

Graduate Affairs Committee
April 27, 2004
3:30 p.m. - 5:00 p.m.
UL 1126

AGENDA

1. Approval of the minutes for March 23, 2004 Queener
2. Vice Chancellor's Report.....Brenner
3. Associate Dean's Report..... Queener
 - a. Change in drop/add policy
4. IU Dean's Report.....Slattery
5. Purdue Dean's Report.....Story
6. Graduate Office Report..... Queener
 - a. Staff changes
 - b. Student admissions/student records
7. GSO Report..... Carroll
8. Committee Business.....
 - a. Fellowship Subcommittee
 - b. Curriculum Subcommittee
6. Discussion..... Queener
 - a. Ph.D. Minor in Sociology
 - b. Social Work Minor Follow up
 - c. M.S. in Education – Revisions
 - d. Health Sciences Patient Centered Outcomes Graduate Certificate
 - e. Dual Degree: Philosophy M.A. / Law J.D.
 - f. Ph.D. Medical Neurobiology – credit hour reduction
9. New Business.....
10. Next Meeting (May 25) and adjournment

Graduate Affairs Committee
April 27, 2004
Minutes

Present: William Bosron, Mark Brenner (co-chair), David Ford, Jeffrey Grove, Ain Haas, Tony Stamatoplos (filling in for Dolores Hoyt), Andrew Hsu, Martel Plummer, Sherry Queener (co-chair), Pat Rogan, John Slattery, Nicholas Kellum, Joanne Warner, Kathryn Wilson, Marianne Wokeck

Staff: Monica Henry

Guests: Michael Burke, Department of Philosophy
 George Edwards, School of Law
 John Hill, School of Law
 Kenny Crews, School of Law

Approval of the minutes - Dr. Queener

Minutes from the March 23, 2004 meeting were approved.

The data from IMIR regarding the post-baccalaureate enrollment is posted on the GAC website. Professional enrollment over the last five years (1999 – 2003) increased by 50 students, doctoral students increased by 12 students, master's enrollment has increased by 1423 students, and certificate programs increased by 69 students.

Vice Chancellor's Report – Dr. Brenner

Dr. Brenner noted that Susan Sutton had requested “all hands on deck” on processing international student applications in an effort to be as competitive as possible recruiting these students.

Dr. Brenner, Dr. Queener, and Dr. Slattery will be attending the CIC Graduate Dean's Meeting being held at Purdue University - West Lafayette, May 3rd and 4th. There is some concern among the Big Ten Institutions regarding International student applications and admits; many universities are down 15 to 25%. Dr. Brenner asked the members of the GAC where their schools were with regards to international applications and admits compared to last year. Most of the members indicated that their applications and admits have remained steady. The School of Law indicated that their applications and admits were up. Dr. Brenner asked those who were unsure to send a note regarding their numbers to either Dr. Queener, Dr. Slattery, or himself. Dr. Brenner noted that IUPUI's active international recruitment could be the reason why the campus is remaining steady with regards to international applications and admits, while the other institutions are lagging behind.

The next GRE Board meeting will take place at the end of June. Dr. Brenner requested feedback regarding the changes to the GRE, in particularly the analytical writing portion of the test. The student essays are now available to the departments. Dr. Brenner asked the schools to begin tracking the analytical scores in an effort to see if scores on this portion of the test are a better indicator of success.

The GRE verbal test will be revised with more emphasis on reading and interpreting rather than quick answers. The revisions should make it harder for test takers to violate the test and provide a better assessment of the individual's ability.

Associate Dean's Report – Dr. Queener

Dr. Queener stated that the Graduate Council approved the Ph.D. in Informatics which will be an IUPUI and Bloomington degree. The M.A. in Political Science was approved by the Graduate Council and cited as a model proposal. The M.S.D. proposal for a no-thesis option was presented and is now official. Dr. Queener also stated that the Policy on Mentoring was approved at the Graduate Council and can be found on the GAC website. Dr. Queener and Dr. Slattery asked for the GAC members to review the Policy on Mentoring and submit suggestions or comments to them. Dr. Queener stated that there were changes recommended on how Graduate Faculty at IU are to be nominated; this proposal will be circulated in the near future.

IU Dean's Report – Dr. Slattery

The discussion with regards to Graduate Faculty is to evolve the actual election of Graduate Faculty to individual units. The Graduate Faculty proposal that is being considered now will be circulated to deans, chairs, chancellors, and directors of graduate programs. Currently the Graduate Faculty process is two-tiered; the biggest change for this campus is that the responsibility for electing an individual for Graduate Faculty status will be campus, unit, department, and program specific. All tenure track faculty would automatically be awarded Graduate Faculty status. There can be an endorsement added to the Graduate Faculty to chair a Ph.D. supervisory / dissertation committee. The endorsement could be made in two ways, one by action taken in the program authorized to offer the Ph.D., the second way would be for smaller campuses. There are two routes for smaller campuses to elect Graduate Faculty, one would be election through a program at another campus that would offer the doctorate; the second way is to keep the apparatus that is now present in the Graduate School, which would come into operation only when a nomination is made for someone who is not in a program that is offering Ph.D.s. This new concept has been approved by the University Graduate Council (not approved for enactment) and will be circulated. Dr. Wilson asked whether the Purdue University Graduate Faculty status would carry over to Indiana University; Dr. Slattery stated that he did not see a problem with this. Dr. Wilson also noted that tenure status does not equate to Graduate Faculty status at Purdue University. Dr. Slattery stated that he would speak with Dr. Story about a more uniform process. There will be another avenue for non-tenure track faculty (e.g. research faculty) that might appropriately hold Graduate Faculty status; Graduate Faculty status would run parallel with their appointment.

The student health insurance provider will now be The Chickering Group. This change will save the IUPUI campus \$75,000 annually, and Bloomington \$400,000 a year. Students will be able to choose preferred providers through the Aetna Network. A voluntary program, a choice between Chickering and Mega Life, will be discussed in the near future.

In Bloomington there is \$500 in non-remittable fees per semester per student. As People Soft comes online in the Bursar's Office it will be possible for Graduate Student Appointees to have the non-remittable fees deducted from their paychecks over the semester appointment. In the

past student payments were due before their first paycheck. Dr. Slattery stated that if this is an issue on the IUPUI campus perhaps the campus can implement the same solution as Bloomington.

Bloomington is continuing to pursue dental and vision insurance coverage for Graduate Student Appointees.

Next academic year Bloomington will run a beta test in online dissertation submission. Submitting dissertations online would be cost neutral to the university and to the student. There will always be a hard copy and micro-film backup.

Purdue Dean's Report – Dr. Story

Dr. Story was not able to attend the meeting. The Search and Screen Committee for the new Graduate School Dean is still active.

Graduate Office Report – Dr. Queener

Ketha Troutman is a new staff member in the Graduate Office. The addition will free up one individual to focus on data entry. The Graduate Office has also lost a part-time work study student.

The Hooding Ceremony will take place on Mother's Day, at the Westin Hotel.

There is a change in the tuition forfeiture policy, other wise known as drop/add. In the past if a student dropped three credit hours and added three credit hours after the 100% refund period, a new bill and refund would not be issued because the transaction would be considered a wash. With People Soft a refund will be issued, as will a new bill, meaning that the student would receive only the refund associated with the time period that they dropped (100%, 75%, 50%, etc.). The student would be required to pay the full tuition and a late fee. Dr. Slattery stated that the Bloomington campus is addressing this issue. Dr. Queener stated that the Graduate Office is working with Becky Porter in an effort to minimize the impact of this policy if it is implemented. Dr. Queener also asked the GAC members to inform their advisors of this change so that they may advise their students to make changes prior to the end of the 100% period.

The Office of International Affairs has alerted the Graduate Office that they are seeing more and more students who have been accepted and due to visa difficulties are unable to make it to the United States, and thus to IUPUI. As a result of the delay TOEFL scores are out dated; it is recommended that TOEFL scores are good for up to two years. Dr. Queener has worked with the Office of International Affairs in an effort to accept scores up to three years old, if the scores were originally acceptable. Departments and Programs will have ultimate say and can reject scores older than two years. Dr. Queener will work with programs and students individually regarding any scores older than three years old.

GSO Report – Michelle Carroll

The GSO representative was unable to attend the meeting. GSO elections have taken place and the new GSO president is Kristi Reuille. The GSO has reviewed the guidelines for the

Educational Enhancement Grants, and revised the criteria in an effort to be more competitive. Currently the GSO is spending more money than they are receiving through activity fees.

Committee Business

Fellowship Subcommittee – Dr. Queener

University Fellowship offers were extended to 27 Masters Degree applicants and 21 PhD applicants. Twenty-one Masters Degree applicants have accepted the University Fellowship offer and nine Ph.D. applicants have accepted the University Fellowship offer. Nine people did not respond to the offer by the April 15th deadline. There was a strong response from Masters Degree applicants and a low response from PhD applicants. Dr. Queener stated that if there are in fact only 9 Ph.D. applications there may be a second round of Ph.D. nominations.

Twenty-six students applied and received Travel Fellowships this semester.

The GSO awarded monetary support to 70 students who applied for EEG funding. The GSO allocated \$10,700 for support for conference attendance, training/skill development, presentations, and research.

Curriculum Subcommittee – Dr. O’Palka

The Subcommittee met on April 22nd and approved 1 course change, 2 new courses from the School of Medicine, and 3 from Public Health. Dr. O’Palka reminded the GAC that revised curriculum instructional materials are available on the Graduate Office website. The Subcommittee should meet again in May, and possibly in June.

Program Approval

Ph.D. Minor in Sociology

The proposal and a review were made available to the GAC prior to the meeting. Dr. Ain Haas, a co-author of the proposal, noted that inconsistency with regards to the individual readings courses was simply a misstatement. There will be a maximum of 1 individual readings course for the Ph.D. minor. Text will be added explaining the difference between the Ph.D. minor in Bloomington from the IUPUI minor. Dr. Haas noted that the reviewer was concerned about the lack of a listing of approved courses available to the students. The reason for not adding a course listing is to allow maximum flexibility rather than requiring certain courses. The reviewer also had a question as to whether or not the Ph.D. students would have additional assignments over and above what the masters students will be required to do. Dr. Haas stated that there is no distinction between masters and Ph.D. level courses; the minor requirements state that courses below the 500 level will not be accepted. The committee approved the proposal.

Social Work Minor Follow Up

The Social Work minor was formally approved by the GAC at the November 2003 meeting. A revised version of the minor proposal has been submitted to the Graduate Office. The proposal now provides a more focused list of courses. The 12 credit minor will include either S730 or S740, 1 additional 700 level course from a list of 8, and any 500 to 600 level Social Work course can be taken with the approval of the MSW director and instructor.

LL.M. Intellectual Property Law Track

The proposal, two reviews, and a response to those reviews from the School of Law were made available to the GAC. One reviewer recommended that the proposal be approved without modification, and the second review included a few suggestions. Dr. Kenny Crews from the School of Law was present to respond to the reviews. The proposal for the LL.M. track in Intellectual Property builds on existing developments in the Law School and some of the work that Dr. Crews and others have been doing in intellectual property on the IUPUI campus. Dr. Crews provided the committee with a revised version of the proposal. Dr. Slattery inquired as to the number of Graduate Faculty members. Dr. Crews stated that with the establishment of the Intellectual Property Center at the Law School, the school will be able to pursue some commitments for funding, and a large portion of the funding will go towards additional faculty. Dr. Queener inquired if the LL.M. students would be able to take advantage of the Law School's focused ESL program. Professor Grove stated that the international LL.M. students would be a part of the Law School's ESL program. The committee approved this proposal.

LL.M. International Human Rights Law Track

The proposal, two reviews, and a response to those reviews from the School of Law were made available to the GAC. One reviewer recommended that the proposal be approved without modification, and the second review included a few comments and questions. Professor George Edwards, Director of the International Human Rights Law, was available to answer questions, and presented 5 letters of support to the GAC. Professor Edwards noted that he created the International Human Rights Law program 7 ½ years ago, and the LL.M. track builds on the existing program. The committee approved this proposal.

M.S. in Education – Revisions

The proposal and two reviews were provided to the GAC prior to the meeting. This is 36 hour M.S. degree. The layout of the program is provided in Table II of the proposal. The program is divided in three sections, a Systemic Issues area, an Inquiring area, and then a Teaching and Learning (Specialized Studies) area. Both reviewers asked for clarification of the tracks. The reviewers were not clear on how the existing tracks in the masters degree would be impacted by this. One reviewer asked if Education Leadership and Counselor Education were included in this framework. Dr. Pat Rogan stated that Education Leadership and Counselor Education are not included in this proposal. Dr. Rogan stated that the School of Education has an existing curriculum and instruction framework which all the other masters programs flow into. The School of Education believes that the existing framework is not particularly thoughtful or cohesive for students. The new M.S. framework builds on the existing certificate in Community Building and Urban Education, and the connection can be seen in Table II. Dr. Rogan stated that she will expand on the rationale within the proposal. A reviewer inquired as to the choice of research courses, Y535 or Y520. The School of Education would like update the proposal and list Y510 Action Research or Y520, removing Y535. Dr. Rogan stated that it would be up to the program design and the faculty advisor to determine which of the Inquiry-Based Seminars could be omitted. The same stipulation in the existing framework for the Specialized Study will remain, allowing people to design their program of study according to their own interest. A reviewer asked if there will be new courses available under the new Urban Education concentration. Dr. Rogan stated that the School of Education would like to continue their

dialogue with SPEA, Social Work, and Nursing, and others to identify those classes that would be appropriate. Those courses would be identified prior to launching the new program. Dr. Rogan stated that there are multiple searches taking place for new faculty members, and several positions have been filled. The final question was about course W505, which had been listed on the website as F505; this will be changed. Dr. Haas inquired about Language Education. Dr. Rogan stated that Language Education is included in the proposal and it will be added to the narrative. The committee approved the proposal with minor revisions.

Health Sciences Patient Centered Outcomes Graduate Certificate

The proposal and two reviews were provided to the GAC prior to the meeting. The proposal is for a 12 credit hour certificate. The certificate is constructed so that all the courses could be applied toward the M.S. in Therapeutic Outcomes Research or the M.S. in Health Sciences. One reviewer brought up some administrative concerns, and the second review had a few questions about content. Dr. Mac Kinnon stated that this was the second time the reviewers reviewed the proposal and that she made the revisions that the first reviewer suggested but had not received the second review prior to the meeting. The second reviewer brought up a course attendance requirement concern regarding course INFO I530, which is not compatible with the distance learning platform. Dr. Mac Kinnon noted that this course will be offered online and the syllabus will be revised to reflect this. The need for the certificate was also a concern. Dr. Mac Kinnon noted that there was a review of similar programs, and there is no evidence of career advancement or salary increase. Employers are interested in individuals who have knowledge and expertise in therapeutic outcomes. This will be made clear to prospective students. The goal is to filter students through the certificate into the masters programs. The committee approved the proposal.

Dual Degree: M.A. in Philosophy / J.D.

The M.A. in Philosophy (concentration in bioethics) and the J.D. (concentration in health law) are both existing and independent degrees. If the degrees were taken independently it would equate to 120 credits; the dual degree will consist of 108, saving the students 12 credit hours and 1 year. The key is that P803 satisfies both the thesis requirement for the masters degree and the writing requirement for the J.D. This proposal does not need official approval by the GAC since the degrees are existing. The committee endorsed the joint offering of the M.A. in Philosophy and the J.D.

Ph.D. Medical Neurobiology – Credit Hour Reduction

The School of Medicine, Department of Medical Neurobiology would like to decrease their Ph.D. credit hours from 45 to 36. This request has been through the Curriculum Committee in the School of Medicine and the Curriculum Committee within the Medical Neurobiology program. Dr. Queener noted that this is a trend in the School of Medicine. This proposal will be forwarded to Bloomington. Dr. Slattery noted that he believes that this could be a simple notification to the Graduate School, that there are no real gains by a central review of a change like this. Dr. Queener stated that the goal is to ensure that the request is consistent with campus policy.

New Business

At the May meeting approximately 25 minutes will be set aside at the end of the meeting for the Brenner Review Committee. Dr. Wocke stated that a questionnaire will be distributed to all faculty members and that the interview will be along the same lines as the topics in the questionnaire. The goal is to speak to individuals who have worked with Dr. Brenner's office on graduate affairs.

Next meeting date

August 24, 2004

Meeting adjourned at 4:45 PM

IUPUI Degree Enrollment by Program Level: Fall Semesters 1999 – 2003

Level	1999	2000	2001	2002	2003
Certificate	143	194	182	202	212
Masters	2230	2353	2635	2965	3653
Doctoral	277	278	254	253	289
Professional*	2380	2373	2354	2389	2432
Grand Total	5030	5198	5425	5809	6586

*The Professional category contains MD, JD, DDS, and students within Health & Rehab Sci.

IUPUI Graduate Degree Enrollment by School and Level: Fall Semesters 1999 – 2003

School	Level	1999	2000	2001	2002	2003
Business (Columbus)	Masters			10	31	42
Continuing Studies	Masters	31	35	47	50	56
Dentistry	Masters	114	111	116	103	105
	Doctoral	12	13	14	12	10
	Professional	389	395	401	405	407
Education	Certificate				1	
	Masters	210	205	220	336	371
	Doctoral	33	40	32	27	37
Engineering & Technology	Masters	78	93	103	116	120
	Doctoral	2	1	1	1	
Graduate School (Other)*	Masters	12	11	6	8	7
Health and Rehabilitation Sciences	Masters	3	10	14	20	29
	Professional				23	60
Herron School of Art	Masters	6	4	4	7	6
Informatics	Masters	50	64	86	96	107
Journalism	Masters	6	3	5	4	2
Kelley School of Business	Masters	355	428	544	559	867
Law	Certificate	4	3	4	2	3
	Masters				10	30
	Professional	880	859	848	863	856
Liberal Arts	Certificate			3	10	26

	Masters	87	88	100	128	163
Library & Info Science	Masters	150	168	180	247	284
	Doctoral	2				
Medicine	Certificate				7	14
	Masters	133	137	140	141	191
	Doctoral	123	120	114	122	138
	Professional	1111	1119	1105	1098	1109
Music	Masters	10	11	18	25	27
Nursing	Masters	185	186	186	188	252
	Doctoral	37	31	29	27	26
Physical Education	Masters			9	21	17
Public & Environ Affairs	Certificate	139	188	175	182	169
	Masters	220	247	251	265	298
Science	Certificate		3			
	Masters	193	162	193	235	239
	Doctoral	62	64	55	58	68
Social Work	Masters	387	390	403	375	440
	Doctoral	6	9	9	6	10

*All other Graduate School students are listed within the schools housing the discipline

IUPUI Graduate Degree Enrollment by School, Level, and Program: Fall Semesters 1999 – 2003

School	Level	Program	1999	2000	2001	2002	2003	
Business (Columbus)	Masters	FINANCE-MBA-CO			1	1	1	
		GEN ADMIN-MBA-CO			9	30	41	
Continuing Studies	Masters	ADULT EDUCATION-SCS	31	35	47	50	56	
Dentistry	Masters	DENTAL DIAGNOSTIC SCI	3	1	1			
		DENTAL MATERIALS	1	2	1		1	
		ENDODONTICS	6	6	6	6	6	
		MAXILLO-FACIAL PROSTH						1
		OPERATIVE DENTISTRY	16	15	17	11	13	
		ORAL SURGERY	8	7	10	11	12	
		ORTHODONTICS	16	17	15	14	17	
		PEDIATRIC DENTISTRY	12	13	14	17	19	
		PERIODONTICS	23	22	21	18	16	
		PREVENTIVE DENTISTRY	5	3	3	1	1	
		PROSTHODONTICS	24	25	28	25	19	
		Doctoral	DENTAL SCIENCE-PHD	12	13	14	12	10
		Professional	DENTAL SURGERY-DDS		101	200	298	398
DENTISTRY-IN	389		294	201	107	9		
Education	Certificate	SCHOOL ADMINISTRATION				1		
	Masters	BUSINESS EDUCATION-ED	1					
		COL STUDENT PERS ADMIN	5	2				
		COUNSELING		1	1		2	
		COUNSELING/COUNSELR ED	90	92	91	103	91	
		COUNSELING/HUMAN SVCS			1	1		
		DISTRIBUTIVE EDUCATION			1	1		
		EDUCATIONAL PSYCHOLOGY	1	2	1	2		
		ELEMENTARY EDUCATION	21	23	22	68	104	
		HIGHER EDUCATION	3	5	3	6	4	
		HIGHER EDUCATION-MSED	1	2	1	4	5	
		INSTRUCTIONAL SYS TECH	3	2	1		1	
		INTL AND COMPAR EDUC		1				
		LANGUAGE EDUCATION	13	10	7	13	13	
		SCHOOL ADMINISTRATION	23	21	29	35	33	
		SCIENCE EDUCATION			1	1	1	
		SECONDARY EDUCATION	20	20	33	62	69	
		SOCIAL STUDIES	1			2	1	
		SPECIAL EDUCATION	18	12	13	27	39	
		STDNT AFFAIRS ADM-MSED	3	6	8	7	8	
		TEACHER CERTIFICATION	7	6	7	4		

School	Level	Program	1999	2000	2001	2002	2003
Education (Grad School)	Doctoral	HIGHER EDUCATION	15	16	11	10	10
		INSTRUCTIONAL SYS TECH			1	1	
		LANGUAGE EDUCATION		2	2		
		SCHOOL ADMINISTRATION	5	4	3	4	4
		SPECIAL EDUCATION		1			
	Doctoral	CURRICULUM & INSTRUCTION	5	6	2	4	6
		HIGHER EDUCATION	5	7	11	6	12
		INSTRUCTIONAL SYS TECH	1	4	1	1	4
LANGUAGE EDUCATION		2		1	1	1	
Engineering & Technology	Masters	BIOMED ENGR-MS-PURDUE	1	4	6	11	11
		ELEC/CMPTR ENGR-MS-PU	1	4	29	22	43
		ELECTRL ENG-MSE-PURDUE		9	23	19	14
		ELECTRL ENGR-MS-PURDUE	39	37	7	18	11
		ENGR GENERAL-MS-PURDUE		3	7	5	3
		INDUS ENGR-MS-PURDUE		2	1		
		INTRDSP ENG-MSE-PURDUE	1	1	1	1	
		INTRDSP ENGR-MS-PURDUE	1				
		MECHNCL ENG-MSE-PURDUE	1	5	9	8	6
	MECHNCL ENGR-MS-PURDUE	34	28	20	32	32	
Doctoral	BIOMED ENGR-PHD-PURDUE	2	1	1	1		
Graduate School (Other)	Masters	Graduate School	12	11	6	8	7
Health and Rehabilitation Sciences	Masters	HLTH SCIENCES EDUC-MS	2	6	7	15	24
		NUTRITION & DIETETICS		2	5	2	3
		PHYSICAL THERAPY-MS	1				
	THERAP OUTCOMES RES-MS		2	2	3	2	
Professional	PHYSICAL THERAPY-DPT				23	60	
Herron School of Art	Masters	ART EDUCATION (HERRON)	6	4	4	7	6
Informatics	Masters	INFORMATICS-BIO-MS			11	30	31
		INFORMATICS-CHEM-MS			1	3	5
		INFORMATICS-HCI-MS					12
		INFORMATICS-HEALTH-MS			3	6	13
		MEDIA ARTS & SCI-MS	50	64	71	57	46
Journalism (Grad School)	Masters	JOURNALISM	6	3	5	4	2
Kelley School of Business	Masters	ACCOUNTING-MBA			1		1
		ACCOUNTING-MPA	4		93	143	144
		ACCOUNTING-MS	29	71	4		2
		BUSINESS ADMIN-DMBA	14	52	141	113	361
		FINANCE	1				

School	Level	Program	1999	2000	2001	2002	2003	
		FINANCE-MBA	63	79	80	83	38	
		FINANCE-MS					34	
		GENERAL ADMINISTRATION	244	225	225	220	257	
		GLOBL SUP CHAIN MGT-MS					17	
		MARKETING-MBA		1				
		STRATEGIC MGMT-MS					11	
		VENTR & TECH MGMT-MBA					2	
Law	Certificate	AMERICAN LAW-CERT	4	3	4	2	3	
	Masters	AMERICAN LAW (LLM-LAW)				10	30	
	Professional	LAW	880	859	848	863	856	
Liberal Arts (Grad School)	Certificate	GEOGRAPH INFO SCI-CERT			2	4	6	
		MUSEUM STUDIES-CERT-GR					6	
		TCH ENGL SEC LANG-CERT			1	6	14	
	Masters	ANTHROPOLOGY		1		1		
		APPL COMMUNICATION-MA						4
		ECONOMICS	17	16	22	21	24	
		ENGLISH	16	16	13	23	32	
		GEOGRAPHIC INFO SCI-MS					2	
		GEOGRAPHY		1				
		HISTORY	31	28	26	23	32	
		PHILANTHROPIC STDS-MA	22	26	35	50	51	
PHILOSOPHY						1		
SOCIOLOGY	1		4	6	8			
SPANISH				4	9			
Library & Info Science	Masters	INFORMATION SCI-SLIS	34	26	33	27	13	
		LIBRARY & INFO SCIENCE	10	7	4	5	3	
		LIBRARY SCIENCE	106	135	143	215	268	
	Doctoral	LIBRARY & INFO SCIENCE	2					
Medicine	Masters	BEHAVIORL HLTH SCI-MPH	13	23	29	24	35	
		BIostatISTICS-MPH		2	1	2	2	
		ENVIR HLTH SCI-MPH		2		4	3	
		EPIDEMIOLOGY-MPH	30	31	26	32	41	
		HLTH POLICY/MGMT-MPH	5	7	5	6	6	
		MED/ENDOCRINOLOGY	1	1				
		MEDICAL SCIENCE		16	28	20	21	
		MEDICINE-GRAD	24	5				
	Professional	MEDICINE	1111	1119	1105	1098	1109	
Medicine (Grad School)	Certificate	BIOTECHNOLOGY-CERT				7	14	

School	Level	Program	1999	2000	2001	2002	2003
	Masters	ANATOMY	2				1
		BIOCHEMISTRY-GRAD	5	4	4	6	4
		CLINICAL RESEARCH-MS					15
		MEDICAL GENETICS	13	12	15	12	14
		MEDICAL NEUROBIOLOGY	1	2	3	1	2
		MEDICINE-GRAD	1				
		MICROBIOL & IMMUNOLOGY		1			
		PATHOLOGY	3	3	5	4	9
		PHARMACOLOGY	4	3	2	3	7
		PHYSIOLOGY	28	23	19	25	29
		TOXICIOLOGY	3	2	3	2	2
	Doctoral	ANATOMY	9	9	8	11	12
		BASIC MED SCI-UNDECLRD	2	1			3
		BIOCHEMISTRY-GRAD	33	35	28	32	38
		MEDICAL BIOPHYSICS	4	2	3	1	1
		MEDICAL GENETICS	7	7	6	6	8
		MEDICAL NEUROBIOLOGY	16	22	19	16	16
		MICROBIOL & IMMUNOLOGY	25	24	25	28	24
		PATHOLOGY	4	3	3	6	7
		PHARMACOLOGY	10	8	11	11	9
		PHYSIOLOGY	12	9	11	11	17
TOXICIOLOGY	1				3		
Music	Masters	MUSIC TECHNOLOGY-MS	10	11	18	25	27
Nursing	Masters	ACUTE CARE NURS PRCTNR	1	11	11	12	12
		ADULT PSYCHIATRIC NURS	9	11	15	15	15
		C/A PSY/MNTL HLTH NURS	5	8	7	6	5
		COMMUNITY HLTH NURSING	1	2	4	10	19
		FAMILY NURSE PRACT-MSN	40	44	37	29	43
		NEONATAL NURSE PRACTNR					9
		NURS OF CHILDRN AT RISK	3	1	2		
		NURSE ADULTS-BIODIS	28	19	10		
		NURSING ADMINISTRATION	26	21	24	26	25
		NURSING OF ADULTS	9	9	11	23	40
		PEDIATRC CLIN NURS/SPC	1	4	4	4	10
		PEDIATRC NUR PRACTITNR	14	14	16	18	23
		PRIMARY HEALTH CARE	40	32	33	30	38
		UNDECIDED NURSING	1				
		WOMENS HEALTH	7	10	12	15	12
	Doctoral		ADM ACAD NURS PROG	2	2		

School	Level	Program	1999	2000	2001	2002	2003
		ADM OF NURSING SVCS	2	1	1	1	1
		HLTH PLAN/HLTH COMM	4	2	3	2	1
		NURSING SCIENCE-PHD	2	2			
		NURSING SYNTHESIS	5	3	1	1	
		PSYCH-MNTL HLTH NURSG	2	1	2	2	
Nursing (Grad School)	Masters	NURSING SCIENCE-PHD					1
	Doctoral	NURSING SCIENCE-PHD	20	20	22	21	24
Physical Education	Masters	PHYSICAL EDUCATION			9	21	17
Public & Environ Affairs	Certificate	HAZARD MAT MGMT-CERT	9	12	9	9	7
		HEALTH SYS MGMT-CERT	12	17	19	25	26
		NONPROFIT MGMT (SPEA)	2				
		NONPROFIT MGMT-CERT	9	22	13	21	37
		PUBLIC MANAGEMENT			5	14	5
		PUBLIC MANAGEMENT-CERT	107	137	129	113	94
	Masters	APPLIED ECOLOGY					1
		COMPAR & INTL AFFAIRS				1	
		CRIMINAL JUSTICE-SPEA	13	8	9	14	19
		ECONOMIC DEVELOPMT-MPA				1	1
		ENV MANAGEMENT	12	9	6	6	5
		ENVIR & NATL RES MGMT	1				1
		ENVIRON HLTH-PUB HLTH			2		
		ENVIRONMENTAL PLNG-MP	2	5	6	6	5
		ENVIRONMENTAL SCIENCE	1	2	2	1	1
		EPIDEMIOLOGY-MPH			1		
		HAZARD MAT MGMT-CERT	1	1	1	1	
		HAZRD MTLs MGT-MS-SPEA	1	1	1	1	
		HEALTH ADMINISTRATION	32	40	39	41	43
		HEALTH SYS MGMT-CERT	2	3			
		HLTH SYS ADM & POL-MPA		1	1		
		MGMT OF PUBLIC AFFAIRS					1
		NONPROFIT MGMT (SPEA)	32	44	58	72	74
		PLANNING-SPEA-MP					2
		POLICY ANALYSIS	6	6	8	16	19
		PUBLIC AFFAIRS			3	2	3
		PUBLIC MANAGEMENT	84	107	96	87	106
		PUBLIC MANAGEMENT-CERT	6	2	1	2	
		SPECIALIZED STUDY-MPA	2	2	1	1	1
		SPECIALIZED-MSES	1		1		
		SPECIALIZED-PLANNING		2	2	1	1

School	Level	Program	1999	2000	2001	2002	2003
		UNDECIDED-PA	10	4	5	1	2
		URBAN & REGIONAL PLAN					1
		URBAN DEV PLANNING-MP	11	10	6	8	9
		URBAN MANAGEMENT	3		2	3	3
Science	Certificate	APPL COMP SCI-CERT-PU		3			
	Masters	APPL SOC PSY-MS-PURDUE			1		
		APPL STATS-MS-PURDUE	2				
		BIOLOGY-MS-PURDUE	70	48	55	63	63
		CHEM NON-THS-MS-PURDUE			1	1	
		CHEMISTRY-MS-PURDUE	28	25	38	38	34
		CHEMISTRY-PHD-PURDUE	1	1	1	1	
		COMP/INFO SCI-MS-PURDUE	47	39	49	72	65
		INDUSTRY PSY-MS-PURDUE	1	1	1		
		MATH-APPL ST-MS-PURDUE	15	13	14	20	35
		MATHEMATICS-MS-PURDUE	3	8	9	13	11
		PHYSICS-MS-PURDUE	5	2	2	5	8
		PSYCHOLOGY-MS-PURDUE					2
		PSY-CL REGAB PSY-MS-PU	4	5	5	3	5
		PSY-IND ORG PSY-MS-PU	11	11	9	13	13
		REHAB PSYCH-MS-PURDUE	3	1	1		
	Doctoral	BIOLOGY-PHD-PURDUE	6	5	3	3	5
		CHEMISTRY-PHD-PURDUE	10	11	10	9	8
		CL REHAB PSY-PHD-PURD	22	23	18	20	23
		COMP INFO SCI-PHD-PURD					2
		MATH-PHD-PURDUE	11	10	7	9	14
		PHYSICS-PHD-PURDUE	3	4	4	3	4
		PSYCHOBIOL-PHD-PURDUE	7	8	12	13	12
		REHAB PSYCH-PHD-PURDUE	3	3	1	1	
Science (Grad School)	Masters	GEOLOGY-MS	3	8	7	6	3
Social Work	Masters	SOCIAL WORK	387	390	403	375	440
Social Work (Grad School)	Doctoral	SOCIAL WORK	6	9	9	6	10

Yellow highlighting denotes IU Graduate School degrees.

Blue highlighting denotes PU PhD degrees.

repeated measures analysis, logistic regression, nonparametric statistics, survival analysis, and statistics as they apply to public health practice. Prerequisite: Biostatistics for Public Health I or 1 semester of graduate level biostatistics.

Justification: Need for Biostatistics Applied to Public Health

Memorandum

To: Sherry Queener, Associate Dean, Graduate School
From: Margaret Adamek, PhD Program Director
Date: 7/16/2007
Re: Follow-up to revision in Social Work minor course list

I was recently asked to provide an update to the Social Work section of the Graduate School Bulletin. This request prompted me to remember I still needed to follow-up with the Graduate School in response to the input I received from the Graduate Affairs Committee about the slate of courses for the Social Work Minor. Taking the reviewers' suggestions into consideration and in consultation with my MSW program colleagues, I am proposing a narrower list of Masters-level social work courses to be considered for the external minor in Social Work. The revised list of social work minor courses is as follows:

Ph.D. Minor in Social Work

A minor in social work requires the completion of at least 12 credit hours of graduate course work. Students must complete either S730 or S740 and at least one additional course from among the 700-level courses listed below. Remaining course requirements may be taken from among the school's 500- and 600-level courses with the approval of the director of the M.S.W. program and the course instructor. The choice of courses comprising the minor must be made in consultation with the Ph.D. program director and have the approval of the student's identified faculty advisor.

Courses

S501 Professional Social Work at the Masters Level: An Immersion (3 cr.) This foundation course provides an overview of social work, including the definition, scope, history, ethics and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general, and the M.S.W. program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well as develop a commitment to lifelong learning as a part of professional practice.

S503 Human Behavior in the Social Environment I (3 cr.) This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in

which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

S513 Human Behavior and the Social Environment II (3 cr.) (variable title) This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

S600 Intermediate Statistics for Social Work (3 cr.) The intent of this course is for students to acquire an understanding of basic and intermediate statistical analyses that are used in the social sciences, the concepts and uses related to those statistics, and to be able to use a decision-making framework for selecting and computing appropriate statistical techniques for data analysis. The course content will assist students in developing knowledge and skill in selecting appropriate statistics to compute from a variety of basic univariate and bivariate statistics. Students will learn selected parametric and non-parametric statistics to examine research problems. Included in the learning process are hand computations of statistics, development of skills in using a comprehensive computer statistics package, and selection of statistical techniques based on levels of measurement and analyses of the assumptions of statistics.

S663 Leveraging Organizations, Communities, and Political Systems (3 cr.) This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to: organizational theories, structures, and processes; examination and application of rural, urban and virtual community models, themes and practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

S665 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

S682 Assessment in Mental Health and Addictions (3cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

S710 Proseminar on Client Systems (3 cr.)

S720 Philosophy of Science and Social Work (3 cr.)

S721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 cr.)

S724 Theory, Practice and Assessment of Social Work Teaching (3 cr.)

S726 Advanced Social Work Research: Qualitative Methods (3 cr.)

S727 Advanced Social Work Research: Quantitative Methods (3 cr.)

S728 Advanced Statistic for Social Work (3 cr.)

S730 Proseminar on Social Work Policy Analysis (3 cr.)

S740 Interpersonal Social Work Practice: Theory and Research (3 cr.)

S790 Special Topics in Social Work Practice, Theory, and Research (1-3 cr.)

July 16, 2007

Memorandum

To: Sherry Queener, IU Associate Dean
Director, IUPUI Graduate Office

From: Robert Barrows, Chair
School of Liberal Arts, Graduate Curriculum Committee

Date: March 23, 2004

Subject: Proposal for Ph.D. Minor in Sociology

INDIANA UNIVERSITY
SCHOOL OF LIBERAL ARTS



The proposal (attached) for a Ph.D. Minor in Sociology, to be offered by the Department of Sociology in the School of Liberal Arts, has been approved by the appropriate bodies in the School.

Handwritten signature of Robert Barrows in cursive.

Robert Barrows
Chair
Graduate Curriculum Committee

Handwritten signature of John McCormick in cursive.

John McCormick
President
School of Liberal Arts Faculty Assembly

Handwritten signature of Robert White in cursive.

Robert White
Acting Dean
School of Liberal Arts

DEAN'S OFFICE

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Proposal for Ph.D. Minor in Sociology

Department of Sociology, IUPUI

Non-Sociology Ph. D. students can qualify for a minor in Sociology, if they meet the following conditions:

Completion of 12 credit hours in graduate Sociology courses

An average grade of at least B (3.0) in these courses

No more than one Individual Readings course among them

At least half of the courses taken at the IUPUI campus

Rationale for proposal: There is already an MA program in Sociology at IUPUI, which involves basic training in social theory and research methods, as well as a concentration area (one of the following: Medical Sociology; Family and Gender Studies; Work and Organizations). Doctoral students in other fields needing a minor subject for their degrees may find Sociology courses relevant to their intellectual interests and career plans, and could thus benefit from having Sociology courses count toward the minor that they have to complete for the Ph.D.

The proposal for a new Ph.D. program in Philanthropic Studies at IUPUI listed Sociology as one of the subjects that would be suitable for a Ph.D. minor for the students in that program. In past years, there have also been requests from other programs (especially the Ph.D. programs in Nursing, Education, and Social Work) to set up a course of study that their students could use to fulfill the Ph.D. minor requirement. The Sociology Department at IUPUI has responded to such requests with ad hoc arrangements. The proposed minor would provide Ph.D. students in other programs and their advisors with clear guidelines about what is expected for a Sociology minor.

The proposal is similar to the Ph.D. minor in Sociology on the Bloomington campus in that it counts any four courses (12 credits),

but the latter allows one undergraduate course. The Sociology Department at IUPUI wants to require graduate-level work in all courses for the Ph.D. minor. If a student wants to study a topic that is not covered in the graduate curriculum, there is the option of taking an Individual Readings course (R697), perhaps in conjunction with an undergraduate course but involving ~~more~~ some extra assignment(s) for graduate credit. The present proposal also departs from the Bloomington policy by limiting the number of Individual Readings courses to two at the most, and by adding a residency requirement, to ensure that the IUPUI Sociology faculty can vouch for the student's knowledge of sociology.

There is no stipulation about what kinds of Sociology courses the student needs to take. The Department wants to allow maximum flexibility for students in other programs to design a minor that will suit their needs best.

For the MA program in Sociology, the department already offers 4-5 graduate courses per semester, with considerable rotation of topics. No new resources are required, since there is generally room in these courses for additional students.

The proposal was approved unanimously at the department meeting of October 3, 2003.

Submitted by



Robert Aponte
Acting Chairperson
Department of Sociology, IUPUI



Ain Haas
Director of Graduate Studies
Department of Sociology, IUPUI

Date: February 5, 2004

Outline for Reviewers Comments

Review of Proposal for PhD Minor in Sociology

Documents reviewed:

Proposal for Ph.D. minor in sociology dated 2/5/04

Memo from Chair, School of Liberal Arts, Graduate Curriculum Committee dated 3/5/04

Summary:

The proposed Ph.D. minor in sociology consists of 12 credit hours in graduate sociology courses, with no more than one individual readings course allowed. At least half of the courses must be taken at the IUPUI campus. A rationale is provided which includes how this proposed minor will compliment the new Ph.D. program in Philanthropic Studies as well as other doctoral fields.

Recommendation: **Four possible recommendations**

Accept without revision

Accept with discussed revisions **X**

Defer, pending extensive revisions

Not accepted

Discussion:

A Ph.D. minor in sociology will be a welcome addition to the other Ph.D. programs currently at IUPUI—particularly the Ph.D. in Philanthropic Studies. Below are a few recommendations:

- At the beginning of the proposal, it states “no more than one Individual Readings course” in the list of conditions for a minor. Yet, on the following page, it states that you are “limiting the number of Individual Readings courses to two at the most.” Were you referring to the Bloomington requirement here? This needs to be clarified to the reader.
- You state that “there is no stipulation about what kinds of sociology courses the student needs to take.” I can appreciate your concern in allowing the maximum flexibility for students to design a minor to suit their needs, but I think that a list of possible approved courses is warranted. You could still leave it up to the faculty advisor if a student wants to deviate from this list, but I think that appropriate courses for the sociology minor needs to be articulated up front, providing some student and faculty guidance.
- I assume that the doctoral minor in sociology will include mainly all master’s level courses. If this is the case, I think that you need to add a requirement that doctoral students taking a master’s level course are required to show that they have completed doctoral-level work in conjunction with the course in order to count the course for the minor. You might also want to add that students must alert their instructor to their doctoral status and request additional/alternative assignments be completed as a requirement for enrollment.

Proposal for a Master of Laws (LLM) Track in International Human Rights Law

Indiana University School of Law at Indianapolis

2 March 2004

(This Proposal was approved by the Faculty of Law on Tuesday, 2 March 2004)

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Proposal for a Master of Laws (LLM) Track in International Human Rights Law

Indiana University School of Law at Indianapolis

(This Proposal was approved by the Faculty of Law on Tuesday, 2 March 2004)

A. Introduction

An LLM track in International Human Rights Law at Indiana University School of Law at Indianapolis fits squarely within the mission and goals of our Center for International and Comparative Law, and complements the LLM in International and Comparative Law and our other proposed LLM tracks in Health Law, Policy and Bioethics and in Intellectual Property Law. This new LLM track will enhance our existing courses and projects of the *Program in International Human Rights Law (PIHRL)*, which since its 1997 founding has helped bolster the law school's national and international profile and reputation. The LLM track in International Human Rights Law will foster a rich academic environment for LLM candidates as they prepare for careers in an interesting and important field of law, and will also bring additional recognition and credit to the law school.

B. Justification for the International Human Rights Law LLM Track (Background; Demand for the Proposed Track; Other LLM Programs with an International Human Rights Law Focus)

(1) Background – International Human Rights Law; Scope of International Human Rights Law Practice and Career Opportunities

International human rights law – in theory and in practice – is in a period of rich development. In the 20th Century, a substantial body of international law developed specifying the contours of the promotion and protection of basic human rights. Under international human rights law, each person is to be afforded a wide range of human rights, including civil, political, economic, social, and cultural rights. Thus, the notion of international human rights law is broad, as these and other human rights are debated, formulated, defined, interpreted and applied on at least two planes:

- (a) *the international plane* (e.g., diplomats negotiating human rights law treaties; the UN and States holding other States accountable for human rights violations; actions of inter-governmental organizations such as NATO or the UN); and
- (b) *the domestic plane* (e.g., international human rights norms incorporated into domestic legislation; remedies for rights violations sought through domestic courts; holding private individuals, individual government officials, corporations, etc, responsible for human rights violations; domestic “civil rights”).

Within the two planes of international human rights law are "international actors" who are bound to respect human rights, and who often stand accused of breaching such rights. These international actors include governments and governmental actors, as well as transnational corporations, private persons, inter-governmental organizations, and others. Thus, international human rights law concerns more than "traditional" notions of human rights – imprisonment of political dissidents, torture, arbitrary detentions, summary executions, race or sex discrimination, starvation as a tool of repression, or deprivation of electoral rights. International human rights law concerns protecting against abusive policies and practices of individuals and entities including:

- (a) **Governments** (e.g., violations by the legislative, judicial and executive branches, including the military and police);
- (b) **Multi-national corporations** (that might be involved in operating overseas sweatshops or that engage in labor practices contrary to International Labor Organization standards);
- (c) **Private persons** (terrorists, perpetrators of crimes against humanity or other international crimes); and
- (d) **Inter-governmental organizations such as NATO or the UN** (that may breach international human rights law, for example, by conducting certain "humanitarian intervention" missions).

Because of the breadth of international human rights law, and the scope of its impact and reach, the LLM track in International Human Rights Law would help prepare lawyers for practice in a wide range of employment scenarios. Today, lawyers with international human rights law training work for and on behalf of:

- (a) **National governmental bodies** (e.g., Departments of State, Labor, Homeland Security & Commerce; as Ambassadorial or other diplomatic representatives to inter-governmental bodies such as the UN; as treaty negotiators; as law enforcement officers ensuring compliance with international norms re arrest and detention; the military – in the JAG Corps, offering advice on human rights and humanitarian law issues)¹;
- (b) **State governmental bodies** (e.g., the Indiana Civil Rights Commission, in seeking to incorporate international human rights norms into domestic law, policy and practice);
- (c) **Multi-national corporations** (to ensure compliance with international labor, environmental, health and other human rights standards under GATT/WTO and other international trade agreements; to advise against sweatshops, slave labor, etc);

¹ Within the United States Government, lawyers with an international human rights law or international law focus work in and for many agencies and departments, including the U.S. Department of State (in particular in the State Department Bureau of Democracy, Human Rights and Labor); the Department of Defense; the Department of Commerce; the Department of Homeland Security; the Office of the US Trade Representative; the Department of Agriculture (e.g., overseas programs involving trade with developing countries); USAID (foreign assistance and humanitarian aid programs); treasury (overseeing "trading with the enemy regulations" that might prohibit transfer of medical equipment and raise right to health issues); the International Trade Commission (e.g., human rights and intellectual property issues); Environmental Protection Agency (right to health); Department of Labor (working conditions in U.S.-owned factories overseas; sweatshops); Law Enforcement Agencies such as the FBI or DEA (anti-terrorism; extradition; drug trafficking; compliance with international human rights norms regarding unlawful arrests and detentions); Intelligence agencies (compliance with international norms re privacy); etc.

- (d) **Private law firms** (advising corporations, individuals and governments on issues related to international trade and human rights, environmental protection, impact of globalization on basic human rights, etc);
- (e) **Intellectual property concerns** (e.g., focusing on conflict between governmental obligations to ensure the right to health in developing countries versus protecting intellectual property rights of corporations related to HIV/AIDS drug patents);
- (f) **Individuals** (investigating, defending or/or prosecuting war crimes and terrorism suspects);
- (g) **Non-governmental organizations** (human rights advocates who lobby governments, the United Nations, etc.);
- (h) **Inter-governmental organizations** (e.g., human rights treaty drafting and negotiations; advising on humanitarian intervention, use of force issues, peace-keeping, etc); and
- (i) **International and other special tribunals charged with trying perpetrators of international crimes** (including the International Criminal Court, the UN International Criminal Tribunals for Rwanda and the Former Yugoslavia, and tribunals such as those involving international crimes in or concerning Sierra Leone, Cambodia, or East Timor).

Lawyers with an LLM that focuses on International Human Rights Law will be well-poised to practice international law generally, and well-poised to practice in more specific areas such as international criminal law, international humanitarian law, public international law, international intellectual property law, and international trade law.

(2) Demand for the LLM in International Human Rights Law Track

This new LLM track permits the law school to attract foreign and American students seeking a specific international human rights law graduate program. A considerable demand for an LLM in international human rights law exists in the immediate Indianapolis area, from throughout the U.S., and from overseas.

Interest Among Current Students and Alumni

- Many of our alumni in Indiana and elsewhere have expressed a strong interest in an LLM in international human rights law, as have current J.D. and LLM students.
- At least one of our LLM graduates is now enrolled in an LLM degree program in international human rights law at another U.S. law school, and other J.D. and LLM students are also considering such programs elsewhere.
- At least one J.D. graduate of our law school – from the IU-Indy class of 1997 – is preparing his application for the proposed LLM in International Human Rights Law track.

Application Received; Other Interest & Demand

- On 17 February 2004, an LLM application was received from a candidate who expressed interest in our proposed LLM in International Human Rights Law track. He applied for the LLM in International and Comparative Law since the LLM in International Human Rights Law track has not yet been approved.

- It is no surprise that we are receiving applications even though the International Human Rights Law track has not yet been approved. Each year since 1997 when the *PIHRL* was founded we have received numerous internal and external inquiries regarding our Program, with a frequent question being whether we offer an LLM in International Human Rights Law. There is a dearth of U.S. law schools that offer such a program in International Human Rights Law. (See *infra*, Sec. B(3) “Other LLM Programs with an International Human Rights Focus”.) We are well positioned to fill a gap.
- Enrollment in the International Human Rights Law track will not detract from enrollment in other LLM tracks. We anticipate a large number of applications for a small number of slots – perhaps 5 students per year to begin – in this track.

LLM in International Human Rights Law – Anticipated Composition of the Student Body

It is envisioned that many students in this LLM track will be mid-level workers from non-governmental organizations, governmental bodies, law firms, and inter-governmental organizations such as the United Nations. These organizations often support their workers by providing them with resources – fiscal and otherwise – to enhance their education and skills by participating in LLM and other programs.

(3) Other LLM Programs with an International Human Rights Law Focus

We have identified only two law schools in the United States that offer LLM degrees in international human rights law: St. Thomas University in Florida and Notre Dame University.² At least two other schools – American University in Washington D.C. and Stanford University – offer LLMs degrees with specializations or concentrations in International Human Rights Law. Harvard Law School, among other schools, permits LLM students to design curricula with a human rights law focus, but without a human rights law “concentration”. We identified various non-U.S. schools around the world – from Canada to Iran – that offer degree programs in International Human Rights Law.³

C. Benefits and Costs of the LLM in International Human Rights Law Track

Benefits

A chief benefit to the LLM in International Human Rights Law is that it will enhance our existing courses and projects of the longstanding *Program in International Human Rights Law*. It is envisioned that LLM students in this track will: (a) serve as “guest speakers” and make presentations to our students, faculty and staff on the human rights situations in their respective countries; (b) contribute to *PIHRL* publications, such as the *Indiana International Human Rights Law Bulletin* (an LLM student who in the 2004 Fall will enroll in the Foreign Lawyers track has

² This information was gathered through searches of the world wide web.

³ Overseas schools offering LLMs in International Human Rights Law include: **Canada** – (McGill University); **United Kingdom** (University of Essex, University of Lancaster, Leicester University, University of East London, University of Westminster, University of Nottingham, Queens University of Belfast, University of Aberdeen); **Ireland** (University of Aberdeen); **Hungary** (Central European University); **The Netherlands** (University of Maastricht; Utrecht University); **Sweden** (University of Lund); **Turkey** (Istanbul Bilgi University); **South Africa** (University of Western Cape); **China** (University of Hong Kong); **India** (Allabad University; Cochin University of Science and Technology; University of Mumbai); and **Iran** (University of Shahid Beheshti).

submitted an article for publication in our *Human Rights Law Bulletin*); (c) work on *PIHRL* pro bono projects (as about ½ dozen current foreign LLM students have done this academic year); (d) participate in the *PIHRL* internship program (as 2 recent LLM students have done, and as 2-3 current LLMs may do in 2004, though internships would not be required of LLM students); and, (e) join in other *PIHRL* activities.

The LLM in International Human Rights Law will create opportunities for U.S. and foreign law graduates to:

- (1) gain practical and theoretical knowledge in the area of international human rights law;
- (2) experience enhanced opportunities for law-related employment, including diversification of existing law practices, and academic appointments;
- (3) provide additional electives for J.D. students; and
- (4) provide for a fertile ground for enriching contacts between J.D. students and LLM students interested in pursuing careers in international human rights law. The academic environment of the school be enhanced by the exchange of international human rights law ideas between and among U.S. and foreign students. Also, the foreign students will prove to be valuable contacts for J.D. students who may wish to pursue overseas academic and career opportunities. Foreign interns who work for human rights organizations may serve as overseas hosts for J.D. interns.

Other benefits of the LLM in International Human Rights Law are that it:

- (1) squarely supports the mission and goals of our Center for International and Comparative Law;
- (2) complements the LLM in International and Comparative Law and our other proposed new LLM tracks in Health Law, Policy and Bioethics and in Intellectual Property Law;
- (3) will foster a rich academic environment for LLM candidates studying an interesting and important field of law; and
- (4) will bring additional recognition and credit to the law school, as it helps bolster the law school's national and international profile and reputation in academic sectors, and also in the world of national and state governments, human rights advocates, inter-governmental organizations, and business and international trade concerns.

Costs

Since the proposed degree track is largely based on courses that are already offered at the law school for students in the J.D. program, no additional course-related resources are required in the short term. Administrative costs associated with the program include faculty time of the director of this LLM track. The faculty member with direct responsibility for the program, in conjunction with others including a faculty assistant, will perform academic administration of the program (e.g., overseeing recruitment, admissions and orientation; providing academic counseling; identifying J.D. mentors for LLM students; arranging and supervising human rights law internships; and providing liaisons among LLM students, faculty, administration, and the local community). The law school is seeking to structure the administration for all LLM degree tracks to reduce redundancies and maximize efficiencies and economies of scale. (See *infra* at section K "Administration").

Tuition Revenues

The LLM in International Human Rights Law will invite tuition revenues which will be used to support the administration of the LLM and to support, *inter alia*, the *Program in International Human Rights Law*.

D. Degree Requirements

The proposed LLM degree track follows the same basic rules as the existing degree tracks. In particular, it also requires completion of 24 credit hours. The 24 credit hours include a mandatory Master thesis for 2 to 4 credit hours. A minimum of 12 credit hours must be taken from the list of International Human Rights Law Courses. The remaining credit hours may be completed with elective courses from the general JD curriculum, or from the lists of International Human Rights Law Courses and Courses with Human Rights Content, subject to pre-approval by the director of this track. The requirements are the same for students pursuing the degree part-time over a period of more than one academic year. Students may be permitted to take a limited number of courses outside the Law School with permission of the director of this track and the Associate Dean for Graduate Studies.

Grading

Grading will be consistent with grading in the LLM track in International and Comparative Law, the LLM track in Health, Policy and Bioethics, and the LLM track in Intellectual Property.

E. Required courses

The following courses (from 2 to a possible 12 credit hours) would be required unless students can demonstrate they have already taken an equivalent course during prior legal studies and the director of the track approves a waiver:

- **International Human Rights Law (3 cr.) Professor Edwards**
- **Public International Law (3 cr.) Professor Bradford; Professor Edwards; Professor Page**
- **Advanced Research (2-4 cr.)**. Students will complete a required Master thesis on an international human rights law topic. LLM students may earn up to 4 credit hours for this course at the discretion of the supervising faculty member and approval by the director of this track. A new course, entitled Advanced Research in International Human Rights Law, will be proposed and will be required for all degree candidates. **Professor Edwards**

Foreign students are required to take the following course:

- **Legal Analysis, Research and Communication for Foreign LLM 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 Adams; Professor McGregor**

In consultation with the director of this LLM track and with the approval of the director, LLM students will select additional courses for a total of 24 credit hours. Courses offerings are listed below (along with the required courses for this track) and are described in greater detail in Appendix A (International Human Rights Law Courses and Other Courses with Human Rights Content) and Appendix B (Additional Electives for the LLM in International Human Rights Law – From the J.D. Curriculum).

F. International Human Rights Law Courses

- Public International Law (3 cr.)
- International Human Rights Law (3 cr.)
- International Criminal Law (3 cr.)
- International Human Rights Law Internships (4 cr.)
- Advanced Clinical Credit in International Human Rights Law (1-2 cr.)
- Rights of Non-Citizen/Aliens in the U.S. (2-3 cr.)
- Law of Armed Conflict (a/k/a International Humanitarian Law) (3 cr.)
- Immigration Law and Procedure (2 cr.)
- Seminar in International Human Rights Law (2 cr.) (to be proposed)
- Topics in International Human Rights Law (2-3 cr.) (to be proposed)
- Foreign Relations and National Security Law (3 cr.)

G. Other Courses with Human Rights Content

- Civil Rights Law (2-3 cr.)
- Sex Discrimination (3 cr.)
- Discrimination in Employment (2-3 cr.)
- Law of the Death Penalty (3 cr.)
- Law and Social Change (2-3 cr.)
- Housing and Community Development Law (3 cr.)
- Law and Poverty (2 cr.)
- Homelessness and the Law (2-3 cr.)
- Issues in Death and Dying (2 cr.)
- Issues in Human Reproduction (2 cr.)
- Seminar in Church and State Relations (2 cr.)
- Freedom of Speech, Press, and Religion (3 cr.)
- Comparative Law (3 cr.)
- Issues in Genetic Screening, Testing & Engineering (2 cr.)
- Federal Indian Law (3 cr.)
- AIDS: The Ethical and Legal Issues (2 cr.)
- Research on Human and Animal Subjects (2 cr.)
- Jessup Moot Court in International Law (2 cr.)
- Law and Biotechnology (3 cr.)
- Social Regulation of the Body & Its Processes (2 cr.)
- Housing Discrimination and Segregation (3 cr.)
- Law of Corrections and Prisoners' Rights (2-3 cr.)
- Justice in the American Legal System (2 cr.)
- Constitutional Law (4 cr.)
- Sexual Harassment Law (3 cr.)
- Seminar in International Legal Transactions (2 cr.)
- Bioethics and the Law (2-3 cr.)
- Criminal Procedure I (3 cr.)
- Criminal Procedure II (3 cr.)
- Seminar in Comparative Constitutional Law (2 cr.)
- Seminar in Criminal Procedure (2 cr.)
- Selected Issues in Constitutional Law (2-3 cr.)
- Juvenile Law (2 cr.)
- Law and Public Health (2 cr.) DN761
- Family Law I (3 cr.)
- Family Law II (2-3 cr.)
- Legal Analysis, Research and Communication for LLM Foreign Students I & II (2 cr.; 2 cr.) (LARC I & II contain no human rights content. These are among the courses required for foreign students.)

H. Curriculum & Sample Schedule for the LLM in International Human Rights Law

The curriculum and schedule for the LLM in International Human Rights Law is provided in the following chart:

Curriculum and Schedule for the LLM in International Human Rights Law	
First Semester	Second Semester
<p>Required Courses</p> <ul style="list-style-type: none"> • International Human Rights Law (3 cr.) • Public International Law (3 cr.) • Master Thesis in International Human Rights Law (1 cr.) • LARC for Foreign LLM Students (2 cr.) (Foreign Students only) 	<p>Required Courses</p> <ul style="list-style-type: none"> • Master Thesis in International Human Rights Law (1 cr.) • LARC for Foreign LLM Students (2 cr.) (Foreign Students only)
Over Both Semesters	
<p>Electives (at least 16 credit hours depending on required courses taken)</p> <ul style="list-style-type: none"> • Selection from List of International Human Rights Law Courses and from the List of Other Courses with Human Rights Content (up to 24 cr) • Advanced Clinical Credit in International Human Rights Law (up to 2 cr.) • International Human Rights Law Internship (up to 4 cr.) • Classroom Courses from the J.D. curriculum (up to 9 hours) 	

I. Financial Support

Students are eligible to apply for financial support through the campus Financial Aid Office. Limited financial support - in the form of partial tuition waivers - may be made available by the law school for qualified students. It is anticipated that some law firms, corporations, or government agencies might sponsor scholarship assistance, especially for lawyers working for them.

J. Admission Requirements

Because this proposal is for a track of the existing LL.M. program, many requirements of the program will be consistent with our general practices for other students enrolled to earn the degree. For example, consistent with current practices, applicants to the LL.M. program must: (a) hold an academic degree in law from a nationally recognized educational institution in a foreign country; or (b) hold a Juris Doctor degree (J.D.) from an ABA-accredited law school; or (c) otherwise be admitted to the practice of law in the applicant's home country.

In all cases, documentation of academic degrees and, where applicable, a law license, is required. These admissions requirements recognize the diversity of educational programs available throughout the world.

Non-native English speakers who do not hold a degree from a U.S. law school must provide satisfactory evidence of competence in English. The standards and methods for determining competency will be the same as employed by the LLM in American Law for Foreign Lawyers.

K. Administration

The administrative structure supporting the International Human Rights Law LLM track includes: George E. Edwards, Professor of Law and Director, Program in International Human Rights Law; Jeffrey W. Grove, Associate Dean for Graduate Studies and Professor of Law; and Ms. Chalanta Shockley, Faculty Assistant and Coordinator, Program in International Human Rights Law. Professor Edwards will have specific responsibility for this proposed LLM track. The Law School is currently arranging administrative procedures and staffing that will bring efficiencies and economies of scale to the operation of all LLM tracks.

L. Program Review and Evaluation

In the fall semester after the third year of the new degree track, the Law School will evaluate this track. This LLM track will be reviewed by the ABA in the context of the regular reviews of the Law School as a whole.

Appendix A – International Human Rights Law Courses and Other Courses with Human Rights Content

I. International Human Rights Law Courses

Advanced Clinic (1 or 2 cr.) DN803

This course would be used for LLM students interested in receiving Advanced Clinical Credit in International Human Rights Law. This clinical option provides a mechanism for students to earn academic credit for experiential learning done in conjunction with a classroom course. Students engage in activities that allow them to study the law and theory learned in the classroom in a practice-related experience. The experiential learning project must be approved by the faculty member teaching the classroom course to which the experiential learning opportunity is related. Non-graded (S/F) credit is awarded upon completion of assigned project

Foreign Relations and National Security Law (3 cr.) DN889

Surveys the legal issues raised by challenges to security abroad (general war, imperfect war, covert war, terrorism) and within (presidential emergency powers, the intersection of anti-terrorism measures and civil rights, domestic uses of the military, surveillance, and federal personnel security), as well as the issue of access to national security information (FOIA, export controls, classification systems, state secrets privilege, prior restraints, and leak control). Also addressed is the intersection of global and national security issues including the role of the U.S. in UN operations), the incorporation of international law into U.S. law, and the contest over the distribution of power between the Congress and the Executive. Significant attention will be paid to post 9/11 legal questions, in particular the prosecution of the war on terrorism in an era of weapons of mass destruction, and vigorous discussion of past and current security-related events will be the order of the day. As necessary, the syllabus may be altered to reflect the day-to-day evolution of National Security Law. Previous or concurrent enrollment in public international law is useful but not a prerequisite.

Immigration Law and Procedure (2 or 3 cr.) DN709

Covers citizenship, acquisition, and maintenance of major immigrant and nonimmigrant classifications, along with admission into and exclusion or deportation from the United States. Topics addressed include the structure and procedures of the Immigration and Naturalization Service and the Board of Immigration Appeals.

International Criminal Law (3 cr.) DN713

Covers the application of domestic and international law to questions of jurisdiction over international criminal activities, granting of amnesty to persons responsible for international crimes, international cooperation in criminal matters, substantive international law as contained in multilateral treaties concerning war crimes and terrorism, and the permanent International Criminal Court.

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.

International Law (a/k/a Public International Law) (3 cr.) DN818

Introduces basic concepts and principles such as sources of public international law, the law of treaties and international agreements, states and recognition, state liability and human rights, and jurisdiction and immunities from jurisdiction. The course also covers act of state doctrine, law of the sea, and resolution of transnational disputes through national and

international courts, arbitration tribunals, the United Nations, and diplomatic exchanges. Course topics include terrorism and hostage-taking, U.S. executive-legislative conflict in the conduct of foreign relations, suits by and against foreign states, worldwide improvement of civil and political rights, extraction of seabed resources, and prohibition of the use of force in international relations.

Law of Armed Conflict (a/k/a/ International Humanitarian Law) (3 cr.)

Examines the moral theories and legal regimes that govern the resort to war (*jus ad bellum*) and the subsequent conduct of international and internal armed conflicts (*jus in bello*). Specific attention will be paid to the origins and development of conventional and customary sources of the law of armed conflict (also known as humanitarian law), such as the *lex armorum*, the Lieber Code, the Hague Conventions, the League of Nations, the UN Charter, the 1949 Geneva Conventions and the Geneva Protocols Additional of 1977, other treaties and customary international law relating to means and methods of warfare, and the caselaw of international criminal tribunals, including Nuremberg, Yugoslavia, and Rwanda. The operation and evolution of international and domestic enforcement mechanisms, including the International Criminal Court, courts-martial, and U.S. Supreme Court review of the trials of war criminals, will be examined with reference to cases drawn from World War II, Vietnam, Iraq, the former Yugoslavia, and the War on Terror.

Rights of Non-Citizen/Aliens in the United States(2 cr.) DN818

This course will focus on the rights of noncitizens/aliens who reside in the United States. Particular attention will be directed to the rights affecting noncitizens in their daily lives, such as education, employment, language rights and rights in the law enforcement context, including those related to national security and detention. The course will conclude by examining international law implicated by the domestic law which affects non-citizens in this country.

Seminar in International Human Rights Law (2 cr)

To be proposed and submitted to the Faculty for approval as a Spring 2005 course offering.

Topics in International Human Rights Law (2-3 cr.)

To be proposed and submitted to the Faculty for approval as a Spring 2005 course offering.

II. Other Courses with Human Rights Content

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.

Bioethics and Law (2 or 3 cr.) DN838

Examines 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.

Civil Rights (2 or 3 cr.) DN872

Explores selected issues relating to civil rights and liberties with an emphasis on Section 1983 and related statutes. **P:** Constitutional Law (DN620).

Constitutional Law (4 cr.) (DN620)

Explores issues in U.S. constitutional law.

Criminal Procedure I (3 cr.) DN702

Covers the pretrial criminal process from arrest to charging decision, with emphasis on constitutional criminal procedure, criminal investigation, and criminal evidence. Arrests, searches and seizures, interrogations and confessions, lineups and identification evidence, preliminary hearings, grand jury proceedings, and indictments and informations are considered.

Criminal Procedure II (3 cr.) DN704

Covers the criminal trial process and post-trial proceedings, including pretrial motions, discovery, guilty pleas, jury selection, trials, sentencing, appeals, and post-conviction relief procedures. Criminal Procedure I (DN702) is not a prerequisite for Criminal Procedure II.

Discrimination in Employment (2 or 3 cr.) DN653

Considers federal and state statutes and regulations relating to discrimination on the basis of race, sex, and other factors with respect to terms and conditions of employment by either employers or unions.

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.

Federal Indian Law (3 cr.)

This course explores the principles, doctrines, and statutes governing the legal relations between American Indian tribes, the United States, and State governments, as well as the history of federal Indian law and policy. Topics specifically examined in the course include treaty rights and sovereignty, congressional plenary power, the trust doctrine, jurisdiction in Indian country, tribal courts and tribal lawmaking, tribal regulation of non-Indians, economic development in Indian Country, environmental regulation on Indian lands, protection of Indian religious and cultural property, Alaskan Native and Native Hawaiian rights, and comparative international legal perspectives on the rights of indigenous peoples.

Freedom of Speech, Press, and Religion (3 cr.) DN622

An in-depth study of the limitations that the First Amendment places upon the power of government to regulate speech, the press, and religion. **P:** Constitutional Law (DN620).

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.

Housing and Community Development Law (3 cr.) DN760

Addresses housing problems in the United States, including the issue of homelessness. The focus is on government housing and development programs and their role in ameliorating or exacerbating inadequacies of supply, substandard conditions, oppressive practices, economic and racial separation, and the widespread homelessness introduced to the

United States in the early 1980s. The course addresses issues of administrative and constitutional law in the context of these programs.

Housing Discrimination and Segregation (3 cr.) DN743

Covers legal and other aspects of discrimination and segregation in all sectors of the housing industry (sales, rentals, financing, zoning, land use, and insurance). The course includes the study of public and private housing, with reference to federal and state constitutional and statutory law.

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 *B* 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.

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 *new reproduction*."

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.

Justice in the American Legal System (Seminar) (3 cr.) DN735

This seminar provides an examination of the idea of justice as conceived in and delivered by components of the American legal system, particularly in the context of consensual and nonconsensual obligation. Also addressed is a consideration of philosophical, moral, social, and economic issues that arise in attempts to define and apply concepts of justice, an evaluation of the delivery of justice in the formal institutional system and in "alternative dispute resolution," while examining notions of "fairness," "impartiality," and "equal access."

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.

Law and Biotechnology (3 cr.)

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

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 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.

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.

The Law of Corrections and Prisoners' Rights (2 or 3 cr.) DN737

Explores the history of and rationales for incarceration, the social and political contexts that shape the law of corrections, the rights of prisoners in the complex web of correctional institutions, the potential for treating and rehabilitating offenders, and special problems for lawyers who represent prisoners. **P:** Completion of or concurrent enrollment in Criminal Law (DN533).

The Law of the Death Penalty (3 cr.) DN733

Explores the historical, moral, and philosophical underpinnings of the death penalty in the United States and Indiana. It also explores modern capital litigation, focusing upon state, federal, and U.S. Supreme Court decisions outlining the parameters of death penalty trials and appeals, and the post-conviction process. The course concentrates upon the role of both prosecutor and defense counsel. Participants will consider the roles of politics, poverty, and race.

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.

Selected Issues in Constitutional Law (2 or 3 cr.) DN840

Provides an in-depth consideration of selected aspects of constitutional powers, structure, processes, or individual liberties. This course may, at the option of the instructor, be offered as a seminar. **P:** Constitutional Law (DN620).

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 Criminal Procedure (2 cr.) DN817

The criminal process will be examined as it relates to specialized socio-legal problems such as drug abuse, victimless crime, organized crime, child abuse, and white collar crime. The particular area to be addressed will be announced each time the seminar is offered.

Seminar in International Legal Transactions (2 cr.) DN820

Selected problems in international law and international legal transactions are addressed. The focus is on issues representing a convergence of public and private international law, with critical analysis of international law principles and practice. This is a problem-solving course, in which students are expected to participate actively. Problems in the course may cover a range of private and public international law topics, including international trade, treaty compliance, the United Nations system, environmental concerns, use of force, international investment, and mechanisms for dispute settlement.

Sex Discrimination (3 cr.) DN826

Explores areas in which discrimination, or differentiation in treatment, is based solely or primarily on sex, and examines the effect of constitutional provisions and federal and state statutes on such discrimination.

Sexual Harassment Law (3 cr.) DN811

Explores the legal response to harassment based upon sex, gender, sexual orientation and transgendered status in the workplace. Title VII of the 1964 Civil Rights Act, the Indiana Civil Rights Act and the California Fair Employment and Housing Act will be examined, as well as pertinent case law and scholarly articles that discuss the theory and public policy concerns regarding sexual harassment. The second half of the course will consider responsive strategies (informal action and formal complaint procedures) and specialty areas of interest, explore the relevance of the First Amendment protection of free speech, and discuss topics such as: intersectionality (the Anita Hill hearings), the plaintiff's litigation considerations (including the psychological impact of sexual harassment), the defenses' litigation considerations (including false claims), the admissibility of sexual history evidence, and alternative dispute resolution.

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.

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.

Appendix B

Additional Electives for the LLM in International Human Rights Law

(From the J.D. Curriculum)

Accounting for Law Students (2 cr.) DN675

Introduction to basic principles and techniques of accounting for law students with little or no prior background in accounting. Selected legal problems involving the application of accounting concepts will be considered. Enrollment is limited to students with no previous credits in accounting.

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.

Advanced Torts (2 or 3 cr.) DN822

Covers selected topics from the following types of harm to dignitary and relational interests: interference with reputation, business relationships, political relationships, family relationships, and right to privacy.

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).

Animals and the Law (2 cr.) DN640

Explores the historical and evolving legal status of non-human animals. Students will examine cases, arising in a variety of contexts, in which the resolution of the dispute depends upon policy decisions about the nature of non-human animals.

Antitrust and the Health Care Industry (2 cr.) DN866

Focuses on antitrust issues that are relevant to health care providers, including 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.

Antitrust Law (3 cr.) DN751

Covers the law regulating private economic power and maintaining competition under the Sherman Antitrust Act and Clayton Antitrust Act; emphasizing monopolization, restraints of trade, refusals to deal, and mergers.

Appellate Practice (2 cr.) DN810

Covers appellate practice, from the preservation of error at trial through review by the court of last resort. Both civil and criminal appeals processes will be discussed. The focus will be on the technical aspects of perfecting an appeal and practicing before an appellate court, but the course will also cover techniques for effective appellate advocacy. Lawyering Practice (DN701) and Trial Practice (DN718) are not prerequisites to this course.

Bankruptcy Law (3 cr.) DN619

Addresses debtor-creditor relations under state law, including involuntary debt collection; and under the federal bankruptcy law, including voluntary and involuntary bankruptcy.

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

Addresses the 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.

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.

Commercial Paper (2 or 3 cr.) DN617

The creation and transfer of negotiable instruments, liability of parties thereon, bank-collection system, electronic funds transfers, and payment by credit card; with an emphasis on Articles 3 and 4 of the Uniform Commercial Code and applicable federal statutes and regulations.

Comparative Law (3 cr.) DN821

Compares and contrasts different legal systems, including those of France, India, Turkey, and Germany. Class discussion focuses on these countries and how new legal systems are born, evolve, and die. In addition, the course covers dispute-resolution practices in a number of different legal systems and addresses social theories of law that underlie different legal systems and cultures.

Complex Litigation (2 cr.) DN823

Provides an opportunity to study advanced and specialized problems of Civil Procedure in the context of multi-party, multi-forum litigation in federal courts. Topics include inter alia, the nature of complex litigation, disposition of duplicative or related litigation, class actions, judicial control of litigation, res judicata and collateral estoppel, and variations on traditional litigation models in complex cases.

Conflict of Laws (2 cr.) DN804

Issues that arise when the significant facts of a case have contacts with more than one jurisdiction, including recognition and effect of foreign judgments, choice of law, and jurisdiction of courts.

Consumer Law (2 cr.) DN799

Addresses consumer rights and remedies under common law and under federal and state statutes, with particular emphasis on the federal Truth-In-Lending Act and Uniform Consumer Credit Code.

Copyright Law (3 cr.) DN626

Considers the principles of copyright law, with attention to its historical development and future adaptability to technological developments and new circumstances, foundations for securing copyright privileges and allowing fair use of existing works, and comparisons to other legal protections of intellectual property.

Corporate Finance (3 cr.) DN782

Financial aspects of the modern corporation, and the integration of modern finance theory and legal materials in evaluating judicial and legislative responses to issues of finance. Corporate acquisitions may be emphasized. Prior training in economics or business finance is not assumed. **P:** Business Associations I or II (DN645) or (DN646).

Corporate Reorganization and Bankruptcy (2 cr.) DN846

Considers various means of reorganization through out-of-court trust agreements, extensions, compositions, and Chapter 11 reorganizations. There is a major focus on Chapter 11 of the Bankruptcy Code; and concepts of the filing requirements, cash collateral, adequate protection, disclosure statement, plan, confirmation, and consummation. The course also includes a brief overview of Chapters 7, 12, and 13 of the code. **P:** Bankruptcy Law (DN619), or permission of instructor.

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.

Evidence (4 cr.) DN632

The law governing proof at trial of disputed issues of fact, burden of proof, presumptions and judicial notice, examination, impeachment, competency, privileges of witnesses, the hearsay rule and its exceptions, and the functions of judge and jury.

Federal Jurisdiction (3 cr.) DN848

Covers congressional and judicial efforts to allocate jurisdiction between federal and state courts or administrative agencies and the resulting tensions arising from separation-of-powers and federalism concerns. Topics may include federal question and diversity jurisdiction, removal of cases to federal court, the Erie doctrine, federal common law, state sovereign immunity, various abstention doctrines, and federal habeas corpus relief.

Federal Telecommunications Law (3 cr.) DN790

A survey of legal issues regarding the Federal Communication Commission's regulation of the telecommunications industry, including broadcasters, cablecasters, and providers of various forms of telephony. The course provides a basic foundation in both administrative law and federal communications law.

Financing and Regulating Health Care (2 or 3 cr.) DN845

Covers 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.

Food and Drug Law (2 cr.) DN888

Surveys statutes and regulations dealing with the production, distribution, and sale of food, drugs, cosmetics, and medical devices. The course focuses primarily on substantive and procedural requirements of the Food, Drug, and Cosmetic Act.

Income Taxation of Individuals, Fiduciaries and Business Assoc. (4 cr.) DN648

Basic problems of income taxation of individuals, trusts, estates, partnerships, and corporations. Topics covered include gross income, deductions, tax computations, rates, credits, accounting methods, accounting periods, as well as practice before the Treasury Department, federal courts, and tax court. The course emphasizes statutory and policy interpretation, using problems extensively.

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 Civil Litigation (3 cr.) DN759

Addresses procedural issues arising in international civil litigation, including judicial jurisdiction, legislative jurisdiction, service of process abroad, forum selection, taking evidence abroad, foreign sovereign immunity, and subject matter jurisdiction, as well as the recognition and enforcement of foreign nation judgments.

International Environmental Law (2 cr.) DN754

Addresses international law and policy concerning transboundary pollution and global warming, destruction of the earth's ozone layer, and tropical forest conservation.

International Trade Law (2 cr.) DN857

Addresses theory and practice of international business law issues likely to be encountered by attorneys representing clients engaged in international operations. Topics include foreign investment by U.S. companies, foreign investment in the U.S., international joint ventures, licenses, exporting of goods, international marketing, U.S. trade controls, customs, antidumping, and international antitrust.

Jurisprudence (2 cr.) DN849

Introduces American or world legal theories and movements. The focus is on philosophical aspects of legal arguments and development of basic insights into law and legal processes. This course may, at the option of the instructor, be offered as a seminar.

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.

Land Use (2 or 3 cr.) DN740

Covers theoretical and practical problems of private and public controls on use, development, and distribution of land, nuisance, planning and subdivision controls, zoning, building codes, and environmental and aesthetic regulations.

Law and Economics (3 cr.) DN624

Introduces basic economic theory and philosophy relevant to legal problems in property, torts, contract damages, civil and criminal procedure, taxation, and civil rights, among others. No prior background in economics is required.

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).

Natural Resources Law (3 cr.) DN717

Covers the law and policy of natural resources regulation, focusing on the National Environmental Policy Act, the Endangered Species Act, and laws concerning water and timber use and protection; energy-related resource issues other than oil and gas; and land-use planning issues.

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.

Professional Responsibility (2 or 3 cr.) DN861

The history, traditions, and responsibilities of the legal profession as well as ethics of office practice and trial practice, admission, disbarment, and disciplinary proceedings. The number of credit hours will be announced when the course is scheduled.

Psychiatry and the Law (2 cr.) DN874

Introduces the psychiatric discipline as it relates to the law and covers its use as a forensic art in court.

Real Estate Transfer, Finance, and Development (3 cr.) DN605

Introduces fundamentals of land transfer, finance, and development. Topics include the perfection and priority of mortgages and liens on real property, and the role of brokers, lawyers, and other participants in real estate transactions.

Remedies (3 cr.) DN710

Addresses principles underlying equitable, restitutionary, and damage remedies for vindication of substantive claims in various fields of law.

Sales (2 or 3 cr.) DN616

Covers the formation, operation, and enforcement of contracts for the sale or lease of goods, with an emphasis on Articles 2

and 2A of the Uniform Commercial Code (U.C.C.). Topics may include documents of title (bills of lading and warehouse receipts) under Article 7 of the U.C.C. and letters of credit under Article 5.

Secured Transactions (2 or 3 cr.) DN618

Covers creation, perfection, and enforcement of security interests in personal property under Article 9 of the Uniform Commercial Code.

Securities Regulation (3 cr.) DN738

Addresses state and federal laws governing the offering and distribution of securities to the public by corporate issuers and others, regulation of securities markets, and the rights and liabilities of purchasers and sellers of securities under such statutes. The course emphasizes statutes administered by the Securities and Exchange Commission. **P:** Business Associations I or II.

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 American Legal History (2 cr.) DN850

At the option of the instructor, this class will provide a survey of American legal history, or as an alternative, will explore a selected American legal history period or subject. Topics might include, but are not limited to, criminal justice, family law, Indiana legal history, legal profession, and legal theory.

Seminar in Business and Estate Planning (2 cr.) DN854

This seminar provides an analysis of individuals' methods for disposing of wealth, using the laws of trusts, estates, future interests, and taxes. Topics include marital deductions, life insurance, powers of appointment, arrangements for minor or other incapacitated children, charitable gifts and devises, qualified retirement plans, non-qualified retirement plans, passive activities, disposing of stock in closely held corporations, estate freezes, and generation-skipping tax transfers. Generally, each student will be required to prepare an estate plan based on statements of facts distributed by the instructor. **P:** Income Taxation (DN648); Trusts and Estates (DN722); Taxation of Transferors, Fiduciaries, and Beneficiaries (DN725); or permission of instructor.

Seminar in Commercial Law (2 cr.) DN865

Students in this seminar will address selected problems in sales, securities, or commercial law, emphasizing current commercial practices, forms, and needs.

Seminar in Conflict of Laws (2 cr.) DN801

This seminar provides a concentrated study of selected topics: choice of law, judicial jurisdiction, or recognition and enforcement of foreign judgments. The course also addresses interstate and international problems in these areas. Topics vary. **P:** Conflict of Laws (DN804) or permission of instructor.

Seminar in Contract Law (2 cr.) DN827

Selected topics related to contract law are explored in this seminar in greater depth than is customary in the first-year required course in contracts.

Seminar in Education Law (2 cr.) DN856

Selected legal topics related to current education policy are covered with an emphasis on constitutional (federal and state) issues.

Seminar in Environmental Law and Policy (2 cr.) DN835

This seminar covers selected topics in environmental law, regulation, and policy of pressing interest to practicing lawyers,

scholars, and policy analysts. Subject areas include hazardous substances law, environmental risk assessment and management, air pollution control, the political economy of environmental protection, and comparative environmental law and policy. **P:** Environmental Law (DN891) or permission of instructor.

Seminar in Law and Literature (2 cr.) DN834

The relationships of law and literature are explored in this seminar. Specific topics vary according to faculty and student interests.

Seminar in Law and Medicine (2 cr.) DN841

This seminar covers selected issues in law and medicine. It is a required course for those completing the Concentration in Health Care Law. Other students may enroll with permission of the instructor.

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.

Seminar in Law and Technology (2 or 3 cr.) DN778

This seminar explores many aspects of the complex interrelationships between law and technology. In addition to examining the law specifically applicable to computers and other technological developments, the seminar may focus on themes and trends, such as the causal relationship between technological evolution and change in the law. This seminar can focus on a wide variety of possible themes and topics depending upon the interest and background of the instructor and students.

Seminar in the Legal Profession (2 cr.) DN880

This course focuses on an examination of matters relating to the legal profession, with special emphasis on the role of legal education, the current state of the profession, internal and external forces suggesting change in the legal profession, and the future of the legal profession. Note: This course may not be taken in lieu of the law school's required course in Professional Responsibility (DN861).

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 Property Theory (2 cr.) DN639

Explores the fundamental concepts and institutions of property. The first half (or so) of the semester will be spent discussing readings relating to: definitions, philosophical justifications, and sources of property; various systems of property; theories of intellectual property; property rights and the natural environment; and property regime conflicts. The remaining weeks of the semester will feature student presentations of research into specific issues in the theory of property. Those presentations will lead to papers on which final grades will, in large measure, be based.

Seminar in Public Utilities Regulation (2 cr.) DN858

Concepts of state and federal utility regulation are addressed in this seminar. It also considers current regulatory problems, such as restriction of entry, market requirements, mergers and market structures, and rate making practices and procedures.

Seminar in Selected Problems of Tort Law (2 cr.) DN871

This seminar focuses on issues that arise in tort cases involving multiple defendants. Coverage will include traditional tort concepts, such as contribution and indemnity, as well as novel theories, such as market share liability.

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.

Sports and Entertainment Law (2 or 3 cr.) DN728

Looks at legal issues arising from professional and amateur sports and entertainment activities. The course explores principles of contract, tort, agency, and constitutional law, as well as antitrust, collective bargaining, copyright, protection of performances and literary ideas, and unfair competition, as drawn from common law, statutes, and agency regulations and applied to participants in sports and entertainment activities. In some semesters, only sports law or entertainment law will be covered, as announced at registration.

State Constitutional Law (2 cr.) DN757

Considers state constitutional law with a focus on Indiana's Constitution in the comparative context of the federal and other state constitutions. **P:** Constitutional Law (DN620).

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.

Tax Procedure (2 cr.) DN893

Covers administrative and judicial procedures applicable to civil and criminal tax controversies. It also addresses such issues as pre-litigation administrative procedures, selection of forum, jurisdiction, pleadings, and trial proceedings.

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.

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

Covers 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.

Trademark Law (2 cr.) DN630

Provides students with a synthesis of the current and developing law in key areas of trademark and unfair competition law in the U.S. and abroad.

Trusts and Estates (3 or 4 cr.) DN722

Surveys the law on family property settlement, including intestate succession, wills and will substitutes, intervivos and testamentary trusts, fiduciary administration, powers of appointment, and future interests.

Unfair Trade Practices (3 cr.) DN652

Examines the regulation of competitive business behavior by statutes and at common law, misleading practices, false advertising, commercial disparagement, price discrimination, trade secrets, protection of ideas, trademarks, and copyrights.

World Trade Organization (WTO) Law (3 cr.) DN650

Begins with analysis why nations trade and the effects of free trade vs. protectionism, typical import and export rules and procedures, and various forms of trade barriers. Main focus is on establishment of GATT and WTO rules and their impact on modern trade in goods and services. Finishes with an outlook on 21st century hot spots in international trade, such as intellectual property rights, environmental protection, human rights and labor standards, and the perspectives of developing countries.

**INDIANA UNIVERSITY SCHOOL OF LAW-INDIANAPOLIS
MASTER OF LAWS (LLM) PROGRAM IN INTERNATIONAL HUMAN RIGHTS LAW**

APPLICATION FOR FALL 2004 ADMISSION (Application Deadline: XXXX 1, 2004)

Please Print or Type

1. NAME

Family Name(s) _____ Given Name(s) _____

2. MAILING ADDRESS *(Please notify us if your address changes.)*

Number & Street (No post office boxes) _____

City, State or Province _____ Country _____ Postal Code _____

3. E-MAIL ADDRESS *(This is our primary means of contacting you.)* _____

4. TELEPHONE NUMBER _____ FAX NUMBER _____

5. SEX . MALE . FEMALE

6. DATE OF BIRTH (Month/Day/Year) _____

7. PLACE OF BIRTH (City and State/Province) _____ (Country) _____

8. COUNTRY OF CITIZENSHIP _____

9. NATIVE LANGUAGE _____

10. IF YOU ARE NOT A U.S. CITIZEN AND YOU ARE NOW IN THE UNITED STATES, WHAT IS YOUR IMMIGRATION STATUS? PLEASE (1) CHECK THE CORRECT STATUS, AND (2) ATTACH PHOTOCOPIES OF YOUR VISA DOCUMENTS.

_____ F-1 _____ J-1 _____ B-2 Other-specify _____ .

_____ Permanent Resident _____ Refugee _____ Political Asylee

11. EDUCATIONAL INSTITUTION FROM WHICH YOU RECEIVED OR ARE PURSUING YOUR FIRST DEGREE IN LAW

(Official grade transcript in English, certified by the institution, must be submitted.)

Name of Institution _____

Address (city, state/province, and country) of Institution _____

Dates of Attendance _____ Name of Degree (Native Language and English)
(Earned or Expected) Date _____

Field of Study _____ Academic Class Rank/Honors _____

12. EDUCATIONAL INSTITUTION FROM WHICH YOU RECEIVED OR ARE PURSUING A DEGREE OTHER THAN YOUR FIRST DEGREE IN LAW

(IF YOU HAVE ATTENDED MORE THAN ONE INSTITUTION, PLEASE ATTACH THE ADDITIONAL INFORMATION ON A SEPARATE PAGE.)

(Official grade transcripts in English, certified by the institution, must be submitted)

Name of Institution _____

Address (city, state/province, and country) of Institution _____

Dates of Attendance _____ Name of Degree (Native Language and English) _____
(Earned/Expected) Date _____
Field of Study _____ Academic Class Rank/Honors _____

13. NAMES OF TWO ACADEMIC REFERENCES WHO WILL SUBMIT LETTERS ATTESTING TO YOUR ACADEMIC ABILITY, COMMENTING ON YOUR ENGLISH LANGUAGE PROFICIENCY, AND EVALUATING YOUR CHANCES OF SUCCESSFULLY COMPLETING THE LL.M.

DEGREE REQUIREMENTS *(Each of these letters must be submitted in a sealed envelope with the reference's signature across the seal)*

1. _____
Name Title Institution
2. _____
Name Title Institution

14. IF YOU ARE ADMITTED TO THE PRACTICE OF LAW, IN WHAT COUNTRY ARE YOU LICENSED? _____
(A photocopy of your official law license document(s) must be submitted)

15. SIGNIFICANT LAW-RELATED EMPLOYMENT EXPERIENCE (if any)

1. _____
Name of Employer Address of Employer

Nature of Work Dates of Employment

2. _____
Name of Employer Address of Employer

Nature of Work Dates of Employment

(Use additional sheets if necessary)

A letter of professional reference from an employer or supervisor, commenting on your law-related employment activities and accomplishments, must be submitted. *(The letter must be submitted in a sealed envelope with the references's signature across the seal)*

16. FOR NON-NATIVE ENGLISH SPEAKERS:

IF YOU HAVE TAKEN THE TOEFL OR IELTS EXAM, WHAT IS YOUR SCORE? _____

(OFFICIAL SCORES MUST BE SUBMITTED) WHEN DID YOU TAKE THE TEST? _____

IF YOU HAVE NOT TAKEN TOEFL OR IELTS, WHEN WILL YOU DO SO? _____

HOW DO YOU PERSONALLY RATE YOUR ENGLISH LANGUAGE PROFICIENCY?

Written Proficiency: _____ Excellent _____ Good _____ Fair _____ Poor

Verbal Proficiency: _____ Excellent _____ Good _____ Fair _____ Poor

IN WHICH OTHER LANGUAGES ARE YOU PROFICIENT? _____

17. HAVE YOU EVER BEEN SUSPENDED, EXPELLED OR OTHERWISE DISCIPLINED BY AN EDUCATIONAL INSTITUTION ON THE BASIS OF FRAUD, IMMORALITY OR OTHER IMPROPER OR DISHONORABLE CONDUCT, OR ARE DISCIPLINARY PROCEEDINGS NOW PENDING AGAINST YOU? _____ YES _____ NO

If the answer above is "yes," set forth the dates and details here *(use additional sheets if necessary)*:

18. HAVE YOU EVER BEEN DENIED A LICENSE TO PRACTICE LAW, OR HAVE YOU EVER BEEN DISCIPLINED BY LICENSING AUTHORITIES, OR ARE DISCIPLINARY PROCEEDINGS NOW PENDING AGAINST YOU? _____ YES _____ NO

If the answer above is "yes," set forth the dates and details here *(use additional sheets if necessary)*:

19. HAVE YOU EVER BEEN ARRESTED FOR, OR CHARGED WITH, OR CONVICTED OF, A CRIMINAL OFFENSE? _____ YES _____ NO
(N.B: This question among others may be modified. This and other questions should be consistent on JD & LLM applications.)

If the answer above is "yes," set forth the dates and details here (use additional sheets if necessary):

20. PERSONAL STATEMENT. ON THIS PAGE (OR ON A SINGLE PAGE OF THE SAME SIZE) STATE:

(1) YOUR PROFESSIONAL GOALS; (2) HOW THIS LLM DEGREE WILL ADVANCE YOUR PROFESSIONAL GOALS;

(3) WHAT COURSES OR SUBJECT AREAS YOU WISH TO PURSUE IN YOUR LLM COURSE OF STUDY.

21. SCHOLARSHIPS. The law school will provide scholarship assistance to deserving students. Only applicants with superior academic/professional qualifications and demonstrated financial need will be considered.

If you would be unable to participate in this program without a scholarship, please state the amount of scholarship assistance you are* requesting AND provide detailed information supporting this request, including your: (1) annual net salary; (2) personal savings; (3) family resources available to you;

(4) eligibility for loans from financial institutions; (5) eligibility for sponsorships or other financial support from your employer or government. Please use additional sheets if necessary.

22. I certify that the answers and statements contained in this application are true to the best of my knowledge and belief. I understand that any material misrepresentation or omission is ground for revocation of an offer of acceptance or for dismissal from the Program. I accept the continuing obligation to maintain the accuracy of these statements and to advise the school of any changes immediately and in writing, including changes that occur after my admission to the Program.

SIGNATURE OF APPLICANT _____ DATE _____

Checklist (Please note: All documentation for the following items must be submitted to the law school with this Application or, if submitted separately, within the Application deadline of April 1, 200X)

- . Completed and Signed Application
- . Official Grade Transcript(s) in English, Certified by the Institution(s)
- . Official Grade Transcript(s) in Native Language, Certified by the Institution(s)
- . Official Diploma(s) or Graduation Certificate(s) in English, Certified by the Institution(s)
- . Official Diploma(s) or Graduation Certificate(s) in Native Language, Certified by the Institution(s)
- . Two (2) Letters of Academic Reference, Each in a Sealed Envelope with the Reference's Signature Across the Seal
- . Letter(s) of Professional Reference (if applicable), Each in a Sealed Envelope with the Reference's Signature Across the Seal
- . Photocopy of Official Law License Document(s) (if applicable)
- . Official TOEFL or IELTS Report(s) Submitted to Institution Code 1325
- . Completed and Signed "Financial Information for International Students" Form, with all documentation required by this form, (for non U.S. citizens)
- . US\$100 Application Fee, by check drawn on a U.S. bank and payable to "Indiana University School of Law-Indianapolis"

Submit this Application and all Documentation to:

Coordinator, Center for International and Comparative Law
Indiana University School of Law – Indianapolis
530 West New York Street
Indianapolis, Indiana 46202 USA

Outline for Reviewers Comments

Review of Proposal for ...

Documents reviewed: Proposal for a Master of Laws (LLM) Track in International Human Rights Law

Summary: An additional option to the established tracks in International and Comparative Law, Property Law, Health and Bioethics Law, and Intellectual Property Law. Constructed on the program in Human Rights Law.

Based on proven history and success of previous tracks, the IU Indianapolis Law School has the faculty, curriculum, and administrative services in place to support this new track. Guidelines are similar to other approved tracks. The curriculum is specialized to the extent that it will attract new students to the School and yet varied enough to serve several career markets around the world.

Recommendation: **Four possible recommendations**

Accept without revision Accept without revision; an excellent addition.

Accept with discussed revisions

Defer, pending extensive revisions

Not accepted

Discussion:

Although there may be some minor logistical areas that need to be adjusted to satisfy the Graduate School, the program is well described and detailed and the Law School seems to have the faculty and curriculum to support this new track.

Outline for Reviewers Comments

Review of Proposal for Master of Laws (LLM) Track in International Human Rights Law

Documents reviewed: Proposal for Master of Laws (LLM) Track in International Human Rights Law (2 March 2004)

Summary:

This proposal is for a 24-credit hour Master of Laws (LLM) Track in International Human Rights Law. The new LLM track will complement the existing LLM in International and Comparative Law and will become part of the *Program in International and Human Rights Law (PIHRL)* founded in 1997 under the auspices of the Center for International and Comparative Law. The proposal states that only two other law schools in the U.S. offer LLM degrees in International Human Rights Law and two additional schools offer the LLM with specializations or concentrations in International Human Rights Law. Given the existing set of resources devoted to international law at IUPUI, minimal new resources will be required to launch the proposed LLM. The proposal presents a well-defined scope of practice for graduates with an LLM in International Human Rights Law.

Recommendation:

Accept pending clarification

Discussion: While the proposal makes a strong pitch for the proposed LLM track, there are a number of issues I would like to see clarified.

1. I do not see much in the way of concrete data documenting the level of interest in the program among current students, alumni, employers, or prospective students. Was there any type of market or interest survey conducted? The proposal states on p. 4 that one graduate is preparing an application for the proposed program and one individual who was interested went elsewhere. This does not seem like much to go on. I'd like to have some sense of how many applications are anticipated once the program is established.
2. The proposal states that an internship would not be required of LLM students (p. 6) but it does not provide a rationale for why an internship is not required. Being from a professional discipline, I see internships as an integral part of student learning. What is the reason for the internship being optional? How might the lack of an internship affect graduates employability?
3. The proposal states on p. 7 that a minimum of 12 credits hours must be taken from the list of International Human Rights Law courses. However, the credit hours for the required courses listed on p. 7 add up to 8 -10 credit hours (for domestic students) rather than 12 credit hours. What are the other 2 required credit hours?
4. Two courses are yet to be proposed and approved: *Seminar in International Human Rights Law* and *Topics in International Human Rights Law*. A description or purpose statement for these two courses would be very helpful. It was not clear whether one or both of these would be required courses.

**PROPOSAL FOR A MASTER OF LAWS (LL.M.) TRACK IN
INTELLECTUAL PROPERTY LAW**

Indiana University School of Law – Indianapolis

Revised: March 1, 2004

Submitted to the Law School Faculty
By Kenny Crews, Jeff Grove, Tony Tarr

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Introduction

The Indiana University School of Law-Indianapolis is preparing to announce the formal establishment of a “Center for Intellectual Property and Innovation,” and a principal element of the success of the new Center will be the creation of an LL.M. program in Intellectual Property Law. This proposal is for the creation of a degree track of the school’s existing LL.M., offering a focus on intellectual property (IP) law. The proposed new program will be in furtherance of the missions of the school, campus, and university. It will also be a crucial step in advancing relationships between the campus and the community and building upon the growth of biotechnology and life science industries in the Indianapolis region.

This proposal builds on the decade of leadership in innovative IP education based on the campus and at our law school. In 1994, the campus and the school cooperated to found the Copyright Management Center (CMC). That office has been an innovative service unit for the campus and university, and it has remained a leader in shaping the understanding of copyright and IP at colleges and universities throughout the country. A central activity of the CMC has been promoting education and publication on IP issues. The proposed LL.M. program will elevate those pursuits to a more formal and formidable level and further strengthen the national reputation of our programs.

Because the proposed degree track relates to numerous other developments in the Law School and throughout the community, this proposal begins with justifications for the initiative.

Justifications and Innovations

The proposed LL.M. track is justified on numerous grounds. Building a program upon these justifications also has allowed us to create a highly creative program, with several innovations that will easily allow us to distinguish our program from other IP degrees available at other law schools (such programs are listed later in this proposal).

- *Current and Prospective Students are Seeking an IP Program.* Some of our current LL.M. students are currently taking a significant number of IP courses among their electives; the proposed program will allow them to gain formal recognition for their specialized efforts and will allow our school to attract new students who are seeking a strong foundation in IP law. We already have expressions of strong interest from prospective students in the Indianapolis area, from other parts of the country, and from other countries.
- *IP Law Practice is Growing Rapidly in Indianapolis and throughout the Country.* The proposed IP track builds on the changing nature of IP law and practice in the country and in the Indianapolis region. Several law firms in the city specialize in IP law, and most of the medium and large firms have significant IP departments. IP law practice in the region ranges from patent issues for the medical industry to major copyright litigation involving the music industry.

- *IP Law is Central to Biotechnology and Life Science Industries.* The city and state are investing heavily in promoting Indianapolis as a prime location for the establishment and growth of biotechnology and life science companies. The biotechnology and pharmaceutical industries have a strong presence in our city; technology start-up companies are choosing to locate here. This proposal allows the Law School to take a more active role in the growth of these industries; some of our courses will have a focus on these issues, and students will be able to select related issues for research.
- *Practicing Lawyers need to Enhance their IP Education.* This LL.M. track will allow the Law School to have a leadership role in educating attorneys, currently practicing law, but who need to advance their skills to meet the needs of changing industry and legal work. Officials from law firms, businesses, and community organizations confirm the need for the specialized education we will be able to offer.
- *Other Institutions will Establish Affiliations with the Program.* For examples, recent discussions at Purdue University have explored possible connections to the Purdue Discovery Park for new businesses and the possibility of crafting a joint master's program comprising law, science, and business. We are also creating ties to Rose-Hulman with the outlook of integrating IP with engineering; conversations with the Advanced Research and Technology Institute have explored possibilities for internships in ARTI's technology licensing program and with Lilly.
- *No Similar Program is Available in Indiana.* The law school in Bloomington offers an LL.M. program, allowing students to select from a variety of courses, including IP courses. Its program, however, is not specifically about IP law. Valparaiso offers a general LL.M. program; Notre Dame offers two unrelated LL.M. programs.
- *Few Similar IP Programs are Available in the Country.* Several law schools in the United States offer LL.M. programs emphasizing IP law, but the closest programs geographically are in Chicago, East Lansing, and St. Louis. Otherwise, the programs are on the East and West coasts. Students seeking such degrees have few options; fewer still are in the Midwest; not one other such program is available from a Big Ten university. The Appendix to this proposal lists available LL.M. programs in IP law.
- *IP Attorneys need Education Focused on Transactions and Applications of the Law.* The business of IP law is still built on the statutes and cases that are the foundation of much law, but IP practice increasingly emphasizes finances, licensing, acquisition of assets, enforcement, and other transactional aspects of the law. The proposed LL.M. program will allow us to develop innovative instructional programs that can prepare attorneys for these important skills.
- *Employment Opportunities for IP Specialists are Growing.* Local law firms and other employers have expressed a need to hire well-prepared attorneys, especially attorneys with a strong knowledge of IP and the ability to work with IP in negotiating and executing business transactions. We are prepared to develop a distinctive program that

meets that growing demand.

- *Growth of the Existing LL.M. Program.* The proposed new degree track would diversify the study opportunities for foreign lawyers and open new programming to attract US attorneys. The school should see a growth in applications for its LL.M. program, likely resulting in a more highly qualified pool of students.
- *Enhancement of the J.D. Program.* Furthermore, any courses added for the new degree track will also be open to J.D. students, giving them an ever more attractive choice of electives.
- *Promotion of Student Diversity.* The new degree track will enable the law school to accelerate the growth of its international student body, which will in turn enrich the classroom discussions and general campus life for everyone.
- *Strengthening Ties to the Business and Legal Community.* Because of the growth of IP practice, large and small law firms are finding more of their client needs gravitating toward IP. By building programs around these needs, we have the opportunity to draw upon the community for experienced instructors, and to serve the community by preparing well-educated attorneys. Our meetings with leaders in the Indianapolis law community confirm these findings and have provided insights needed to shape a distinctive program.
- *Integration with Programs on International Law.* This proposed IP program is a strong complement to our existing LL.M. track in international law. The study of IP law today invariably raises issues of international law. Much of domestic copyright, patent, and trademark law is shaped directly by multinational treaties. Exercising and enforcing IP rights often involves transactions that cross national borders and raise the need to understand and apply the law of multiple countries. Our program will offer opportunities for students to combine their interests in IP with these other important fields of study and practice. Students earning credits on the IP track will be able to select from a variety of appropriate courses in the parallel international LL.M. track.
- *Integration with Programs on Health Law.* Similarly, the IP track will have important connections to the LL.M. track in health law. The focus on life sciences and biotechnology overlaps with many issues of health law. Students will be able to apply credits in appropriate health law courses toward earning the LL.M. in the IP track.
- *This Program is a Natural Outgrowth of the School's IP Initiatives.* The curriculum is built on an existing expansion of IP courses; the staffing and administration will be under the auspices of the current LL.M. program and the proposed IP Center. Therefore, the IP degree will impose few additional costs to the Law School and will generate tuition revenue.

This proposal is accordingly submitted to the full faculty of the Law School. It may then be forwarded to the Dean of the Faculties and to the IUPUI Graduate Affairs Committee.

I. Campus

The program will be based at the IU School of Law on the IUPUI campus.

II. Proposed Degree

The Law School currently offers a Master of Laws or LL.M. program. This proposal is for a specialized new track in IP law, to be added to the existing Master's degree program at the Indiana University School of Law-Indianapolis. This proposal enhances the Master's program by allowing students to formally follow a specialized and recognized course of study in a manner consistent with the current and proposed specialized tracks in international and comparative law, health law, and human rights law.

III. Projected Date of Implementation

Admission of the first class into this new track is anticipated for Fall 2004. Courses currently scheduled for Fall 2004 and Spring 2005 will allow students to meet program requirements with a diverse and high-quality curriculum. We expect to offer three or four IP courses during that one semester, allowing even a full-time student to earn credits in an appropriate combination of courses for earning the LL.M. degree in the IP track. We have the possibility of adding a fifth IP course. We anticipate offering four or five different IP courses the following semester.

IV. Major Objectives of the Proposed Degree Track

The proposed track has several major objectives:

- Providing a major focal point on which to build much of the activity of the new Center for IP Law and Innovation;
- Educating American and foreign legal professionals in the area of intellectual property law;
- Creating additional courses that will also be available for J.D. students;
- Enhancing the educational programs for J.D. students by strengthening the community of students with a strong IP foundation;
- Fostering a strong signal to local, national, and international communities that the Law School and the IUPUI campus are leaders in the field of IP education;
- Building a place and program for the advancement of IP knowledge and learning in Indianapolis;
- Expanding affiliations between the Law School and the legal and business community.

V. Admission Requirements

Because this proposal is for a track of the existing LL.M. program, many requirements of the program will be consistent with our general practices for other students enrolled to earn the degree. For example, consistent with current practices, applicants to the LL.M. program must:

- (1) hold an academic degree in law from a nationally recognized educational institution in a foreign country; or
- (2) hold a Juris Doctor degree (J.D.) from an ABA-accredited law school; or
- (3) otherwise be admitted to the practice of law in the applicant's home country.

These admissions requirements recognize the diversity of educational programs available throughout the world.

Also consistent with the LL.M. program, applicants to this track must submit appropriate supporting documentation, including grade transcripts and letters of recommendation. Foreign students must demonstrate competence in the English language.

VI. Curriculum

Curriculum requirements for this proposed track will be comparable to existing requirements for the LL.M. degree. Students must complete a total of 24 credit hours of courses in the Law School. The following sections will outline: (1) required courses for all students; (2) current IP courses for specialized education; (3) new IP courses currently in development; and (4) other courses relevant to IP study and law practice. This section concludes with a suggested curriculum that an LL.M. student might follow.

Required Courses

Of the 24 required credits, a minimum of 12 course credits must encompass courses directly related to IP law. Students will in most cases have wide discretion for selecting courses from a list of IP courses approved by the director of the IP track. A later section of this proposal lists the available IP courses and a sample of other relevant courses students might select to complete their curricula.

In preparing a curriculum, we need to anticipate the diverse backgrounds of our students. Some students will be well acquainted with IP law through prior education and experience; others will be seeking their first systematic introduction to the subject. No single course will at this time likely serve the needs of all students. Accordingly, we propose to require all LL.M. students to complete the course in *Intellectual Property Law* as an introduction to the subject matter. We would, however, be prepared to waive this course requirement for the student who can demonstrate an appropriate level of IP education, or coordinate with the instructor to allow such a student to satisfy the course requirements by meeting alternative arrangements such as writing a paper. Variations in the program will be subject to approval by the director of the track with the objective of best meeting the student's educational needs.

We will continuously reassess these expectations and this proposal through the early years of the program with a view toward developing a new course or other opportunity for all students enrolled in this LL.M. track to become socialized to the program and to establish a baseline for their progress.

The remaining credit hours can be completed with elective courses from the curriculum (including further courses in IP law), selected by students with the approval of the director of this track. Student will be permitted to take a limited number of courses outside the Law School with permission of the director of this track and the Associate Dean for Graduate Studies.

Foreign students will be required to take the following course:

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

All students will be required to satisfy a substantial research and writing requirement, primarily through completion of a Master's Thesis that demonstrates original research and writing on a subject of importance in the field of IP law. To satisfy this requirement, students in the LL.M. program will be required to enroll in a minimum of two credits of the following course and work directly with a faculty member:

Advanced Research (1 to 4 cr.) DN661

Requires the student to write an in-depth and comprehensive research paper on a current legal problem. (Approximately 25 pages, exclusive of footnotes, are required for each hour of credit.)

While the minimum requirement will be two credits, students will be permitted to enroll in a maximum of four credits of *Advanced Research*. Consistent with other LL.M. tracks, we propose in the near future to create a new course, *Advanced Research in Intellectual Property Law*, for students in the IP track.

Current IP Courses

Immediately upon initiation of the LL.M. program, the following existing courses will be available in the Law School curriculum for LL.M. students.

Intellectual Property Law (2 or 3 cr.) DN862

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

Copyright Law (3 cr.) DN626

Considers the principles of copyright law, with attention to its historical development and future adaptability to technological developments and new circumstances, foundations for securing copyright privileges and allowing fair use of existing works, and comparisons to other legal protections of intellectual property.

Trademark Law (2 cr.) DN630

Provides students with a synthesis of the current and developing law in key areas of trademark and unfair competition law in the U.S. and abroad.

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.

International Intellectual Property Law (2 or 3 cr.) DN634

Examines the international context of the development of copyright, patent, and trademark law, with an emphasis on multinational treaties, developments in the European Union and other jurisdictions, and enforcement of international claims.

Seminar in Law & Technology (2 or 3 cr.) DN778

This seminar explores many aspects of the complex interrelationships between law and technology. In addition to examining the law specifically applicable to computers and other technological developments, the seminar may focus on themes and trends, such as the causal relationship between technological evolution and change in the law.

Sports and Entertainment Law (2 or 3 cr.) DN728

Looks at legal issues arising from professional and amateur sports and entertainment activities. The course explores principles of contract, tort, agency, and constitutional law, as well as antitrust, collective bargaining, copyright, protection of performances and literary ideas, and unfair competition, as drawn from common law, statutes, and agency regulations and applied to participants in sports and entertainment activities.

Unfair Trade Practices (3 cr.) DN652

Examines the regulation of competitive business behavior by statutes and at common law, misleading practices, false advertising, commercial disparagement, price discrimination, trade secrets, protection of ideas, trademarks, and copyrights.

Advanced Topics in Intellectual Property Law: Internet Law (2 cr.) DN636

Explore in depth several key intellectual property issues arising out of the development of the Internet and digital technology. In the copyright context, the course will explore the Digital Millennium Copyright Act, peer-to-peer filesharing cases, and music streaming on the Internet. In the field of trademark law, the course will cover the Anticybersquatting Consumer Protection Act and the Uniform Domain Name Dispute Resolution Policy.

Advanced Topics in Intellectual Property Law: Music Law (2 cr.) DN636

Offers an in-depth study of copyright and other related areas of the law as they relate to the creation, distribution, and management of music. Specialized aspects of the law govern diverse activities such as nightclub performances, burning CDs, artist contracts, and online file sharing. This course will also examine the law's influence on the shape of the music industry and the application of the law in the context of a full-blown copyright infringement lawsuit.

IP Courses in Development

The range of courses in the coming years will expand greatly, and we look forward to creating internships, research opportunities, and clinical programs that focus on IP issues. We are striving to develop several courses that emphasize transactional aspects of the law and biotechnology applications. We are already working with adjunct faculty in the region to develop the following new courses, perhaps to be offered within the coming year:

Intellectual Property Transactions

Addresses strategies and structures of transactions related to management and exploitation of intellectual property with consideration to issues specific to technologies such as internet, biotechnology, software and media. Examples of transactions will include transfers of rights in intellectual property, licenses (including shrink-wrap and click-through agreements), representation and warranties, indemnities, due diligence in mergers and acquisitions, agreements with employees and consultants, escrow arrangements, security interests, confidentiality agreements, development agreements, publishing agreements, supply agreements and service agreements.

Intellectual Property Litigation

Traces the complexity of intellectual property litigation from infringement or other violation through judgment and appeal. Litigation of patents, copyrights, and other forms of IP often involves procedures and strategies that are distinct from the judicial processes of other legal claims. The course will examine jurisdictional requirements, special forms of evidence, and other aspects of IP litigation.

The opportunities to develop new IP courses are growing. Among the courses we have identified for the next stage of development are *Valuation of Intellectual Property* and *Personality Rights*. The Law School is currently preparing a new course, *Advanced Legal Research*, which may become an important or required part of the program. We also anticipate developing appropriate clinical and internship courses in future years.

Electives and Current IP-Related Courses

Many other courses will be important for students in the LL.M. program. Some students will have specialized professional interests; other students will be placing IP in the context of

litigation and transactional work familiar to many lawyers. Many areas of the law interrelate with IP in important substantive ways. A rich variety of courses currently available in the Law School will allow students to meet those diverse objectives. Students will work with the director of the track to select electives based on each student's needs, interests, and background. Among the electives students are likely to consider:

Advanced Research

Antitrust Law

Antitrust and the Health Care Industry

Bioethics and Law

Business Associations I & II

European Union Law

Evidence

Federal Communications Law

Food and Drug Law

Freedom of Speech, Press, and Religion

Income Taxation of Individuals, Fiduciaries and Business Associations

International Civil Litigation

International Criminal Law

International Human Rights Law

International Law

International Trade Law

Issues in Genetic Screening, Testing and Engineering

Law and Biotechnology

Law and Economics

Sales

Secured Transactions

Social Regulation of the Body and Its Processes

Topics in Health Care Law

World Trade Organization Law

Seminar in International Legal Transactions

Seminar in Property Theory

Example Curriculum

Even if a student were to enroll in the proposed program full-time as early as Fall 2004, he or she would have considerable choices for completing all requirements from courses that the Law School is currently prepared to offer. For example:

	Fall Semester 2004	Spring Semester 2005
Required Courses	Intellectual Property Law (3 cr.) LARC for LL.M. Students (2 cr.) Advanced Research (1 cr.)	LARC for LL.M. Students (2 cr.) Advanced Research (1 cr.)
IP Courses (Example)	Trademark Law (2 cr.) Advanced Topics: IP Transactions (2 cr.)	Copyright Law (3 cr.) Patent Law (2 cr.)
Alternative IP Courses	Sports & Entertainment Law (3 cr.) Advanced Topics: Music Law (2 cr.)	Advanced Topics: Internet Law (2 cr.) Right of Publicity (2cr.)* Valuation and Taxation of IP (2 cr.)*
Additional Electives	0 to 3 credits	0 to 6 credits

*Asterisk indicates that the course is in development, with expectation that it will be proposed to the faculty for approval in time for inclusion in Spring 2005 curriculum.

Transfer Credits

The Law School is pursuing innovative arrangements with other law programs to enable our students to enroll in specialized courses available elsewhere and earn credit applicable toward this LL.M. degree. For example, Professor Crews is affiliated with the Munich Intellectual Property Law Center, an LL.M program based in Germany, with students from around the world and all instruction in English. The MIPLC has strong ties with the George Washington University Law School. We are exploring arrangements that might allow our students to be in residence in Munich for a short period to take certain concentrated courses or to earn credits in the summer IP program administered by GWU. Students could gain the international perspective, take specialized courses that we may not offer, and apply those credits toward our degree. Such creative arrangements should make our program stronger, attract better students, and provide a more vigorous educational experience. Such arrangements should also have reciprocal possibilities. Just as our students may be able to study at another institution, students from another program should also be able to visit IU and earn transferable credits from us. The result would be an opening of important educational opportunities as well as enhancement of tuition revenues.

Program Evaluation

In the fall semester after the third year of the new degree track, the Law School will conduct a

thorough evaluation of the instruction, enrollment, and projected growth of the program. Each year, courses and instructors will be evaluated by customary methods used in the Law School. The LL.M. program will also be reviewed by the ABA in the context of the regular reviews of the Law School as a whole.

VII. Student Population to Be Served

The proposed new track is designed both for foreign lawyers and for U.S. lawyers seeking additional education in intellectual property law. We expect that foreign lawyers and U.S. lawyers from other parts of the U.S. will enroll in the one-year full-time program. In addition, the program will offer certain courses as evening courses, allowing students from the Indianapolis area to pursue the degree as a part-time program over a period of more than one year, while maintaining their employment and meeting family duties and other responsibilities.

Projected Enrollments

Without any systematic promotion of an IP program, we have had solicitations of interest from several prospective students, many of whom have indicated readiness to enroll for Fall 2004. We would like to begin the program without delay and foster a gradual growth of enrollments as we shape the program and the curriculum. We therefore project these approximate enrollments:

Year 2004-2005:	4 students
Year 2005-2006:	6 to 8 students
Year 2006-2007:	10 to 12 students

Grading Policies

Grading will be consistent with grading in the LLM track in International and Comparative Law, the LLM track in Health, Policy and Bioethics, and the LLM track in International Human Rights Law.

Financial Support

Diverse sources of financial aid for students will be available:

- Students are eligible to apply for financial support through the IUPUI Financial Aid Office.
- Limited financial support—in the form of partial tuition waivers—may be made available by the Law School for deserving students.
- We anticipate that law firms and corporations may sponsor scholarship assistance.

- Part-time employment or internship possibilities can provide income.
- The proposed budget for the IP Center will include opportunities for part-time employment or GA positions for some students.

VIII. Relationship to Campus and Departmental Missions

The LL.M. in IP Law would fulfill the missions and goals of the law school, the campus, and the university in several respects.

- It would build on the strong educational and professional developments in life sciences and biotechnology industries. We anticipate that many of our courses will soon address the relevant IP issues and accordingly help promote the growth and quality of the industry in the Indianapolis region.
- The program will attract new students from around the US and from other countries, diversifying our programs and enhancing the relationship of the school to other institutions and communities of legal professionals in other regions.
- The IP program will be closely tied to our international law and health law programs, and they are among the core strengths and distinctions of the Law School.
- The IP program will yield greater connections to the law and business community of Indianapolis and other regions.
- The program has the potential to create stronger connections between the Law School and other academic programs at IUPUI. For example, IP has become an element of the curriculum in several schools at IUPUI, including Informatics, Engineering & Technology, and Library & Information Science. Professor Crews of the Law School has worked with some of these schools on related issues, and the Law School is developing a joint-degree program with Library & Information Science. The proposed LL.M. program in IP law can allow us to develop innovative courses that may meet the needs of students in other programs or even serve the needs of professionals in the community who are looking for career enhancement but not necessarily a full degree program.
- The program will fulfill the university's goals, as described in IUPUI's "Vision, Mission, and Values," statement, of facilitating "the development of new graduate degree and post-baccalaureate certificate programs to meet local, national, and global needs," of increasing the numbers of Master students, and of attracting and supporting a more diverse student body, particularly one that includes more international students.

IX. Relationship to Existing Degree Programs Within the IU System

This proposal has specified various connections between the proposed LL.M. program and many other programs in the Law School and elsewhere within IU. Otherwise, no similar program with an IP specialization exists in the IU system. The proposed LL.M. poses no known conflict with any other degree program. For example, the School of Law-Bloomington offers a long-standing LL.M. program that allows students to select from a strong list of courses, including IP courses, but the degree is ultimately not a specialized IP degree.

X. Resources Required for the Implementation of the Proposed Degree Track

The program will be built upon the growth of the IP and related curriculum that we already have been able to develop at the Law School. This proposal is also for the creation of a new track and not for the creation of a new degree program. Therefore, the LL.M. can be built upon existing curricula, and it can be advertised in connection with existing promotional campaigns. The IP program will also be a key component of the planned IP Center; administration of the LL.M. program will eventually be subsumed into the budget of the Center and not draw directly upon existing resources of the Law School.

Full-Time Faculty

Many current members of the Law School faculty teach the courses listed above. Among our faculty teaching IP courses:

Kenneth Crews

Copyright Law

Intellectual Property

International Intellectual Property Law

Seminar in Law and Technology

Gerard Magliocca

Trademark Law

Unfair Trade Practices

Intellectual Property

Karen Bravo

Joining the Law School's faculty in Fall 2004 will be Karen Bravo. Prof. Bravo will this year earn an LL.M. from New York University School of Law. In addition to her experience and teaching interests in business law, she has been a litigation attorney in copyright cases, and she has expressed an interest in teaching IP law and participating in this LL.M. program and the IP Center.

IP Center Faculty

Upon establishment and funding of the proposed IP Center, the school will have new funding, much of which will be dedicated to hiring faculty and other instructors of courses for the benefit of the LL.M. as well as the J.D. programs. The outlook at this time is that the Law School will be able to hire the equivalent of three full-time faculty members to teach, conduct research, and pursue other programs of the IP Center. The Law School anticipates that it will be able to begin the search and hiring process next year for one or two full-time permanent members of the faculty with an IP specialization. The Center plans to reserve the funding for the third position to attract established IP experts from other universities to serve as visiting faculty members and to prepare specialized courses and other programs in support of the LL.M. degree and other initiatives. These faculty members will greatly strengthen and continually diversify the curriculum.

Adjunct Faculty

The Law School offers many other courses taught by adjunct faculty members on a recurring basis. Most of the school's adjuncts are attorneys in practice in the Indianapolis region. With the growth of IP practice in our city, we have been able to develop a strong team of adjuncts affiliated with the leading law firms. For example:

From the firm of *Woodard, Emhardt, Moriarty, McNett & Henry*

Tom Henry has for many years brought his patent law specialty to the school, most recently teaching *Patent Law*. He is one of the senior partners of a leading IP firm, and the firm has been an important friend of the school for decades.

Cliff Browning is also a partner with the Woodard firm, and he teaches *Trademark Law*. He is widely recognized in the community as one of the leaders in the trademark field. As a student, he was editor-in-chief of our law review, and today is an editor of *The Trademark Reporter*, a national journal.

From the firm of *Baker & Daniels*

Robert Meitus teaches *Advanced Topics in Intellectual Property Law: Internet Law*. His law practice encompasses a wide variety of copyright and related issues, and he is an accomplished musician and music producer. He has taught this course at IU Bloomington, and this year he brings the course to our school.

From the firm of *Barnes & Thornburg*

Rollie Cole teaches *Copyright Law*. He is a recognized national leader in IP issues, particularly as they relate to computer software and new technology. He received his law degree, Ph.D., and other academic degrees from Harvard University.

Mary Jane Frisby is preparing to teach *Advanced Topics in Intellectual Property Law: Music Law* in Fall 2004. She graduated near the top of her class from our school and has practiced copyright, trademark, and patent law. She is currently assigned to a major, complex litigation course involving allegations of massive infringement of 1,000s of musical works.

From the firm of *Bose, McKinney & Evans*

James Coles is the chair of the firm's Intellectual Property Group. He is responsible for an extensive IP practice, including many firms in the pharmaceutical and biotechnology industries. Mr. Coles is the founder of the ATAIN (Access Technology Across Indiana) consortium of nine Indiana-based research institutions. He is preparing to teach a transactional course that will have an emphasis on patents and on issues related to the biotech industry. Other attorneys in the Bose firm are participating in the effort, bringing a depth of experience and a diversity of perspectives to the curriculum.

From the company *CMG Worldwide, Inc.*

Jonathan Faber is the corporate president, and he is planning to teach a new course next year that will focus on the IP issues of central importance to CMG. CMG is one of the world's leading licensing agents of IP rights. The core business is management of "rights of publicity" and licensing and enforcing IP rights on behalf of CMG clients.

From the company *Verity Records*

Max L. Siegel began teaching *Sports and Entertainment Law* for our school in Fall 2003. He is president of Verity Records and vice president of Zomba Music Group, divisions of BMG Entertainment that specialize in producing recordings of gospel, rap, hip hop, and other music. Mr. Siegel is based in New York City, but he has family connections in Indianapolis and looks forward to continuing his work with our school.

Administration

With the growth of graduate programs, the Law School is prepared to centralize and coordinate some services common to all LL.M. programs. The current administrative staff supporting the Master Programs at the Law School comprises the following persons:

Jeffrey W. Grove, Associate Dean for Graduate Studies and Professor of Law

Kenneth D. Crews, The Samuel R. Rosen II Professor of Law

Professor Crews has served as director of the Copyright Management Center since 1994 and is currently Associate Dean of the Faculties for Copyright Management at IUPUI. He will serve as director of this LL.M. track and will have a leadership role in the IP Center.

Anthony A. Tarr, Dean of the School of Law and Professor of Law

Dean Tarr has been a leading force in the creation and expansion of the LL.M. programs at the Law School, and he has given priority attention to the creation and funding of the IP Center.

Upon establishment and funding of the proposed IP Center, the Center will employ an independent administrative staff to support the needs of this degree track. These hiring decisions will be made in coordination with the overall LL.M. program needs, as well as the needs of the Copyright Management Center, in order to assure coordination of effort and efficient use of university funding.

Library

The library has been working with the faculty in recent years to strengthen our resources for the study of IP law. Indirect funds from an NSF grant were recently allocated for acquiring such materials. Some funding for the new IP Center will also need to be budgeted for strengthening the library collection. Even without such additional funding, the library provides access to a wide array of domestic and international materials relevant to research, study, and application of IP law.

Facilities

The addition of the IP track will increase enrollment in the LL.M. program currently offered by the Law School. However, with or without this new track, the forecast for maximum enrollments of LL.M. students at any one time remains unchanged. The school is accordingly preparing for accommodating the additional students, whether or not we have this added track. This track, therefore, will not itself be an additional burden, but may instead help assure that the school will achieve its planned goals.

The proposed track does not depend on hiring additional full-time faculty. Therefore, this proposal will not itself place a new burden on office space and other facilities for faculty. The related IP Center does include a proposal for hiring new faculty, and funding and facilities for any such individuals will be addressed in that context.

XI. Innovative Features of the Proposed Degree Track

The many justifications for this proposal, set forth above, suggest several innovations of the IP program, the proposed program, however, will achieve national distinction and meet local needs through four characteristics:

- (1) A specialized focus on life sciences and biotechnology, although not to the exclusion of the many other aspects of IP law.
- (2) A focus on transactional aspects of IP law, allowing students to understand not only the principles and theories of the law, but also its functionality in law practice and business.
- (3) A regular offering of multiple courses on the evening schedule, allowing students to maintain their work and family obligations while earning the advanced degree.
- (4) Cooperation with other strengths of the Law School, notably our programs in health law and international law, adding critical dimensions to IP education.

Appendix

Current LL.M. Programs in Intellectual Property Law

While many LL.M. programs of all types are available in the US, relatively few programs are specifically identified as a degree in IP law. We have identified the following programs that are accredited and currently available:

Boston University School of Law

<http://www.bu.edu/law/ipllm/>

Chicago-Kent College of Law

(Program in *International IP Law*)

<http://www.kentlaw.edu/academics/llm/ipllm.html>

Thomas M. Cooley Law School

<http://www.cooley.edu/llm/ipprogram.htm>

Franklin Pierce Law Center

http://www.piercelaw.edu/ipb/ip_over.htm

George Mason University School of Law

<http://www.gmu.edu/departments/law/ip/LLM.html>

George Washington University Law School

<http://www.law.gwu.edu/acad/ip.asp>

Golden Gate University School of Law

<http://www.ggu.edu/schools/law/graduates/IP/>

University of Houston Law Center

<http://www.law.uh.edu/llm/ipilprog.html>

The John Marshall Law School

<http://www.jmls.edu/intellectual.html>

University of San Francisco School of Law

http://www.usfca.edu/law/llmip/LLM_IP_web/USFfor_home_ip.html

Santa Clara University School of Law

http://www.scu.edu/law/admissions/intellectual_property.html

Suffolk University Law School
(LL.M. in Global Technology, track in IP law)
<http://www.law.suffolk.edu/academic/llm/index.html>

Washington University School of Law
<http://law.wustl.edu/LLMIP/>

University of Washington School of Law
<http://www.law.washington.edu/IPLaw/>

Yeshiva University, Cardozo School of Law
http://www.cardozo.yu.edu/academic_prog/llm_programs/intellectual.asp

Outline for Reviewers Comments

Review of Proposal for LL.M. program in Intellectual Property Law

Documents reviewed:

Summary:

The Indiana University School of Law-Indianapolis is adding a LL.M. degree in Intellectual Property Law to its existing graduate LL.M. programs. As stated by the introduction to this new track, "The proposed new program will be in furtherance of the missions of the school, campus, and university. It will also be a crucial step in advancing relationships between the campus and the community and building upon the growth of biotechnology and life science industries in the Indianapolis region." Overall this is an excellent addition to the LL.M. degree track.

Recommendation:

Accept without revision

Discussion:

Review of Intellectual Property (IP) Law Track in LL. M. Program

The proposal makes a convincing case that a distinct and recognized track in IP law fits the expansion plans of the law school, responds to both needs and opportunities in the local community, and capitalizes on the growing internationalization of the master's program.

In addition to some rigorous editing (standardization of capitalization and avoiding awkward repetitions of words, for example), however, I recommend that the proposal be revised to provide more fully better information on the following points (listed not in rank order):

- indicate whether the track has been approved by the law school faculty
- clear statement of the relationship of courses offered to both JD and LL.M. students
- succinct report on recruitment of students (are there four full-time student poised to warrant a beginning of the program in fall 2004?)
- what is the projected time of completion of the program for full-time students?
- what is the projected time of completion of the program for part-time students?
- clear distinction between internationalization and diversity among students
- how do foreign students demonstrate language competency?
- identify more specifically the instruments and procedures for measuring success of the program (after one year; three years; five years)
- address how courses taken in IUPUI schools other than law are being transferred and counted

Recommendation: accept after revisions.

Proposal for a Revised Masters Program

INSTITUTION: IUPUI

COLLEGE: Education

DEPARTMENT: Language Education, Special Education, Elementary & Secondary Education, Education Leadership

DEGREE PROGRAM TITLE: MS in Education

FORM OF RECOGNITION TO BE AWARDED: Master of Science (MS)

LOCATION OF PROGRAM: Indianapolis

PROJECTED DATE OF IMPLEMENTATION: Fall 2004

Objectives

The major goal of the revised Masters is to offer a core set of courses designed to address urban education issues, and to offer an urban education concentration. The revised curriculum will incorporate 9-12 credits of our new Certificate in Community Building and Urban Education program. In addition, the inquiry component will be expanded to include 6-9 credits of Inquiry-based Seminars that will support students to conduct inquiry in the field and pursue National Board Certification.

Clientele to be Served

As has been the case in the past, most graduate students will be pursuing a Masters in one of the concentration areas: Language Education, Special Education, Elementary & Secondary Education, and Education Leadership. The new concentration in urban education should draw educators and community members in related fields. The majority of students will continue to be working professionals who attend part-time. Students enrolled in other graduate programs at IUPUI may be interested in taking one or more of the courses offered in the Certificate in Community Building and Urban Education program as electives.

Curriculum

Table 1 provides the current framework for the Masters degrees in Elementary, Secondary, and Special Education. There are three required courses (9 credits): J500 – Instruction in the Context of Curriculum, H520/530/540 – Educational Foundations, and Y520 – Strategies for Educational Inquiry. The remainder of the program is designed by the student and their advisor, including 12 credits of Specialized Studies, 9 credits of Electives, and 6 credits of thesis, project, or additional coursework.

The revised Masters in Education is designed to provide a unifying framework for concentrations in the areas listed above within a supportive cohort design. A minimum of 36 hours is required for completion of the program (See Table 2). The four core courses (9-12 credits) comprising the “Systemic Issues” (W505, A560 or H520/530, T531, and T550) are intended to provide a strong urban education foundation for each cohort of students.

Inquiry Block

Our Inquiry block (9-12 credits) is intended to prepare students to be reflective practitioners. This component is intended to provide students with opportunities to “problematize” their practice (teaching, administration, etc.), reflect on their practice, document evidence of change (e.g., student learning, organizational change), and to identify needed changes in practice. This experience will culminate with an action research project or a portfolio documenting excellence in practice. In addition, these courses will integrate the use of technology in educational practice.

The first course in this sequence is either Y535 or Y520. Some students will be interested in the role of evaluation and assessment in educational settings (Y535) and can envision this course supporting their personal inquiries. Other students will approach research in

education from a much broader perspective. Through Y520, they will acquire tools for reading and potentially conducting research in education, as well as considering the nature of research questions that impact teaching and learning. For these students Y520 will serve to support their personal inquiries into teaching and learning.

Following the structured research course, students will enroll in two to three consecutive semesters of an Inquiry Seminar. These seminars will attend to students who are enrolled for the first, second or third time. Consequently, each seminar will be comprised of students engaging in inquiry stage 1, stage 2, or stage 3.

Inquiry Stage 1: The initial activity of one's personal inquiry will be the "problematizing" of one's practice and the identification of an inquiry focus. In the search for an inquiry focus, students will spend time analyzing their students' learning, or developing a relevant focus if they are not classroom based. This activity will be a semester long inquiry into student or organizational learning and change.

Inquiry Stage 2: This second phase of student inquiry will be the design of an action research project. During the second semester, the exploration of action research methodology will be a focus. Educators will further problematize their teaching/leadership activities by video-taping themselves and learning to use the video-tapes as a means of reflecting on the quality of their practice.

Inquiry Stage 3: The third phase of inquiry will be either the implementation of the action research project with the write-up of the findings, or a portfolio documenting the quality of practice. Portfolios will include materials such as analysis of student work, lesson plans, and video-case reflections of teaching.

National Board Certification

The NCATE/National Board for Professional Teaching Standards (NBPTS) partnership encourages university Schools of Education to develop standards-based master's degree programs designed to help teachers improve their practice and develop the tools to better assess their own effectiveness. According to Blackwell and Diez (1998), such master's programs would focus not on routes out of the classroom, but on improving teachers' ability to teach all students effectively, and would provide intensive study that deepens teachers' knowledge of content-specific pedagogy with the aim of improving student achievement and learning.

The design of the inquiry seminars, which require higher-level reflection for all students, also allows interested students to align their work with National Board Certification requirements (including the portfolio development). In addition, workshops can be offered on

weekends or as part of the School of Education Summer in the City classes to encourage students to pursue National Board Certification.

Specialized Studies

The Specialized Studies block (12-18 credits) allows students to individualize their program of study through coursework and experiences aligned with their field of study.

Each concentration area will delineate required and recommended coursework for this block.

Field Component

All courses will be linked to the field through field-based inquiry and assignments. The inquiry seminars will involve analysis of field-based practices, action research, and documentation of practices.

Standards Guiding the Masters Program

All graduate programs in the IUPUI School of Education are grounded in the five core propositions of the National Board for Professional Teaching Standards (NBPTS), and are guided by INTASC Standards and the IUPUI Principles of Teacher Education. In addition, each individual program adheres to the national and state standards for each discipline. In combination, these standards guide curriculum, instruction, candidate assessment, field experiences, and program evaluation. Student reflection about their growth in relation to these standards is a core component of every course and field experience.

Admissions and Course Sequence

Students may be admitted and begin in the summer or fall. Summer cohorts will take two courses in the summer and one each semester thereafter, beginning with W505. Fall cohorts will also begin with W505. Students who enter in the spring must take a Specialized Study course prior to joining a cohort in the summer.

Students should proceed through the Systemic Issues and Specialized Studies courses first, followed by the Inquiry courses. Students may follow either a two-year or a three-year version of the program.

Program Faculty

No new full-time faculty are needed immediately due to the fact that all courses are currently being offered except for the Inquiry Seminars. Existing School of Education faculty have expressed interest in teaching these courses.

Table 1:
**Current Master's Framework for the School of Education at IUPUI
For Elementary, Secondary, and Special Education**

Required Courses (9 credits)

EDUC J500 Instruction in Context of Curriculum
EDUC H520/530/H540: Educational Foundations
EDUC Y520: Strategies for Educational Inquiry

Specialized Studies (12 approved credits)

- 1.
- 2.
- 3.
- 4.

Electives (9 credits, limit 3 workshop credits):

Courses outside of Education

- 1.
- 2.
- 3.

Masters Thesis, Project, or Portfolio (6 credits)

OR 6 credits of coursework (*approved by advisor*)

TOTAL: 36 credits

Table 2
MASTER'S IN EDUCATION:
Urban Education, Language Education, Special Education, Secondary & Elementary Education

	Certificate in Community Building & Urban Education	Master's in Education
Systemic Issues	<p>W505: Inter-professional Collaboration (3 cr)</p> <p>A560: Political Perspectives on Education (3 cr)</p> <p>T531: Org Change in Culturally & Linguistically Diverse Schools (3 cr)</p> <p>T550: Cultural/Community Forces & the Schools (3 cr)</p>	<p>W505: Inter-professional Collaboration (3 cr)</p> <p>A560: Political Perspectives on Education (3 cr) OR H520/530: Foundation Course</p> <p>T531: Org Change in Culturally & Linguistically Diverse Schools (3 cr)</p> <p>T550: Cultural/Community Forces & the Schools (3 cr) <i>(optional for all but Urban Ed.)</i> (9-12 cr)</p>
Inquiry		<p>Y535: Evaluation Models & Techniques (<i>req'd for Urban Ed</i>) OR Y520: Strategies for Educational Inquiry (3 cr)</p> <p>Inquiry-Based Seminars I, II, & III (6-9 cr) <i>(To be taken after 'Y' course)</i> (9-12 cr)</p>

Teaching and Learning (Specialized Studies)		<u>Specialized Studies Related to Field of Study</u> (12-18 cr) (e.g., <i>J/L500: Instruction in the Context of Curriculum</i> , <i>S503: Secondary Curriculum</i> , <i>G580: Topical Seminar in Counseling & Guidance</i> , <i>K505: Intro. to Special Ed.</i>) 1. 2. 3. 4. 5. 6. (12-18 cr)
Evidence of Performance	T590: Practicum (Independent Study/Multicultural Ed) (3 cr)	TOTAL = Minimum 36 credits

**REVIEW OF PROPOSAL
for a REVISED MASTERS PROGRAM IN EDUCATION**

As I understand the proposal, the courses (9-12 credit hours) now available for the new Certificate in Community Building and Urban Education would become the core courses for a new Urban Education track. These courses also would be available to students pursuing tracks in Language Education, Special Education, and Elementary and Secondary Education (Table 2).

I note, however, that Language Education, listed in Table 2, is not one of the tracks “in the areas listed above,” at page 2 (Curriculum). This is confusing to me; perhaps I am missing something.

It does appear, however, that the Education Leadership track would **not** be implicated by this proposal. I am not sure why this is so, except that these courses might not be directly relevant to this track. Should this be addressed, or does everyone else understand it?

Revising the Masters curriculum by enriching urban education course work—packaging it in a new Urban Education track and making it available in other tracks—makes sense to me.

The proposal also makes a good case for expanding the number of credit hours in Inquiry-based seminars. Question: Would this expansion apply to the Education Leadership track or only to those tracks listed in Table 2?

I recommend that the proposal be accepted without substantive revision. If others share any of the questions or confusion noted above, perhaps the proposal could be clarified to address these matters.

Review of Proposal for a Revised Masters Program in Education

The proposal outlines a seemingly reasonable set of changes, but there are major gaps in the document that should be fixed.

The scope of the changes is unclear. Which of the current concentration areas are affected? Just Elementary Education, Secondary Education, and Special Education? Or even Language Education, English as a New Language, Educational Leadership, and Counseling? The latter do not currently have the kind of curriculum structure outlined in Table 1. One might guess that they will not be affected by the changes, but there is a need for an explicit statement about whether the second group of concentrations will be dropped altogether, left unaffected, or included under the new curriculum structure.

The rationale for the new emphasis on urban education is not stated clearly enough. Why is the new set of Systemic Issues courses better than the old list of basic courses (in the categories of General Curriculum and Foundations courses)? Why do even students who plan to teach in rural areas or homogeneous/established communities need the kinds of courses that count for the certificate in Community Building and Urban Education? Are such courses so urgently needed that they justify depriving students of the options they now have for taking some elective courses (including offerings in other departments)?

The logic of requiring Y535 (Evaluation Models and Techniques) for the new Urban Education concentration but not for the other (restructured) concentrations is not clear. Y535 is not required for the certificate in Community Building & Urban Education, so why is it so crucial for the MS degree? Why is Y520 (Strategies for Educational Inquiry) good enough for the older concentration areas (even after their revision), but not for the new one in Urban Education?

The rationale for the new Inquiry-Based Seminars (I, II, III) is clearly explained, being linked to a trend in national certification standards. But it is not clear which of these three seminars may be skipped by the students in the new Urban Education area. They will need two of the three. Is it up to the student to choose the one to omit?

The labeling of Table 2 is confusing. The left-hand side lists the current requirements for the certificate, so the Graduate Affairs Committee is not being asked to consider those. The right-hand side lists the proposed requirements for (only certain?) concentration areas.

With regard to the Specialized Studies courses, will the lists of acceptable courses change for the old concentration areas? What kinds of courses will be acceptable in this category for the new area of Urban Education? Will new specialty courses need to be developed for the latter?

There is no indication of the anticipated enrollment in the new Urban Education concentration. If this area attracts significant numbers of new students (rather than drawing them

away from the older concentration areas), can they be accommodated without recruiting more faculty and allocating more classroom space? When the Systemic Issues courses become required not just for those in the certificate program, one might expect that more sections of these will be needed. Perhaps new Specialized Studies courses for Urban Education will need to be developed as well. This implies that some of the school's current offerings will need to be curtailed. Which ones? To what extent will the diversity of the curriculum suffer as a result?

There is an apparent inconsistency in the course identification code for the first Systemic Issues course. Interprofessional Collaboration is listed as W505 in the proposal, but as F505 in the school's Web site description of the certificate program. The IUPUI Schedule of Classes lists a series of summer workshops with various titles as W505's. Is Interprofessional Collaboration among them, or something else?

Memorandum

To: Sherry Queener, IU Associate Dean
Director, IUPUI Graduate Office

From: Robert Barrows, Chair
School of Liberal Arts, Graduate Curriculum Committee

Date: March 23, 2004

Subject: Dual Degree Proposal: Philosophy M.A./ Law J.D.

INDIANA UNIVERSITY
SCHOOL OF LIBERAL ARTS



The proposal (attached) for a dual degree in Philosophy (M.A.; concentration in bioethics) and Law (J.D.; concentration in health law) has been reviewed by the appropriate bodies in the School of Liberal Arts. We endorse the proposal. We note, particularly, that students who obtain an M.A. in philosophy in this program will fulfill requirements identical to those students on the bioethics "track" who are not in the program. The only difference is that dual degree students will have to select health-law courses, rather than other potential options, for their elective courses taken outside of the Philosophy Department.

Handwritten signature of Robert Barrows in black ink.

Robert Barrows
Chair
Graduate Curriculum Committee

Handwritten signature of John McCormick in black ink.

John McCormick
President
School of Liberal Arts Faculty Assembly

Handwritten signature of Robert White in black ink.

Robert White
Acting Dean
School of Liberal Arts

DEAN'S OFFICE

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**PROPOSAL FOR COMBINED DEGREES IN LAW (JD) AND PHILOSOPHY (MA)
WITH CONCENTRATIONS IN HEALTH LAW AND BIOETHICS**

Presented by:

IUPUI Department of Philosophy

February 21, 2004

In September 2003, the ICHE approved the offering at IUPUI of an MA program in philosophy, with concentrations in bioethics and American philosophy. The present proposal is for a program at IUPUI leading to combined degrees in law and philosophy. (On 1/29/04, this proposal was approved, in principle, by the curriculum committee of IUPUI's law school.) Students completing the program will receive a Juris Doctor (JD) in Law, with a concentration in health law, and a Master of Arts (MA) in Philosophy, with a concentration in bioethics. The proposed combination is not uncommon. Among the institutions offering combined degrees in law and bioethics are the University of Pennsylvania, the University of Pittsburgh, Case Western Reserve University, Georgetown University, and the University of Utah.

Background

Bioethics, the ethics of the life sciences, encompasses both medical and environmental ethics. It is a field of rapidly growing importance, both nationally and internationally. Environmental concerns are ever more pressing. And the development, delivery, financing, and regulation of healthcare products and services is a major economic and social endeavor. Bioethical issues – social, legal, and philosophical – confront a diverse array of institutions, including state and federal agencies, healthcare organizations, research and educational institutions, corporations (national and multinational), human rights organizations, medical insurers, and religious bodies. In combining the philosophical study of bioethics with the study of law, students will acquire the perspective, knowledge, and expertise that will equip them to provide leadership concerning the bioethical issues faced by such institutions.

The Indiana University School of Law – Indianapolis has a nationally recognized Center for Law and Health and a program in health law that is ranked among the top ten in the nation. The school has promoted combined-degrees programs for the benefit of law students seeking additional expertise in health-related areas. It offers, together with the School of Medicine, a program leading to combined degrees in law and public health. It also offers, together with the School of Public and Environmental Affairs, a program leading to combined degrees in law and health administration. A program leading to combined degrees in law and philosophy, with a concentration in bioethics, will be an important addition to the school's health-law program.

The IUPUI Department of Philosophy will launch its master's program in philosophy, with tracks in bioethics and American philosophy, in Fall 2004. The bioethics track is intended primarily for mid-career professionals and students in IUPUI's professional schools. Accordingly, the department has intended from the beginning to propose programs leading to combined degrees. A partnership with the School of Law would be especially welcome, for four reasons: the affinity of legal and philosophical reasoning, the crucial role of the legal profession in the societal resolution of bioethical issues, the stature of the School of Law's program in health law, and the prospect of attracting to the department's graduate courses substantial numbers of highly capable law students.

Program Requirements

As is customary, the combined-degrees program will enable students to obtain the two degrees, JD and MA, while earning fewer total credits than if they pursued the two degrees separately. This reduction is the result of each degree program counting some courses from the other program as part of the course work required for its own degree. Up to six credits of health-law courses (selected from the list mentioned below) can be counted toward both the 90 credits required for the JD in law and the 30 credits required for the MA in philosophy. Furthermore, the 6-credit course Philosophy P803 will count toward both the 30 credits required for the MA in philosophy and the 90 credits required for the JD in law. Thus the program enables students to obtain both degrees with a total of 108 credits of course work rather than the 120 credits required if the two degrees are obtained independently.

However, it is important to understand that any student who obtains an MA in philosophy through this program will have met the requirements for an MA applicable to MA students in the bioethics track who are *not* pursuing combined degrees. That's because such students are already allowed to count up to 10 credits of graduate courses offered outside of the philosophy department, from a list of graduate courses approved for this purpose, toward the 30 credits required for an MA in philosophy. (Students may count no more than 6 credits from any *one* field outside of philosophy.) The approved list of outside courses includes four health-law courses, and will soon include others.

The capstone of the proposed combined-degrees program is the 6-credit course Philosophy P803, in which students complete a thesis or research project addressing legal and philosophical aspects of a bioethical issue. In addition to counting toward the credits required for both degrees, P803 will satisfy the senior writing-requirement of the School of Law as well as the thesis/research project requirement of the Department of Philosophy.

The curricular requirements for the bioethics track of the Philosophy MA degree, which are applicable to all MA students electing that track, regardless of whether they participate in the proposed combined-degrees program, may be viewed at:

http://www.iupui.edu/~philosop/ma_curriculum_bioethics.htm

Below is a sample schedule of courses for students pursuing the combined-degrees program here proposed.

SAMPLE SCHEDULE COMBINED DEGREES IN LAW (JD) AND PHILOSOPHY (MA)	
<i>(Italicized courses are counted toward both degrees. The courses mentioned are intended only as examples. The only curricular requirements for the Philosophy side are those at:</i> http://www.iupui.edu/~philosop/ma_curriculum_bioethics.htm	
First Year Law Program: 30 cr.	
Civil Procedure I Contracts I Property I Torts I Legal Writing I	Civil Procedure II Contracts II Property II Torts II Legal Writing II
Summer Law Program (6 cr.)	
Law School selections, including Criminal Law (6 cr.)	
Second Year & Summer Philosophy MA Program (l-column): 13 cr. / Law Program (r-column): 14 cr.	
PHIL P547 Foundations of Bioethics (3 cr.) PHIL P540 Contemporary Ethical Theories (3 cr.) MHHS M504 Introduction to Research Ethics (3 cr.) <i>LAW Bioethics and LAW (2 cr.)</i> <i>LAW Financing & Regulating Health Care (2 cr.)</i>	LAW Constitutional Law (4 cr.) LAW Evidence (4 cr.) LAW Professional Responsibility (2 cr.) <i>LAW Bioethics and Law (2 cr.)</i> <i>LAW Financing & Regulating Health Care (2 cr.)</i>
Third year & Summer Philosophy MA Program: 11 Credits; Law Program: 18 Credits	
PHIL P553 Philosophy of Science (3 cr.); SOC R515 Sociology of Health and Illness (3 cr.); <i>LAW DN 761 Law and Public Health Care (2 cr.)</i> ; other Philosophy MA selection (3 cr.); Law Program selections, including LAW DN 761 (18 cr.)	
Fourth Year Philosophy MA Program: 6 Credits; Law Program: 22 Credits	
<i>PHIL P803 Thesis or Research Project (6 cr.)</i> ; Law Program selections, including PHIL P803 (22 cr.)	



March 7, 2004

Dr. Sherry F. Queener
Associate Dean, IU Graduate School

Dr. Queener,

I am writing to request that the minimum number of didactic course credits required for the Ph.D. degree in Medical Neurobiology be decreased from 45 to 36 credit hours.

The Curriculum Committee for the Program in Medical Neurobiology met and reviewed the objectives of our educational programs. At the present time, the requirement to complete 45 credits of didactic course work results in students having to take a significant number of courses during their third year of Graduate School. Most of our students generally take between 8 and 10 credit hours of course work per semester, and we recommend they take their qualifying examination and enter candidacy near the beginning of their third year of study. It is for this reason that we are now requesting a change in the minimum number of course credits for the Ph.D. degree.

Our Curriculum Committee feels that 36 credit hours is sufficient to adequately prepare our students for their qualifying examination, and will include all of the current core courses of our Program (Neurochemistry, Neuroanatomy, Behavioral Neuroscience, Psychopharmacology, Neural Substrate for Sensorimotor Control). These core courses total 15 credit hours. The remaining 21 credit hours will be reserved for additional courses taken in fulfillment of the student's minor requirement, and for other courses relevant to the student's chosen area of focus.

On February 20, 2004, a notice of the proposed changes was sent to all faculty members in Medical Neurobiology. To date, there have been no objections. Several faculty members suggested possible alterations to the core curriculum, and these suggestions will be brought before the Curriculum Committee for further discussion.

The Program in Medical Neurobiology Curriculum Committee believes that the change from 45 credit hours to 36 credit hours will benefit our students by allowing them to enter candidacy by the end of their second year of study, and by offering them the opportunity for additional hours of research, and this can be accomplished without sacrificing educational content. Additional courses of interest to a particular student will also still be available for those wishing to take more than the minimum required.

If you require additional information, or have any questions or concerns, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Simon".

Jay R. Simon, Ph.D.
Professor and Director
Graduate Program in Medical Neurobiology

DEPARTMENT OF PSYCHIATRY

THE INSTITUTE
OF PSYCHIATRIC RESEARCH

791 Union Drive
Indiana University
Medical Center
Indianapolis, Indiana
46202-4887

Fax: 317-274-1365

A handwritten signature in blue ink, appearing to read "J. Simon", with the date "3/12/04" written below it.

March 7, 2004

Bill,

Enclosed is a revised letter requesting a reduction in the minimum number of credits required for the Ph.D. degree in Medical Neurobiology. The revised version contains a sentence noting that the faculty in Medical Neurobiology have been notified of the proposed changes, and asked for input, and that there were no objections to the proposed change.

I hope that this letter of justification is acceptable. If there are additional items that need to be included, please let me know and I'll take care of it.

Thanks for your help.

Jay

**Application for New Graduate Certificate Program through IU
Health Sciences Patient Centered Outcomes (Revised 4/22/04)**

REQUIREMENTS FOR APPLICATIONS FOR NEW GRADUATE CERTIFICATE PROGRAMS

1. Title of proposed program, as well as department or program and school proposing the certificate: Certificate in Health Sciences Patient Centered Outcomes to be offered by the Department of Health Sciences in the School of Health and Rehabilitation Sciences (SHRS)

2. Designation as an IU or Purdue University Graduate School Certificate: IU Graduate School

3. Statement of purpose and rationale: This four course, 12 credit hour certificate is designed to provide credentialed health care professionals with information about the current trends and issues in health care to include the growing use of technology, use of evidence to inform practice decisions, and the use of outcome measures focused on the individual patient/client. The certificate will provide clinicians the opportunity to demonstrate career development in an area becoming increasingly important to clinicians both nationally and internationally.

Specifically, graduates of the certificate will:

- a. Be able to discuss trends and issues affecting health care delivery.
- b. Understand the theoretical framework for evidence based medicine (EBM), and be able to use EBM to inform practice decisions.
- c. Have a solid overview of the field of health informatics so as to be able to use technology to impact health care.
- d. Become familiar with evaluation methodology and outcomes so as to make sound clinical decisions.

4. The relation to relevant existing or proposed undergraduate or graduate certificate programs, if any: While there is no relationship to existing or proposed certificate courses, this certificate is constructed so that all courses can be used as part of two other advanced master's degrees offered by the SHRS: MS in Therapeutic Outcomes Research and MS in Health Sciences (new degree).

5. A description of the target audience, including evidence of need and what proportion of students would be expected to be concurrently working towards a graduate degree at IUPUI: This certificate will be presented in a distance learning format which will permit us to market the certificate not only to clinicians in the local area, but also the state, nationally, and internationally. We will specifically target clinicians who have graduated from our first professional degree programs; that would include physical therapy, occupational therapy, nutrition and dietetics and health sciences education. Clinicians whose undergraduate programs were formerly housed in the School would also be appropriate for this certificate; they would include cytotechnologists, clinical laboratory scientists, radiologists, nuclear medicine technicians, and respiratory therapists. Nurses and social workers would be eligible as well and

could benefit from the information included in the program. It is anticipated that the majority of students will come from Clarion, other local hospitals and health care practices, and from the School's alumni base.

Since all four of the courses in the certificate can be used for two of the MS degrees offered by the school, prospective graduate students may view the certificate as a way of beginning graduate work. There are currently 39 students enrolled in the M.S. in Health Sciences Education degree and 3 in the MS in Therapeutic Outcomes Research. While we have no data to accurately predict how many of the certificate students will concurrently be working towards a graduate degree at IU, we would anticipate as many as half may pursue concurrent graduate education.

The need for such a certificate has been established through conversations with Clarian network educators, practicing health care professionals, and health care administrators, primarily in the state, although conversations at the national and international level have taken place. Graduates of the certificate program will have a value-added credential which will make them more attractive to employers.

6. A plan for attaining steady state enrollment . Include the number of students expected to participate in the program in the first year and an enrollment projection for the year in which steady state enrollment is expected: As previously stated, we have been in conversation with Clarian educational personnel as the certificate has been developed to gauge its usefulness and desirability for clinicians who are part of the Clarian network. We have chosen courses such that the certificate could be used as a minor or cognate area for other programs offered on the IUPUI campus. We will market the availability of the certificate locally, within the state, nationally and internationally using established organizations and contacts. We will stress the ability students will have to use the courses in the certificate towards an advanced degree. We would anticipate 10 students in the certificate the first year, and a steady state enrollment of 15-20 per year subsequently.

7. A description of new resources (funding, space, equipment, etc) required and what the source of those resources will be: We will require no new space or equipment. We have received an SBC grant to assist us in creating this distance learning certificate and in developing and implementing marketing strategies. All four of the courses that would be included in the certificate are currently being offered with existing faculty, although three of the four courses would undergo minor revisions as follows:

AHLT W520 will no longer have a graduate statistics or biostatistics course as a prerequisite. For students enrolled in the MS in Therapeutic Outcomes Research or the MS in Health Sciences, additional statistical methodology will be added to the course AHLT W570 Research Communication in Health Sciences.

AHLT W567 (a new course) will incorporate the didactic information currently in the existing AHLT W540 course but will not have a research component attached nor will a graduate statistics or biostatistics course be required as a prerequisite. For students who wish to continue in the formal degree program to receive an MS in Therapeutic Outcomes Research, they would need to complete AHLT W541 Patient Centered Therapeutic Outcomes and complete an AHLT

W560 Topics course which would focus on writing a paper on some aspect of therapeutic outcomes.

8. **Proposed date of initiation of the certificate:** fall 2004

9. **Person designated as the certificate head:** Joyce Mac Kinnon, EdD, Professor

10. **Course instructors and their credentials:**

Karen Gable, EdD, Associate Professor

Joyce Mac Kinnon, EdD, Professor

Neil Oldridge, PhD, Professor

Mark Sothmann, PhD. Professor

Sara Hook, MLS, MBA, JD, AHIP, Professor

11. **Admission requirements and procedures:**

Students admitted into the certificate program must meet all requirements of both the Graduate School and the School of Health and Rehabilitation Sciences. Applicants must submit the following:

- a. Evidence of licensure or health care credential or eligibility for such
- b. Official undergraduate transcripts
- c. A 300-500 word personal statement of academic and professional goals
- d. Two letters of recommendation from those familiar with the applicants' academic and professional performance

The minimum admissions requirements are:

- a. Bachelor's degree from an accredited institution
- b. Eligibility for licensure or credential in a health profession
- c. Total undergraduate GPA of at least 3.00 on a 4.00 scale

No credits will be accepted from other institutions to fulfill the requirements of the certificate. No undergraduate courses can be used to fulfill the requirements of the certificate.

12. **Completion requirements and procedures for audit and certification:** Students must complete all required course work (the four designated courses) with a grade of B or better. Students will have 3 years to complete the certificate. The Director of the Therapeutic Outcomes Research Program will be responsible for certifying completion of all requirements and will notify the Graduate Office once all requirements have been met. The Director will ensure that the certificate information is properly recorded with university offices.

13. **Course list for the program including course descriptions:**

- | | |
|---|------|
| a. AHLT W510 Trends and Issues in Health Sciences | 3 cr |
| b. AHLT W520 Evidence Based Critical Inquiry in the Health Sciences | 3 cr |
| c. AHLT W567 Patient Centered Therapeutic Outcomes Management | 3 cr |
| d. INFO I530 Seminar in Health Informatics Applications | 3 cr |

AHLT W510 Trends and Issues in Health Sciences: A seminar course to review pertinent literature and other sources of information as a basis for discussing trends and issues affecting the therapeutic professions and the health care delivery system.

AHLT W520 Evidence Based Critical Inquiry in the Health Sciences: This course emphasizes fundamental concepts of critical inquiry grounded in evidence based practice.

AHLT W567 Patient Centered Therapeutic Outcomes Management (new course-paperwork attached): This course exposes students to patient/client centered outcome evaluation methods to determine health care status and the effectiveness of health care interventions.

INFO I530 Seminar in Health Information Applications: This course examines the basic concepts of design, evaluation and use of interactive applications in health informatics.

14. Procedures for governing the program including construction of any committee that might oversee the program: Program oversight will reside with Joyce Mac Kinnon, EdD Acting Program Director for Therapeutic Outcomes Research. In this role, she will report to Karen Gable, EdD, Department Chair of Health Sciences

15. Procedures for program evaluation including criteria for success: Students will evaluate all courses and faculty. Students will evaluate the program upon program completion. Students will evaluate the program one year post completion to include impact on career. The School will annually assess the program to determine the number of students enrolled, the number of students who complete requirements for the certificate, GPA at time of completion, the number of students who progress to formal master's degree course work, and the satisfaction of the students with the certificate program in its entirety.

April 22, 2004

Review of proposal for a new certificate

Certificate: Health Sciences Patient Centered Outcomes

School: Health and Rehabilitation Sciences

Dept: Health Sciences

Overview: The proposed certificate program is designed to provide health care professionals with information about trends in health care delivery, the use of information technology to impact health care, the framework of evidence-based medicine and the use of patient-focused outcomes to make clinical decisions.

Recommendation: Approval. The application should add a paragraph that includes responses to the following policy requirements.

The following policies are taken from "Policies and Procedures for Development, Submission and Approval of IUPUI Graduate Certificate Programs"-- approved by IUPUI Graduate Affairs, July 20, 2000. The application did not include the information indicated in these policies.

- Policy C.2.d.: Give the maximum number of credits that can be transferred from another institution. (If this is zero, then indicate this.)
- Policy C.2.e.: Give the maximum number of credits from undergraduate level courses that may be used towards the certificate. (If this is zero, then indicate this.)
- Policy C.2.f.: Give the maximum time allowed for completion of the certificate.
- Policy D.2.: Programs must specify the process for certifying completion of the requirements. (e.g., What's the process for confirming that a student has completed all requirements?)
- Policy D.4.: The program shall specify the routing and filing processes for completed certificates within the academic unit. (e.g., Who in the graduate program will notify the IUPUI Graduate Office?)
- Polict D.5.: The program must specify how the certificate will be disseminated, i.e. where it goes from the Office of the Registrar. (e.g., Who will make sure this happens?)

Review

Health Sciences Patient Centered Outcomes Graduate Certificate

I have reviewed their response and although they have answered some questions and removed some of the unsubstantiated commentary, I feel that the following questions have not been addressed:

1) The four courses for the new certificate program are taken from course requirements for existing Master's Degrees in Health Sciences in Education and Therapeutic Outcomes Research.

The prerequisites (which would have prevented non-Master degree students from enrolling) for AHLT W520 have been removed. A new course AHLT W541 has been created.

2) The other two courses include AHLT W540 and INFO 1530. In my original review, I commented that in the course description of INF) 1530, class attendance was required so that this course was incompatible with a distance learning platform. This concern has not been addressed, nor is it stated anywhere in the reply how the distance learning courses are to be taught. This still needs to be outlined.

3) Finally, the need for the certificate program has not been addressed. It is stated that conversations have taken place with Clarian educational personnel, but no further commentary is provided. What is the perceived value of this certificate, other than perhaps encouraging enrolled students to continue on and obtain a Master's degree?.

University Graduate School Policy on Mentoring

Mentor vs. Advisor

Several faculty members may play a formal role in advising an individual graduate student. The director of the thesis or dissertation is one key person who has specific duties including offering timely feedback to students in response to verbal questions or written projects such as drafts of theses or dissertations. Another key person is the faculty advisor (also called a Director of Graduate Studies), a faculty member who is knowledgeable about the rules and procedures applicable to degree programs. The advisor typically provides information about programs of study and their requirements, departmental or other sources of employment (as AIs or RAs), and works with the school and the Graduate School to ensure that all degree requirements are met. Mentors, however, are more; according to the Council of Graduate Schools they are:

Advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about, and aid in obtaining opportunities; models of identity....

Mentoring goes beyond advising by including support and nurture of graduate students; it is a supportive professional relationship that develops and changes as the student progresses through the academic program. At first mentees need information about graduate school and the department; later the emphasis will shift to professional issues. In general, mentors help integrate students into the academic and professional culture of the discipline, and students may have a number of different mentors, each providing support in a different aspect of graduate and professional life.

A mentor may be the Director of Graduate Studies, a member of a student's advisory committee, or the chair of the student's research committee, but this is not necessary. The most successful mentoring relationships arise serendipitously, perhaps from a course the student takes or a shared interest. A student may well have a number of mentors, either simultaneously (with different mentors providing information about different aspects of the student's academic and professional life) or successively.

Mentoring Suggestions

There are no sure-fire methods for successful mentoring, but generally it is useful for mentors to meet with their mentees regularly to:

1. Be supportive. Engage in ongoing conversation: make sure the student knows that somebody cares and is willing to take the time to talk about a variety of topics. Both professional and

(should the case arise) personal topics may be discussed, but avoid asking direct personal questions. Be available, listen patiently, try to provide emotional and intellectual support. Share your own experiences as an academic, but encourage the student's self-sufficiency: the goal is not to clone yourself but to encourage confidence and independent thinking in the student by being honest.

2. Demystify graduate school. Find out about the student's previous academic experience and his or her goals in attending graduate school. Discuss various aspects of the academic program, especially those that are implicit or unwritten. The academic advisor should explain the rules and procedures governing the degree, but the mentor should give the student insight into "how things work" in the department – not so much *what* has to be done as *how* to do it successfully. Introduce the student to more advanced students or to peers as a way of integrating the student into the department. Suggest departmental activities for the student to participate in.
3. Provide honest and constructive feedback about the student's progress in the graduate program and information about scholarly and financial resources.
4. Provide professional encouragement and support: help the student become part of the profession by discussing the student's research and coursework, sharing information, books, and journal articles, and encouraging participation in publication and conferences (as appropriate). Share your knowledge about the profession. If you work or collaborate with the student, discuss your expectations: how polished you expect work submitted to be, how (and how quickly) you will provide feedback, how intellectual property is shared and co-authorship is credited. Help the student form professional networks

University Graduate School Recommendations on Mentoring

While there is no way to mandate the most effective kind of mentoring experience, **departments should develop programs to make sure that entering students have at least one faculty member or other experienced person in the unit (e.g., senior rank staff, advanced postdoctoral or senior graduate student) as a mentor, in addition to the Director of Graduate Studies, to help socialize them into the life of the department.** Different disciplines have different ways of integrating new students, but each should formulate a plan that makes sense in disciplinary terms for making new students a part of the department. Ideally, students will find their own mentors by elective affinity after (or perhaps even during) the first year, but the program recommended by the Graduate School will provide support for them until that occurs.