written work from phases 1-3, this may also include a final deliverable such as a pamphlet, educational poster, formal paper/ manuscript, video, etc.

**Final Presentation:** The student will present either a PowerPoint or Poster presentation to the class discussing their Capstone Project. The format of the presentation will be agreed upon at the completion of Phase 4.

**Project Check-Ins:** While attendance at all synchronous meetings is required, Check-in meetings are especially important, as they show progress on the Capstone project. The student will discuss progress since the last meeting, set goals for the next weeks, and have an opportunity to ask questions and/or discuss challenges, while also receiving immediate feedback.

## GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - 93%	90- 92.99%	87- 89.99%	83- 86.99%	80- 82.99%	77- 79.99%	73- 76.99%	70- 72.99%	67- 69.99%	60- 66.99%	50 - 0%

## ATTENDANCE / PARTICIPATION EXPECTATIONS

All synchronous classes are mandatory. All Check-in days are mandatory. Please pay close attention to the course calendar.

***Incident Weather:*** Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

## ABSENCE AND MAKEUP POLICY

Please communicate with the Capstone Instructor as soon as possible if you know you will miss a class. Excused absences may be determined by the instructor. ***After 1 unexcused absence from a synchronous class day, the final grade will be dropped by a letter grade.***

## LATE ASSIGNMENT SUBMISSIONS

For each day an assignment is late 5 points will be deducted from the final grade of the assignment.

## INSTRUCTOR FEEDBACK AND RESPONSE EXPECTATIONS

Email Response

Graded Materials Return

Discussion Board Response Times

## COURSE SCHEDULE

Week #	Dates	Topic	Readings	Assignments Due
1		Synchronous class meeting on Zoom Course Introduction & Expectations	Syllabus	
2		Individual Project		Phase1: Contracts Due
3		Synchronous class meeting on Zoom		Check-in #1
4		Individual Project		
5		Synchronous class meeting on Zoom		Check-in #2
6		Individual Project		Phase 2: Due
7		Individual Project		
8		Synchronous class meeting on Zoom		Check in #3
9		Individual Project		
10		Individual Project		Phase 3: Due
11		Synchronous class meeting on Zoom		Check-in #4
12		Individual Project		Phase 4: Executive Summary / Portfolio Due
13		Synchronous class meeting on Zoom		Check-in #5
14		Final Presentations – In Person or on Zoom		

## COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.**

### Capstone Project Examples:

**Educational Materials / Curriculum Development:** This option requires the learner to develop educational material or a curriculum with a target audience (AT's, athletes, coaches, parents, etc.) for a specific topic approved and agreed upon by the student and Capstone instructor. The learner must provide evidence-based rationale for why the material / curriculum is needed, use evidence to develop the material / curriculum, have a plan for implementation and dissemination to the targeted population. This project will follow the assignments listed in the course calendar and will require an executive summary of the project, educational resource, and class presentation. Additionally, weekly meetings with the Capstone Instructor are required for satisfactory completion of the course.

**Program Evaluation / Policy Analysis:** This option requires the learner to identify an area that needs improvement related to the field of athletic training. This improvement may be specific to a specific setting, venue, or population will focusing on evaluating a current program or policy to align with best practice. Potential areas for a quality improvement project are record keeping, communication, adherence to protocols, emergent care or risk management policies. A specific topic must be approved and agreed upon by the student and Capstone instructor. The learner must provide evidence-based rationale for why improvement is needed, use evidence to develop a solution, and have a plan for implementation of the solution. This project will follow the assignments listed in the course calendar and will require an executive summary of the project, clear change of procedures/process document, and class presentation. Additionally, weekly meetings with the Capstone Instructor are required for satisfactory completion of the course.

**Case Study:** This option requires the learner to research a unique case in which they have been exposed over the course of the MAT program. The case must be approved and agreed upon by the student and Capstone instructor. The learner must provide evidence-based rationale for why the case is unique, use peer-reviewed evidence to write a background of the case, use patient records (only with approval and signed release) to give a step-by-step guide to the appropriate portion of the care received and a discussion of how the case compared to the literature. This project will follow the assignments listed in the course calendar and will require a formal case study written paper and class presentation. Additionally, weekly meetings with the Capstone Instructor are required for satisfactory completion of the course.

**Critically Appraised Topic (CAT):** A CAT is a brief systematic review and critique of the most current and best available evidence to answer a focused clinical question relevant to the field of athletic training. A specific topic must be approved and agreed upon by the student and Capstone instructor. The CAT should include a (1) focused clinical question, (2) search strategy, (3) evidence quality assessment, (4) Summary of search, “best evidence” appraised, and key findings (5) Results of Evidence Quality Assessment (6) Clinical Bottom Line: Strength of recommendation (7) Implications for Practice, Education, and Future Research. This project will follow the assignments listed in the course calendar and will require a formal written paper and class presentation. Additionally, weekly meetings with the Capstone Instructor are required for satisfactory completion of the course.

**Literature Review:** This option requires the learner to research a topic important to the field of athletic training. The topic must be approved and agreed upon by the student and Capstone instructor. The learner must provide evidence-based rationale for the review is necessary, use comprehensive peer-reviewed evidence to thoroughly evaluate the topic. Include a decision tree and summary table of included research. This project will follow the assignments listed in the course calendar and will require a formal written paper and class presentation. Additionally, weekly meetings with the Capstone Instructor are required for satisfactory completion of the course.





August 5, 2024

Curriculum Committee  
School of Health and Rehabilitation Sciences  
The Ohio State University

Dear Drs. Boucher and Onate,

On July 19, 2024, the HRS Curriculum Committee reviewed the new syllabus for ATHTRNG 7990. The committee unanimously voted in support of this change with two minor changes to the syllabus:

- *Language in the syllabus should be clarified to indicate class meetings will be with the whole group, not one-on-one with the advisors (i.e., mandatory class meeting).*
- *Course description needs edited since experiential learning is no longer a part of this course.*

We are so grateful for your program's ongoing commitment to teaching excellence. We would like to include the final syllabus with these revisions in the packet to be sent to the HRS Professional Programs Graduate Studies Committee. Thank you.

Sincerely,

Lindy Weaver, PhD, MOT, OTR/L  
Associate Professor, Clinical  
Director, Academic Affairs



**THE OHIO STATE  
UNIVERSITY**

# Curriculum Proposal Checklist

**Title of Program:**

**Effective term:**

**College:**

**New/Establish:**

**Secondary Major Eligible:**

**Academic Unit:**

**Revise:**

**50% Revision:**

**Mark Up:**

**Program Contact:**

**Terminate:**

**Suspend:**

**Certificate Category\*:**

**Degree/Credential:**

**Program of Study :**

**Title:**

**Code:**

**Program Focus\*:**

**Credit hours to degree/credential:**

**Is this a change to the current total?**

**Yes No**

**Program offered only online?**

**Yes No**

**If yes, is there a signed MOU with ODEE?**

**Yes No**

**Campus(es) where offered:**

**Columbus**

**ATI**

**Lima**

**Mansfield**

**Marion**

**Newark**

**Rationale:**

**Student Curriculum Sheet Required:**

**Four Year (or appropriate) Plan:**

**Academic Unit Curriculum Committee approval date:**

**College Curriculum Committee approval date:**

**Graduate School Council approval date\*:**

**Regional Campus approval date\*:**

**Council on Academic Affairs approval date:**

**University Senate approval date\*:**

**Board of Trustees approval date\*:**

**ODHE approval date\*:**

\* If applicable



# THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND  
REHABILITATION SCIENCES

**College of Medicine**  
**School of Health and Rehabilitation Sciences**

Physical Therapy Division

Wednesday, October 23, 2024

Lindy Weaver, OTR/L, PhD  
Director of Academic Affairs

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453 W 10<sup>th</sup> Ave  
Columbus, OH 43210

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614-292-5921 Fax

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Dear Dr. Weaver,

The Professional Programs Graduate Studies Committee in the School of Health and Rehabilitation Sciences has reviewed two proposals for changes to our graduate curricula, Committee members reviewed the written proposals and voted electronically.

The proposal for revisions to the Masters of Dietetics and Nutrition was approved with five votes in favor, none against, and Dr. Taylor (MDN Director) recusing himself.

The proposal for revisions to the Masters of Athletic Training was approved with five votes in favor, none against, and Dr. Boucher (MAT Director) recusing herself.

Sincerely,

John A. Buford, PT, PhD, FAPTA  
Professor

Chair, Professional Programs Graduate Studies Committee  
Division Director, Physical Therapy