

Description: Doctorate in Occupational Therapy (OTD) To Be Offered by Indiana University at Indianapolis

November 18, 2013

1. Characteristics of the Program

- a. Campus Offering Program: Indiana University-Purdue University Indianapolis
- b. Scope of Delivery: Statewide
- c. Mode of Delivery: Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):
Practica
- e. Academic Unit(s) Offering Program: School of Health and Rehabilitation Sciences,
Department of Occupational Therapy
Curricular detail will appear in [Appendix 10](#)

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
 - Why is the institution proposing this program?

There are several national trends that support the need for this program.

1. The American Occupational Therapy Association and the Accreditation Council for Occupational Therapy Education (ACOTE) 2012 require that at least half of the faculty of master's degree level educational programs in occupational therapy have doctorally prepared faculty, and all full time faculty in doctoral- degree level educational programs in occupational therapy have doctorally prepared faculty. Despite this requirement, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA).
2. According to the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, employment of occupational therapists is expected to increase by 33 percent between 2010 to 2020, a much faster than the average for all occupations." Occupational therapy schools are being challenged to meet this demand for occupational therapy practitioners. A significant part of that challenge is the growing need for doctorally prepared faculty.
As the demand for licensed occupational therapists grows, the demand for doctorally prepared practitioners and faculty will grow as well. This proposed

program will help fill the need for doctorally prepared faculty and will also help prepare current occupational therapist for specialty areas of occupational therapy practice, administrative positions, and applied translational research positions.

- How is it consistent with the mission of the institution?

As a health and life sciences program, the Post-professional Doctorate in Occupational Therapy Program promotes IUPUI's mission "...to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, *professional*, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity." <http://www.iupui.edu/about/core.html>

Furthermore, the proposed program will meet the mission of the School of Health and Rehabilitation Sciences (SHRS) which is: "to develop and maintain a scholarly and competent faculty who will provide excellence in (a) the teaching/learning process for programs in fields related to health professions; (b) the advancement of knowledge through research, scholarship and creative activity, and (c) the development of lifelong commitment to civic engagement locally, nationally and globally." http://shrs.iupui.edu/about/vision_mission.html

- How does this program fit into the institution's strategic and/or academic plan?

The proposed program directly supports a strategy of IUPUI's strategic plan to: "*Facilitate the development of new graduate degree and post-baccalaureate certificate programs to meet local, national, and global needs.*" <http://strategicplan.iupui.edu/>

The proposed program directly supports Goal #1a of the School of Health and Rehabilitation Sciences Strategic Plan which states: "Obtain internal and external approvals to establish the Advanced Occupational Therapy Doctoral (OTD) degree.

See [**Appendix 12 : SHRS Strategic Plan**](#) for additional detail.

- How does this program build upon the strengths of the institution?

Established in 1958, the IU program is the longest continually accredited Occupational Therapy program in Indiana. Our history of graduating talented practitioners makes us well known in the Occupational Therapy community locally, regionally, and nationally. In fact, U.S. News & World Report ranked the IU OT program to be number 39 among the top 100 OT programs in the country in 2008. In 2012 our ranking improved to 21 among the top OT programs in the country. Our

program is the highest ranked OT program in Indiana.

Our state-of-the-art laboratory space and classrooms in historic Coleman Hall are conveniently located near downtown Indianapolis and the Indiana University Medical Center.

http://www.iupui.edu/degrees/degree_info.php?degree=occupational%20therapy

Another significant strength of this program is its proximity and strong partnership with regional health care institutions including: 1) Eskenazi Health; 2) Roudebush VA Medical Center; 3) Riley Hospital for Children; 4) Indiana University Hospital; 5) Indiana University Cancer Center; 6) Methodist Hospital; 7) St. Vincent Hospital; and 8) The Rehabilitation Hospital of Indiana. The Indiana University Health (Riley Hospital for Children, IU Hospitals, and Methodist Hospital) supports IUPUI's mission of advancing education, research, and patient care in many ways. IU Health currently records 1 million patient visits per year. Eskenazi Health and Roudebush together handle another 1 million patient visits per year. This enormous patient base provides a broad range of superb practica and other clinical educational opportunities for students in the OTD program.

<https://archives.iupui.edu/bitstream/handle/2450/6639/Excellence%20Through%20Collaboration%20and%20Innovation%20%202012%20Self%20Study%20Report.pdf?sequence=1>

Related to research, as stated in the IUPUI Strategic Research Roadmap, one of IUPUI's goals is to "promote alignment and optimization of graduate programs with respect to the strategic research clusters, including through development of distinctive doctoral programs, and to expand research opportunities and resources that attract and support a robust number of postdoctoral fellows". Students will have opportunities to participate in applied and translational research activities supported by the School and University. <http://research.iupui.edu/ovcr/mission.html>

Related to teaching and service, as articulated in the IUPUI, 2012, Self-Study Report for Reaffirmation of Accreditation, "Excellence through Collaboration and Innovation", IUPUI promotes the "...highest standards of teaching scholarship and service,..." (p. 11). One of the goals of the university in the area of teaching and learning is to "Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows" (p. 11). With the many IUPUI resources such as the Center for Teaching and Learning, the new Center for Interprofessional Health Education and Practice, <http://www.shrs.iupui.edu/news/5940/New-Center-To-Transform-Health-Care-Education-Practice>, the Center for Service and Learning, <http://csl.iupui.edu/>, and venues such as the Indiana University Student Outreach Clinic, students in the OTD program will have access to a variety of leading edge teaching resources and opportunities for applied and translational research experience.

[*See Appendix 1: Institutional Rationale for additional detail*](#)

b. State Rationale

- How does this program address state priorities as reflected in [Reaching Higher, Achieving More?](#)

The program will contribute to the Reaching Higher, Achieving More vision by implementing a high quality doctoral degree that meets the needs of occupational therapy education programs and healthcare service delivery systems.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

According to the Bureau of Labor Statistics Occupation Outlook Handbook 2010-2011 Edition, the demand for occupational therapists is expected to increase by 33 percent between 2010 and 2020. This trend is expected to continue because of the growing aging population, longer life expectancies, and emerging treatments and technologies. Occupational therapy educational programs will not be able to meet the demand for licensed OT without an adequate supply of qualified faculty.

The American Occupational Therapy Association has stipulated that all full-time faculty members must hold a doctorate degree (American Occupational Therapy Association. (2012). Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. Bethesda MD: Author). The critical shortage of doctoral degree credentialed faculty has handicapped the ability of programs to meet this stipulation. According to a 2010-2011 AOTA report, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally-prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA).

Graduates of the proposed program will have the knowledge and skills to secure teaching positions in occupational therapy programs and advanced clinical practice positions health care systems.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

The Post Professional Doctorate in Occupational Therapy (OTD) is a graduate degree program. Graduates of the program will not need additional preparation to assume faculty, senior management, or clinical research positions or in specialty areas of occupational therapy practice.

- iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm#tab-6>

See [Appendix 2: Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data](#) for additional detail.

- iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

The need for occupational therapists:

“Employment of occupational therapists is expected to increase by 33 percent between 2010 to 2020, a rate higher than the average for all occupations.

Job opportunities for licensed occupational therapists in all settings, particularly in acute hospital, rehabilitation, and orthopedic settings is expected to continue because of the growing aging population, longer life expectancies, and emerging treatments and technologies.

Occupational therapists with specialized knowledge in a treatment area also will have increased job prospects.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Occupational Therapists, on the Internet at <http://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited *January 11, 2013*).

The need for faculty positions in occupational therapy education programs:

OT Program Faculty Highest Degree (2010-2011)

	Full-Time Faculty	Part-Time Faculty	Adjunct Faculty
Other	5	1	2
Associates	0	0	4
Bachelors	2	10	60
Masters	347	69	243
Doctorate	787 (69%)	77 (49%)	80 (21%)
Total	1141	157	389

Source: The 2010-2011 AOTA Academic Programs Annual Data Report, (Harvison, 2012).

“Employment of postsecondary teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected as enrollments at postsecondary institutions continue to rise.”

“The number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary teachers will be needed to serve these additional students.”

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Postsecondary Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> (visited January 11, 2013).

The AOTA Accreditation Council for Occupational Therapy Education (ACOTE) 2012 requires that at least half of the faculty of master’s degree level educational programs in occupational therapy have doctorally prepared faculty, and all full time faculty in doctoral-degree level educational programs in occupational therapy have doctorally prepared faculty. See [Appendix 3: National, State, or Regional Studies](#) for additional detail.

According to a 2010-2011 AOTA report, only 69% of full-time core faculty; 49% of part-time core faculty; and 21 % of adjunct faculty are doctorally-prepared (*Academic programs annual data report: Academic year 2011-2012*. Bethesda, MD: AOTA). The critical shortage of doctoral degree credentialed faculty has handicapped the ability of programs to meet this stipulation. Graduates of the proposed program will have the knowledge and skills to secure teaching positions in occupational therapy programs and advanced clinical practice positions health care systems.

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Planning for the Advanced OTD began in 2006 during a Department of Occupational Therapy Strategic Planning meeting. In 2008, the faculty agreed to explore the feasibility of developing the program. Two state-wide surveys were conducted in 2009 and 2012 to ascertain interest level among occupational therapy practitioners in Indiana.

The 2009 survey involved the use of survey monkey software to seek feedback from 867 baccalaureate and master’s prepared occupational therapists, and

students. The focus of the survey was to determine their level of interest in pursuing a doctorate degree, preferred plan of study (i.e., full-time or part-time), preferred method of course delivery (i.e., online weekend, evening, face-to-face) and preferred area of specialty). A total of 337 surveys were returned (39%) with 5% indicating that they are definitely interested, 54% asking for more information to make an informed decision, and 41% reporting no interest. In terms of mode of instruction, 33% would prefer mixed mode of instruction (i.e., online with occasional face-to-face meeting on weekend and majority (97%) would take classes on a part-time basis. Similar results were obtained from the 2012 survey. Of the 348 surveys sent to baccalaureate and master's prepared occupational therapists, a total of 116 surveys were returned (33%) with 6.1% indicating that they are definitely interested, 45.9% asking for more information to make an informed decision, and 47.9% reporting no interest. In terms of mode of instruction, 44.3% would prefer mixed mode of instruction (i.e., online with occasional face-to-face meeting on weekend and majority (94%) would take classes on a part-time basis. Results of the surveys were presented to the Department of Occupational Therapy Advisory Board and Faculty for review and discussion. Based on the results of the needs assessment and approval from the Department of Occupational Therapy Advisory Committee and the SHRS Faculty, the Department developed a program proposal.

See [Appendix 4: Surveys of Employers or Students and Analyses of Job Postings](#) for additional detail.

- vi. Letters of Support
 - Summarize, by source, the letters received in support of the program. See [Appendix 5 for Letters of Support](#).

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
 - During academic year 2013-2014 one faculty member from the Department of Occupational Therapy will revise the 2009 Advanced OTD proposal and complete the new “program description” approved by the CHE – August 10, 2012.
 - In the Summer or Fall of 2014 one faculty member of the Department of Occupational Therapy will be designated as the person responsible for

continued development of the program and oversight of the program. This position would also be responsible for teaching 12.5 credit hours over the course of the three semester program (Summer, Fall & Spring). All remaining credits (16.5) will be taught by adjunct faculty until we can hire a new faculty person. See [Appendix 6: Faculty and Staff](#) for additional detail.

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

We do not anticipate the need for additional learning resources.

See [Appendix 7: Facilities](#) for additional detail.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

There are no capital costs associated with this program.

See [Appendix 8: Other Capital Costs](#) for additional detail.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

None

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

None

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

Not applicable

4. **Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar: Currently there are no occupational therapy programs that award the OTD degree in the State of Indiana. The University of Indianapolis offers a Doctor of Health Sciences degree and a number of students enrolled in the program are occupational therapists.

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, Midwest Higher Exchange Compact states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

According to the American Occupational Therapy Association report dated November 2012, there are 22 universities offering what AOTA calls doctoral level post-professional programs in occupational therapy. The following is a list of universities offering that degree in Midwestern States:

1. Creighton University
2. Eastern Kentucky University
3. Governors State University
4. St. Catherine University
5. University of Indianapolis
6. University of Illinois at Chicago
7. University of Kansas Medical Center
8. Washington University

c. Articulation of Associate/Baccalaureate Programs

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

Not applicable

See [Appendix 9: Articulation of Associate/Baccalaureate Programs](#) for additional detail.

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

Not applicable

5. **Quality and Other Aspects of the Program**

a. Credit Hours Required/Time To Completion

- Credit hours required for the program and how long a full-time student will need to complete the program.

Candidates are required to complete 30 credit hours for the OTD degree. Full-time students can complete the program in three semesters.

See [Appendix 10: Credit Hours Required/Time to Completion](#) for additional detail.

b. Exceeding the Standard Expectation of Credit Hours

- If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

Not applicable.

- If the program will not exceed 120 credits, add

The program will not exceed 120 semester credit hours.

See [Appendix 11: Exceeding the Standard Expectation of Credit Hours](#) for additional detail.

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Students accepted into the OTD program will have acquired an expertise in occupational therapy at or beyond the baccalaureate level. Graduates of the

program will:

Courses	Competencies/Learning Outcomes
Advancements in Occupational Science	Will be able to anticipate, analyze, and address occupational needs and apply occupation-based interventions for persons, organizations, and populations.
Evidence-Based Practice in Occupational Therapy	Will be able to analyze, synthesize and apply research findings to inform practice.
Leadership and Administration in Occupational Therapy	Will be able to demonstrate effective administration and leadership skills in professional organizations and practice.
Teaching in Health and Rehabilitation Sciences	Will be able to demonstrate effective teaching and learning methods.
Professional Doctoral Seminar	Will be mindful, reflective, ethical and critical-thinking advanced practitioners, administrators, and/or educators.
Applied Translational Research in Occupational Therapy	Will be knowledgeable consumers of research, scholarship and creative activities.
Occupational Science Practicum in Practice, Education, or Leadership and Administration	Will be able to advocate, communicate and contribute to our discipline through their chosen practicum in existing and emerging practice areas.
Advanced Practice Capstone Project Proposal	Will be able to apply their advanced knowledge and skills to educate occupational therapy students, advance occupational therapy practice, serve as effective administrators, and/or participate in scholarly projects or applied or translational research.
Advanced Practice Capstone Project Completion and Presentation	Will be able to apply their advanced knowledge and skills to educate occupational therapy students, advance occupational therapy practice, serve as effective administrators, and/or participate in scholarly projects or applied or translational research.

- *Describe how the learning outcomes incorporate IUPUI's Principles of Undergraduate Learning. Similarly, include any ways in which the program will support IUPUI's RISE initiative.*

Graduate program; not applicable.

- *Describe how the learning outcomes incorporate IUPUI's Principles of Graduate and Professional Learning.*

<http://academicaffairs.iupui.edu/PlansInitiatives/Plans/Principles-of-Graduate-and-Professional-Learning>

Graduate students in the OTD program on the IUPUI campus, in addition to the above competency and learning outcomes, will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree.
- Communicate effectively with their peers, their clientele, and the general public.
- Meet all ethical standards established for the discipline.

Even though the OTD is a professional degree, not a research degree (PhD or ScD, for example), participation in applied or translational research is key to meeting disciplinary standards of performance in occupational therapy. Consequently, graduate students earning the OTD from Indiana University on the IUPUI campus will demonstrate the following abilities related to the applied or translational research:

- **Demonstrate the knowledge and skills necessary to be knowledgeable consumers of original research.**
 - Method of acquisition: Didactic course work, journal clubs, attendance at research seminars, direct mentoring by faculty, studying grant proposals
 - Assessment of learning: Grades in course work.
- **Communicate effectively high level information in occupational therapy.**
 - Method of acquisition: Attendance required at seminars by faculty and peers, and presentation at informal and at formal seminars.
 - Assessment of learning: Grades on formal seminar presentations based on outcomes rubrics, publication of manuscripts, awarding of grants
- **Think critically and creatively to solve problems in occupational therapy.**
 - Method of acquisition: Attendance required at seminars by faculty and peers, and presentation at informal and formal seminars.
 - Assessment of learning: Grades on formal seminar presentations based on outcomes rubric.

The graduate faculty of the Department of Occupational Therapy will conduct a yearly review of the progress of students through the program to determine if the program is meeting its goals to prepare students in each of these areas. Changes that might be made include replacing faculty in certain courses,

adopting new methods to present material, or offering additional options for training (e.g., making a writing consultant available).

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The following matrices illustrate the components of the program assessment plan in the areas of Mission/Policies and Procedures; Resources; and Student/Graduate Outcomes.

Each of the goals listed has been identified as critical to the mission and success of the OTD program. While attainment of most of the goals can be assessed when students are enrolled in the program, some goals are best assessed by determining what students do after graduation, such as accept positions in academia or administration, presentation and/or publication of their scholarly projects. These goals are best assessed through graduate and employer surveys.

Many of the goals should be assessed annually, especially those related to policies and procedures and availability of necessary resources. Other more complex goals, as well as the primary focus of the OTD degree, may be best assessed in a review format such as a five year review that would include reviewers both internal and external to the IUPUI campus.

Mission/Policies and Procedures

Program Goals and Related Outcomes	Review Period	Responsible Person/Office	Assessment Method(s) / Tools	Documents Referenced	Measurement Criteria / Benchmarks
Program congruent with IU mission	Annually	Program director	Compare program mission with IU mission	Program mission statement IU mission statement	All documents congruent
Program congruent with SHRS mission	Annually	Program director	Compare program mission with SHRS mission	Program mission statement SHRS mission statement	All documents congruent
Program information disseminated is accurate	On-going	Program director, SHRS associate dean	Review of all dissemination material	SHRS website all written program materials	All materials accurate
Admissions requirements are correlated with program success	Bi-annually once first cohort has graduated	Program director, Academic Studies and Research Development (ASRD) Committee	Correlate admissions requirements with student success	Admissions requirements student academic progress and graduation data	All students who meet admissions requirements and are accepted into the program remain in good academic standing and graduate from the program
Students progress through the program in a timely manner	Bi-annually	Program director	Track student progress	Student plan of study Student transcripts	All students demonstrate timely progress

Resources

Program Goals and Related Outcomes	Review Period	Responsible Person/Office	Assessment Method(s) / Tools	Documents Referenced	Measurement Criteria / Benchmarks
Qualified faculty are available	Bi-annually	Program director ASRD Committee	Review faculty availability to participate in OTD program	Faculty lists	Each student has an identified faculty mentor Each student has a faculty advisor
Required courses are available	Bi-annually	Program director ASRD Committee	Review course offerings	Course listings	Courses are offered when they are advertised to be offered
Teaching opportunities are available	Bi-annually	SHRS W672 course instructor & T### OT Education Practicum course instructor	Review teaching opportunities available	Teaching opportunities	All students have a teaching opportunity in an area of interest

Student Outcomes Graduates of the program will:	Measurement Criteria	Assessment Tools	Review Period	Review Process Who analyzes and reviews data
Anticipate, analyze, and address the occupational needs (occupation-based interventions) of persons, organizations, and populations.	80%	Doctoral Seminar Questions/ Discussions	At completion of Doctoral Seminar Course	Course Instructor
Demonstrate effective teaching and learning methods.	80%	Assessments, Teaching Performance	At completion W672 Course	Course Instructor
Be mindful, reflective, ethical and critical thinking (reasoning) advanced practitioners, administrators, educators, and/or researchers.	80%	Doctoral Seminar Questions/Dis-cussions	At completion of Doctoral Seminar Course	Course Instructor

Advocate and contribute to our discipline in existing and emerging practice areas.	80%	Alumni Survey	Annual (one year after graduation)	Assistant to the Chair collects data, analyzes, and presents to faculty.
Demonstrate effective administration and leadership skills in professional organizations and practice.	80%	Alumni Survey	Annual (one year after graduation)	Assistant to the Chair collects data, analyzes, and presents to faculty.
Analyze, synthesize and apply research findings to inform practice.	80%	Course Assignments.	At completion of EBP, Research, & other applicable courses.	Course Instructors
Participate in research, scholarship and creative activities.	80%	T### & T### Grades	At completion of OTD Proposal and OTD Project Completion Courses.	OTD Project Advisor

Tabular Information

Table 1: Enrollment and Completion Data (see Appendix).

Tables 2A and 2B: Cost and Revenue Data (see Appendix).

Table 3: New Program Proposal Summary Data (see Appendix).

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- NA

Indiana Professional Licensing Agency—Occupational Therapy Committee

- National Professional Certifications (including the bodies issuing the certification): The National Board of Occupational Therapy Certification (NBCOT) is the certification body for entry-level occupational therapists. To practice, all therapists must successfully pass the NBCOT Examination. Once the practitioner has passed the initial examination, whether the practitioners maintain their certification is dependent on individual State Licensing laws. Indiana requires that practitioners successfully complete the NBCOT Examination, but does not require ongoing NBCOT certification.

All applicants to the program will need to be eligible for, or have a current Indiana license.

This degree does not prepare graduates for a license or certification.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Majority of the graduates will seek faculty positions in Occupational Therapy programs. Given the high number of vacancies and aging of OT faculty, it is anticipated that graduates will be able to secure faculty appointments upon graduation. Graduates will also be able to secure appointments in schools and early intervention health care settings. Schools and early intervention settings followed by hospitals account for nearly 53 percent of the settings in which occupational therapists work. Long-Term-Care or skilled-nursing facilities account for 17 percent and freestanding outpatient settings account for a little over 10 percent of the occupational therapy work settings. The remaining 20 percent is made up of academic, mental health, home health, and community settings (American Occupational Therapy Association, 2006).

(American Occupational Therapy Association (2006). *Occupational therapy workforce and compensation report*. Bethesda, MD: Author).

See links to resources in [Appendix 2](#)

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not Applicable

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

The approval of the Accreditation Council for Occupational Therapy Education (ACOTE) will not be necessary because students enrolled in the program are licensed occupational therapists. ACOTE is the accrediting body for occupational therapy. However, post-professional doctoral programs in occupational therapy do not require accreditation from the ACOTE. The Department of Occupational Therapy is currently accredited by ACOTE until Academic year 2021-22.

- Reason for seeking accreditation.

Not applicable

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

The number of students in the Post-professional Doctorate in Occupational Therapy (OTD) program is expected initially to be small to ensure that adequate resources and student funding opportunities are available to support development of a quality program. There is the expectation that steady growth in student numbers will occur as the program matures and funding increases.

- a. Students per cohort
 - i. Six students in Year one
 1. All Full time residents
 - ii. Eight students in Year Two
 1. Four full time residents
 2. Two full time non-residents
 - iii. Ten students in Year Three
 1. Eight full time residents
 2. Two full time non-residents

- Report a table for each campus or off-campus location at which the program will be offered

Not Applicable

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

Not Applicable

- Round the FTE enrollments to the nearest whole number

Not Applicable

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Not Applicable

Provide the above in narrative form. The table below will be prepared by the Office of University Regional Affairs, Planning, and Policy.

6. Projected Headcount and FTE Enrollments and Degrees Conferred									
Date, 2012									
Institution/Location: University XYZ at _____									
Program: Program ABC									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2012	FY2013	FY2014	FY2015	FY2016	
Enrollment Projections (Headcount)									
	Full-			6	12	18	18	18	
	Part-			12	24	36	48	60	
	Total			18	36	54	66	78	
Enrollment Projections									
	Full-			6	12	18	18	18	
	Part-			6	12	18	21	24	
	Total			12	24	36	39	42	
Degrees Conferred Projections									
				0	0	6	6	18	
CHE Code: 12-XX									
Campus Code: XXXX									
County: XXXX									
Degree Level:									
CIP Code: Federal - 000000; State - 000000									

Appendix 1: Institutional Rationale

This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.

[IUPUI Core: Vision, Mission, Values & Diversity](#)

[Principles of Undergraduate Learning](#)

[RISE to the IUPUI Challenge](#)

<http://strategicplan.iupui.edu/>

See [Appendix 12](#) for an excerpt of the SHRS Five-Year Strategic Plan-2013-2018 that identifies the proposed OTD Program as a priority in the School.

Appendix 2: Summary of [Indiana Department of Workforce Development](#) and/or U.S. Department of Labor Data

This appendix should contain the detailed tables, upon which the summary of the labor market demand is based.

- Proposals that are intended to prepare a student for the work force must include information regarding local/regional/national market demand, and evidence of consultation with appropriate advisory boards, local employers, etc. among other requirements. If no published projections exist because the field is too narrow or because a proposal addresses a new discipline or subject area, the proposal must provide some other basis for documenting employment prospects. Surveys of potential employers have been used in such cases.

Not applicable.

- Identify one or two specific occupations and Department of Labor Occupation Codes for which the certificate will prepare the student. Include an expected salary range and any wage analysis that may have been performed. In addition to providing summaries of positions and the DOL codes, this site typically includes links to the latest projected growth in employment demand and to salary ranges, both nationally and for Indiana. Additional data may be found from the Indiana Department of Workforce Development's Labor Market Services.

As discussed in section 2c. page 5 above, this is a post-professional doctoral program and as such does not prepare students for a particular field. Graduates of the program will seek employment as faculty members in occupational therapy programs and advanced practitioners who are knowledgeable in applied translational researcher. "Employment of occupational therapists is expected to increase 33 percent from 2010 to 2020, much faster than the average for all occupations. Job opportunities should be good for licensed occupational therapists in all settings, particularly in acute hospital, rehabilitation, and orthopedic settings because the elderly receive most of their treatment in these settings. Occupational therapists with specialized knowledge in a treatment area also will have increased job prospects."

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Occupational Therapists, on the Internet at <http://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited January 11, 2013).

According to the Hoosier Hot 50 Jobs List, from 2008 to 2018 there will be an annual 3.6% increase in the demand for occupational therapists in Indiana. Furthermore, occupational therapy is listed as 20th among the Hoosier Hot 50 Jobs (Source: <https://netsolutions.dwd.in.gov/hh50/jobList.aspx>).

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Percent	Numeric
Occupational Therapists	29-1122	108,800	145,200	33	36,400

Occupational Therapists

Percent change in employment, projected
2010-20

Occupational Therapists



Health Diagnosing and Treating Practitioners



Total, All Occupations



Note: All Occupations includes all occupations in the U.S. Economy. Source: U.S. Bureau of Labor Statistics, Employment Projections program

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment by industry, occupation, and percent distribution, 2010 and projected 2020.

29-1122 Occupational Therapists

(Employment in thousands)

Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry		2010			2020			Percent change	Employment change
Code	Title	Employment	Percent of ind	Percent of occ	Employment	Percent of ind	Percent of occ		
TE1000	Total employment	108.8	0.1	100.0	145.2	0.1	100.0	33.5	36.4

Source: Projections Unit Micro Matrix System/ <http://www.in.gov/dwd/>

Appendix 3: National, State, or Regional Studies

This appendix should contain links to the studies cited or the studies themselves.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Postsecondary Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> (visited January 11, 2013).

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings

This appendix should contain links to the surveys or analyses cited, or the documents themselves.

Post-professional OTD Needs Assessment Executive Summary Report April 25, 2009

Background:

In spring of 2009, the Indiana University Department of Occupational Therapy conducted a needs assessment survey for a post-professional doctorate in occupational therapy program. The primary purposes of this survey were to ascertain the level of interest by OTs in pursuing a post-professional OTD and to gather data regarding preferences for instructional delivery and areas of study for consideration during program development.

Survey Method:

Zoomerang Pro online survey was used to survey 867 occupational therapists and 192 occupational therapy students.

Inclusion Criteria:

1. Occupational Therapists prepared by the bachelor's or master's level.
2. Occupational therapy students at Indiana University, University of Indianapolis and University of Southern Indiana.

Exclusion Criteria:

1. OTs with Doctorates, OTA's and retired OTs

Surveys Sent:

- Occupational Therapists – 675 (738 surveys sent with 63 undeliverable=675)
- OT students=192
- Total number surveyed=867

Completed Surveys (Combined Occupational Therapists and Students):

1. Occupational Therapists-244 (with master's degrees=116 & without master's degrees=128)
2. Master's Level Occupational Therapy Students= 93
3. Response rate 39% (337 out of 867)

Levels of Interest in Pursuing the IU Post-professional OTD=337

1. 12(4%) would seek admission into Program as soon as it opened (estimated opening in 2011).
2. 2 (1%) would seek admission in 2012
3. 67 (20%) indicated strong interest-need more information before making decision.
4. 116 (34%) indicated being somewhat interested-need more information before making decision.
5. 105 (31%) indicated no interest in pursuing any further degrees in OT.
6. 35 (10%) indicated no interest. *See report for information.*

The 197 respondents who indicated interest in the program were asked the following items:

Preferred Plan of Study=197

1. Part-time=191 (97%)
2. Full-time study=6 (3%)

Preferred Credit Hour Load=197

1. 4-7 credits per semester=118 (60%)
2. 1-3 credits per semester =70 (36%)
3. 8 or more credits per semester=9 (5%)

Preferred Delivery System of Instruction=197

1. Mixed mode of instruction (online with occasional F2F meetings on evenings) =65(33%)
2. Mixed mode of instruction (online with occasional F2F meetings on weekends) =51 (26%)
3. Online instruction only=34 (17%)
4. F2F instruction on weekends=8 (4%)
5. F2F instruction meeting one evening during the week=27(14%)
6. F2F instruction meeting two evenings during the week=12(6%)

Most Preferred Areas of Study=197

- Children & Youth=52 (27%)
- Hand & Upper Quadrant Rehabilitation=37 (19%)
- Neurorehabilitation=31 (16%)
- Administration & Management=19 (10%)
- Rehabilitation, Disability & Participation=18 (9%)
- Productive Aging=12 (6%)
- Education=12(6%)
- Health Promotion=11 (6%)
- Work & Industry=1 (1%)
- Assistive Technology & Environmental Modification=1 (1%)
- Mental Health=1 (1%)

Covering Tuition Expenses (*Respondents could choose all that applied*)

- Personal Finances=134
- Student Loans=104
- Employer would pay tuition or at least part of=44
- *Other: See report for information*

Post-professional OTD Needs Assessment Executive Summary Report March 13, 2012

Background:

In spring of 2012, the Indiana University Department of Occupational Therapy conducted a needs assessment survey for a post-professional doctorate in occupational therapy program. The primary purposes of this survey were to ascertain the level of interest by OTs in pursuing an post-professional OTD and to gather data regarding preferences for instructional delivery and areas of

study for consideration during program development.

Survey Method:

Survey Monkey software was used to survey 348 occupational therapists. Unlike similar surveys done in the past, current students were not surveyed.

Inclusion Criteria:

- Occupational Therapists prepared by the bachelor's or master's level.

Exclusion Criteria:

- OTs with Doctorates, OTA's and retired OTs

Surveys Sent:

- Occupational Therapists =348 (370surveys sent with 22 undeliverable=348)

Completed Surveys (Combined Occupational Therapists and Students):

1. Occupational Therapists-116(with master's degrees=69 & without master's degrees=47)
2. Master's Level Occupational Therapy Students= NA
3. Response rate 33% (116 out of 348)

Levels of Interest in Pursuing the IU Post-professional OTD=337

1. 4(4.1%) would seek admission into Program as soon as it opened (estimated opening in 2014).
2. 2 (2%) would seek admission in 2014.
3. 10 (10.2%) indicated strong interest-need more information before making decision.
4. 35 (35.7%) indicated being somewhat interested-need more information before making decision.
5. 21 (21.4%) indicated no interest in pursuing any further degrees in OT.
6. 26 (26.5%) indicated no interest. *See report for information.*

Preferred Plan of Study=197

1. Part-time=93 (94.9%)
2. Full-time study=5 (5.1%)

Preferred Credit Hour Load=197

1. 6 credits per semester=54 (55.1%)
2. 3 credits per semester =42 (42.9%)
3. 9 or more credits per semester=2 (2%)

Preferred Delivery System of Instruction=98

1. Mixed mode of instruction (online with occasional F2F meetings on weekends) =39 (44.3%)
2. Online instruction only=22 (25.6%)
3. F2F instruction on weekends=7 (8.2%)
4. F2F instruction meeting one evening during the week=20 (23.8%)
5. F2F instruction meeting two evenings during the week=8 (9.8%)

Most Preferred Areas of Study=197

- Children & Youth=37 (31.9%)
- Hand & Upper Quadrant Rehabilitation=32 (27.6%)
- Neurorehabilitation=1 (.9%)
- Administration & Management=10 (8.6%)
- Rehabilitation, Disability & Participation=32 (27.6%)
- Productive Aging=8 (6.9%)
- Education=5 (4.3%)
- Health Promotion=0
- Work & Industry=0
- Assistive Technology & Environmental Modification=1 (.9%)
- Mental Health=3 (2.6%)

Covering Tuition Expenses (*Respondents could choose all that applied*)

- Personal Finances=60
- Student Loans=35
- Employer would pay tuition or at least part of=25
- *Other: See report for information*

On a national level, the results of a questionnaire sent to rehabilitation managers and administrators of 556 facilities that employ occupational therapy practitioners indicated the following:

- There was a 8.9% vacancy rate for occupational therapists and 7.7% for occupational therapy assistants
- 45% predicted an increase in occupational therapy positions in the next 2 years (2010), and
- 30% predicted an increase in occupational therapy assistant position
- 67% reported difficulty hiring occupational therapists
- 62% reported difficulty hiring occupational therapy assistants

Appendix 5: Letters of Support

This appendix should contain the letters of support for the program.

- To the best of your knowledge, do any proposed new courses overlap with existing courses? If yes, what is the rationale for a new course?
None of the proposed new courses overlap with existing courses. Existing courses in the SHRS will serve as the preferred elective in the OTD program.
- Any new courses required for the program should have been approved or be in the [Course Remonstrance Process](#). If they have not yet been approved, copies of course descriptions or syllabi should accompany the proposal and be shared with any potentially affected unit. The letters of support from the other schools should reference their agreement that the proposed courses are not a problem.

See new course syllabi in this appendix below.

- In cases where the proposal appears to overlap an existing IUPUI degree, please describe the differences between the proposed degree and the existing one. This may include differences in programmatic goals and/or student learning outcomes. As noted above, letters of support regarding both the new program or any proposed new courses from any potentially affected unit should accompany the proposal as appendices and be referenced in this section. In the case of a graduate degree, also clarify program differences and similarities with “related programs” offered by other Indiana public institutions.

This proposal does not overlap with any existing IUPUI degrees.

- In cases where the proposed program relies on upper-level courses from another school to meet curricular requirements, please provide assurance that students in the proposed program will be eligible to enroll in these courses and any necessary pre-requisites (assuming the students are qualified and the courses are open), even if the courses ordinarily are restricted to students in the course’s major or school. This can be addressed in a confirmation of consultation with the school teaching the course. Assuming there are no barriers, a statement to include may be

Not applicable.

- In the case of new Purdue programs, proposals should have letters of support from the appropriate dean or department chair at West Lafayette.

Not applicable

New course syllabi:

See [Appendix 13](#) for copies of new course syllabi.

Appendix 6: Faculty and Staff

No additional faculty assigned to this project in year one.

Appendix 7: Facilities

This program does not require specialized instructional space.

Appendix 8: Other Capital Costs

No capital cost associated with this program.

Appendix 9: Articulation of Associate/Baccalaureate Programs

Not applicable

Appendix 10: Credit Hours Required/Time to Completion

Candidates are required to complete 30 credit hours for the OTD degree. The full-time student can complete the program in three consecutive semesters. Distribution of the credit hours is as follows:

Advanced Core Courses (18 credits)

- Advancements in Occupational Science 3 credits
- Evidence-Based Practice in Occupational Therapy 3 credits
- Leadership and Administration in Occupational Therapy 3 credits
- Teaching in Health and Rehabilitation Sciences 3 credits
- Professional Doctoral Seminar 3 credits (one credit each semester)
- Applied Translational Research in Occupational Therapy 3 credits

Advanced Practice Capstone Project Courses (12 credits)

- Occupational Science Practicum in Practice, Education, or Leadership and Administration 4 credits (A minimum of 240 hours* practicum experience including a project related to the area of concentration)
- Advanced Practice Capstone Project Proposal 4 credits
- Advanced Practice Capstone Project Completion and Presentation 4 credits

*According to the Office of Graduate Affairs 60 practicum contact hours per credit hour is within the range of practicum contact hours per credit hour in the IU system.

See page 33-38 for examples of possible electives offered in the SHRS.

Two-year plan of study assuming the student is full-time:

FULL-TIME PLAN OF STUDY—3 Semester 30 CR HR		
Semester	IU OTD Courses	Credits
1 st Semester (Summer)	SHRS T### Advancements in Occupational Science (JC)	3
	SHRS T#### Evidence-Based Practice in Occupational Therapy (new OT Faculty, TBD)	3
	<u>SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits).</u> (new OT Faculty, TBD)	3
	SHRS T### Professional Doctoral Seminar (Fisher)	1
	Sub-Total	10
2 nd Semester (Fall)	SHRS T### Applied Translational Research in Occupational Therapy (new OT Faculty, TBD)	3
	SHRS T### Advanced Practice Capstone Project Proposal (JC)	4
	SHRS T### Leadership & Administration in Occupational Therapy (new OT Faculty, TBD)	3
	T### Professional Doctoral Seminar (JC)	1
	Sub-Total	11
3 rd Semester (Spring)	T### Occupational Science Practicum in Practice, Education, or Leadership and Administration (new OT Faculty, TBD)	4
	SHRS T### Advanced Practice Capstone Project Completion & Presentation (JC)	4
	T### Professional Doctoral Seminar (JC)	1
	Sub-Total	9
	TOTAL CREDITS	30

Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail

The program will not exceed 120 semester credit hours.

IUPUI Enrollment Services

October 12, 2012

Appendix 12: SHRS Strategic Plan

Excerpt from the SHRS FIVE-YEAR STRATEGIC PLAN--2013-2018

Vision

The Vision of the School of Health and Rehabilitation Sciences (SHRS) is to be recognized nationally and globally as a leader in health and rehabilitation sciences, and a provider of excellent health care professionals for the state of Indiana and beyond.

Mission

In fulfilling its vision, the School of Health and Rehabilitation Sciences seeks to develop and maintain a scholarly and competent faculty who will provide excellence in:

- The teaching/ learning process for programs in fields related to health professions,
- The advancement of knowledge through research, scholarship and creative activity, and
- The development of lifelong commitment to civic engagement locally, nationally, and globally

With each of these core activities characterized by:

- **collaboration** within an across disciplines, the university, and the community,
- a commitment to **diversity**, and
- the pursuit of best practices.

GOAL STATEMENTS

Goal 1: Expand and strengthen academic programs of the School- To prepare undergraduates and graduates to provide high quality evidence based health care in a complex and dynamic health care environment.

Strategic Directions

- 1) Establish programs to complement or enhance existing academic programs
- 2) Enhance the capacity of the School to offer and support traditional and online undergraduate and graduate courses, degree programs and certificates.

Goals/Action/ Responsible Parties	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Progress Report
Goal #1: Academic Programs						
[a] Obtain internal and external approvals to establish the Post-professional Occupational Therapy Doctoral (OTD) degree. [Responsible: Chair OT*, D, LT, ASRD, AD-AS]	X					
[b] Explore the feasibility of a PA/MPH: PA/PhD; and OTD/PhD; DPT/PhD program. [Responsible: D, ASRD, AD-AS, LT*]		X				
[c] Allocate funds to award fellowships/scholarships [Responsibility: D*, DFA, LT]		X	X	X	X	