

Status: PENDING

PROGRAM REQUEST
Athletic Training

Last Updated: Lucey, Catherine Reinis
02/10/2011

Fiscal Unit/Academic Org	School of Allied Medical Prof - D2504
Administering College/Academic Group	The College of Medicine
Co-administering College/Academic Group	
Semester Conversion Designation	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name	Athletic Training
Proposed Program/Plan Name	Athletic Training
Program/Plan Code Abbreviation	ATHTRNG-BS
Current Degree Title	Bachelor of Science in Allied Health Professions

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		193	128.7	133	4.3
Required credit hours offered by the unit	Minimum	92	61.3	71	9.7
	Maximum				
Required credit hours offered outside of the unit	Minimum	101	67.3	62	5.3
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table

- The total program hours (133) fall within the guidelines (+4), but the distribution of these hours has changed with our conversion to semesters.
- The credit hours offered by the unit (+9) exceeds the guideline by 5 hours. Three of these five hours are explained by the creation of a new course (ATH TRNG 2200 Foundations of Athletic Training Diagnosis) aimed at correcting an identified weakness in our program. The remaining 2 credit hours are the result of a change in school wide policy in SAMP regarding the ratio of credit hours to clinical hours. While we made extensive efforts to minimize the impact of this change, we were not able to completely offset it.

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Goal 1: Communicate in a clear and effective manner with people from various socio-cultural backgrounds, both verbally and in writing.
 - Goal 2: Demonstrate critical thinking, professional decision making, and psychomotor skills necessary for safe and competent practice in Athletic Training.
 - Goal 3: Integrate evidence-based practice and scholarship in making and prioritizing professional decisions in Athletic Training.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

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Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

The core of our quarter based assessment plan is unchanged with the exception of a set of assessments embedded within courses. Most course embedded assessments transition seamlessly. The only significant exception is that our quarter based Experience in Athletic Training courses included assessments of both student Clinical experience performance and assessments of student clinical skill mastery. Under semesters, we have split each Experience in Athletic Training courses into two courses (Clinical Experience & Skills Assessment) so that students receive a separate grade related to each of these two important assessments.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

General Education Curriculum (79-80 hours)

Students must complete the General Education Curriculum (GEC) before graduating from the University.

Writing and Related Skills (10 hours) Historical Study (10 hours) Mathematical and Logical Analysis (9-10 hours) Art and Humanities (10 hours)

Natural Sciences (20 hours) Breadth Courses (10 hours)

Social Sciences (10 hours) Diversity Courses (0-15 hours)

Program Prerequisites (32-33 hours)

Students who wish to apply to the program must have completed at least 45 quarter credit hours including all of the following program prerequisite courses or their equivalent with a C- or better by the end of Spring Quarter prior to enrollment in the professional program.

Math 148 or higher Chemistry 121

Psychology 100 Biology 113

Athletic Training 303 EEOB 232

Allied Med 500, HIMS 500, or Classics 210

Attachments

- ProgramTemplate_Athletic_Training_DL.doc: AT Program Proposal

(Program Proposal. Owner: Robinson-Easter,Regina Marie)

- SAMP Cover Letter & Transition Plan.pdf: Unit Letter and Transitional Policy

(Letter from Program-offering Unit. Owner: Robinson-Easter,Regina Marie)

- %COM Semester Conversion Letter 12 10 10.pdf

(Letter from the College to OAA. Owner: Lucey,Catherine Reinis)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Robinson-Easter,Regina Marie	01/26/2011 04:09 PM	Submitted for Approval
Approved	Robinson-Easter,Regina Marie	01/26/2011 04:28 PM	Unit Approval
Approved	Larsen,Deborah Sue	02/03/2011 03:34 PM	SubCollege Approval
Approved	Lucey,Catherine Reinis	02/10/2011 02:10 PM	College Approval
Pending Approval	Soave,Melissa A	02/10/2011 02:10 PM	CAA Approval



Office of the Dean
College of Medicine

254 Meiling Hall
370 West 9th Avenue
Columbus, OH 43210
Phone: 614.292.2600 / Fax: 614.292.4254

December 10, 2010

W. Randy Smith, PhD
Vice Provost, Curriculum & Institutional Relations
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
CAMPUS

Dear Dr. Smith:

The College of Medicine submits for approval the following programs for semester conversion:

Baccalaureate Programs (School of Allied Medical Professions):

- 1) Athletic Training
- 2) Biomedical Sciences
- 3) Health Information and Management Systems
- 4) Health Sciences
- 5) Medical Dietetics
- 6) Medical Technology
- 7) Radiologic Sciences and Therapy with subprograms in Radiation Therapy, Radiography and Sonography
- 8) Respiratory Therapy

Minors:

- 1) Integrated Determinants of Health (School of Allied Medical Professions)
- 2) Anatomy (School of Biomedical Sciences, Dept. of Biomedical Informatics)

Masters Degree Programs:

- 1) Masters of Occupational Therapy (School of Allied Medical Professions)
- 2) MS in Health and Rehabilitation Sciences (School of Allied Medical Professions)
- 3) MS in Anatomy (School of Biomedical Sciences, Department of Biomedical Informatics)
- 4) MS in Medical Sciences (College of Medicine)
- 5) MS in Pathology (School of Biomedical Sciences, Dept of Pathology)
- 6) MS in Pharmacology (School of Biomedical Sciences, Dept. of Pharmacology)

Doctoral Degree Programs:

- 1) Doctor of Physical Therapy [DPT] (School of Allied Medical Professions)
- 2) Doctor of Medicine [MD] (College of Medicine)
- 3) PhD in Health and Rehabilitation Sciences (School of Allied Medical Professions)
- 4) PhD in Integrated Biomedical Sciences [IBGP] (School of Biomedical Sciences)
- 5) PhD in Anatomy (School of Biomedical Sciences, Dept. of Biomedical Informatics)

Each program proposal has been carefully developed with considerable curricular review and appropriate unit approval; letters delineating the process and approval accompany each template. At the College level, all proposals have been reviewed and approved through the College's Curriculum Review process. Accordingly, each program has developed a transition plan that will allow students that maintain good academic standing to complete their respective program without delay due to the semester conversion. These transition plans are included with each program template. The course templates for all courses have also been submitted for approval. Please contact me or Deborah S. Larsen, our semester conversion coordinator, with any questions; specific questions regarding individual templates may be directed through Dr. Larsen to the appropriate contact person. Contact information is as follows:

Catherine R. Lucey, MD
Phone: 292-2600
e-mail: Catherine.lucey@osumc.edu

Deborah S. Larsen, PhD
Phone: 292-5645
e-mail: Deborah.larsen@osumc.edu

Thank you for the review of these materials.

Sincerely,



Catherine R. Lucey, MD
Interim Dean and Vice Dean of Education
College of Medicine



January 25, 2011

Catherine R. Lucey, MD
Interim Dean and Vice Dean for Education
College of Medicine
260 Meiling Hall
CAMPUS

Dear Dr. Lucey:

On behalf of the School of Allied Medical Professions, I am pleased to submit the semester conversion plans for the following programs:

Certificates:

- 1) Health Information Management and Systems
- 2) Medical Technology – proposed name change to Medical Laboratory Sciences
- 3) Respiratory Therapy

Baccalaureate (BS in Allied Health)

- 1) Athletic Training – degree change to BS in Athletic Training
- 2) Biomedical Sciences
- 3) Health Information Management and Systems
- 4) Health Sciences
- 5) Medical Dietetics
- 6) Medical Technology – proposed name change to Medical Laboratory Sciences
- 7) Radiation Therapy
- 8) Radiography
- 9) Respiratory Therapy

Graduate

- 1) Masters of Occupational Therapy (MOT)
- 2) Masters of Science in Health and Rehabilitation Sciences (MS)
- 3) Doctor of Physical Therapy (DPT)
- 4) Doctor of Philosophy in Health and Rehabilitation Sciences (PhD)

Minor:

- 1) Integrated Determinants of Health

The conversion of each of these programs was initiated through two School-wide retreats, comprehensive curriculum mapping, conducted by our Executive Committee, and multiple working groups within and between programs. Each curriculum was reviewed and revised consistent with current healthcare practice and, for many, their accreditation criteria. For the undergraduate programs, working groups revised and amended our elective core courses; it was recommended that each program enroll students in the core courses rather than teach individual unit courses, which was done by all programs, consistent with content needs. Our entry-level graduate programs (Occupational Therapy and Physical Therapy), also developed a core evidence-based practice sequence to encourage collaborative problem-solving among students in those two programs. One course, AM 5000 "Strategies for Interprofessional Case Management", is a new elective course that will provide interdisciplinary case management exposure to students from all of the programs in the School; due to the high number of credits within each curriculum, this course is recommended but not required. Each curriculum was approved by the faculty within the respective program and by the School's curriculum committee on the following dates:

- 1) Respiratory Therapy – approved 7/14/2010
- 2) Medical Technology – approved 8/5/2010
- 3) Medical Dietetics – approved 8/11/2010
- 4) Radiologic Sciences & Therapy – approved 8/11/2010
- 5) Occupational Therapy – approved 8/11/2010
- 6) Biomedical Sciences – approved 8/18/2010
- 7) Physical Therapy – approved 8/19/2010
- 8) Athletic Training – approved 9/15/2010
- 9) MS in Allied Medicine – approved 9/15/2010
- 10) PhD in Health and Rehabilitation Sciences – approved 9/15/2010
- 11) Health Information Management and Systems – approved 9/22/2010

In reviewing the clinical experiences of students in each program, it was noted that there was no standard credit hour allocation for the full or part-time clinical experiences. Our Executive Committee voted unanimously to impose a consistent credit hour allocation, based on the following formula: Full-time (40hr/week, 14 weeks) = 12 credits for undergraduate and 8 for graduate programs; 20 hr/week = 6 credits for undergraduate, 4 for graduate; 10 hr/wk = 3 credits for undergraduate and 2 for graduate; and so on. Some programs have implemented 7 week clinical experiences that follow the same proportional allocation (i.e. 7 week, full time = 6 credits). This change often distorted the 2/3 conversion formula, since historically clinical experiences were under- credited; however, all programs were converted with minimal changes and have indicated such within their program templates.

In concert with the semester conversion, there are two program specific requests:

- 1) The Athletic Training program is requesting to change the degree awarded from Allied Health to Athletic Training to meet accreditation requirements;
- 2) The Medical Technology program is requesting to change the name of their program to Medical Laboratory Science, which is consistent with their licensure and accreditation recommendations.

These changes have been approved by the School's Executive Committee by unanimous vote on 12-7-10 and the Faculty Council on 1-21-11.

If you should have any questions or concerns, please feel free to contact me directly.

Sincerely,



Deborah S. Larsen, PhD
Director, School of Allied Medical Professions
Associate Dean, College of Medicine
614-292-5645
deborah.larsen@osumc.edu

**Semester Conversion
Transition Plan
School of Allied Medical Professions**

The School administration, advising staff, and each program have made considerable efforts to assure the timely progression of students enrolled during the semester transition so that students who maintain good academic standing and follow the outlined curricula will be held harmless.

Advising:

Our undergraduate programs admit students either for their sophomore year (Athletic Training, Health Sciences, Medical Dietetics, and Respiratory Therapy) or junior year (Health Information Management, Health Sciences, Medical Technology, Radiologic Sciences, Respiratory Therapy). Our pre-major advisors are providing information to our freshman and sophomores and providing curriculum plan drafts for respective programs. Proposed curriculum plans for each group of students are posted on the School's web site. For those sophomores that have been admitted to their respective programs, Division/Program Directors will meet with each cohort to explain proposed changes. All programs except Health Sciences are lock step, so individual advising should not be necessary once students are admitted to a program. Health Sciences students have a dedicated advisor that serves both pre-majors and matriculated students. We will hold group and individual advising sessions, as needed, for students in that program.

Our Doctor of Physical Therapy (DPT) is 3 1/4 years in duration, so students admitted for Summer 2010 will complete the program under semesters; further, students admitted in 2009 will need to complete their program 1 quarter early due to the implementation of semesters for summer quarter (typically the last quarter for that program). Orientation for the first year students and a class meeting for the 2nd year students have been held to outline the semester curriculum and impact on both groups of students. Our Director of Admissions is advising all potential applicants, both current OSU students and transfer students to both the DPT and MOT.

Graduate students within our MS and PhD programs will be provided individual advising to assure appropriate academic progress. Additionally, informational meetings have been held for advisors to outline changes in the curriculum, occurring with the transition. Some flexibility within both programs will be implemented with regard to program requirements for students in process during the transition. Students admitted for Autumns 2010 and 2011 will begin taking the quarter equivalent of the semester curriculum, for which courses have been submitted for approval.

All programs will continue to hold cohort meetings and provide appropriate advising to assure a smooth transition and timely program completion for all students that maintain appropriate progress within their respective programs.

Program Progression Issues:

1. Academic: Currently students must earn a C- (undergraduate) or C (graduate) to pass a class. For students that earn a grade lower than this, they must stop the program and rejoin the curriculum the next time the course is offered (typically the following year).

They are only required to repeat the course with the designated C- or C and then can continue on in the curriculum.

2. Leaves of Absence: currently students may request a LOA at anytime during the academic year and then rejoin the program at the same point in the curriculum one year later to complete the program (i.e. stop after Winter quarter, rejoin the following Spring quarter).
 - For students that fail to achieve the designated target grade in a given class, it won't be possible for them to just take that class when they resume the program because they would be missing at least $\frac{1}{4}$ of the content in the other semester courses. For LOA's, it will also be difficult to resume the curriculum at the "same" time point that they dropped out. Each case will, therefore, be handled individually. These situations may result in a longer time to graduation or the need to complete additional credit hours/courses. Every effort will be made by each program to avoid unnecessary requirements for students in these situations. Students requesting a LOA will also be counseled on the possible consequences of that decision. Fortunately, these issues occur rarely in the SAMP programs, so few students are expected to be impacted by either issue.
3. Program Specific Issues: Programs have highlighted specific transition issues within their program templates, including the use of bridge courses, double teaching of content, and progression differences from that stated in this document.

Quarter to Semester Conversion Template: Athletic Training Program Proposal (based on template 2.1 from 7/27/10)

PROGRAM REQUIREMENTS

List the semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

*Newly created courses are in bold

Department	Title	Credit hours
English 1110	(GE) 1st writing	3
XXXX 2367	(GE) 2nd writing (367 successor)	3
Psych 100 equiv	(GE + pre-req) Social Science 1	3
	(GE) Social Science 2	3
	(GE) Historical Study	3
	(GE) Culture & Idea or Historical Study or Social Science	3
	(GE) Arts	3
	(GE) Literature	3
Math 1148	(GE + pre-req) Math or Logical Skills	4
Biology 1113	(GE + pre-req) Biological Science	4
Physics 1200	(GE + pre-req) Physical Science	5
Chem 121/122 equiv	(GE + pre-req) Open Option	5
Chem 122/123 equiv	(GE + program) Open Option	5
STAT 1135 or 1145	(GE + program) Data Analysis	3
Anatomy 2199	(Prerequisite) Basic Human Anatomy	4
EEOB 232 equiv	(Prerequisite) Introductory Physiology	4
PAES 500 equiv	(Program) Science of Physical Activity for Health Care Profess.	3
PAES 501 equiv	(Program) Science of Phys Activ for Health Care Prof LAB	1
Allied Med 2500	(Prerequisite) Medical Terminology	3
Allied Med 3400	(Program) Health Promotion & Disease Prevention	3
Allied Med 4000	(Program) Application of Ethical Decision Making in Health Care	3
Allied Med 4530	(Program) Nutrition for Fitness	3
Allied Med 5500	(Program) Introduction to Pathophysiology	4
Allied Med 5510	(Program) Pharmacology for Allied Health Professionals	2
Allied Med 5900	(Program) Health Sciences Research: Interp & Applic.	3
ATH TRNG 2000	(Prerequisite) Basic Athletic Training	2
ATH TRNG 2010	(Prerequisite) Athletic Training Pre-Clinical Skills	1
ATH TRNG 2100	(Program) Athletic Training Skills Assessment 1	1
ATH TRNG 2189	(Program) Introduction to Clinical Care in Athletic Training	1
ATH TRNG 2200	(Program) Foundations of Athletic Training Diagnosis	3
ATH TRNG 2300	(Program) Athletic Training Diagnosis & Acute Mgmt 1	3
ATH TRNG 2310	(Program) Athletic Training Diagnosis & Acute Mgmt 2	3
ATH TRNG 3089	(Program) Pre-Season Athletic Training	1
ATH TRNG 3189	(Program) Athletic Training Clinical Exp.: Collegiate 1	5
ATH TRNG 3289	(Program) Athletic Training Clinical Exp.: Collegiate 2	5
ATH TRNG 3389	(Program) Athletic Training Clinical Exp.: Collegiate 3 (May Term)	1

ATH TRNG 3100	(Program) Athletic Training Skills Assessment 2	1
ATH TRNG 3110	(Program) Athletic Training Skills Assessment 3	1
ATH TRNG 3500	(Program) Athletic Training Therapeutic Modalities	3
ATH TRNG 3600	(Program) Athletic Training Biomechanics	3
ATH TRNG 3700	(Program) Athletic Training Therapeutic Exercise	3
ATH TRNG 3800	(Program) Care of Medical Emergencies, Trauma & Disease	2
ATH TRNG 4189	(Program) Athletic Training Clinical Exp.: High School	5
ATH TRNG 4289	(Program) Athletic Training Clinical Exp: General Medical	1
ATH TRNG 4100	(Program) Athletic Training Skills Assessment 4	1
ATH TRNG 4110	(Program) Athletic Training Skills Assessment 5	1
ATH TRNG 4500	(Program) Administration in Athletic Training	3
TOTAL		133

Program Rationale (750 word limit): Significant changes are explained as follows:

- We propose to change the name of the degree from *Bachelor of Science in Allied Health Professions* to *Bachelor of Science in Athletic Training*. The accrediting body for the Athletic Training program (Commission on Accreditation of Athletic Training Education) has mandated that all accredited programs award a “tagged” degree with “Athletic Training” in the degree name no later than 2014-2015. Every program in the country is making a similar change.
- We propose to create 1 new course.
 - *2200 Foundations of Athletic Training Diagnosis* is a new course created to correct a weakness in our curriculum identified through several elements of our assessment plan. Although our students learn anatomical and physiological foundations in existing required coursework, they lack vital, profession-specific applied knowledge of how bodily structures, sport performance, and injury interrelate and form the basis for the diagnosis of sports injury. Student have been weaker that we would like in understanding how the body and its structure adapt normally and pathologically to sport specific functions and are injured through unique mechanisms during physical activity and athletics. This newly proposed course is intended to address this weakness and improve our students’ readiness for their diagnosis course sequence.

Curriculum map.

Required Course # including GECs	Course Title or GEC category	Goal # 1 communicate	Goal #2 Thinking/ skills	Goal #3 Integrate/ decisions
English 1110	(GE) 1st writing	beginning		
XXXX 2367	(GE) 2nd writing (367 successor)	intermediate		
Psych 100 equiv	(GE) Social Science 1	beginning	beginning	
	(GE) Social Science 2	beginning	beginning	
	(GE) Historical Study	beginning	beginning	
	(GE) Culture & Idea or Historical Study or Social Science	beginning	beginning	
	(GE) Arts	beginning	beginning	
	(GE) Literature	beginning	beginning	
Math 1148	(GE) Math or Logical Skills		beginning	
Biology 1113	(GE) Biological Science		beginning	
Physics 1200	(GE) Physical Science		beginning	
Chem 121/122 equiv	(GE) Open Option		beginning	
Chem 122/123 equiv	(GE) Open Option		intermediate	
STAT 1135 or 1145	(GE) Data Analysis		intermediate	beginning
Anatomy 2199	(Prerequisite) Basic Human Anatomy		beginning	beginning
EEOB 232 equiv	(Program) Introductory Physiology		beginning	beginning
PAES 500 equiv	(Program) Science of Physical Activity for Health Care Profess.		intermediate	intermediate
PAES 501 equiv	(Program) Science of Phys Activ for Health Care Prof LAB		intermediate	intermediate
Allied Med 2500	(Prerequisite) Medical Terminology	intermediate		
Allied Med 3400	(Program) Health Promotion & Disease Prevention		beginning	beginning
Allied Med 4000	(Program) Application of Ethical Decision Making in Health Care		intermediate	intermediate
Allied Med 4530	(Program) Nutrition for Fitness		intermediate	intermediate
Allied Med 5500	(Program) Introduction to Pathophysiology		beginning	beginning
Allied Med 5510	(Program) Pharmacology for Allied Health Professionals		Intermediate	intermediate
Allied Med 5900	(Program) Health Sciences Research: Interp & Applic.		intermediate	beginning
ATH TRNG 2000	(Prerequisite) Basic Athletic Training	beginning	beginning	beginning
ATH TRNG 2010	(Prerequisite) Athletic Training Pre-Clinical Skills		beginning	
ATH TRNG 2100	(Program) Athletic Training Skills Assessment 1	beginning	beginning	beginning
ATH TRNG 2189	(Program) Introduction to Clinical Care in Athletic Training	beginning	beginning	beginning
ATH TRNG 2200	(Program) Foundations of Athletic Training Diagnosis		beginning	beginning
ATH TRNG 2300	(Program) Athletic Training Diagnosis & Acute Mgmt 1		beginning	beginning
ATH TRNG 2310	(Program) Athletic Training Diagnosis & Acute Mgmt 2		Intermediate	intermediate
ATH TRNG 3089	(Program) Pre-Season Athletic Training		intermediate	intermediate
ATH TRNG 3189	(Program) Athletic Training Clinical Exp.: Collegiate 1	beginning	beginning	beginning
ATH TRNG 3289	(Program) Athletic Training Clinical Exp.: Collegiate 2	Intermediate	Intermediate	intermediate
ATH TRNG 3389	(Program) Athletic Training Clinical Exp.: Collegiate 3 (May Term)	Intermediate	Intermediate	intermediate
ATH TRNG 3100	(Program) Athletic Training Skills Assessment 2	Intermediate	Intermediate	intermediate
ATH TRNG 3110	(Program) Athletic Training Skills Assessment 3	Intermediate	Intermediate	intermediate
ATH TRNG 3500	(Program) Athletic Training Therapeutic Modalities		intermediate	intermediate
ATH TRNG 3600	(Program) Athletic Training Biomechanics		Intermediate	intermediate
ATH TRNG 3700	(Program) Athletic Training Therapeutic Exercise		Intermediate	intermediate
ATH TRNG 3800	(Program) Care of Medical Emergencies, Trauma & Disease		advanced	advanced
ATH TRNG 4189	(Program) Athletic Training Clinical Exp.: High School	advanced	advanced	advanced
ATH TRNG 4289	(Program) Athletic Training Clinical Exp: General Medical	advanced	advanced	advanced
ATH TRNG 4100	(Program) Athletic Training Skills Assessment 4	advanced	advanced	advanced
ATH TRNG 4110	(Program) Athletic Training Skills Assessment 5	advanced	advanced	advanced
ATH TRNG 4500	(Program) Administration in Athletic Training	advanced	advanced	advanced

TRANSITION POLICY

The School's transition policy applies to the Athletic Training program.

THE OHIO STATE UNIVERSITY
SCHOOL OF ALLIED MEDICAL PROFESSIONS

ATHLETIC TRAINING – CURRENT ADVISING INFORMATION

The School of Allied Medical Professions (SAMP) is a school in The Ohio State University College of Medicine. SAMP is nationally recognized as a leader in practice-based health care education. For more than five decades, SAMP has prepared students to achieve personal and professional excellence, as they pursue an exciting career in healthcare.

PROGRAM OVERVIEW

The Certified Athletic Trainer (ATC®) works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate /industrial, and other health care settings.

ADMISSION & APPLICATION PROCEDURES

Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. The Application deadline for Autumn 2011 *professional* admission is **March 1, 2011**.

1. An electronic application is available online at <http://www.professional.osu.edu/alliedmed.asp> which should be completed and submitted with all required supplemental documents.
2. A minimum 2.50 cumulative GPA is required in all coursework taken at all accredited institutions. All post-secondary coursework is considered. Although a 2.50 GPA is the minimum, the average GPA is typically higher than a 3.0
3. Completion of prerequisite courses by the end of Spring quarter prior to enrollment in the professional program and a minimum of 45 credit hours.
4. A personal interview may be requested by the division for competitive applicants. Knowledge of the profession and personal career goals will be evaluated at this time.

DEGREE REQUIREMENTS

A minimum total of 182 quarter credit hours, including all general graduation requirements, General Education Curriculum, program prerequisites, and professional curriculum.

General Education Curriculum (79-80 hours)

Students must complete the General Education Curriculum (GEC) before graduating from the University.

Writing and Related Skills (10 hours)	Historical Study (10 hours)
Mathematical and Logical Analysis (9-10 hours)	Art and Humanities (10 hours)
Natural Sciences (20 hours)	Breadth Courses (10 hours)
Social Sciences (10 hours)	Diversity Courses (0-15 hours)

Program Prerequisites (32-33 hours)

Students who wish to apply to the program must have completed at least 45 quarter credit hours including all of the following program prerequisite courses or their equivalent with a C- or better by the end of Spring Quarter prior to enrollment in the professional program.

Math 148 or higher	Chemistry 121
Psychology 100	Biology 113
Athletic Training 303	EEOB 232
Allied Med 500, HIMS 500, or Classics 210	

Professional Curriculum (95 hours)

The professional curriculum includes courses available to students who have been admitted to the professional program. It is completed in sequence and there is no provision for part-time or evening-only enrollment. The curriculum includes all knowledge and practical skills required to become a Certified Athletic Trainer (ATC). The program includes greater than 2000 hours of supervised practice in athletic facilities on campus and in facilities in the central Ohio area.

SUGGESTED SCHEDULING PLAN

The following plan demonstrates how students may complete the Athletic Training program. The quarter and year in which some courses are placed can be adjusted to meet the individual needs of students. It is assumed that students following this plan will begin Professional coursework (Year 2) in Autumn 2011.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<p>Autumn Allied Medicine 100 (1) Math 148 or higher (4-5) Psychology 100 (5) GEC (5) Total (14-15)</p>	<p>Autumn Athletic Training 350 (2) Athletic Training 420 (5) Athletic Training 430 (2) Anatomy 200 (6) GEC (3) Total (18)</p>	<p>Autumn Athletic Training 530 (2) Athletic Training 610 (5) Edu Paes 500/501 (5) GEC (5) Total (17)</p>	<p>Autumn Athletic Training 635 (4) Athletic Training 630 (2) Statistics 135 (5) Edu Paes 103 (3) Total (14)</p>
<p>Winter Chemistry 121 (5) Athletic Training 303 (5) Allied Medicine 500 (3) GEC (3) Total (16)</p>	<p>Winter Athletic Training 421 (5) Athletic Training 431 (2) GEC (5) Chemistry 122 (5) Total (17)</p>	<p>Winter Athletic Training 521 (5) Athletic Training 531 (2) Athletic Training 550 (4) Edu Paes 490.12 (2) GEC (5) Total (18)</p>	<p>Winter Athletic Training 620 (3) Athletic Training 625 (4) Athletic Training 631 (2) Allied Medicine 680.01 (3) GEC (5) Total (17)</p>
<p>Spring Biology 113 (5) EEOB 232 (5) English 110 (5) Total (15)</p>	<p>Spring Athletic Training 422 (4) Athletic Training 432 (2) Athletic Training 540 (5) Physics 111 (5) Total (16)</p>	<p>Spring Athletic Training 522 (5) Athletic Training 532 (2) Athletic Training 600 (4) Allied Medicine 430 (4) Total (15)</p>	<p>Spring Athletic Training 640 (4) Athletic Training 632 (2) GEC (5) GEC (5) Total (16)</p>

ADDITIONAL INFORMATION

It is strongly recommended that prospective students attend an information session or schedule an appointment with an academic advisor in the Office of Student Affairs. Detailed information can be accessed online at www.amp.osu.edu. Baccalaureate degree holders, transfer, international, and student athletes are strongly encouraged to meet with an advisor in the Office of Student Affairs to discuss special circumstances which may apply.

Mark Merrick, PhD.
Director, Division of Athletic Training
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**THE OHIO STATE UNIVERSITY
SCHOOL OF ALLIED MEDICAL PROFESSIONS**

ATHLETIC TRAINING PROPOSED ADVISING INFORMATION

The School of Allied Medical Professions (SAMP) is a school in The Ohio State University College of Medicine. SAMP is nationally recognized as a leader in practice-based health care education. For more than five decades, SAMP has prepared students to achieve personal and professional excellence, as they pursue an exciting career in healthcare.

PROGRAM OVERVIEW

The Certified Athletic Trainer (ATC®) works with physicians and other medical personnel, employers, patients, parents, guardians, and athletic personnel in the development and coordination of efficient and responsive health care delivery systems. Athletic trainers are integral members of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, corporate /industrial, and other health care settings.

ADMISSION & APPLICATION PROCEDURES

Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. The Application deadline for Autumn 2012 *professional* admission is **March 1, 2012**.

1. An electronic application is available online at <http://www.professional.osu.edu/alliedmed.asp> which should be completed and submitted with all required supplemental documents.
2. A minimum 2.50 cumulative GPA is required in all coursework taken at all accredited institutions. All post-secondary coursework is considered. Although a 2.50 GPA is the minimum, the average GPA is typically higher than a 3.0
3. Completion of prerequisite courses by the end of Spring semester prior to enrollment in the professional program and a minimum of 30 credit hours.
4. A personal interview may be requested by the division for competitive applicants. Knowledge of the profession and personal career goals will be evaluated at this time.

DEGREE REQUIREMENTS

A minimum total of 133 semester credit hours, including all general graduation requirements, General Education Curriculum, program prerequisites, and professional curriculum.

General Education Curriculum (50 hours)

Students must complete the General Education Curriculum (GE) before graduating from the University. Some of these requirements overlap with program prerequisites or professional curriculum courses.

Writing and Related Skills (6 hours)	Historical/Cultural Study (6 hours)
Mathematical and Data Analysis (7 hours)	Art and Literature (6 hours)
Biological Science (4 hours)	Social Science (6 hours)
Physical Science (5 hours)	Directed Options (10 hours)

Program Prerequisites (26 hours)

Students who wish to apply to the program must have completed at least 30 semester credit hours including all of the following program prerequisite courses or their equivalent with a C- or better by the end of Spring Semester prior to enrollment in the professional program. Some pre-requisites overlap with the General Education (GE) curriculum above.

Math 1148 or higher	Chemistry [121/122 equiv]
Biology 1113	EEOB 232
Athletic Training 2000	Athletic Training 2100
Allied Med 2500	Anatomy 2199

Professional Curriculum (80 hours)

The professional curriculum includes courses available to students who have been admitted to the professional program. It is completed in sequence and there is no provision for part-time or evening-only enrollment. Some course overlap with the General Education (GE) curriculum above. The curriculum includes all knowledge and practical skills required to take the Athletic Training Board of Certification Exam. The program includes extensive supervised practice in athletic facilities on campus and in facilities in the central Ohio area.

SUGGESTED SCHEDULING PLAN

The following plan demonstrates how students may complete the Athletic Training program. The semester and year in which some courses are placed can be adjusted to meet the individual needs of students. It is assumed that students following this plan will begin Professional coursework (Year 2) in Autumn 2011.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
<p>Autumn Allied Med 1000 (1) ATH TRNG 2000 (2) MATH 1148 (4) CHEM [121/122] (5) ENGLISH 1110 (3)</p> <p>Total (15)</p>	<p>Autumn ATH TRNG 2189 (1) or GEC (3) ATH TRNG 2300 (3) Allied Med 5900 (3) PHYSICS 1200 (5) or CHEM [122/123] (5) GEC (3)</p> <p>Total (15 or 17)</p>	<p>Autumn ATH TRNG 3089 (1) ATH TRNG 3189 (5) ATH TRNG 3100 (1) ATH TRNG 3500 (3) ATH TRNG 3600 (3) PAES [500] (3) PAES [501] (1)</p> <p>Total (17)</p>	<p>Autumn ATH TRNG 4189 (5) ATH TRNG 4100 (1) Allied Med 4000 (3) ATH TRNG 4500 (3) Allied Med 5510 (2) GEC (3)</p> <p>Total (17)</p>
<p>Spring ATH TRNG 2010 (1) BIOL 1113 (4) ANATOMY 2199 (4) Allied Med 2500 (3) EEOB [232] (3) GEC (3)</p> <p>Total (18)</p>	<p>Spring ATH TRNG 2189 (1) or GEC (3) ATH TRNG 2310 (3) PSYCH [100] (3) Allied Med 5500 (4) PHYSICS 1200 (5) or CHEM [122/123] (5)</p> <p>Total (16 or 18)</p>	<p>Spring ATH TRNG 3289 (5) ATH TRNG 3110 (1) ATH TRNG 3700 (3) ATH TRNG 3800 (2) Allied Med 4530 (3) Allied Med 3400 (3)</p> <p>Total (17)</p>	<p>Spring ATH TRNG 4289 [7wks] (1) ATH TRNG 4110(1) STAT 1135 or 1145 (3) GEC (3) GEC (3) Elective (1 or more)*</p> <p>Total (11 or 12)</p>
<p>May ATH TRNG 2200 (3)</p> <p>Total (3)</p>	<p>May ATH TRNG 2100 (1)</p> <p>Total (1)</p>	<p>May ATH TRNG 3389 (1)</p> <p>Total (1)</p>	<p>May</p>

- Elective in spring of year 4 only used for students needing to maintain fulltime enrollment for financial aid or other purposes.

ADDITIONAL INFORMATION

It is strongly recommended that prospective students attend an information session or schedule an appointment with an academic advisor in the Office of Student Affairs. Detailed information can be accessed online at www.amp.osu.edu. Baccalaureate degree holders, transfer, international, and student athletes are strongly encouraged to meet with an advisor in the Office of Student Affairs to discuss special circumstances which may apply.

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Athletic Training Semester Program
May Term Rationale

The Athletic Training Division has proposed three May term courses in our semester plan. One is a new course but the other two are modifications of existing courses. Students would complete one May term course each year in the Freshman – Junior years. There are different rationales for each course:

ATH TRNG 2200 (Foundations of Athletic Training Diagnosis) 3cr hr [Freshman year] - This new course was created as part of a plan to address an issue raised during our last accreditation review. The accreditation body was concerned that our students take their foundational course in Anatomy concurrently with their first diagnosis course rather than taking anatomy prior to the diagnosis course. Our students currently take anatomy in the autumn of the sophomore (in-program) year instead of the freshman (pre-major) year because ANATOMY 200 cannot accommodate our volume of pre-major students in the lab portion of the course. Additionally, ANATOMY 200 is also changing its course time for semesters to the afternoon, and cannot accommodate our in-program students' clinical schedules. All told, we needed a freshman option for our anatomy needs to address both the scheduling and accreditation issues. Moving to ANATOMY 2199 for semesters will accomplish this end, but dilutes a portion of the lab content. Our proposed May term ATH TRNG 2200 course helps solve this issue. It provides clinically oriented content combining and expanding on concepts learned in anatomy, physiology, and basic athletic training during the freshman year. It is essential in preparation for our diagnosis course sequence that follows in the sophomore year (ATH TRNG2300 & 2310). The heavy schedule taken by our students in the sophomore year precludes us from moving this course to the autumn semester there.

ATH TRNG 2100 (Athletic Training Skills Assessment 1) 1cr hr [Sophomore year] – This course replaces portions of a course currently taught in the summer. Programmatic accreditation requirements dictate that we 1) teach clinical skills to students, 2) assess students for competence in these skills, and then 3) at a later time assess students for mastery of the skills. Our curricular design is that we teach the skills and perform competence assessment in the didactic course and then later assess the mastery in a separate clinical skills assessment course. ATH TRNG 2100 is the first of our clinical mastery assessment courses. It is essential that students demonstrate mastery of these skills prior to putting them into clinical use with patients during ATH TRNG 3089 taken in the autumn of the junior year. Under quarters, we perform this assessment during a course (ATH TRNG 350) taken during the summer (currently approved for a custom calendar). We have dropped this course from the semester curriculum and our students no longer take any summer courses. This necessitated moving the assessment course. We offer this course in the May term because there is not room for students to take it concurrent with ATH TRNG 2310 in the spring as some students will be taking 18 hours that term already.

ATH TRNG 3389 (Athletic Training Clinical Experience: Collegiate 3) 1cr hr [Junior year] – This course replaces portions of a clinical practice rotation that currently runs through the month of May. Athletic training students complete a variety of supervised clinical rotations providing care for patients in OSU varsity athletics and in the community. Accreditation requires that students earn course credit for their time in clinical rotations. This May term course is the 3rd (and final) clinical rotation of the junior year, all of which are with Ohio State Athletics. The rotations actually began in ATH TRNG 3289 in the spring semester and continue past the end of the spring semester as the sports teams typically continue their competitive seasons into May (NCAA spring championships are typically in mid to late May). As such, extending the spring clinical course (3289) to this point would necessitate all students receiving a grade of “incomplete” when spring grades are due because the rotations will not have concluded. We created 3389 in the May term to address this issue and to allow students to complete their spring rotation. After lengthy debate, the Athletic Training faculty agreed that if CAA recommends such, this could become an optional course instead of a required one. Doing so would permit students who wish to continue with their teams through the end of their seasons and championships to do so but not require it. We do not recommend this option, because it potentially cuts this rotation short, preventing the student from experiencing the important clinical considerations that occur with NCAA spring championships.