

Graduate Affairs Committee  
March 23, 2004  
3:30 p.m. - 5:00 p.m.  
UL 1126

**AGENDA**

1. Approval of the minutes for February 24, 2004 ..... Queener
2. Associate Dean's Report..... Queener
3. Purdue Dean's Report ..... Story
4. Graduate Office Report..... Queener
5. GSO Report..... Carroll
6. Committee Business.....
  - a. Fellowship Subcommittee
    - i. University Fellowships announced
    - ii. RIF-Graduate Student Fund monies disbursed
7. Program Approval
  - a. M.S. in Occupational Therapy
  - b. LL.M. Track in Health Law, Policy, and Bioethics
  - c. BS/MS In Mechanical Engineering
8. New Business.....
9. Next Meeting (April 27) and adjournment

## **Graduate Affairs Committee**

**March 23, 2004**

### **Minutes**

Present: Mark Brenner (co-chair), Michelle Carroll, Karen Gable, Jeffrey Grove, Ain Haas, Dolores Hoyt, Andrew Hsu, Nicolas Kellum, Michael Klemsz, Michael Kowolik, Joyce Mac Kinnon, Jackie O'Palka, Douglas Perry, Sherry Queener (co-chair), Pat Rogan, John Slattery, Sharon Sims, Jon Story, Kathryn Wilson, Brian Woodahl (sitting in for Marvin Kemple), Hiroki Yokota

Staff: Monica Henry

Guests: Tom Fisher  
Eleanor Kinney

#### **Approval of the minutes - Dr. Queener**

Minutes from the February 27, 2004 meeting were approved.

#### **Associate Dean's Report – Dr. Queener**

The Graduate School Task Force is moving forward with a deadline of April 1<sup>st</sup>. Dr. Haas noted that the Task Force will present the first draft to the president before producing a final version.

The Office of International Affairs has converted to an online imaging system to process admissions materials. The office is providing training to graduate programs on how to utilize this service. This will allow programs to view application material and make admissions decisions online for international applicants. Discussions are still ongoing about expanding this service to domestic students.

#### **Graduate Office Report – Dr. Queener**

Ronnie Fenwick, a part-time work study student, will be leaving the Graduate Office on April 1<sup>st</sup>. Ronnie is very well trained in computers and has been a wonderful addition to the office in terms of computer graphics and design. The office will attempt to replace Ronnie. A temporary clerical staff person by the name of Ketha Troutman will begin on April 5<sup>th</sup>. Ketha will primarily provide front office receptionist support in order to free data entry staff. The Graduate Office is currently understaffed. Dr. Queener asked the GAC to advise the Graduate Office if something falls through the cracks during this transitional period.

The Chancellor's Fellowships notice was sent out in November from The Office of Academic Policies and Procedures. This fellowship is for the highest academic rated student in a master program and Ph.D. program on the IUPUI campus. The Graduate Office has also sent out a reminder regarding this fellowship. Dr. Queener noted that nominations, especially for the Ph.D. Fellowship, have been minimal and asked the GAC to carry this information back to the departments.

The Lilly Foundation has provided funding to Indiana Colleges and Universities in an effort to foster economic development. IUPUI qualified for roughly \$500,000 per year for three years.

IUPUI will create The Solution Center with this funding. The center will be a point of contact for a local businesses or organizations outside of IUPUI who may need IUPUI services (e.g. economic modeler, website developer, etc.). The company would provide resources and offer interaction between their staff and our faculty and students. Dr. Queener noted that conversations are taking place regarding a “Returnship”. A “Returnship” would be a fellowship provided through The Solution Center for individuals who were born in Indiana, perhaps attended Indiana Colleges, went elsewhere to work for at least three years, are returning to work in Indiana, and are interested in graduate programs. The employer would apply for the fellowship for the individual. Clarification on qualification criteria can be obtained through Dr. Queener.

### **GSO Report – Michelle Carroll**

The last GSO meeting was held on March 9<sup>th</sup>.

Several GSO representatives attended the health insurance meeting in Bloomington which convened to discuss recent problems concerning services provided by Mega Life Insurance. Another health insurance meeting is scheduled on April 7<sup>th</sup>. More information will be forthcoming. Dr. Slattery stated that due to the time frame changes may not take place until the next renewal in another year.

A GSO representative attended the ground breaking committee for the Campus Center. This project is on hold due to lack of funding.

Elections for new officers will take place at the next meeting, April 13<sup>th</sup>. Dr. Queener asked the GAC to encourage student participation.

The deadline for Educational Enhancement Grants (EEG) is March 29<sup>th</sup> at 5 p.m. Applications are available through the GSO website and can be submitted electronically. Officers are meeting Thursday, March 25<sup>th</sup> to discuss revamping the criteria for EEG due to deteriorating funds. The Travel Fellowship deadline is April 7<sup>th</sup>. Both applications should be submitted to the Graduate Office.

### **Committee Business**

#### **Fellowship Subcommittee – Dr. Queener**

The Fellowship Subcommittee has authorized offers to 21 Ph.D. students at \$22,000 each, and 27 Masters students at \$12,000 each. The numbers are based on historical algorithms of offers and acceptances. The Graduate Office should know results by April 15<sup>th</sup>. Dr. Queener requested GAC members to encourage students who have been offered a fellowship to respond by the 15<sup>th</sup>. If an acceptance is not received the Graduate Office will assume the student is not coming to IUPUI. A second round of Fellowships may be possible depending on the results of the first round. Dr. Queener encouraged the committee not to re-nominate students unless the student is a top student in the program.

Another activity of the Fellowship Subcommittee is to distribute the Research Investment Fund (RIF) funds. The RIF has caused confusion this year. This money is to be awarded to schools for graduate student support and to be distributed based upon indirect costs generated by that

school. Dr. Queener stated that a second RIF fund existed in Dean Plater's office. This fund was transferred to Mark Brenner's office, without a clear identification, but that has been sorted out. Each school should now have the RIF distribution for graduate students and a second RIF distribution that is titled "Discretionary", which is not restricted to graduate students. This year the graduate RIF fund was \$756,000, all of which was distributed to individual schools. This amount was about \$80,000 in excess of what was available last year.

## **Program Approval**

### **M.S. in Occupational Therapy**

Dr. Mac Kinnon and Dr. Tom Fisher were available to answer questions. Dr. Mac Kinnon clarified that this is a new proposal, not a reinstatement. Dr. Queener stated that the curriculum is based upon new accreditation requirements. The M.S. program in Occupational Therapy is 70 to 76 credits. A reviewer commented that this is a larger number of credit hours for a masters degree. Dr. Queener noted that the amount of credit hours is driven by accreditation requirements. Dr. Fisher stated that there are several different electives the students may take and that this accounts for the 70 to 76 credit hour range. Students who opt for the thesis option are not required to take an elective, and students who take the non-thesis option are required to take at least one elective. There was confusion regarding conflicting information found in the Appendices. Dr. Mac Kinnon noted that she will clarify this data. Dr. Sims inquired if a doctorate in Occupational Therapy is available through the School of Health and Rehabilitation Sciences. Dr. Fisher stated that the school does not offer a doctorate at this point. He stated that institutions that offer a clinical doctorate require an additional 25 to 30 credit hours (1 additional year). The M.S. in Occupational Therapy is the new entry level degree into the profession. Those who already have a B.S. in Occupational Therapy and are practicing occupational therapy would not need to obtain an M.S. Dr. Slattery inquired as to if there is concern regarding those who have a B.S. in Occupational Therapy not being as competitive in the job market as those with an M.S. in Occupational Therapy. Dr. Mac Kinnon stated that there have been some concerns from alumni about masters programs, but not necessarily with transitional masters programs. The program is a full time program, 2 years and 1 summer with 3 – 8 week units of field work which will be integrated into the program. This program was approved by the GAC.

## **Purdue Dean's Report – Dr. Story**

The Search Committee for a permanent dean of the Purdue University Graduate School meets Friday, March 26<sup>th</sup>. Currently there are twenty applicants.

The Inter-Campus Task Force may not be able to complete their charge by the end of spring. The Task Force has revised the procedures for approving documents and is working on revising procedures for new program approval. The Task Force is also working on a set of First Principles which the graduate programs on all campuses should function under. Charlotte Kuh from the NRC will be visiting and speaking at Purdue University on April 13<sup>th</sup> 3:30 p.m. Dr. Story invited the members of the GAC to attend.

**Program Approval****LL.M. Track in Health Law, Policy, and Bioethics**

Both reviews, which were posted on the Graduate Office website, recommended approval without revisions. Eleanor Kinney was available for questions. Dean Slattery encouraged communication between the School of Law – Indianapolis and the School of Law – Bloomington when developing such degrees. Jeff Grove noted that Bloomington is aware of this proposal and that Dean Tarr invited Bloomington faculty to teach and be part of LL.M. track in Intellectual Property Law, which is forthcoming. He also noted that Indianapolis is ideally situated for offering LL.M. track in Health Law, Policy, and Bioethics since the Center for Law and Health is on the IUPUI campus, and Eleanor Kinney is the co-director of the center. This proposal was approved by the GAC.

**BS/MS in Mechanical Engineering**

This is a 148 credit hour, 5 year combined BS/MS degree. Currently there is a 12 credit hour overlap between the B.S. and M.S. This program would save student's roughly a year. Students must maintain a 3.2 GPA during the first 85 credit hours, and there is a final M.S. acceptance check at the end of the junior year. The one review recommended approving the proposal without revision. The proposal was approved by the GAC.

**New Business**

Dr. Brenner noted that Victor Borden from Planning and Institutional Improvement, will present enrollment data to the GAC prior to the April meeting.

**Next meeting date**

April 27, 2004

**Meeting adjourned at 4:30 PM**

# **PROPOSAL FOR A MASTER OF LAWS (LL.M.) TRACK IN HEALTH LAW, POLICY AND BIOETHICS**

**Indiana University School of Law – Indianapolis**

**February 2004**

This proposal is for a Master of Laws (LL.M.) track in Health Law, Policy and Bioethics at Indiana University – Indianapolis. In this LL.M. track, the law school will collaborate with the Indiana University Center on Bioethics (Indiana University School of Medicine), IUPUI School of Liberal Arts, the School of Public and Environmental Affairs and the School of Medicine's Department of Public Health, as well as other academic programs and divisions at IUPUI.

The Indiana University School of Law – Indianapolis has an outstanding program in health law that is ranked among the top ten in the nation in the *U.S. News & World Report* with its nationally recognized Center for Law and Health. Further, the School of Law and Center for Law and Health have emphasized joint degree programs for professionals interested in augmenting their legal education and seeking additional expertise in bioethics, public health and health administration. The School of Law currently offers joint degree programs in law and public health with the Indiana University Medical School and a joint degree in law and health administration with the School of Public and Environmental Affairs. The school is planning a joint degree in law and philosophy (bioethics) with the Department of Philosophy at IUPUI and the Indiana University Bioethics Center.

There is considerable demand for an LL.M. in health law in the immediate Indianapolis area, enough to support local enrollment of up to five students annually. Indianapolis has a strong health law bar as well as pharmaceutical companies and health insurance companies with in-house counsel. Many of our alumni have expressed an interest in an LL.M. in health law and, in some cases, traveled to Chicago or St. Louis to obtain LL.M.s at private universities (our immediate competition) at considerable expense.

## **JUSTIFICATION**

### **Benefits**

As the law school's third LL.M. specialization track, the LL.M. in Health Law, Policy and Bioethics will foster a rich academic environment for LL.M. candidates studying an interesting and important field of law while also bringing additional recognition and credit to the law school's profile and academic reputation.

The program will create opportunities for U.S. and also foreign law graduates to: (1) gain practical and theoretical knowledge in the areas of health law, policy and bioethics, (2) allow students to understand the institutions and structures of healthcare and how they

affect the ethical issues that arise in medical and legal practice; (3) experience enhanced opportunities for law-related employment, including diversification of existing law practices, and academic appointments.

The program will generate tuition revenues. Funds from the program will also support the work of the Law School's Center for Law and Health which has a national reputation for important research on health law and policy.

The program will support the state's Life Sciences Initiative by providing graduate education for lawyers in the fields of bioethics, and financing and regulating health care. It is likely that this initiative will generate lawyers in the community that feel the need for further graduate education to be effective practitioners.

### **Costs**

There will be administrative costs associated with the program including faculty time (approximately one quarter time).<sup>1</sup> That faculty member, in conjunction with the administrative staff of the existing LL.M. program, will perform academic administration of the program (e.g., overseeing recruitment, admissions and orientation; providing academic counseling; identifying J.D. mentors for LL.M. students; arranging field experiences; structuring internship opportunities; providing liaison between LL.M. students, faculty and administration). Clerical assistance with the program will be in conjunction with the law school's other LL.M. tracks.

The class size in some J.D. courses may increase with enrollment of LL.M. students, particularly in the health law courses. The presence of graduate lawyers with health law experience in these courses will greatly enhance the classroom experience of the J.D. students.

Faculty members should anticipate the possibility of additional responsibilities in supervising research and writing projects undertaken, with the consent of supervising faculty members, by LL.M. students.

Some additional library acquisitions might become needed as the program evolves. However, the library currently focuses on health law in its acquisitions to support the current program. It is not likely that much more would be purchased in light of the new LL.M. program.

### **DEGREE REQUIREMENTS**

To achieve the LL.M. degree in this track, a student must achieve grades of "pass" or "honors" in courses totaling twenty-four (24) credit hours. Ordinarily degree requirements will be completed within one (1) year.

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<sup>1</sup>At this time, the law school administration is designing the administration for all LL.M. degree tracks to reduce redundancies and maximize efficiencies.

## CURRICULUM

Students must complete a total of 24 credit hours. Of these, 18 hours of course work in law school courses. Students can take up to six credit hours outside of the law school in the Schools of Medicine (Department of Public Health), Liberal Arts (Medical Humanities Program) and Public and Environmental Affairs. All outside courses must be selected in consultation with the director of this LL.M. track and approved by the director and the Associate Dean for Graduate Studies.

### Required law school courses

The following courses (from 2 to a possible 10 hours) might be required unless students can demonstrate they have already taken an equivalent course during prior legal studies:

- **Bioethics and Law (2-3 cr.) DN 838.** The course will consider the role of law in bioethics and how the law in bioethics is shaped by the interplay of ethical principles, medical considerations and social forces. Topics that will be covered include: the refusal of life-sustaining treatment, physician-assisted suicide, organ transplantation, abortion, the balance between individual liberty and protection of the public health, access to health care, and rationing of health care. An important theme of the course will be to consider the extent to which individuals have – and should have – control over medical decision making. **Professor Orentlicher**
- **Financing and Regulating Health Care (3 cr.) DN845.** Selected legal issues in financing and regulation of the American health care system. The course emphasizes chief policy issues facing the American health care system today-cost, access, and equality of health care services for all Americans. **Professor Kinney**
- **Advanced Research in Health Law (2-4 cr.) DN662,** in which students will complete a required LL.M. thesis on a health law, policy or bioethics topic. LL.M. students may earn up to 4 credit hours for this course at the discretion of the supervising faculty member. This course is *required* for all degree candidates. **Professor Kinney**

Foreign students may be required to take the following course:

- **Legal Analysis, Research and Communication for LL.M. Students** (4 crs: 2 cr. Fall Term; 2 cr. Spring Term), with special emphasis on legal vocabulary and methods of legal analysis, including common law adjudication, statutory interpretation and use of precedent. **Professor McGregor**

In consultation with their academic advisor, LL.M. students will select courses totaling a minimum of eighteen (18) credit hours from the J.D. curriculum. These courses are listed



below and described in greater detail in Appendix A (Health Law Curriculum) and B (Related J.D. Courses and Seminars).<sup>2</sup>

### **General Health Law Curriculum**

- Business and Tax Aspects of Health Care Organizations (2 cr.) **Professor Katz**
- Law and Public Health (2 cr.) **Professor Kinney**
- Antitrust and the Health Care Industry (2 cr.) **Professor Arak (Adjunct)**
- Food and Drug Law (2 cr.) **Professor McMains (Adjunct)**
- The Law of Medical Malpractice (2 cr.) **Professor Wilkins**
- Psychiatry and the Law (2 cr.) **Professor Goodman (Adjunct); Professor Grant, 2004**
- *Law and Biotechnology* (3 cr.) (to be developed)
- Seminar in Law and Medicine (2 cr.)<sup>3</sup>
- Topics in Health Care Law (2-3 cr.)<sup>4</sup>

### **Bioethics Curriculum (To be approved at the same meeting as this proposal)**

- Issues in Death and Dying (2 cr.) **Professors Orentlicher, Hill**
- Issues in Human Reproduction (2 cr.) **Professors Drobac, Orentlicher**
- Issues in Genetic Screening, Testing and Engineering (2 cr.) **Professor Hill**
- AIDS: The Ethical and Legal Issues (2 cr.) **Professor Drobac**
- Research on Human and Animal Subjects (2 cr.) **Professor Hill**
- Social Regulation of the Body and Its Processes (2 cr.) **Professor Orentlicher**

### **Clinical Courses**

Up to four hours of the 18 hours completed in the law school curriculum may be satisfied with clinical courses in health law, which are listed below and described in Appendix A.

- Hospital Legal Counsel Internship (2 cr. P/F) **Professor Wolf**
- Local Health Department Public Health Enforcement Internship (2 cr. P/F) **Professor Wolf**
- Health Care Compliance Internship (2 cr. P/F) **Professor Wolf**

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<sup>2</sup> Satisfaction of prerequisite courses ordinarily will not be required if students can demonstrate competency in the material of the required prerequisite course to the satisfaction of the faculty member teaching the desired course.

<sup>3</sup> This course is a vehicle for a colleague to teach a seminar on a health law topic.

<sup>4</sup> Topics in health law will include courses of current or periodic interest such as fraud and abuse law, health law privacy issues, nursing home regulation, etc.

- State Health Agency Internships (through the Program on Law and State Government Internship Course **(3 cr. P/F) Professor Baker**)

<b>CURRICULUM AND SCHEDULE FOR LL.M IN HEALTH LAW, POLICY AND BIOETHICS</b>	
<b>First Semester</b>	<b>Second Semester</b>
<b>Required Courses</b> Advanced Research in Health Law (1 cr.) LARC for Foreign Students (2 cr.) (Foreign Students only) Financing & Regulating Health Care (3 cr.) Bioethics and Law (2-3 cr.)	<b>Required Courses</b> Advanced Research in Health Law (1 cr.) LARC for Foreign Students (2 cr.) (Foreign Students only)
<b>Over Both Semesters</b>	
<b>Electives (14-22 depending on required courses taken)</b> Law School Courses (up to 24) Law School Clinical Courses (up 4) Courses in the Schools of Medicine, Public and Environmental Affairs or Liberal Arts (up to six in consultation with LL.M. director)	

## **GRADING**

In both LL.M. courses and J.D. courses, LL.M. students will be graded anonymously. Students will be graded according to the policies established for all tracks of the law school's LL.M. degree program.

A foreign LL.M. student who obtains the LL.M. degree and subsequently applies for admission to the law school's J.D. program must satisfy all requirements for admission, including submission of satisfactory LSAT scores. If admitted to the J.D. program, the student will receive academic credit for a J.D. course taken in the LL.M. program only if the student received a grade of "B+" in the course; the student will receive academic credit for the course in "Legal Analysis, Research and Communication for the LL.M. Students" only if the student received a grade of "C+" or above.

## **ADMISSIONS**

Applications for admission to the program will be evaluated by the LL.M. Admissions Committee appointed by the Dean, comprised of members of the faculty and chaired by the academic administrator of the program.

To be eligible for admission to the program, applicants who received their J.D. in the United States must have graduated from an ABA accredited law school. Foreign applicants must hold an academic degree in law from a nationally recognized educational

institution in their home country that would be considered equivalent to a Juris Doctor (J.D.) or a Bachelor of Law (LL.B.) or must otherwise be admitted to the practice of law.

Alternatively, an applicant with an academic degree other than in law must be admitted to the practice of law in a foreign jurisdiction. In either case, the applicant must demonstrate a record of academic/professional competence, to which at least two professional references attest in writing.

Finally, an applicant for whom English is a second language must provide satisfactory evidence of competence in English. The standards and methods for determining competency will be the same as employed by the LL.M. in American Law for Foreign Lawyers.

### **PROGRAM REVIEW**

During the Fall Term following the third year of the program, the Curriculum Committee will conduct a review of the program, and the Committee will report its findings and recommendations to the faculty.

### **FUTURE PLANS**

Presently the administration, working with health law faculty and Professor Kinney, Chair of the Task Force on the On-Line LLM in Health Law, has plans to offer this LL.M. in an on-line format. Please note that the ABA requires that a law school's curriculum committee review and approval all courses offered in a "distance learning" format even if that course is already offered in the conventional format.

## **Outline for Reviewers Comments**

### **Review of Proposal for Master of Law**

*Documents reviewed:* Proposal for Master in Law

*Summary:* This proposal outlines a program whereby a student would complete a Masters degree in Health Law. It is designed to be a one year Masters consisting of twenty four hours of coursework. Requires courses would be taken in the Law School however, other course from outside of the Law School could be taken to round out the degree.

*Recommendation:*

**Accept without revision**

*Discussion:*

This proposal looks like a wonderful and needed program. I can imagine that it will be an extremely competitive program for admission. I see no changes that I would recommend.

## **APPENDIX A**

### **I. GENERAL HEALTH LAW CURRICULUM**

#### **Business and Legal Aspects of Health Care Organizations (2 cr.) DN859**

Business and legal aspects of various health care organizations, including hospitals, nursing homes, physician-professional organizations, physician-hospital organizations, managed care organizations, and integrated delivery networks. Areas of law discussed include the corporate and tax aspects of not-for-profit organizations, antitrust law, state insurance regulation, corporate practice of medicine, Medicare and Medicaid fraud and abuse rules, and professional and corporate liability. **Professor Katz**

#### **Law and Public Health (2 cr.) DN761**

Law governing the practice of public health by state, local, and federal agencies, as well as health care professionals and institutions. Topics addressed include legal mandates on public health agencies, physicians, and other health practitioners regarding testing, reporting, and contact tracing with respect to specific diseases, as well as laws for the imposition of quarantine, civil commitment, and mandatory treatment. Also covered are public health aspects of the regulation of health care institutions, legal issues associated with risk assessment and cost benefit analysis, along with the environment. **Professor Kinney**

#### **Antitrust and the Healthcare Industry (2 cr.) DN866**

Antitrust issues relevant to health care providers. The course will begin with a brief overview of principles of antitrust law and then focus on such areas as hospital and physician mergers, virtual mergers and joint ventures; exclusive contracts and other medical staff exclusion issues; covenants not to compete; physician collective bargaining with, and exclusion from, managed care plans; antitrust defenses such as state action, nonprofit, learned profession, efficiencies, failing business, etc.; and federal and state health care antitrust regulatory efforts, including health care collaborative guidelines. An important theme of the course will be whether the competitive model on which our antitrust laws are based can be usefully applied in the health care arena. The course will emphasize group discussion and minimize the lecture format. It will conclude with a written examination, with the option for a paper on a subject to be approved by the professor in lieu of an examination. **Professor Arak (Adjunct)**

#### **Food and Drug Law (2 cr.) DN888**

Survey of statutes and regulations dealing with the production, distribution, and sale of food, drugs, cosmetics, and medical devices; focusing primarily on substantive and procedural requirements of the Food, Drug, and Cosmetic Act. **Professor McMains (Adjunct)**

#### **The Law of Medical Malpractice (2 or 3 cr.) DN824**

Law relating to the practice of medicine and allied fields in contexts of organizing and regulating professions, theories of liability and defenses pertinent to claims of patients for

injurious professional conduct, along with practice and procedure in professional malpractice claims. **Professor Wilkins**

**Psychiatry and the Law (2 cr.) DN874**

Introduction to psychiatric discipline as it relates to law and its use as a forensic art in court. **Professor Goodman (Adjunct); Professor Grant (2004)**

**Seminar in Law and Medicine (2 cr.) DN841**

Selection of topics in law and medicine drawn from forensic medicine; medical malpractice; legal implications of medical genetics, organ transplants, euthanasia, health care financing, and other issues of current concern to lawyers and the medical profession.

**Professor Kinney, Open to Other Professors**

**Topics in Health Care Law (2 or 3 cr.)**

This course will consider multiple topics in health law. Possible topics include (1) health care fraud and abuse law, (2) the regulation of long term care, (3) the law of payment of health care providers, (4) biotechnology and the law, (5) genetics and the law, (6) reproductive rights, (7) end-of-life decision-making, (8) privacy issues in health law.

**Professor Kinney, Open to Other Professors**

***Law and Biotechnology (3 cr.) (To be developed)***

This course will address the regulation of biotechnology which involves all diagnostic and treatment modalities comprised of any type of human tissue.

## **II. BIOETHICS CURRICULUM**

***(To Be Approved)***

**Issues in Death and Dying (2 cr.)**

This course examines the ethical, legal and medical issues concerning the refusal, removal and/or withdrawal of life-sustaining medical procedures, and assisted suicide. The central ethical question to be addressed is whether there is a morally relevant distinction that should be reflected in our legal norms, between passive measures, such as the refusal or removal of life support, and more active measures that bring about death specifically, assisted suicide. The course will then survey the legal issues, including treatment of the unconscious or non-competent patient, including infants, a discussion of living wills and durable powers of attorney, and recent constitutional developments relevant to the patient's right to refuse medical treatment. A discussion of the state law and constitutional responses to assisted suicide will round out the course.

**Professors Hill, Orentlicher**

**Issues in Human Reproduction (2 cr.)**

Recent advances in medical technology, along with changing social norms and arrangements, have expanded the potential for those previously deemed infertile to have children with the assistance of others. Artificial insemination, *in vitro* fertilization and surrogate parenting arrangements, among others, now afford the involuntarily childless increased possibilities for having a family even as they raise important social

and legal challenges to traditional assumptions about the nature of the family and parenthood. At the same time, constitutional developments over the past several decades have recognized a right not to procreate B e.g. a right to contraception and to abortion. This course surveys the ethical and legal issues associated with both the right to reproduce and the right not to reproduce, with specific emphasis upon family law and constitutional issues raised by the Anew reproduction. @ **Professors Drobac, Orentlicher**

### **Issues in Genetic Screening, Testing and Engineering (2 cr.)**

This course explores the ethical and legal issues relevant to the development and the use of genetic science in a variety of medical and social settings. The course will survey the current practice of screening newborns for inborn errors of metabolism and other treatable genetic conditions, the use of gene therapy to ameliorate genetic conditions, and the ethical issues raised by genetic counseling. More generally, students will examine the social and medical implications of the Human Genome Project, as well as more controversial applications of genetic science, including the debate over recombinant DNA, human cloning and the use of genetic science to augment human abilities and attributes. As a central theme, the course will focus upon the appropriate level of state regulation of these matters. **Professor Hill**

### **AIDS: The Ethical and Legal Issues (2 cr.)**

This course will examine the social and legal response to the AIDS pandemic, as well as ethical issues raised by various measures implemented to limit the spread of the disease. Among other topics, the course will explore the law and ethics of contact tracing, and the potential conflict of health care workers between duties of confidentiality to the patient and duties to disclose to affected third parties. The course will also survey the potential tort and criminal liability of those who expose others to the disease. Other topics will include recent medical advances in the treatment of AIDS, and a discussion of the allocation of funds and resources at home and abroad in fighting the disease. **Professor Drobac**

### **Research on Human and Animal Subjects (2 cr.)**

While the Nuremberg trials brought to world attention the extent of Nazi experimentation on human subjects, there have been parallels in the United States. The Tuskegee syphilis study, radiation experiments on medial subjects, military experimentation with LSD and other drugs and on-going medical research using consenting prisoners all raise fundamental questions about the ethical permissibility of such research. Additionally, ethicists and others have raised concerns about the treatment of animals in research. This course will survey these issues. Topics for discussion will range from an exploration of the philosophical nature of informed consent, coercion and exploitation in the human context, to the moral significance of sentience as a consideration in animal research, to an examination of the differences between therapeutic and non-therapeutic research. The course also surveys the state and federal response to experimentation on human and animal subjects. **Professor Hill**

### **Social Regulation of the Body and Its Processes (3 cr.)**

This course will examine two kinds of problems related to the social allocation of the body and its products. First, to what extent does the individual have an ethically and legally protectable interest in one's body and its processes? After surveying traditional ethical and religious conceptions of ownership of the body, its processes and products, and its disposition after death, the course will then explore the legal status of ownership claims to one's body. Topics for consideration will include the legal status of human ova and sperm, frozen embryos, and the products of medical research developed from materials taken from the bodies of interested subjects. The course will then turn to a consideration of the ethics and the legal regulation of organ allocation. This component of the course will explore the current shortage of organs and the criteria used to determine who should receive scarce organ transplants. Some time may also be devoted to discussion of the regulation of fetal research. **Professor Orentlicher**

### **III. HEALTH LAW INTERNSHIPS**

**Hospital Legal Counsel Internship (2 cr. P/F).** Students work in the offices of hospital counsel at Clarian Health, Wishard Memorial Hospital or St. Vincent's Hospital and Health System on issues concerning the day to day legal operations of health care institutions, including the development of hospital policies required by federal and state laws and ethical issues in the care of patients. **Professor Wolf**

**Local Health Department Public Health Enforcement Internship (2 cr. P/F).** This placement is with the Division of Public Health Code Enforcement at the Marion County Health and Hospitals Corporation. Students work with agency legal counsel on issues of public health law, including enforcement of the public health code in environmental court, drafting public health regulations, among other issues. **Professor Wolf**

**Health Care Compliance Internship (2 cr. P/F).** In this placement, students work with the offices in health care institutions, such as the Indiana University School of Medicine, responsible for ensuring the institution's compliance with the multiple federal and state statutes regulating health care institutions. Specifically, these legal authorities include fraud and abuse statutes affecting the public and private insurance programs, federal and state laws pertaining to the use and disclosure of protected health information, and federal law and regulations pertaining to the protection of human subjects and other activities in biomedical and clinical research. Health care institutions must develop, implement and monitor compliance programs consistent with these provisions or else face fines and other civil and criminal penalties. Under supervision of legal counsel, students will develop compliance documents and risk management protocols and have a first hand opportunity to observe the implementation of a compliance program in a major medical school. **Professor Wolf**

**State Health Agency Internships (through the Program on Law and State Government Internship Course (3 cr. P/F))**

- The Program on Law and State Government Internship course allows students the opportunity to learn about the practice of law within the state government setting



with a combination of traditional classroom learning and an internship placement at one of several law offices and agencies within Indiana's state government. The class meetings explore topics such as ethical considerations for the public lawyer, rulemaking and the administrative process, federalism and state sovereignty, state supported speech, and state budgeting issues. (Two of the course credits will be graded S/F, based upon satisfaction of internship requirements, with the remaining credit carrying a course grade based upon performance in the classroom component of the course.). Placements for the State Health Agency Internship include: (1) Indiana State Department of Health; (2) Indiana Family and Social Services Administration; and (3) Indiana Department of Insurance

Students' internship experiences include observing how various state agencies and entities carry out statutory mandates, create regulations, defend agency actions in administrative hearings, and participate in the legislative process. Students experience how the ethical, policy, and legal issues of the governmental process entwine to affect state government and the practice of law within that government. In addition to the substantive law learned as a result of the class meetings and their internship experiences, students also develop their ability to learn from their own experiences and to manage their own professional education. **Professor Baker**

## **APPENDIX B**

### **NON-HEALTH LAW, JD COURSES AVAILABLE TO LL.M. STUDENTS**

#### **CONVENTIONAL J.D. COURSES**

##### **Administrative Law (3 cr.) DN647**

The role of administrative agencies in the scheme of government, constitutional limitations on agency action, and analysis of agency functions; emphasizing informal procedures and placing formal procedures of investigation, rule-making, and hearings in perspective. P: Constitutional Law (DN620) or permission of instructor.

##### **Alternative Dispute Resolution (2 or 3 cr.) DN844**

Explores the theories and processes of dispute resolution outside the traditional framework of state or federal court litigation. Particular emphasis will be placed on negotiation, mediation, and arbitration. Additional topics may include "mixed-alternative" processes (e.g., court-annexed arbitration, mini-trials, and private judging).

##### **Business Associations I: Closely Held Business Organizations (3 cr.) DN645**

Considers the formation, management, and control of partnerships and closely held corporations, including distribution of powers within such organizations and application to them of agency and fiduciary principles.

##### **Business Associations II: Public Issue Corporations (2 cr.) DN646**

Covers the management and control of publicly held corporations, including proxy regulations, struggles for control, transactions in shares by insiders, shareholder litigation, and fundamental changes in corporate structure. Business Associations I (DN645) is not a prerequisite for this course.

##### **Employment Law (3 cr.) DN672**

A study of the historical development of employment law from the early nineteenth century to the early twentieth century. Topics include establishing employment and its terms; employers' obligation to employees; termination of the employee relationship; protecting employees' reputations, privacy, and dignity; and protecting employees' physical integrity through the Occupational Safety and Health Act.

##### **Environmental and Toxic Tort Law (2 or 3 cr.) DN611**

Covers tort actions used to provide redress for injury caused by toxic substances and dangerous environmental conditions. Topics may include trespass, nuisance, strict liability for abnormally dangerous activities, product liability, federal preemption, and special problems in causation.

**Environmental Law (3 or 4 cr.) DN891**

Introduction to many of the major concepts and statutes in federal environmental law. Laws covered may include the Clean Air Act, the Clean Water Act, the Endangered Species Act, CERCLA/Superfund, and the Solid Waste Disposal Act/RCRA. Additional topics may include cost-benefit analysis, risk assessment, ecosystem services and valuing the environment, and statutory interpretation.

**ERISA Retirement Plans: Formation and Structure (2 cr.) DN656**

Focuses on the formation and structure of qualified retirement plans, such as defined benefit pension plans and 401(k) defined contribution plans. The course looks at the technical requirements under the Internal Revenue Code, as well as plan design issues. The course also reviews ongoing reporting and disclosure compliance issues imposed under ERISA and the Internal Revenue Code.

**Family Law I (3 cr.) DN610**

State regulation of family relationships, marriage, divorce, interstate recognition of divorce decrees, property division upon divorce, and modification and enforcement of custody and support orders.

**Family Law II (2 or 3 cr.) DN612**

A study of issues surrounding the termination of parental rights, adoption, paternity, the definition of "family" in light of alternative methods of reproduction; and the responsibilities of the parent and the power of the state in the care, supervision, and education of children. Family Law I (DN610) is not a prerequisite for Family Law II.

**Homelessness and the Law (2 or 3 cr.) DN772**

Considers the causes of and cures for homelessness, principally in the United States but with some attention to homelessness in other countries. The course will review whether and to what extent the explosion of homelessness since 1980 has been caused by inadequate housing subsidies; deindustrialization and job loss; inadequate benefits for veterans, children, seniors, and others; racial, ethnic, and gender discrimination and segregation; deinstitutionalization; domestic violence; and other issues. It will pay particular attention to the roles of direct action, litigation, and political activity in ameliorating and ending homelessness.

**Insurance Law (2 cr.) DN851**

Covers contract, indemnity, persons and interests protected, risks transferred, disposition of claims, liability claims, and defense and settlement.

**Intellectual Property (2 or 3 cr.) DN862**

Surveys the legal principles and management of intellectual property, including trademarks, copyrights, trade secrets, and patents.

**International Human Rights Law (3 cr.) DN813**

Considers selected problems in international human rights law, including problems related to U.S. law and practice. The course focuses on the growing role of human rights

in international relations, emphasizing the United Nations system for the promotion and protection of human rights as well as the regional systems in Africa, the Americas, and Europe.

**Juvenile Law (2 cr.) DN842**

Addresses the administration of juvenile justice, juvenile court system, juvenile delinquency and dependent and neglected children, along with the role of juvenile court personnel and agencies related to the juvenile justice system.

**Labor Arbitration/Collective Bargaining (3 cr.) DN703**

Court enforcement of collective bargaining agreements under Section 301 of the Labor Management Relations Act; and private enforcement through arbitration, including coverage of arbitration substance and procedure. Labor Law (DN651) would be helpful to a student taking this course.

**Labor Law (4 cr.) DN651**

Covers the National Labor Relations Act as administered by the National Labor Relations Board, including employer and union unfair labor practice provisions and board practice under the act in conducting elections to determine a union's representative status.

**Law and Poverty (2 cr.) DN875**

Addresses law and policy pertaining to federal and state social welfare systems designed to meet basic needs of the poor, such as cash assistance, disability insurance, housing, and health care. The course emphasizes legal aspects of social problems of the poor, such as discrimination on the basis of race, sex, and handicap.

**Law and Social Change (2 or 3 cr.) DN867**

Considers the relationships between law and the processes of social change. When first offered, its subject will be Law, Lawyers, and the Civil Rights Movement, 1954–1968, focusing on the invalidation of de jure segregation and other dramatic changes in the law in the 14 years between *Brown v. Board of Education* and the year in which Dr. Martin Luther King, Jr. was assassinated. The first and last classes will consider events that preceded and succeeded that period of time. The course will consider doctrinal changes established by the U.S. Supreme Court and Congress, with an emphasis on how such dramatic changes are made. It also will address the roles played by lay persons and groups seeking to enforce and challenge laws, as well as by lawyers, legal organizations, and judges. It will assess goals that were not achieved -- the failures as well as the successes of this social justice movement. In various years, the course will consider the relationships between law and the processes of social change by focusing on topics other than civil rights.

**Legislation (2 cr.) DN602**

Addresses legislative process, with emphasis on lawyers' perspectives and functions, along with issues of representative theory, legislative organization and procedure, interaction of the legislature with other branches of government, and legislative research and drafting.

**Mergers and Acquisitions (3 cr.) DN780**

Studies the motives for acquisitions, acquisition structures and techniques, friendly and hostile acquisitions, takeover defenses, regulation of acquisitions under federal securities law, state anti-takeover statutes, and corporate acquisitions agreements. **P:** Business Associations I or II (DN645 or DN646).

**Patent Law (2 cr.) DN873**

Covers issues relating to preparing, filing, and prosecuting U.S. and foreign applications for patents. Patent scope, enforcement, and licensing will also be addressed. Additional topics will include ownership and administration of patent rights in the business setting.

**Products Liability (2 or 3 cr.) DN894**

Addresses civil actions for harm caused by defective products, modern bases for recovery of damages, along with theories of negligence, warranty, strict tort liability, and tortious misrepresentation.

**State and Local Government Law (2 cr.) DN756**

Designed to build upon substantive knowledge about legal issues facing state and local governments. Topics emphasized include structural issues (creation and scope of local governments and the interrelations of federal, state, and local governments), powers and limitations of state and local governments, fundamental legal issues facing state and local governments (such as public finance and government liability), and the role of state and local governments in setting public policy (specifically, the class will address areas such as federalism and school finance). Through classroom participation, collaborative exercises, and occasional (short) writing assignments, a student in this class will gain a better understanding of the operation of state and local governments, how those governmental entities use their powers to respond to public obligations, and the legal dynamics between the public and private sectors.

**State and Local Taxation (2 cr.) DN805**

Examines principles of state and local taxation and of budgeting procedures. Taxes studied are inheritance taxes, estate taxes, sales taxes, use taxes, income taxes, personal property taxes, real property taxes, and excise taxes. Basic procedural requirements concerning taxpayer document filings, the audit process, and court procedures are also studied.

**Taxation of Corporations and Shareholders (2 cr.) DN869**

Considers such issues as classification of corporations for tax purposes, organization decisions, post-incorporation elections, types of normal and special taxes that may be imposed on corporations and shareholders, and elections under subchapter S and terminations thereof; as well as compensation arrangements for directors, officers, and employees; non-liquidating and liquidating distributions; and reorganizations. **P:** Business Associations I (DN645), Income Taxation (DN648), or permission of instructor.

**Taxation of Partnerships and Partners (2 cr.) DN730**

Covers federal income taxation of partnerships and limited liability companies. Topics include classification of entities as partnerships for tax purposes, formation and operation of partnerships and LLCs, transfers of members' interests, distributions to members, and death or retirement of a member. **P:** Business Associations I (DN645) and Income Taxation (DN648), or permission of instructor.

**Taxation of Transferors, Fiduciaries, and Beneficiaries (3 cr.) DN725**

Covers basic laws of federal gift and estate taxation, federal decedent's and fiduciary income taxation, and Indiana inheritance and estate taxation. The course places emphasis on statutory and policy interpretation and also includes an introduction to basic estate planning principles, along with a study of decedent's family revocable estate tax marital deduction trust and estate tax credit shelter trust agreement.

**The Law of Hazardous Waste Regulation (2 cr.) DN665**

Focuses on two complementary federal statutes: the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), and the Resource Conservation and Recovery Act (RCRA). CERCLA is a law designed to remediate contamination from hazardous waste disposals that endanger public health and the environment. RCRA is a regulatory program designed to prevent such endangerment in the first place. In reviewing these statutes, students also will consider the role of common law tort actions in compensating those who have been harmed by hazardous waste.

**SEMINARS****Seminar in Adoption Law (2 cr.) DN614**

This seminar explores: (1) the law, legal processes, and legal institutions involved in adoption and (2) the policy considerations and political preferences invariably interrelated with adoption law. To what extent does the complex socio-legal construct of adoption satisfactorily serve human needs?

**Seminar in Church and State Relations (2 cr.) DN890**

This seminar analyzes the traditional doctrine of the separation of church and state and considers current problems, including civil disobedience, conscientious objection, Sunday Blue Laws, religion and education, tax exemption of church property, religion and family law, censorship, and religion and public morality.

**Seminar in Not-for-Profit Corporations (2 cr.) DN843**

This seminar focuses on the legal issues related to not-for-profit corporations, charitable organizations, and other tax-exempt entities.

**Seminar in Sociology of Law (2 cr.) DN816**

This seminar provides an introduction to sociological theories and research about laws and their effects that is useful for analyzing social science arguments in legislation, administration, and litigation.

## **Proposal for a Five-Year Combined BSMS Degree Program in Mechanical Engineering at IUPUI**

*Approved by Purdue Graduate School, Fall 2003*

*To be Submitted to IUPUI Graduate Affairs Committee*

**February 9, 2004**

**Objective:** The Department of Mechanical Engineering (ME) at IUPUI proposes an integrated, five-year, combined BSMS degree program in which the students will receive both BS and MS in Mechanical Engineering. By designing a seamless transition from the BSME to the MSME curriculum, it is expected that the program will graduate students who meet all the BSME and MSME requirements. The availability of the combined-degree program is also expected to enhance the student recruitment and retention capabilities of the department. Similar programs currently exist in several other institutions in the nation.

**Background:** IUPUI has a strong commitment to teaching and research. Consistent with this, the proposed program will provide students with intensive training and opportunity of supervised research. The additional benefit is to receive two degrees in a shorter time than it would take to pursue the degrees separately. The program is a fully integrated five-year curriculum, including undergraduate and graduate level courses, which will aid the students in developing a frame of mind and a set of tools that enable them to apply fundamental engineering principles to solve real world advanced engineering problems. Students who complete the program will have higher credentials and be able to contribute immediately, and effectively, to their employer's mission. Such an innovative program is important for attracting domestic students to graduate studies, especially from central Indiana and the city of Indianapolis.

By the nature of its structure, the program will require undergraduate students to make an early commitment to graduate studies; thereby raising the odds that highly motivated students will come to the program. It is important to note that the design of the program is such that if a student in the five-year curriculum should have a change of heart, the student will still be able to complete the requirements for a traditional BSME in four years.

The proposed program will benefit the ME graduate program by adding an extra channel of recruitment. The caliber of students recruited is likely to be superior, since they would have demonstrated an early commitment to the pursuit of a graduate degree and maintained a good academic record. Therefore, the availability of the combined-degree program will enhance the graduate program, raise marketability to prospective students, and increase recruitment and retention of students. A sample program is attached at the end of this document.

**Justification:** The combined-degree program makes it different from traditional degree programs, viz. the five-year time line for the completion of the program, which reduces the time taken for the degrees by one year. Many IUPUI students prefer to remain in the Indianapolis

area due to their family and work commitments, thus the availability of the combined-degree program will offer them an attractive option.

The five-year duration is a natural outcome of combining the traditional programs, which eliminates some of the overlapping credit hours. Furthermore, a feature of the traditional programs, the flexibility in the BSME program that allows students to take graduate level courses in their senior year, has also been exploited. This will allow a student, for example, to take graduate level courses in the 4th year of the combined-degree program, thereby meeting the ME elective course requirements for a degree in BSME and simultaneously meeting the course requirements of the MSME. It must be emphasized that the program is not meant for every ME student, but is for those who demonstrate the commitment and the academic ability to be successful in the program. Therefore, it is anticipated that only the highly motivated overachievers would be counseled to enter the combined-degree program.

**Features:**

1. The proposed curriculum includes all the core undergraduate courses that are currently required for BSME majors and all the current graduate course requirements of the traditional ME Master's program.
2. Students will be required to maintain a minimum GPA of 3.2 for the first 85 credit hours of course work (normally the end of fifth semester) in the plan of study to be conditionally admitted to the program, which is more stringent than the current admission requirements for the MS program in ME.
3. The total credit hours required for this combined-degree program will be 148 hours. For reference, the traditional BSME requires 130 hours, and the MS in ME requires 30 hours, for a total of 160 hours. The integrated program is constructed to exploit an overlap of 12 credit hours, thereby reducing the number of required hours to 148.
4. Students will be admitted to the ME department, under the guidelines that currently exist for admitting traditional BS students. The sequence of courses that they will take for the first three years will be identical to the courses taken by the traditional ME majors. The students would be made aware of the option to pursue the combined-degree program during their first year, and counseled appropriately if they wish to pursue it.
5. There will be two plans of study for students in this program: 1) BS plan of study that will be filed no later than one semester before completing the BS degree requirements (normally in seventh semester), including the 12 credit hours of graduate courses to be taken in place of the ME electives, and 2) MS plan of study that will be completed after the completion of the BS plan of study (normally in ninth semester), which will include the four graduate courses (12 credit hours) taken.
6. The two plans of study to be maintained are attached to this document, where the four overlapped graduate courses (12 credit hours) are to be indicated in both BS and MS plans. Granting of BS diploma will be delayed until the MS (i.e., 148 credit hours) is completed, unless the student withdraws from the program. Semester-by-semester distribution of the courses is also attached.
7. The final admission to the graduate program will not be made unless the student meets the minimum 3.00 GPA requirement and receives at least a B grade in each of the four graduate courses in his/her BS plan of study.



8. A minimum GPA of 3.00 will be required in the MS plan of study for graduation as in the traditional Master's program. Master's GPA will be calculated by including the grades of four graduate courses transferred from the BS plan of study. Table 1 attached here further outlines the timeline for milestones of the program.
9. The program is designed such that a student in the program will be able to switch to the traditional BSME at any time to receive a BSME degree.
10. The graduate program will offer thesis and non-thesis options. Depending on the nature of the research, in some cases the thesis option may require an additional semester to finish. Thesis committees will consist of at least three members from ME department.
11. The Graduate Committee will review each student's performance each semester after they are conditionally admitted to the combined-degree program.
12. Following the conditional admission, the student's performance will be assessed by the ME Graduate Committee at the end of each semester to ensure that the student's performance is at the level expected for traditional MS students in the ME graduate program and the grades in each Master's courses in the BS plan of study will be B or higher.
13. Students will receive both degrees together, upon completion of the requisite credit hours. As alluded to previously, if a student decides to leave the program, he/she will still be eligible to receive a BSME degree. Also, if the student's performance is judged to be unsatisfactory for the combined-degree program by the ME Graduate Committee, because of not meeting the minimum grade requirements (minimum 3.00 GPA and minimum B grade in any of the first four graduate courses taken), the student will still be able to receive a BS in ME upon completion of all the requirements for that degree.
14. This degree program will be offered only on the IUPUI campus.

### **Comparison to Current Programs**

- The program satisfies all of the current requirements for an MS in ME.
- The program satisfies all of the current requirements for an undergraduate BSME degree. Students are required to take three ME 5XX courses for their ME electives.

### **Outcomes of the Program**

Students who complete the combined-degree program will be able to:

- Work in advanced technical centers of industry as research and development specialists
- Work in private and government research institutions
- Design and develop advanced products requiring knowledge and experience in advanced engineering
- Pursue a Ph.D. degree in Mechanical Engineering

### **Expected Enrollment**

The program should be attractive to ME students because there have been continuous inquiries on using the graduate courses taken in students' senior year towards their MSME degree. During the initial years, it is expected that the program will attract at least three students per year for a period of four years. This will increase to five students per year during the following years. The first group of graduates will be after the fifth year following the start of the program. These estimates are conservative, but still correspond to more than twenty percent increase in the

number of MSME degrees awarded in Mechanical Engineering each year. The GPA of 3.2 and higher corresponds to about top 25% of the students in the program.

**Assessment of Progress and Outcomes**

The ME graduate committee will assess progress of the students each semester during the last two year. The same committee will assess the program outcomes via:

- Student satisfaction surveys
- Exit surveys for graduating students
- Course outcomes surveys completed by students in each course
- Assessment rubrics currently used by juries in *ME 698 Master's Thesis Research* and *ME 597 Mechanical Engineering Project I* courses
- Employer surveys
- Alumni surveys
- Progress statistics

Program improvements will be made, as needed, on the basis of these formal surveys, and informal feedback from the students.

**Faculty**

No new faculty positions are needed for this program, because all undergraduate and graduate courses in Mechanical Engineering will be taught by existing faculty in the department.

Table 1. Timeline for the combined BSMS program milestones.

1. Student files an application for the combined degree program when he/she completes the first 85 credit hours with 3.2 GPA or higher in the BS plan of study. *Current undergraduates who have completed more than 85 credits hours will also be eligible to apply to this program, provided that their current GPA is over 3.2, and they will be willing to take four graduate courses as ME electives for BS degree part of their plan of study.*
2. After verifying the student's record, the Graduate Committee will conditionally accept the student to the dual BSMS degree program.
3. Student files a BS plan of study no later than one semester before completion of the BS plan of study (normally in 7th semester – same as the traditional program students), including the four graduate courses (12 credit hours) taken or to be taken in the BS plan of study.
4. Student's performance at the end of completion of the 116 credit hours, including the six credit hour of graduate courses (normally at the end of seventh semester) will be reviewed by the Graduate Committee, and if he/she maintains a minimum 3.00 overall GPA and receives at least B in each of the first two graduate courses taken towards the BSMS degree, he/she will be recommended for conditional admission to the graduate program. Otherwise, the student will be advised to stay with the BS program only.
5. Student will be accepted to the graduate program after finishing 130 credit hours of BS plan of study, including the four Master's courses (normally at end of the 8th semester), only if he/she maintains a minimum 3:00 GPA and at least a B in each of the four graduate courses taken. If these conditions are not met, the student will receive only a BS degree.
6. Once admitted to the graduate program, the student files a graduate plan of study (normally in the 9th semester) that will include the 12 credit hours of graduate courses taken for BS degree that will be transferred with grades. Henceforth, the graduation requirements will be same as in the traditional Master's degree.

**IUPUI BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING (BSME)  
DEGREE, PLAN OF STUDY (POS), Page 1/2**

**(EFFECTIVE Fall 2003)**

Name:		Student No:		Co-op (Yes/No):
School (E and T) Admission Date:			Program (M.E.) Entry Date:	
Expected Graduation Date:			Date of Plan of Study:	
Phone Number:				
<b><u>Course Number</u></b>	<b><u>Sem. Hrs.</u></b>	<b><u>Grade</u></b>	<b><u>Comments</u></b>	<b><u>Alternate Courses</u></b>
<b>I. FRESHMAN ENGINEERING</b> (7 hours)				
ENGR 195*	1			
ENGR 196*	3			
ENGR 197*	3			
<b>II. MATH &amp; SCIENCES</b> (30 hours)				
CHEM C105	3			
MATH 163	5			
MATH 164	5			
MATH 261	4			
MATH 262	4			
PHYS 152	4			
PHYS 251	5			
<b>III. ENGINEERING SCIENCE*</b> (36 hours) Includes Mechanical, Thermal/Fluid Sciences, and Systems Measurements & Controls				
ECE 204	4			
ME 200	3			
ME 270	3			
ME 272	4			
ME 274	3			
ME 310	4			
ME 314	4			
ME 330	3			
ME 340	3			
ME 344	3			
ME 482	3			
<b>IV. ENGINEERING DESIGN*</b> (14 hours)				
ME 262	3			
ME 372	4			
ME 414	3			
ME 462	4			

**IUPUI BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING (BSME)  
DEGREE, PLAN OF STUDY (POS), Page 2/2**

**(EFFECTIVE Fall 2003)**

Name		Student No:		Co-op (Yes/No):	
<b><u>Course Number</u></b>	<b><u>Sem. Hrs.</u></b>	<b><u>Grade</u></b>	<b><u>Comments</u></b>	<b><u>Alternate Courses</u></b>	
<b>V. ELECTIVES</b> (18 hours)					
<b>ME 5XX</b>	3		ME Elect		
<b>ME 5XX</b>	3		ME Elect		
<b>ME 5XX</b>	3		ME Elect		
	3		Sci Elect		
	3		Stat Elect		
<b>ME 5XX</b>	3		Free Elect	<b>MATH 5XX</b>	
<b>VI. GENERAL EDUCATION</b> (24 hours)					
COMM R110	3				
ECON E201	3				
ENG W131	3				
ME 401*	1				
TCM 360	2				
	3		Gen Ed Elect		
	3		Gen Ed Elect		
	3		Gen Ed Elect		
	3		Gen Ed Elect		
			<b>TOTAL SEMESTER HOURS:</b> (130 Minimum)		
Student Signature:					
			<b><u>Certified for Graduation</u></b>		
<b><u>Advisory Committee</u></b>					
			Department Chair:		
1.					
			Date:		
2.					
			Degree Grade Point Average:		
3.					
			Engineering Grade Point Average: (For courses marked with * only)		



**Request for Master's Degree Advisory Committee and Plan of Study Approval**  
(Please read instructions on reverse side.)

Date Degree Expected

Student ID No.

Dept. Code ☐ Thesis Option ☐ Nonthesis

Degree Code	Research Area
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AOS Code

Area	4. COURSES				5. METHOD OF ESTABLISHING CREDIT			6. COMPLETION OF COURSE
	OFFICIAL TITLE ABBREVIATION <i>Please group courses into "Primary" (P) &amp; "Related" (R) areas.</i>	Subject Abbr.	Course No.*	Cr. Hours	Regular Regis.	Non-degree Regis.	Other or Transfer From +	
	ME 5XX						From BS Plan of Study	
	ME 5XX						From BS Plan of Study	
	ME 5XX						From BS Plan of Study	
	ME 5XX or MATH 5XX						From BS Plan of Study	
7. LANGUAGE REQUIREMENTS		Method to be used to meet language requirements			+ Transfer course must be described as on original transcript. * Mark course number with asterisk (*) if B or better is required			
a.		a.						
b.		b.						
8. NAMES OF ADVISORY COMMITTEE MEMBERS (Please type full name.)		9. GRADUATE FACULTY IDENTIFIER	APPROVED BY ADVISORY COMMITTEE MEMBERS (Signature)		10. DEPARTMENT		11. ADVISOR'S NAME (Last Name First Initial)	
					Abbr. Code			
Chair			Chair					
<input type="checkbox"/> Check here if special notes or other requirements are specified in the comments section on the reverse.		13. APPROVED BY:						
		Head of the Graduate Program Date						
12. SIGNATURE OF STUDENT Date		School Dean (if required) Date					Graduate School Director	

## Semester-by-Semester Distribution of Courses in the Five-Year Combined BSMS Program in ME

(Jointly Developed by the ME Undergraduate and Graduate Committees)

### First Semester

<b>ENGR 195</b>	Introduction to Engineering Profession	1
<b>ENGR 196</b>	Introduction to Engineering	3
<b>CHEM C105</b>	Chemical Science I	3
<b>COMM R110</b>	Fundamentals of Speech Communication	3
<b>MATH 163</b>	Integrated Calculus and Analytic Geometry	5
	<b>Total</b>	<b>15</b>

### Second Semester

<b>ENGR 197</b>	Introduction to Programming Concepts	3
<b>ENG W131</b>	Elementary Composition I	3
<b>MATH 164</b>	Integrated Calculus and Analytic Geometry II	5
<b>PHYS 152</b>	Mechanics	4
<b>Science Elective</b>		3
	<b>Total</b>	<b>18</b>

### Third Semester

<b>ME 200</b>	Thermodynamics I	3
<b>ME 270</b>	Basic Mechanics I	3
<b>ECON E201</b>	Introduction to Microeconomics	3
<b>MATH 261</b>	Multivariate Calculus	4
<b>PHYS 251</b>	Heat, Electricity, and Optics	5
	<b>Total</b>	<b>18</b>

### Fourth Semester

<b>ME 262</b>	Mechanical Design I	3
<b>ME 274</b>	Basic Mechanics II	3
<b>EE 201</b>	Linear Circuit Analysis I	3
<b>EE 207</b>	Electronic Measurement Techniques	1
<b>MATH 262</b>	Linear Algebra and Differential Equations	4
<b>Gen Ed Elective</b>		3
	<b>Total</b>	<b>17</b>

### Fifth Semester

<b>ME 272</b>	Mechanics of Materials	4
<b>ME 310</b>	Fluid Mechanics	4
<b>ME 330</b>	Modeling and Analysis of Dynamic Systems	3
<b>ME 344</b>	Introduction to Engineering Materials	3
<b>Gen Ed Elective</b>		3
	<b>Total</b>	<b>17</b>

### Sixth Semester

<b>ME 314</b>	Heat and Mass Transfer	4
<b>ME 340</b>	Dynamic Systems and Measurements	3
<b>Gen. Ed Elective</b>		3
<b>ME 372</b>	Mechanical Design II	4
<b>Restricted Elective</b>	Restricted to Probability and Statistics courses	3
	<b>Total</b>	<b>17</b>



**Seventh Semester**

<b>ME 482</b>	Control Systems Analysis and Design	3
<b>TCM 360</b>	Communication and Engineering Practice	2
<b>ME Elective (ME 5XX)</b>	ME Primary/Related Area Course	3
<b>ME Elective (ME 5XX)</b>	ME Primary/Related Area Course	3
<b>Gen Ed Elective</b>		3
	<b>Total</b>	<b>14</b>

**Eighth Semester**

<b>ME 401</b>	Engineering Ethics and Professionalism	1
<b>ME 414</b>	Thermal-Fluid Systems Design	3
<b>ME 462</b>	Engineering Design	4
<b>ME Elective (ME 5XX)</b>	ME Primary/Related Area Course	3
<b>Free Elective (ME 5XX or MATH 5XX)</b>	ME Primary/Related Area Course	3
	<b>Total</b>	<b>14</b>

**Summer**

<b>ME 698 (thesis option)</b> <b>ME 5XX or ME 597 (non-thesis option)</b>	Thesis ME Primary/Related/ Area Course	3
	<b>Total</b>	<b>3</b>

**Ninth Semester**

<b>ME 5XX</b>	ME Primary Area Course	3
<b>ME 5XX</b>	ME Related Area Course	3
<b>ME 698 (thesis option)</b> <b>ME 5XX (non-thesis option)</b>	Thesis ME Primary Area Course	3
	<b>Total</b>	<b>9</b>

**Tenth Semester**

<b>ME 5XX</b>	ME Related Area Course	3
<b>ME 698 (thesis option)</b> <b>ME 5XX (non-thesis option)</b>	Thesis ME Related Area Course	3
	<b>Total</b>	<b>6</b>

**Total: 148 credit hours**

**Notes:**

1. Students who want to do thesis or an independent project are advised to take *ME 698 MS Thesis Research* or *ME 597 Mechanical Engineering Project I* during the summer following the eighth semester to reduce their work load in the last semester.
2. Depending on the thesis topic, the thesis options may take longer than five years.
3. Two math courses are required as the related area courses. At least one of these courses must be a graduate mathematics course offered by the mathematics department, the other may a graduate course with strong math content from ME or another department, as approved by the graduate committee.
4. It is to be noted that very few undergraduates take 500 level courses as ME electives currently in the program. They usually take 400 level courses. However, students in the proposed dual program will be required to take 500 level courses as ME electives, since they are expected to achieve more because of their commitment to the graduate program.
5. Taking a general education course during the summers of second and third years may reduce the course load in the senior year, hence increase chances of success in the, where graduate courses will be taken.

## **Review of Proposal for Combined BSMS Degree Program in Mechanical Engineering**

*Documents reviewed:* Summary of program, Plan of Study, sample curriculum

*Summary:* The proposed program appears to be well conceived and sound. It provides a mechanism for exceptional students to receive B. S. and M. S. degrees in Mechanical Engineering in 5 years. As is apparent from the proposal, students in the program will have the training necessary to justify receipt of both degrees. The program can be expected to aid in recruiting and in retaining high quality students.

*Recommendation:* **Accept without revision**

### *Discussion:*

For the proposed program to meet its aims, the M. E. Department will need to monitor carefully the students' progress and make sure that students attain the standards set for them. A similar combined BS/MS program between the Departments of Physics (B. S.) and Mechanical Engineering (M. S.) exists and is in its initial stages of operation. If initial results hold, the Physics/M. E. program will be highly successful. There is good reason to expect that this proposed program in M. E. will be successful as well. The only concern is whether the programs will compete for the same students. The optimistic view is that increased opportunity will lead to more and better students overall.

One comment about the proposed curriculum: there is only one science elective noted and it is suggested that the elective be taken early on in the curriculum. Science electives later could be worthwhile. Could any science classes be substituted for M. E. classes?

(One small correction, item 13 under Features, last line "fro" should be "for".)

*Reviewer:* Marvin D. Kemple

## SUMMARY OF NEW DEGREE PROGRAM PROPOSAL

1. **Campus:** IUPUI
2. **Proposed degree:** Master of Science in Occupational Therapy
3. **Projected date of implementation:** Fall 2005
4. **List the major objectives of the proposed program, and describe its chief feature briefly.**

Due to the dynamic nature of contemporary health and human services delivery systems, the Department of Occupational Therapy's major objective is to prepare entry-level occupational therapists who possess skills as direct service providers, consultants, managers, researchers, and advocates for the profession and its consumers in Indiana and beyond. In addition, these entry-level occupational therapists will understand the need for professional development and lifelong learning.

5. **Why is the degree needed? (Rationale)**

The need for the Department of Occupational Therapy at Indiana University to transition to graduate education is unquestionable. The profession's educational accrediting agency, the Accreditation Council for Occupational Therapy Education (ACOTE) will only accredit post-baccalaureate levels of education for the entry-level occupational therapist, as of January 1, 2007.

Occupational Therapists are health professionals who contribute to the health, wellness, productivity, and quality of life for consumers of their services. Future projections indicate a growing need for occupational therapists (Fisher & Cooksey, 2002; BLS, 2000). In fact, an independent report prepared by Miller and Associates (2003) predicts an 18-30% increase in the need for occupational therapists in Indiana. This prediction suggests that the labor pool need in Indiana will be an additional 426 occupational therapists by 2008. Indiana University is one of two state universities preparing occupational therapists. The University of Southern Indiana (USI) is the other state university, the program there prepares approximately thirty entry-level therapists annually. The other professional academic program in Indiana is at a private institution, the University of Indianapolis. They report that their program prepares approximately 25 entry level occupational therapists annually.

6. **Describe the student population to be served.**

The Master of Science in Occupational Therapy Program is designed primarily to serve students who are residents of Indiana, other states, and internationally. Students will have completed a baccalaureate degree prior to admission to the Master's OT Program. Traditional and non-traditional students from diverse cultural backgrounds, including international students, will be encouraged to apply to the program.

7. **How does this program complement the campus or departmental mission?**

The mission of Indiana University Medical Center is a commitment to the advancement of knowledge, the development of lifelong learning and producing healthcare professionals. In addition, there is a commitment to nurturing diversity of knowledge, culture, gender, and ethnicity through engagement with the community. The Master of Science in Occupational Therapy Program is developed to facilitate graduate students' skill in discovering, sharing, and applying their knowledge of occupation to enhance the quality of life for Hoosiers and others. This skill and knowledge is delivered to recipients of occupational therapy through theoretical and evidence-based interventions. The program will foster professional development and require civic engagement. These initiatives are compatible with the mission and strategic initiatives at IU.

**8. Describe any relationship to existing degree programs within the IU system.**

The Master of Science in OT degree will replace the Bachelor of Science in OT degree currently offered by the Department of Occupational Therapy in the School of Health and Rehabilitation Sciences at Indiana University.

The Department of OT will explore a pre-OT plan of study within departments offering compatible undergraduate degrees (e.g. psychology, sociology, anthropology, exercise science).

**9. List and indicate the sources (including reallocation) of any new resources (personnel, financial, learning, etc.) required to implement the proposed program.**

The Occupational Therapy Program may need to continue using classrooms in the Schools of Nursing and Medicine buildings. Renovated space in Coleman Hall has been identified for instruction and research. Instructional and therapy equipment will be needed to deliver a contemporary graduate program. At a minimum, the Department requires 8.0 FTE faculty and 2.0 FTE staff to deliver this program.

**10. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc.; cooperative efforts with other institutions; opportunities for students; etc.).**

The Department of Occupational Therapy has a sustained history (45 years) of collaborating with fieldwork educators in Indiana and beyond. The program currently has contracts with about 300 organizations. These organizations will be engaged to work with faculty in providing the fieldwork component (exposure to populations) of this new curriculum as well as perhaps being the settings where the research projects are designed and implemented. The majority of these organizations are in Indiana and its contiguous states.

The innovative features of this program are: (1) Fieldwork I experiences as part of the evaluation and intervention courses, fostering a closer relationship between theory and practice and with fieldwork sites and the community, (2) two reflective seminars to facilitate the synthesis of curriculum outcomes, promote professional development (professionalism) and allow for the planning of the scholarly contributions (thesis or non-thesis project) and (3) the scholarly contributions which will add to the profession's body of knowledge. (Presentation of these theses and research projects will be an expectation.)

## ABSTRACT

The Master of Science in Occupational Therapy will be offered by the School of Health and Rehabilitation Sciences, Indiana University, at Indiana University-Purdue University Indianapolis.

Objectives: The major objective of the Master of Science in Occupational Therapy (MS) degree is to prepare ethical, competent, knowledgeable and skilled entry-level occupational therapists who demonstrate research skills, commit to lifelong learning and serve the citizens of Indiana and beyond.

Clientele to be served: The MS in Occupational Therapy program is designed to serve primarily students who are residents of Indiana. Nontraditional as well as traditional students, students from out-of-state, and international students from diverse cultural backgrounds will be encouraged to apply.

Curriculum: The MS in Occupational Therapy curriculum is based on the student completing a baccalaureate degree, 2 years of academic graduate course work and six months of full-time fieldwork. Seventy to seventy-six credits will be required for completion of the degree. (Depending on number of electives taken by the student.) The curriculum sequence begins with the introduction to occupational science and occupational therapy, research, pathophysiology and occupations of infants and children. The three following semesters include OT theories and practice, evidence-based research, additional courses in occupation, service learning experiences, technology, management and a trends course. Fieldwork Level I experiences will occur as part of the occupation courses at a variety of community settings. These experiences enable the graduate students to integrate and apply theory to practice. Graduate electives are available to students to complement their plan of study and research project/thesis. A unique feature of this curriculum is the research reflective seminar. These seminars are designed to support the research focus of the curriculum and to assist student learning. Fieldwork Level II will consist of three full-time eight-week (minimum of 24 weeks or 960 hours total) experiences supervised by credentialed occupational therapists. Two of three take place in the Summer sessions and one in Semester IV.

Pre-requisites are designed to provide a foundation for both the physical and psychosocial sciences important to the occupational therapy profession. Pre-requisite courses include:

Abnormal Psychology	Kinesiology	Medical Terminology
Human Anatomy with Lab	Human Lifespan Development	
Human Physiology with Lab	Statistics	

Applicants will be required to have a cumulative GPA of 3.00 on a 4.00 scale, participate in a group interview and observe occupational therapists in the field for a minimum of twelve hours.

Employment Possibilities: Job availability is excellent; all of the June 2002 graduates had jobs by September. The Department does not have the 2003 data at this time. Sign-on bonuses are being offered in rural practice settings. Because of the move to graduate level education, decreased enrollments in programs across the country, the aging of society, and the increased survival rate of premature infants, the US Department Bureau of Labor Statistics predicts that employment opportunities will increase 21-35 percent by 2008 for occupational therapists.

Graduates seeking further education will find a post-professional graduate programs and an entry level doctoral program in occupational therapy (OTD), available in Indiana. Other advanced degree programs in related fields are available outside Indianapolis via distance learning.

## B. Program Description

### 1. Proposed Program and Stated Objectives

#### Introduction

This proposal describes a post-baccalaureate professional graduate program leading to the Master of Science in Occupational Therapy (MS) degree. This program is designed to prepare entry-level professional occupational therapists who are qualified to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam. The MS in OT degree will replace the baccalaureate degree that is currently offered by the Occupational Therapy Program in the School of Health and Rehabilitation Sciences at Indiana University-Purdue University Indianapolis. Indiana University's OT Program, like all programs in the USA, is required to move to post-baccalaureate (graduate) education.

The need for the transition to a post-baccalaureate degree in occupational therapy has been driven by numerous changes within healthcare and higher education in the United States. These changes have resulted in a dramatic impact on the roles and responsibilities of occupational therapists and created an environment that demands an entry-level therapist who can think critically and creatively. In addition, entry-level occupational therapy graduates need to be able to fill leadership roles both inside and outside the medical model. In some respects, these changes have necessitated the entry-level therapists to develop entrepreneurial as well as administrative skills.

From a programmatic perspective, these changes cause us to re-examine the pedagogy foundations with which we design our curriculum. Most central to these changes in the curriculum is the need to develop astute critical reasoning skills in the OT students. An emphasis on research is a central thread throughout the graduate occupational therapy program. In addition, the students will be required to use evidence to support their evaluation and intervention decisions.

As a result, the graduate will think differently, utilizing sound judgment, evidence, and effective critical reasoning. In addition to assuming entry-level positions, this preparation will allow graduates to fill the increasing need for consultants, supervisors, and program evaluators within the early years of their burgeoning careers. In effect, the graduates will fill professional roles that require leadership and effective interventions that are theory-driven, evidence-based, and occupation-focused.

In recognition of these changes in the practice of occupational therapy and in the preparation for practice in this field, the Accreditation Council for Occupational Therapy Education (ACOTE) will discontinue accrediting baccalaureate degree programs after January 1, 2007, (attachment A). Approximately 78% of the entry-level occupational therapy programs are currently offered at a post-baccalaureate level of education.(Gainer, 2003) This MS curriculum was designed to fully meet ACOTE Standards.

Upon completion of the Master of Science in Occupational Therapy Program, the entry-level occupational therapist will:

- \* have acquired a breadth and depth of knowledge in the occupational science research and an understanding of issues related to globalism and diversity;
- \* have a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service;
- \* have achieved entry-level competence through a combination of academic and fieldwork education;

- \* be prepared to synthesize and evaluate data to determine the need for occupational therapy interventions including consultation, or referral to another health professional;
- \* be prepared to design and apply theoretical principles, evidence-based interventions, and outcomes as related to occupation to support social participation;
- \* be prepared to work independently or as a team member, supervise OT students, occupational therapy assistants, and others;
- \* be prepared to promote healthy life style practices for clients, groups, and communities by providing prevention and wellness programs appropriate to occupational therapy, after obtaining an occupational therapy degree;
- \* be prepared to be a lifelong learner and develop as a professional;
- \* uphold the ethical standards, values, and attitudes of the occupational therapy profession;
- \* be prepared to analyze the latest research and knowledge in practice, encourage the contribution to the growth and dissemination of research and knowledge after graduation, and appreciate client-centered and occupation-based interventions.

The MS in OT is similar to the BS OT in that it:

- Meets Accreditation Standards for Professional Occupational Therapy Education
- Uses an applied science approach
- Continues to be delivered as an entry level OT program

The MS in OT differs from the BS degree in many respects, among them:

#### MS in OT

- more advanced level of teaching/learning; objectives (analysis, synthesis and evaluation)
- more emphasis on small group learning
- 9 credits research
- Thesis/Non thesis Project option
- Three 5 credit courses focusing on occupation including Fieldwork I Experiences
- 3 credit Elective courses available

#### BS in OT

- lower level of teaching/learning understanding and application
- lecturing by faculty
- 2 credits research
- no "Capstone" course except FW II
- Three 4 credit courses focusing on diagnostic groups
- 1 credit Elective courses available

#### Competencies to be Achieved:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- reflective and ethical reasoning</li> <li>- problem solving</li> </ul> | <ul style="list-style-type: none"> <li>-- professionalism</li> <li>-- civic engagement</li> <li>-- occupation-based interventions</li> </ul> |
|---|--|

## 2. Describe admission requirements, anticipated student clientele, and student financial support.

### a. Program Admissions Requirements

In order to be admitted to the program, students will have successfully completed, prior to admission, a baccalaureate degree that includes all of the prerequisite courses (see 2b).

### b. Prerequisite Course Work

There is no preference for the type of undergraduate degree so long as all of the stated prerequisites have been taken. Some options for undergraduate degrees could include: Anthropology, Biology, Business, Child Development, Education, Exercise Science, Family Studies, Kinesiology, Psychology,



or Sociology. The prerequisite courses include:

Abnormal Psychology	Human Lifespan Development	Medical Terminology
Human Anatomy with Lab	Kinesiology	
Human Physiology with Lab	Statistics	

While successful course completion is the usual method of demonstrating knowledge, other ways may be accepted by the Department of Occupational Therapy's Admissions Committees, (e.g. CLEP, testing out).

An interview (group format) and observation (minimum 12 hours) of OT practice are also admission requirements. The observation hours need to be done at a minimum of 3 settings.

c. Anticipated Clientele

The MS in OT degree is designed to meet the needs of both traditional students, as well as individuals returning to the university seeking additional education and a second career. The Program will allow applications from individuals who have completed a baccalaureate degree with a 3.0 out of 4.0 and the prerequisites with a 2.0 out of 4.0.

d. Enrollment Limitations

In order to be accepted into the program, students must have achieved a minimum 2.70 in each of the listed prerequisite courses, have a cumulative GPA of 3.00 on a 4.00 scale, and successfully complete a group admissions interview. **Applicants must obtain some knowledge of occupational therapy through observation in three or more types of occupational therapy sites before applying.** Class size will be limited to a maximum of 40 students per class due to Program resources including: classroom and laboratory space, faculty numbers for mentoring theses/projects, fieldwork education opportunities, and budget constraints. The baccalaureate degree program in occupational therapy has historically been highly competitive, the MS in OT is anticipated to be competitive as well.

e. Student Financial Support

In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, there are scholarship, grant, and loan opportunities available through the Department of Occupational Therapy, the Indiana Occupational Therapy Association, and the American Occupational Therapy Association.

Some of the specific scholarship opportunities are:

- National AMBUCS, Inc.
- American Occupational Therapy Foundation (AOTF)
- "The Cheer Guild" Scholarships
- Katherine Belzer Awards
- Soroptimist International of Indianapolis
- Thomas Cole Scholarship (thru AOTF)
- Tri Kappa (Province III)
- Union Hospital Foundation
- Woman's Rotary Club of Indianapolis

### 3. The Proposed Curriculum

#### a. Curriculum Requirements

The MS in OT curriculum is based on the premise that by successfully completing a baccalaureate degree including the admission prerequisites and a group interview, students will be ready to undertake post-baccalaureate professional course work.

The core of the MS in OT curriculum has four components: the occupational therapy process, theory/practice, research, and fieldwork. This information is integrated into courses that focus on occupations, theory and practice, occupational performance research, and fieldwork. In the MS in OT program, emphasis will be placed upon the student to take responsibility for learning and developing professional skills, and for interacting with peers, faculty, and clients. Carefully planned learning experiences will facilitate skill development in the areas of client assessment, clinical problem solving, and critical thinking as applied to occupational therapy evaluation, intervention, discharge planning, research, ethics, management, and professional development. The didactic portion of the curriculum is sequential in nature and content. Fieldwork I experiences are designed to integrate didactic course work with practice and are scheduled throughout the curriculum in the (3) occupation courses. Students must successfully complete all courses (including FW II) within the curriculum in order to graduate with the MS in OT.

The MS in OT requires two years (including one summer) which includes six months (3) 8 week units of full-time fieldwork; it is a 70-76 credit program.

#### b. Curriculum Sequence

<b>Year 1 Semester I</b>	<b>Credits</b>
Introduction to Occupational Science and Occupational Therapy, T560	3
Occupations of Infants and Children, T542	5
Group Process in OT, T557	2
Pathophysiology: Impact of Conditions on Occupations, T572	3
Research and Occupational Therapy, T567	<u>3</u>
	16
<b>Year 1 Semester 2</b>	
Research and Reflective Seminar I, T525	1
Occupations of Adolescents and Young Adults, T552	5
Theoretical Foundations of OT, T561	3
Neuroanatomy, D527	3
Evidence Based Research in OT, T568	3
Management of OT in Today's Health and Community Systems, T558	<u>3</u>
	18
<b>Year 1 Semester 3</b> (2 summer sessions)	
Fieldwork Level II-A Educational, T695	5
Fieldwork Level II-B Community, T696	<u>5</u>
	10
<b>Year 2 Semester 4</b>	
Research and Reflective Seminar II, T625	2
Occupations of Adults and Older Adults, T643	5
Professional Trends and Issues, W510	3
OT Electives, T580	3-6

Non-Thesis OT Project, T667	3
OT Thesis, T701	<u>6</u>
	16-19
<b>Year 2 Semester 5</b>	<b>Credits</b>
Technologies in Occupational Therapy, T655	3
Fieldwork Level II-C Health Care, T697	5
OT Elective, T580	3
Non-Thesis OT Project Completion, T668	2
OT Thesis Completion, T702	<u>2</u>
	10-13
<b>Total Credits</b>	<b>70-76</b>

#### Curriculum Requirements:

All courses must be successfully completed, including the scholarly contribution (thesis or project). Students will be advised by faculty to determine the scholarly contribution plan for the second year.

Scholarly Contribution will be either a thesis or a special project (non-thesis option). The projects will be done in small groups and supervised by experienced researchers. Those students who meet approval criteria may do an independent thesis. Students choosing the non-thesis scholarly contribution are also required to take one 3 credit elective.

Once academic requirements are met, the Department will verify eligibility to apply for the national certification examination.

#### c. Courses That Already Exist

Professional Trends and Issues W510 and OT Elective T580 courses, are currently offered at Indiana University-Purdue University Indianapolis through the School of Health and Rehabilitative Sciences. W510 is offered in alternate years. T580s are offered in the second year. These T580 courses are specialty electives (e.g. Hands Assessment and Treatment, OT Intervention in the Workplace).

The role of research in entry-level post-baccalaureate professional curriculum in occupational therapy is determined by the needs of the community, and the discipline of OT. The 1998 ACOTE Standards require evidence of developing and implementing a beginning research study.( attachment B)

Five threads run through the OT curriculum: research, occupation, ethics, civic engagement, and professional development.

#### d. New Courses for the MS in OT Curriculum

The following course descriptions, and credit hours have been developed for the MS in OT curriculum. Many of these courses were approved by the School's Graduate Studies Committee on April 23, 2002.

#### **T525 Research and Reflective Seminar I 1 credit**

*Description:* Course will facilitate the syntheses of research, reflect the curriculum themes and outcomes, and support the plan of scholarly contribution.

**T552 Occupations of Adolescents and Young Adults 5 credits**

*Description:* This course will focus on the development, wellness and disruption of performance in areas of occupation of adolescents and young adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

**T553 Topics in Occupational Therapy 1 to 5 credits****T557 Group Process in Occupational Therapy 2 Credits**

*Description:* Principles and concepts of group process related to occupational therapy practice.

**T558 Management of O.T. Services in Today's Health and Community Systems 3 credits**

*Description:* A study of the occupational therapist's role in the management of service delivery in both health and community systems. Managed care, managerial functions, professionalism, ethics and various laws are emphasized.

**T560 Introduction to Occupational Science and Occupational Therapy 3 credits**

*Description:* Examination of the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

**T561 Theoretical Foundations of Occupational Therapy 3 credits**

*Description:* Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

**T564 Occupations of Infants and Children 5 credits**

*Description:* This course will focus on the development, support, and disruption of performance in areas of occupation of infants and children utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

**T567 Research and Occupational Therapy 3 credits**

*Description:* This course is designed to prepare the student to participate in research, emphasizing the use of technology.

**T568 Evidence-Based Research in Occupational Therapy 3 credits**

*Description:* Prepares the student to evaluate occupational therapy practice and assure that it is increasingly evidence-based by:

- examining the design and implementation of beginning-level research studies;
- developing the basic skills necessary for the publication and presentation of research projects;
- developing a basic understanding of the process of securing grants.

**T572 Pathophysiology: Impact of Conditions on Occupations 3 credits**

*Description:* Identification and study of major medical and psychiatric conditions including clinical description, etiology and pathology, medical/surgical treatment, rehabilitation, and prognosis. Treatment team approach and legal issues will be presented. Labs will emphasize occupational impact of medical/psychiatric conditions.

**T580 Graduate Electives 3 credits**

*Description:* One graduate elective is required. OT students who choose to do a thesis are not required to take an elective. Students will be encouraged to take an elective that complements their area of interest. During the second semester of their second year, an additional elective could be taken, after planning with their faculty advisor.

**T625 Research and Reflective Seminar II 2 credits**

*Description:* Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and continue to support the plan of scholarly contribution.

**T643 Occupations of Adults and Older Adults 5 credits**

*Description:* This course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

**T655 Technologies in Occupational Therapy 3 credits**

*Description:* This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, orthotics, prosthetics, computer uses and technologies, assistive devices and adaptive equipment. Low technology will be the focus; some expansion to high technology will also be discussed.

**T667 Non-thesis OT Project 3 credits**

*Description:* This course prepares the student to design and implement a beginning research study.

**T668 Non-thesis OT Project Completion 2 credits**

*Description:* This course is designed to allow the student to complete the research study project.

**T695 Fieldwork Level II-A: Educational 5 credits**

*Description:* P: successful completion of Semesters I and II professional courses. A two month internship in an Educational practice area of pediatric occupational therapy.

**T696 Fieldwork Level II-B: Community 5 credits**

*Description:* P: successful completion of Semesters I and II professional courses. A two month internship in a Community practice area; psychosocial or community-based setting with occupational therapy services.

**T697 Fieldwork Level II-C: Health Care 5 credits**

*Description:* P: successful completion of Semesters I, II, III, and IV professional courses. A two month internship in a Health Care practice area with adults having physical dysfunction and receiving occupational therapy services

**T698 Fieldwork Level II-D: Specialty (optional) 3-5 credits**

*Description:* P: successful completion of T695, T696, and T697. Four to eight week optional experience providing OT students an opportunity to select a specialized practice area.

**T701 OT Thesis 6 credits**

*Description:* Proposal development leading to thesis as directed by the chair of the thesis committee.

**T702 OT Thesis Completion 2 credits**

*Description:* Research leading to thesis as directed by the chair of the thesis committee.

**Non-OT Existing Courses at IUPUI****D527 Neuroanatomy 3 credits**

*Description:* Introductory course in neuroanatomy designed to introduce graduate students to the concepts, terminology and basic structure of neuroanatomy. Emphasis on providing a fundamental working knowledge of the structure and function of the central and peripheral nervous system.

**W510 Trends and Issues in Health Sciences 3 credits**

*Description:* This course is designed to study the current trends and issues related to health sciences. The course is designed to provide opportunities for individual and group investigation, deliberating possible alternatives for "solving" issues, and suggesting potential outcomes of current trends.

e. Courses Delivered by Another Institution

None of the courses in the proposed curriculum will be delivered by other institutions, though students may choose to take elective courses from other institutions.

**4. Form of Recognition**

a. Type of Degree to be Awarded

Graduates will be conferred a Master of Science in Occupational Therapy (MS) degree in satisfactory completion of the program, both academic and fieldwork components. Graduates are then eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. After passing this certification exam, graduates apply for practice in a given state or US territory.

b. CIP Code: 512306

c. Master of Science in Occupational Therapy, School of Health and Rehabilitation Sciences, Indiana University at IUPUI.

**5. Program Faculty and Administrators**

a. Current Faculty

1) Core Program Faculty

Thomas F. Fisher, PhD, OTR,CCM, FAOTA, Associate Professor & Director of the Graduate OT Program

Academic Areas of Expertise: Management/Administration, Adult Physical Disabilities, and Occupational Health & Ergonomics

Research Area: Occupational Health & Rehabilitation

Clinical Practice: Adult Neurological & Professional Education, Musculoskeletal Dysfunction

Up to eight (8) new faculty will be hired over a 2-3 year period with the implementation of the Degree

2) Adjunct Associate Faculty

\* Michelle Catellier, MD, OT

Academic Experience Teaching: Neuroanatomy

Professional Experience: Pediatrics in OT; Pathology in Medicine (Forensic Pathology)

Research Experience: Basic Science (anatomy) (completed coursework for PhD in anatomy before entering Medical School)

\*Shereen Farber, PhD, OTR, FAOTA

Academic Experience Teaching: Neuroanatomy, Adult Neurorehabilitation and Research

Professional Experience: Adult neurorehabilitation

Research Area: Neurorehabilitation, Post-Doctoral in Anatomy, Outcomes Research

\*Elaine Fess, MS, OTR, CHT, FAOTA

Academic Experience Teaching: Upper Extremity Rehabilitation, Splinting/Orthotics, Kinesiology, Applied Research

Professional OT Experience: Adult Rehabilitation Hand Therapy and Management

Research Area: Hands, Outcomes Research, Psychometric Testing

\*Judy Feinberg, PhD, OTR, FAOTA, Clinical Assistant Professor, Director of Clinical Research, School of Medicine, Department of Orthopaedic Surgery

Academic Experience Teaching: Splinting, Adult Orthopaedic, Research, and Fieldwork

Research Area: Orthopaedics, Muscular Skeletal Disorders

Karen Gable, EdD, Associate Professor, Chair, Department of Health Sciences

Course: Professional Trends and Issues, W510

Michael Kubek, PhD, Associate Professor, Department of Anatomy and Cell Biology

Course: Neuroanatomy, D527

Dan Poff, PhD, OTR

Academic Expertise: Psychosocial Occupational Therapy, Group Process

Research Area: Adults with Mental Illness & Developmental Disabilities

\*Karen Stroup, PhD, Clinical Associate Professor, School of Medicine, Department of Pediatrics

Academic Experience Teaching: Research, Child Safety, Speech/Communications and Public Health Policy

Research Area: Pediatrics, Outcomes Research, Grant Writing

Has active lines of inquiry

\* members of Research Advisory Council

3). Administration

Charles R. Bantz, PhD, Chancellor

Indiana University - Purdue University Indianapolis

Craig Brater, MD, Dean  
School of Medicine  
Indiana University

Mark Sothmann, PhD, Dean  
School of Health and Rehabilitation Sciences

Joyce MacKinnon, EdD, PT  
Associate Dean for Academic Affairs, School of Health and Rehabilitation Sciences,  
Indiana University

b. New Faculty Needed to Implement the MS in OT

Students wanting to pursue a M.S. in Occupational Therapy will be required to complete a B.S. degree in a relevant discipline. With the phase-out of the B.S. in OT, and the transfer of undergraduate teaching responsibilities to other schools, on the IUPUI campus this means there will be no reduction in the number of undergraduate students and an increase in the number of graduate students. The campus will require a minimum of 8.0 new FTE to accommodate the increased student numbers.

There is a continuing need for 2 FTEs (administrative staff) to manage and deliver support to faculty and students.

6. Learning Resources

1. Library holdings: Resources needed for student learning are readily available through the Medical Library and the University Library on the IUPUI campus or through interlibrary loan. Special requests can be made for texts not available in the system.

Instructional equipment: Audio-visual equipment will be ordered for renovated instructional space. Student Technology fees will be used to complement technology needs of the students for their educational experience.

Facilities: Classroom space is available throughout campus. Designated OT instructional space will be on the second floor of Coleman and in Coleman 018. In addition to a “smart” classroom, the three instructional areas will be designated primarily for teaching laboratory experiences. Classes may also need to be scheduled in other university classrooms.

- b. Additional Resources: None

7. Describe other Program Strengths

- a. Special Features

The MS in OT presents an integrated approach to occupational therapy education, using a combination of didactic offerings: lectures, seminars, discussions; presentations from faculty, fieldwork educators, students, and clients; case studies, simulations, and instructional technology. Fieldwork opportunities will enhance occupation courses. The curriculum design will prepare students as entry-level therapists who will function effectively in the dynamic, ever changing, health and wellness environments within a diverse and multicultural society. The profession is dependent upon entry-level therapists who have developed critical reasoning skills, activity analysis skills, and the ability to adapt. Students will be



involved in the synthesis process, integrating self reflection, academic knowledge, experiential learning and clinical reasoning throughout the curriculum but emphasized in the reflective and research seminars..

- b. Collaborative Relationships between the Department of Occupational Therapy and other stakeholders include:
  - 1) The current Department of Occupational Therapy Fieldwork Coordinators collaborate with Fieldwork Educators within various health and community facilities that serve as sites for OT students. The Department of Occupational Therapy contracts with about 300 sites (e.g., acute and rehabilitation hospitals, behavioral health centers, school programs, long term care facilities, homeless and half way shelters). These fieldwork educators are engaged in the curriculum revision/review process. A long range plan will be developed in Spring 2004 for their continued involvement in the new curriculum.

#### Objectives for Community Fieldwork/Engagement

Having participated in a community system fieldwork experience, the student will:

1. Develop an awareness of community health and wellness concerns
2. Deploy with the various community agencies, intervention needed based on assessment
3. Take an active role in the agency' s programming for clients
4. Recognize the value of an interdisciplinary approach with many populations
5. Be a responsible, independent, problem-solving agent within the community setting
6. Identify the potential for occupational therapy interventions in the community

The goal is to facilitate civic engagement and awareness as the students develop as therapists. It is required that the MS in OT students have opportunities for scholarly contribution which occurs in the community. The Department of OT will work closely with current and future community sites.

- 2) The Department of Occupational Therapy will continue to collaborate with physicians from the IU School of Medicine to provide presentations to our students in various courses.
- 3) The Department will continue collaboration with community occupational therapists and health administrators through surveys to solicit feedback regarding performance of its students and graduates.
- 4) The Office for Service Learning at IUPUI: Department Chair and faculty will work together to evaluate service learning projects appropriate to the MS in OT curriculum and its civic engagement thread.

Fieldwork education is an integral part of the MS in OT curriculum and involves a significant investment on the part of fieldwork educators. The Fieldwork Coordinator is responsible for providing educational opportunities for the fieldwork educators in exchange for their involvement in educating IU OT students. Occasional site visits and regular communication will continue with fieldwork educators.

### C. Program Rationale

#### 1. Institutional Factors

- a. Compatibility with institution' s mission

The mission and objectives of the Master of Science in Occupational Therapy is congruent with the

mission of Indiana University, IUPUI, and the School of Health and Rehabilitation Sciences (SHRS).

Health care priorities of the state and nation are addressed in the MS in OT curriculum through the related activities of program faculty in teaching, research, service, and clinical practice. The MS in OT Program will collaborate with the health and life sciences initiative of the institution, as well as the priorities of the state and nation.

b. Planning Process

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) mandated they will only accredit entry-level OT programs at the post-baccalaureate level through January 1, 2007, that meet ACOTE Standards (ACOTE, 1999). In response to this mandate the IU OT Faculty began the planning process for offering a masters degree. Faculty discussed a curriculum design including unique features, themes, and curricula outcomes for a Master's Degree. In the Spring of 2003, a national search was initiated to recruit a Director for the Graduate Occupational Therapy Program to facilitate the conceptualization and creation of a graduate degree program.

The Indiana University's Occupational Therapy Program has a sustained history (since 1958) of graduating competent entry-level occupational therapists. This curriculum is a reflection of discussions among all stakeholders including students, fieldwork educators (clinical instructors), employers, faculty, clients served, and alumni. In addition, the Director of the Graduate OT Program made visits to other institutions of higher education that have professional OT programs with the benchmarking of the other institutions and feedback from the various stakeholders, the curriculum and proposal were written.

- c. The proposed MS in OT will use existing resources and require previously identified resources in order to maintain this new state of the art OT Curriculum which meets the Accreditation Standards.

2. Student Demand

a. Enrollment Projections

Enrollment is planned for 40 students per class based upon available program faculty and resources. The job market for occupational therapists continues to thrive. More than 90% of the IU baccalaureate OT students have been able to secure employment within three months after graduation. Tuition for the MS in OT at IU will be competitive. IU is one of two public universities in Indiana offering the professional education. University of Southern Indiana in Evansville is the other public institution; they admit 30 students per year. The third professional Program in Indiana is private, the University of Indianapolis, which admits approximately 25 students per year.

b. Enrollment and Completion Data

The MS in OT curriculum consists of 70-76 credit hours. The first class will have up to 25 students. Subsequent classes are planned to have up to 40 students. This program is projected to have financial stability.

3. Transferability

The MS in OT is a professional degree program which plans to confer the academic degree (MS) in Occupational Therapy.

#### 4. Access to Graduate and Professional Programs

After successfully completing the MS in OT, students will be well prepared for future study into advanced degree programs.

#### 5. Demand and Employment Factors

As reported earlier in this proposal the US Department Bureau of Labor Statistics (2002) reports an increased need for Occupational Therapists, in addition, Miller and Associates (2003) identifies Occupational Therapy as a critical occupation in healthcare delivery (attachments C and D). Many therapists have gone into community models such as day treatment centers, adult therapeutic day care, school systems, home health and assisted living facilities, often opening new jobs for themselves. This shift away from the medical model is predicted to continue. With the increased percentage of elderly persons in the general population, and Individuals with Disabilities Education Act (IDEA) reauthorization, there will be an increased need for occupational therapists. In fact, regional shortages of OTs (e.g., Terre Haute area), already exist.

#### 6. Regional, State, and National Factors

##### a. Comparable Programs in the State and Region

In Indiana, the University of Indianapolis has an accredited professional masters degree (MOT), a post- professional masters degree in Health Science (MHS), and a clinical doctorate in Occupational Therapy (OTD). The University of Southern Indiana (Evansville) has an accredited BS/MS program. Spalding University in Louisville, Kentucky has an accredited BS/MS program. Ohio State University, Western Michigan University, and Eastern Kentucky University have accredited programs; the University of Illinois at Chicago has a professional and post professional program, in addition, they offer a PhD in Disabilities Studies.

##### b. External Agencies

ACOTE is the accrediting body of the American Occupational Therapy Association for occupational therapy and occupational therapy assistant education programs. In order to sit for the National Board for Certification of Occupational Therapists, which is used for state credentialing (certification/licensure) throughout the US and its territories, one must have graduated from an accredited occupational therapy program. The Standards for an Accredited Educational Program for the Occupational Therapist were adopted by ACOTE in December, 1998, to be implemented by July 1, 2000. Accreditation entails a thorough self-study and a site visit based on the ACOTE Standards. The Indiana University occupational therapy program was re-accredited in March, 2003 with no deficiencies. After institutional and ICHE approval, no further ACOTE action will be required for the IU Occupational Therapy Program to move from BS OT to MS in OT because ACOTE accredits entry-level programs and does not concern itself with the degree being given at the university (e.g.: MOT, MS in OT, BS/MS, OTD) [attachment E].

#### D. Program Implementation and Evaluation

With the approval of this proposal, a marketing brochure will be developed and state-wide marketing will begin not only to the eight IU campuses but to the many liberal arts colleges around the state that may be agreeable to developing a pre-OT track in conjunction with one or more of their majors. Applications to the MS in OT will be accepted in Fall 2004 with the Charter class beginning in Fall 2005.

Program evaluation is an important and ongoing process for the Department of Occupational Therapy. The Program Evaluation System currently used in the baccalaureate degree will be modified for the graduate program. (attachments F and G)

E. Tabular Information Attached

1. Table 1: Enrollment and completion data
2. Table 2A & 2B: Cost and revenue data
3. Table 3: New academic degree proposal summary

## Demand and Employment Analysis

### 1. Geographic Region to Be Served.

The region served by IU MS in OT graduates will be central and northern Indiana. However; surrounding states, especially Illinois and Ohio will also be served. A few MS in OT graduates will travel to other states or choose to work abroad.

### 2. Review of Literature

During the past four years, annual surveys of OT graduates indicate that they gain employment shortly after graduation. According to a 2002 Bureau of Labor Statistics Industry Report, the employment growth of occupational therapists projected to 2010 will be faster than average, especially in the latter part of that period (attachment C). This trend is accounted for by the demand from a growing aging population. Several other trends were noted by the American Occupational Therapy Association (AOTA). A survey by the AOTA (2000) revealed that extended job opportunities in schools and early intervention programs improves the outlook for occupational therapy employment growth. In addition, a recommendation by the American Academy of Neurology (2000) to screen all children for developmental delays by occupational therapists and other health care providers reflects a trend of increased demand for occupational therapy professionals. According to the AOTA, many occupational therapists are expanding their practice beyond the medical model and establishing new professional specialties that provide further employment opportunities for new graduates. Due to a decrease in employment demands during 1998 and 1999, occupational therapy programs have experienced lower enrollment rates. This decrease in enrollment will translate into a shortage of occupational therapists in the next few years due to the projected employment growth and professional trends. As a result, a well established occupational therapy program is necessary to accommodate to the demand that is projected in the near future. The proposed MS in OT program will address the future demands for professionally trained occupational therapists in the State of Indiana and beyond.

### 3. Potential Employers

#### National

University of Louisville Hospital, Louisville, KY  
Cincinnati Public Schools, Cincinnati, OH  
Miami Valley Hospital, Dayton, OH  
Northwestern Memorial Hospital, Chicago, IL

#### Statewide

BMH Health Strategies @ Ball Memorial Hospital, Muncie  
Reid Hospital and Health Care Services, Richmond  
Parkview Hospital Health System, Fort Wayne  
Howard Community Hospital, Kokomo  
St. Mary=s Medical Center of Evansville, Inc., Evansville  
Bloomington Hospital, HealthSouth

#### Local and State markets:

Community Hospitals, Rehabilitation Hospital of IN, St. Vincent Hospital and Health Services, Clarian Health Partners, Township and Indianapolis Public School Systems , Integrated Health Services of Indianapolis at Cambridge, Manor Care Health Services, HealthCare Therapy Services, Regency Place, Midtown Partial Hospitalization Program, Wishard Hospital

4. Independent Needs Analysis:

See attachment D.

5. Program Experience

Doris Gordon, MS, MPH, OTR, FAOTA, former Director of Academic and International Affairs at the American Occupational Therapy Association, who is familiar with the IU Department of OT through her long-standing association with the current and past IU OT Department of OT Chairs, cited several universities, which she considered to be similar to IU, as having successfully made the transition in the OT Programs from a baccalaureate to a masters degree.

University of Minnesota

Western Michigan University

Ohio State University

University of New Mexico

State University of New York at:

Buffalo

Costa

Stony Brook

6. Expert Opinion

Doris Gordon also stated that it is the opinion of the AOTA National Office personnel that the market for OTs has turned the corner nationwide and that Indiana University should play a significant role in preparing students in Indiana for OT positions, especially in: home health, skilled nursing facilities (SNFs), community mental health, pediatric practice, and community health centers.

### References

Bureau of Labor Statistics. (2002). Employment outlook for occupational therapy. <http://stats.bls.gov/oco>

Miller, T.P. (2003). Demand for workers in Indiana=s health industries. Indiana Health Industry Forum.

Accreditation Council for OT Education, (1999). Standards for an accredited educational program for the occupational therapist. AJOT, 53, 575-582.

Gainer, F. (2003, June). Trends and issues in education, paper presentation, 83<sup>rd</sup> annual Conference of The American Occupational Therapy Association.

## **ATTACHMENTS**

- A OT Accreditation status change
- B Bureau of Labor Statistics Report (2002)
- C Critical Occupations in Healthcare Delivery
- D ACOTE accredits entry level programs at whatever post-baccalaureate level the university offers them; accreditation continues even if the level changes (e.g., BS to MOT; BS to MS in OT; BS to OTD)
- E. Comparison with Other Indiana Public Institutions Offering a MS in OT Degree

TABLE 3:  
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY  
26 February 2004

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Indianapolis  
 Program: Master of Science in Occupational Therapy  
 Proposed CIP Code: 512306  
 Base Budget Year: 2003-04

	<u>Year 1</u> <u>2005-06</u>	<u>Year 2</u> <u>2006-07</u>	<u>Year 3</u> <u>2007-08</u>	<u>Year 4</u> <u>2008-09</u>	<u>Year 5</u> <u>2009-10</u>
Enrollment Projections (Headcount)	25	65	80	80	80
Enrollment Projections (FTE)	41	103	125	125	125
Degree Completion Projection	0	25	40	40	40
New State Funds Requested (Actual)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New State Funds Requested (Increases)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for Recommendation (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds to be Considered for Recommendation (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

CHE Code: \_\_\_\_\_  
 Campus Code: \_\_\_\_\_  
 County Code: \_\_\_\_\_  
 Degree Level: \_\_\_\_\_  
 CIP Code: \_\_\_\_\_

Comment: \_\_\_\_\_



Campus: Indiana University-Purdue University Indianapolis  
Program: Master of Science in Occupational Therapy  
Date: 26 February 2004

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS  
Annual Totals by Fiscal Year (Use SIS Definitions)

	<u>Year 1</u> <u>2005-06</u>	<u>Year 2</u> <u>2006-07</u>	<u>Year 3</u> <u>2007-08</u>	<u>Year 4</u> <u>2008-09</u>	<u>Year 5</u> <u>2009-10</u>
A. Program Credit Hours Generated					
1. Existing Courses	400	715	760	760	760
2. New Courses	575	1745	2240	2240	2240
Total	975	2460	3000	3000	3000
B. Full-time Equivalents (FTEs)					
1. Generated by Full-time Students	41	103	125	125	125
2. Generated by Part-time Students	0	0	0	0	0
Total	41	103	125	125	125
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	41	103	125	125	125
C. Program Majors (Headcounts)					
1. Full-time Students	25	65	80	80	80
2. Part-time Students	0	0	0	0	0
Total	25	65	80	80	80
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	25	65	80	80	80
5. In-State	25	65	80	80	80
6. Out-of-State	0	0	0	0	0
D. Program Completions		25	40	40	40

Campus: Indiana University-Purdue University Indianapolis  
Program: Master of Science in Occupational Therapy  
Date: 26 February 2004

TABLE 2A:  
TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2005-06	FTE	2006-07	FTE	2007-08	FTE	2008-09	FTE	2009-10
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	0.0	\$	0.0	\$	0.0	\$	0.0	\$	0.0	\$
2. Other Existing Resources		0		0		0		0		0
3. Incremental Resources (Table 2B)		\$ 395,700		\$ 998,400		\$ 1,217,500		1,217,500		1,217,500
TOTAL		\$ 395,700		\$ 998,400		\$ 1,217,500		\$ 1,217,500		\$ 1,217,500
B. Sources of Program Revenue										
1. Reallocation		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
2. New-to-Campus Student Fees		253,500		639,600		780,000		780,000		780,000
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		142,200		358,800		437,500		437,500		437,500
b. Other State Funds		0		0		0		0		0
TOTAL		\$ 395,700		\$ 998,400		\$ 1,217,500		\$ 1,217,500		\$ 1,217,500

Campus: Indiana University-Purdue University Indianapolis  
Program: Master of Science in Occupational Therapy  
Date: 26 February 2004

TABLE 2B:  
DETAIL ON INCREMENTAL OR  
OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2005-06	FTE	2006-07	FTE	2007-08	FTE	2008-09	FTE	2009-10
1. Personnel Services										
a. Faculty	3.0	\$ 329,500	8.0	\$ 810,800	8.0	\$ 810,800	8.0	\$ 810,800	8.0	\$ 810,800
b. Support Staff	1.0	41,800	2.0	78,900	2.0	78,900	2.0	78,900	2.0	78,900
c. Graduate Teaching Assistants	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total Personnel Services		371,300		889,700		889,700		889,700		889,700
2. Supplies and Expense										
a. General Supplies and Expense		\$ 15,000		\$ 40,000		\$ 125,300		\$ 125,300		\$ 125,300
b. Recruiting		5,900		0		0		0		0
c. Travel		3,000		9,400		12,000		12,000		12,000
d. Library Acquisitions		500		500		500		500		500
Total Supplies and Expense		24,400		49,900		137,800		137,800		137,800
3. Equipment										
a. New Equipment Necessary for Program										
b. Routine Replacement										
Total Equipment		\$ 0		\$ 58,800		\$ 190,000		\$ 190,000		\$ 190,000
4. Facilities		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
5. Student Assistance										
a. Graduate Fee Scholarships		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
b. Fellowships		0		0		0		0		0
Total Student Assistance		\$ 0		\$ 0		\$ 0		\$ 0		\$ 0
Total Incremental Direct Costs		\$ 395,700		\$ 998,400		\$ 1,217,500		\$ 1,217,500		\$ 1,217,500

## REVIEW OF PROPOSAL FOR MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Documents reviewed: Summary of New Degree Program Proposal, Abstract, Enrollment and completion data, and cost and revenue data

### Summary:

The School of Health and Rehabilitation Science has had a long history of offering a BS degree in Occupational Therapy on the IUPUI campus. The school now wishes to transition to an MS degree much like they moved their physical therapy program to an MS and then ultimately to a doctorate in the last few years. This decision is based on both the school's plan to be exclusively a graduate school and national accrediting standards that dictate all entry level occupational therapist have post-baccalaureate degrees by January of 2007.

There is a growing need for occupational therapist in the health care delivery system and a strong job market should exist for many years. There is only one other state school (University of Southern Indiana) that offers this program and their enrollment is both modest and not integrally affiliated with a major hospital or health care center. The proposed program will obviously be important to the health science mission of Indiana University, IUPUI, and Central Indiana.

While the number of hours proposed to complete the program seems inordinate for an MS program (70-76), the curriculum is carefully integrated to include lectures, seminars, fieldwork, case studies, and simulations. All graduates must make a scholarly contribution through a thesis or a special project completed by small groups and supervised by experienced researchers. Instructional space and resources are either currently available or can be provided for by the school.

The school has a rather ambitious plan to add up to eight new faculty members for the program, but enrollment projections, enrollment change funding, and presumably a differential tuition should provide funding for the faculty lines.

Recommendation: Accept without revision