IUPUI GAC Reviewer Form

Documents Reviewed: official documents required for submission for degree from your university

Summary of Proposal:

The faculty in the department of Occupational Therapy are proposing a post professional doctoral degree [OTD] to add to their offerings. This degree provides a formal means for occupational therapists in the community to advance their graduate education to become leaders in practice, education and applied research. The department has shown that your communities support the need for this degree offering at this time. They also outline a 5 year plan to grow the program to a fully functioning degree program with full and part time options.

1. Are the goals clear and achievable?

The goals of the program are achievable

2. Is the program academically sound?

> I think the program is academically sound. The designers are well prepared to design and launch this program.

> I have made specific comments and queries on your official documents for the authors to consider as a means for strengthening the program.

3. Are faculty resources available to offer this certificate without undercutting other key missions of the unit?

They indicate that faculty resources are available. I was not certain about this. The names of many courses are so similar it was challenging to track them on the year by year tables, and there were duplicates for the full/ part time options {which I think are offered together, but not sure}.

I am concerned about the current faculty size being appropriate for the growth of this program as projected. By year 4 and 5, there would be too many students for the current faculty to handle the mentoring. On the balance of this, there will be revenue available by then to support more faculty to mentor this larger number of students.

4. Is there overlap, either real or potential, with any other unit that could harm the program or be exploited to help the program?

I see only benefits from launching this program. When a department/ school has more doctoral level students around, the capacity for more projects, more writing/ publications, more mentoring of entry students goes up. It also creates an atmosphere of lifelong learning, and aspiring to higher levels of achievement even within the entry students. Faculty have people to keep them on their toes, thinking and planning with these doctoral students, so the entire department takes on a new tenor.

5. My recommendation, comments/concerns regarding this proposal…

I have made comments on the forms you sent about specific questions, using comment boxes in the writable PDF format.

I recommend the University move forward on this offering. It will be a great resource for your state and region. People will look to you for support and guidance as they grow their programs in the communities.

Doctorate in Occupational Therapy (OTD)
To Be Offered by Indiana University at Indianapolis
Rev. 05/31/13

Executive Summary[1]

1. Objectives:
The Indiana University School of Health and Rehabilitation Sciences proposes to offer a Post-professional Doctorate in Occupational Therapy (OTD). This advanced professional program is designed to prepare occupational therapy practitioners with knowledge and skills for positions as advanced practitioners who may, in addition to being advanced practitioners, also hold positions as faculty in occupational therapy academic programs, as administrators, or clinical researchers.

2. Clientele to be served.
The proposed program will serve licensed occupational therapists academically prepared at the master's level (if they don't have a master's, the MS in Health Sciences will be recommended).

3. Curriculum:
Candidates are required to complete 35 credit hours for the OTD degree. Distribution of the credit hours is as follows:
   a. Advanced core courses (22 credits)
      i. Advanced practice courses (10 credits)
         1. Professional Doctoral Seminar 1 cr.
         2. Advanced Practice in Occupational Therapy 3 cr.
         3. Leadership and Administration in Occupational Therapy 3 cr.
         4. Teaching in Health and Rehabilitation Sciences 3 credits
      ii. Advanced Practice Capstone Project Courses (12 credits)
         1. Applied Translational Research in Occupational Therapy 3 cr.
         2. Evidence-Based Practice in Occupational Therapy 3 cr.
         3. Advanced Practice Capstone Project Proposal 3cr.
         4. Advanced Practice Capstone Project Completion and Presentation 3 cr.
   b. Concentration area practicum (4 credits)
      i. Advanced Practice Practicum in OT Practice, Education, or Leadership and Administration 4 cr.
      ii. A minimum of 240 hours practicum experience which includes a project related to the area of concentration (advanced practice; leadership and administration; or teaching).
   c. Concentration area electives (9 credits)

4. Prerequisites. Currently licensed or eligible for licensure as an Occupational Therapist and have a master's degree.

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[1] Includes some information not required in the latest IUPUI Program Proposal format.

5. Unique features of the curriculum:
    a. The curriculum is based on four core interprofessional collaborative practice (IPCP) competencies: a) values and ethics for interprofessional practice; b) interprofessional teamwork and team-based practice; c) interprofessional communication practices; and d) roles and responsibilities for collaborative practice. These core competencies are integrated into the objectives of all core courses in the program.
        i. For example, the Teaching in Health and Rehabilitation Sciences (SHRS W672) course objective includes understanding the core IPCP competencies and the teaching practicum will give students the opportunity to develop and use interprofessional competencies in teaching-learning settings.
    b. The curriculum design intentionally links coursework to potential professional certifications from a variety of professional organizations including: the American Occupational Therapy Association's (AOTA) Board and Specialty Certifications, the Commission for Case Manager Certification, and the Hand Therapy Certification Commission. The American Occupational Therapy Association's Board and Specialty Certifications include:
        i. Board certifications
            1. Gerontology
            2. Mental Health
            3. Pediatrics
            4. Physical Rehabilitation
        ii. Specialty certification
            1. Driving and Community Mobility
            2. Environmental Modification
            3. Feeding, Eating, and Swallowing
            4. Low Vision
            5. School Systems
        iii. For example, a student might want to gain AOTA Board Certification in Gerontology. Part of the coursework in the Advanced Practice course could be development and completion of the application process for that certification. This includes documentation of service in the area of gerontology; a comprehensive reflective portfolio documenting the person's competencies in the areas of knowledge, critical reasoning, interpersonal skills, performance skills, and ethical reasoning; and documentation of ongoing professional development.
6. Evidence-based practice forms the basis of the Advanced Practice Core courses. Students will be grounded in the skills required to find and use evidence for their interventions and practice. The curriculum includes a 3 credit course, Evidence-Based Practice in Occupational Therapy, which will ground students' understanding of the need for and practice based on evidence. In addition, capstone projects from the OTD Proposal and Completion courses will be based on evidence.

7. Employment possibilities.
According to a the AOTA (2007) all full-time faculty members must hold a doctoral degree, yet 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 (Harvison, 2011). Related to the profession in general, according to the Bureau of Labor Statistics Occupation Outlook Handbook 2010-2011 Edition, employment of occupational therapists is expected to increase 33 percent between 2010 and 2020, much faster than the average for all occupations.

8. Admission requirements.
Admission into the Post-professional Doctorate in Occupational Therapy (OTD) Program will be based on the following:
   a. Interview
   b. Curriculum vitae,
   c. Statement of professional and educational goals,
   d. Writing sample taken at the interview,
   e. Official transcripts from all degrees received,
   f. Minimum of 3.2/4.0 cumulative grade point average for the master's degree,
   g. Licensed or eligible for licensure as an occupational therapist in the state of IN,
   h. Minimum scores for applicants whose native language is not English will meet the policies and procedures of Indiana University.
   i. Names of three professional references,
   j. Membership in the AOTA and state of Indiana association.
   k. Admission will also follow the policies and procedures of Indiana University and the School of Health and Rehabilitation Sciences.

9. Prerequisite or co-requisite coursework and/or degrees.
   a. Licensed occupational therapists academically prepared at the master's level. (If they don't have a master's, the MS in Health Sciences will be recommended.)

10. Transfer of previous coursework.
   a. Students may transfer up to nine credit hours from IU or another institution. Students may receive up to six credit hours for specialty certification equivalent course work. A maximum of nine credit hours (course or certification credit) can be transferred. Acceptability of the courses or certification credit will be determined by the OTD student's doctoral advisor and must follow the policies and procedures of Indiana University and the School of Health and Rehabilitation Sciences.

11. Selection criteria.
   a. Enrollments will be determined by the Department of Occupational Therapy Admissions Committee applying the following selection criteria:
      i. Leadership potential: Assessed by evaluation of resume, personal statement, and interview.
      ii. Ability for engaging in advanced graduate work assessed by evaluation of letters of recommendation and grade point average in prior graduate work.
      iii. Learning goals and objectives assessed by evaluation of personal statement.

Description: Doctorate in Occupational Therapy (OTD) To Be Offered by Indiana University at Indianapolis
(Date Submitted:)
(Rev. 5/31/2013)

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)

      Include brief description of the program

        The Indiana University School of Health and Rehabilitation Sciences proposes to offer a post-professional doctorate in occupational therapy (OTD). This will be a 35 credit program that helps to prepare occupational therapy practitioners with knowledge and skills needed to fill positions as *advanced* practitioners to provide direct services, to hold faculty positions, administration positions, or applied translational research positions.

    • 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 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 <u>all</u> 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 (Harvison, 2011).

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 33 percent from 2010 to 2020, 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 professions grows, the demand for doctorally prepared practitioners and faculty will grow. 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.

- What will completing this program prepare the student to do?

  This Post-professional doctoral program is designed to prepare occupational therapy practitioners with knowledge and skills needed to fill positions as *advanced* practitioners to provide direct services, to hold faculty positions, administration positions, or 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 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 and across disciplines, the university, and the community; a commitment to diversity; and the pursuit of best practices".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://www.iupui.edu/~fcouncil/documents/mission%20related%20goals%20and%20action%20steps.pdf

  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, in the 2008 U.S. News & World Report ranking of the top 100 OT programs in the country, the IU School of Health & Rehabilitation Sciences occupational therapy program was ranked 39. In 2012 our ranking improved to 21 among the top OT programs in the country. This 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. We are part of the School of Health & Rehabilitation Sciences on the campus of Indiana University Purdue University at Indianapolis." http://www.iupui.edu/degrees/degree_info.php?degree=occupational%20therapy

  A significant strength of this program related to practice is its proximity to hospitals already enjoying a close relationship with IUPUI and the SHRS—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 Clarian Health Partners, Inc. (Riley Hospital for Children, IU Hospitals, and Methodist Hospital) support 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 for the University's teaching and learning mission 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, student in the OTD program have a variety of leading edge teaching and services resources and opportunities for teaching and service.

*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 producing a quality doctoral degree that meets the needs of occupational therapy education programs and healthcare service delivery systems.

c. Evidence of Labor Market Need

    It is important to note that virtually all national and Indiana labor market needs data are for entry-level occupational therapists and occupational therapy assistants. These data are included in this proposal recognizing that the demand for practitioners prepared at the doctoral level is based on a logical assumption: the greater the demand for entry-level practitioners; the greater demand for practitioners who can fill positions of leadership in administration, post-secondary education, policy-making, occupational therapy practice, and applied translational research.

    i.   National, State, or Regional Need

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

As a post-professional degree, this program does not directly serve a national, state, or regional occupational therapy market need. However, as the profession grows, presumably the need for higher qualified, doctorally prepared practioners will also grow.

ii.   Preparation for Graduate Programs or Other Benefits

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

The advanced degree program offers the OTD the profession's terminal degree and graduates to fill faculty positions and specialty areas of occupational therapy practice, administration, and applied translational research positions.

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
o   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 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*).

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, 2011).

"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.*

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

o   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 it was time to develop the program. In 2009 we conducted a state-wide survey to ascertain interest level among occupational therapy practitioners in Indiana.

Results of the survey were presented to the Department of Occupational Therapy Advisory Board and Faculty in April, 2009. 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. However, because the School was involved in developing the Masters of Physician Assistant Studies Program, the Advanced OTD was put on hold. A second survey was done in 2012.

See *Appendix 4: Surveys of Employers or Students and Analyses of Job Postings* *for additional detail.*

vi. Letters of Support
- o 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

- o 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)?
- o During calendar year 2013 one faculty member from the Department of Occupational Therapy will revise the 2009 Advanced OTD proposal and complete the new "2012 Development Process for a New Degree or Major at IUIPUI" as described by the IUPUI Office of the Registrar.
- o In January 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 a minimum 2 courses (6 credits) per semester. All remaining courses will be taught by adjunct faculty. *See Appendix 6: **Faculty and Staff** for additional detail.*

ii. Facilities

- o 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)

       o   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)

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

          None.

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

          None.

    ii.   Special Fees above Baseline Tuition

       o   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 Doctorate in Health Sciences that has had a number of graduates who are occupational therapists.

    ii.   Related Programs at the Proposing Institution

       o   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, <u>Midwest Higher Exchange Compact</u> 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, November, 2012, there were 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. <u>Quality and Other Aspects of the Program</u>

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 35 credit hours for the OTD degree. Full-time students can complete the program in two years. *See [Appendix 10: Credit Hours Required/Time to Completion](#) for additional detail.*

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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. Program graduates will 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 translational research. Graduates of the program will:
  1. Anticipate, analyze, and address occupational needs (occupation-based interventions) of persons, organizations, and populations.
  2. Demonstrate effective teaching and learning methods.
  3. Be mindful, reflective, ethical and critical thinking (reasoning) advanced practitioners, administrators, educators, and/or researchers.
  4. Advocate, communicate and contribute to our discipline in existing and emerging practice areas.
  5. Demonstrate effective administration and leadership skills in professional organizations and practice.
  6. Analyze, synthesize and apply research findings to inform practice.
  7. Participate in research, scholarship and creative activities.

- *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.

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 while 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:	Measure-ment 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/Discussions	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).

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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.

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). *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 American Occupational Therapy Association Accreditation Council (ACOTE) for Occupational Therapy is the accrediting body for occupational therapy. However, post-professional doctoral programs in occupational therapy do not require accreditation from the ACOT. The Department of Occupational Therapy is currently accredited by ACOTE until Academic year 2021-22.

  The Advanced OTD program, as a part of the Department of Occupational Therapy, would meet the accreditation guidelines of the North Central Association of Colleges and Schools.

  The timeline for this proposal has been calculated so as to go before the Indiana University Board of Trustees at its fall 2013 meeting.

Present application to:	05/2013	05/2013	08/2013	10/2013	01/2014
IU Office of University Regional Affairs, Planning, and Policy	X				
IUPUI Graduate Affairs Council (GAC) Approval			X		
IU Board of Trustees (BOT) Approval				X	
Indiana Commission on Higher Education (ICHE) Approval				X	
Admit first OTD students					X

- 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. The first year we anticipate 8 students
        1. Three full time residents (9 credit hours)
        2. Five part-time residents (3-6 credit hours)
    ii. The second year we anticipate 14 students
        1. Four full time residents (9 credit hours)
        2. Eight part-time residents (3-6 credit hours)
        3. Two part-time non-residents
    iii. The third year we anticipate 17 students
        1. Five full time residents (9 credit hours)
        2. 10 part-time full-time (3-6 credit hours)
        3. Two part-time non-residents
    iv. The fourth year we anticipate 17 students
        1. Five full time residents (9 credit hours)
        2. 10 part-time full-time (3-6 credit hours)
        3. Two part-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-Time		6	12	18	18	18
	Part-Time		12	24	36	48	6
	Total		18	36	54	66	78
Enrollment Projections (FTE)							
	Full-Time		6	12	18	18	18
	Part-Time		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: XXX							
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.

"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

33%

Health Diagnosing and Treating Practitioners

26%

Total, All Occupations

14%

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

Covering Tuition Expenses (*Respondents could choose all that applied*)
o Personal Finances=134
o Student Loans=104
o Employer would pay tuition or at least part of=44
o *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 n=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%)

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

Covering Tuition Expenses (*Respondents could choose all that applied*)
- o Personal Finances=60
- o Student Loans=35
- o Employer would pay tuition or at least part of=25
- o *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:
- o There was a 8.9% vacancy rate for occupational therapists and 7.7% for occupational therapy assistants
- o 45% predicted an increase in occupational therapy positions in the next 2 years (2010), and 30% predicted an increase in occupational therapy assistant position
- o 67% reported difficulty hiring occupational therapists
- o 62% reported difficulty hiring occupational therapy assistants

Appendix 5: Letters of Support

- 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.

- o 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 35 credit hours for the OTD degree. The full-time student can complete the program in two years. Distribution of the credit hours is as follows:
Advanced Core Courses (22 credits)
- Advanced Practice Courses (10 credits)
  - Professional Doctoral Seminar 1 credit and,
  - Advanced Practice in Occupational Therapy 3 credits, and
  - Leadership and Administration in Occupational Therapy 3 credits, and
  - Teaching in Health and Rehabilitation Sciences 3 credits
- Advanced Practice Capstone Project Courses (12 credits)
  - Applied Translational Research in Occupational Therapy 3 credits
  - Evidence-Based Practice in Occupational Therapy 3 credits
  - Advanced Practice Capstone Project Proposal 3 credits
  - Advanced Practice Capstone Project Completion and Presentation 3 credits

Concentration Area Practicum (4 credits)
- SHRS T### Advanced Practice Practicum in OT 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; leadership and administration; or teaching).

Concentration Area Electives (9 credits)
  See page 41-45 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		
Semester	IU OTD Courses	Credits
1st YEAR FALL	SHRS T### Advanced Practice in Occupational Therapy	3
	SHRS T#### Evidence-Based Practice in Occupational Therapy	3
	SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits).	3
	SHRS T### Professional Doctoral Seminar	1
	Sub-Total	**10**
1st YEAR SPRING	SHRS T### Leadership & Administration in Occupational Therapy	3
	SHRS T### Applied Translational Research in Occupational Therapy	3
	T### Advanced Practice Practicum in OT Practice, Education, or Leadership and Administration	4
	Sub-Total	**10**
2nd YEAR	SHRS T### Advanced Practice Capstone Project Proposal	3

FALL	Elective *(could be taken during first summer if available)*	3
	Elective *(could be taken during first summer if available)*	3
	Sub-Total	**9**
2nd YEAR SPRING *May Graduation*	SHRS T### Advanced Practice Capstone Project Completion & Presentation	3
	Elective *(could be taken during summer if available)*	3
	Sub-Total	**6**
	TOTAL CREDITS	**35**

PLAN OF STUDY BY SEMESTER				
YEAR ONE				
Fall		**Spring**		**Summer**
Cohort One Full Time	**Cohort One Part-time**	**Cohort One Full Time**	**Cohort One Part-time**	
SHRS T### Advanced Practice in Occupational Therapy (3 credits) CRABTREE	**SHRS T### Advanced Practice in Occupational Therapy (3 credits) CRABTREE**	**SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE**	**SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE**	
SHRS T### Professional Doctoral Seminar (1 credit) FISHER	**SHRS T### Professional Doctoral Seminar (1 credit) FISHER**	**SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN**	**SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN**	**Elective X (3credits) ADJUNCT**
SHRS T### Applied Translational Research in Occupational Therapy (3 credits) MEYERS		**SHRS T### Advanced Practice Practicum in OT Practice (4 credits) ADJUNCT**		
SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM				

YEAR TWO				
Fall		Spring		Summer
Cohort Two Full Time Cohort One Full Time	Cohort One & Two Part-time	Cohort One Full Time / Cohort Two Full Time	Cohort One & Two Part-time	
SHRS T### Advanced Practice Capstone Project **Proposal** (3 credits) OPEN		SHRS T### Advanced Practice Capstone Project **Completion & Presentation** (3 credits) ADJUNCT		Elective X (3 credits) ADJUNCT
Elective No. One (3 credits) ADJUNCT	Elective No. One (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	
Elective No. Two (3 credits) ADJUNCT	Elective No. Two (3 credits) ADJUNCT			
SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	
SHRS T### Professional Doctoral Seminar 1 credits FISHER	SHRS T### Professional Doctoral Seminar (1 credit) FISHER	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	
SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Advanced Practice Practicum in OT Practice (4 credits) ADJUNCT	SHRS T### Advanced Practice Practicum in OT Practice 4 credits ADJUNCT	Elective X (3 credits) ADJUNCT

MEYERS	MEYERS			
SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM	SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM			

YEAR THREE				
Fall		Spring		Summer
Cohort Three Full Time Cohort Two Full Time	Cohort One, Two & Three Part-time	Cohort Three Full Time Cohort Two Full Time	Cohort One, Two & Three Part-time	
SHRS T### Professional Doctoral Seminar (1 credits) FISHER	SHRS T### Professional Doctoral Seminar (1 credits) FISHER	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	
SHRS T### Advanced Practice in Occupational Therapy (3credits) CRABTREE	SHRS T### Advanced Practice in Occupational Therapy (3credits) CRABTREE	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	
SHRS T### Applied Translational Research in Occupational Therapy (3 credits) MEYERS	SHRS T### Applied Translational Research in Occupational Therapy (3 credits) MEYERS	SHRS T### Advanced Practice Practicum in OT Practice (4 credits) ADJUNCT	SHRS T### Advanced Practice Practicum in OT Practice (4 credits) ADJUNCT	
SHRS W672: Teaching in Health and Rehabilitatio	SHRS W672: Teaching in Health and Rehabilitation			

n Sciences (3 credits) CHISM	**Sciences (3 credits) CHISM**			
SHRS T### Advanced Practice Capstone Project <u>Proposal</u> (3 credits) ADJUNCT	**SHRS T### Advanced Practice Capstone Project <u>Proposal</u> (3 credits) ADJUNCT**	**SHRS T### Advanced Practice Capstone Project <u>Completion & Presentation</u> (3 credits) ADJUNCT**	**SHRS T### Advanced Practice Capstone Project <u>Completion & Presentation</u> (3 credits) ADJUNCT**	**Elective X (3 credits) ADJUNCT**
Elective No. One (3 credits) ADJUNCT	**Elective No. One (3 credits) ADJUNCT**	**Elective No. Three (3 credits) ADJUNCT**	**Elective No. Three (3 credits) ADJUNCT**	
Elective No. Two (3 credits) ADJUNCT	**Elective No. Two (3 credits) ADJUNCT**			

YEAR FOUR				
Fall		Spring		Summer
Cohort four Full time Cohort Three Full Time	Cohort Two, Three & four Part-time	Cohort four Full Time	Cohort Two, Three & four Part-time	
SHRS T### Advanced Practice Capstone Project **Proposal** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Proposal** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Completion & Presentation** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Completion & Presentation** (3 credits) ADJUNCT	Elective X (3 credits) ADJUNCT
Elective No. One (3 credits) ADJUNCT	Elective No. One (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	
Elective No. Two (3 credits) ADJUNCT	Elective No. Two (3 credits) ADJUNCT			
SHRS T### Professional Doctoral Seminar 1 credits FISHER	SHRS T### Professional Doctoral Seminar 1 credits FISHER	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	
SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	
SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Advanced Practice Practicum in OT Practice 4 credits ADJUNCT	SHRS T### Advanced Practice Practicum in OT Practice 4 credits ADJUNCT	

MEYERS	**MEYERS**			
SHRS W672: Teaching in Health and Rehabilitatio n Sciences (3 credits) CHISM	**SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM**			

YEAR FIVE				
Fall		Spring		Summer
Cohort five Full time Cohort four Full time	Cohort Three, four & five Part-time	Cohort five Full time Cohort four Full time	Cohort Three, four & five Part-time	
SHRS T### Advanced Practice Capstone Project **Proposal** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Proposal** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Completion & Presentation** (3 credits) ADJUNCT	SHRS T### Advanced Practice Capstone Project **Completion & Presentation** (3 credits) ADJUNCT	Elective X (3 credits) ADJUNCT
Elective No. One (3 credits) ADJUNCT	Elective No. One (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	Elective No. Three (3 credits) ADJUNCT	
Elective No. Two (3 credits) ADJUNCT	Elective No. Two (3 credits) ADJUNCT			
SHRS T### Professional Doctoral Seminar 1 credits FISHER	SHRS T### Professional Doctoral Seminar 1 credits FISHER	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	SHRS T#### Evidence-Based Practice in Occupational Therapy (3 credits) CRABTREE	
SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T### Advanced Practice in Occupational Therapy 3credits CRABTREE	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	SHRS T### Leadership & Administration in Occupational Therapy (3 credits) BRAVEMAN	
SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Applied Translational Research in Occupational Therapy (3 credits)	SHRS T### Advanced Practice Practicum in OT Practice 4 credits ADJUNCT	SHRS T### Advanced Practice Practicum in OT Practice 4 credits ADJUNCT	

MEYERS	MEYERS			
SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM	SHRS W672: Teaching in Health and Rehabilitation Sciences (3 credits) CHISM			

Possible Electives from the SHRS PhD Program		
FALL	SPRING	SUMMER
SHRS W661 Theories of Health Promotion and Disease Prevention (3cr): This course focuses on the role of health behaviors such as eating nutritious foods, exercising, and avoiding unhealthy habits (i.e.: smoking) in health promotion and disease prevention. A principle concentration will be on health promotion within disabling conditions.	**SHRSW660 Rehabilitation Theories and Application (3cr):** This course explores the theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Included are theories specific to rehabilitation and adaptation to disease, disability and injury; attachment, adaptation and resiliency; cognition; motor learning; empowerment; loss and grief; psycho-immunology; and the societal response to stigmatized groups. These theories are applied to rehabilitation practice and research design across the life span to include habilitation to congenital disorders.	**SHRS W520Critical Inquiry in the Health Sciences(3cr):** Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.
GRAD G651: Introduction to Biostatistics(3cr): One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. G651 is an introductory level biostatistics course designed for healthcare professionals. It is the first in the G651 and G652 series on biostatistics methodology. The course covers topics such as data description and presentation techniques, probability and probability distributions, sampling distributions, statistical inferences from small and large samples, analysis of categorical data, analysis of variance, correlation and simple linear regression analysis. Upon completion of the course, students will achieve a basic understanding of the concepts and techniques of data description and statistical inferences. Students will also acquire a working knowledge of SPSS, a commonly used statistical computation program. Students will be able to understand and interpret the statistical analyses in research articles published in medical journals. Students that complete the course with grade B or better will have adequate	**HPER K535: Physiological Basis of Human Performance (3cr):** A study of physiological changes that occur with exercise. Emphasis on the cardiorespiratory, muscular, and biochemical adaptations to training. Physiologic principles are applied to athletic training, adult fitness, weight reduction, and physical therapy. Laboratory experiences will illustrate and reinforce physiologic principles and techniques.	**SHRS W672 Teaching practicum within specialization area(3cr):** Instruction in teaching theories and methodologies to include teaching a unit of instruction in the student's concentration area. This course may be taken more than once.

preparation for G652.		
GRAD G505: The Responsible Conduct of Research (1cr): The purpose of this course is to provide its students with a formal setting to learn about the basic rules and acceptable standards required for anyone conducting scientific research. It will help its students obtain knowledge and develop skills for dealing with potential ethical problems in the research laboratory on their own. This course is designed for all beginning graduate students working in the life sciences or related fields and other researchers who require basic training in the responsible conduct of research.	**HYPER K530: Mechanical Analysis of Human Performance (3cr):** P: ANAT-A 215 or equivalent; PHYS-P 201 recommended. Newtonian mechanics applied to human movement. Analysis of sports techniques.	**NURS W540 Writing for Publication (3cr):** Permission of the faculty. This course focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.
GRAD G652 Introduction to Biostatistics II(3cr): P: G651 or equivalent to G651. G652 is an advanced applied biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, multi-factor analysis of variance, analysis of covariance, analysis of repeated measures, logistic regression model, and survival analyses. Upon completion of the course, students are expected to understand the appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers.		
	SHRS W670: Research Practicum in Human Performance Laboratory(3cr): Instructional orientation to research arranged by	

	student and approved by student's Advisory or Research Committee. This course may be taken more than once	
SHRS 670 Research Practicum in Motion Analysis Laboratory (3cr): Instructional orientation to research arranged by student and approved by student's Advisory or Research Committee. This course may be taken more than once	**HPER K533: Advanced Theories of High Level Performance(3cr):** An integrative analysis of the physiological, psychological, and biomechanical principles, mechanisms, and phenomena underlying the acquisition of the capacities and abilities required for high-level physical performance.	
INFO I510 : Data Acquisition and Laboratory Automation(3cr): This course covers the entire process by which signals from laboratory instruments are turned into useful data: (1) fundamentals of signal conditioning and sampling; (2) interfacing, communications, and data transfer; (3) markup languages and capability systems datasets; (4) general lab automation; (5) robotics. A significant portion of this course is devoted to practical learning using LabVIEW.	**SHRS W662 Rehabilitation Services in Health Care Systems and Delivery (3cr):** These course analyses emerging trends in health care systems and delivery associated with rehabilitation. Areas to be covered include organizational infrastructures, finance, public policy, and implications for disparate patient populations.	
GRAD N802 Techniques of Effective Grant Writing (3cr): This is an intensive course / workshop designed to teach fellows and graduate students how to write and review an NIH application. Trainees will write an NRSA, R03, or K-award application. This will serve as the M.S. student thesis and must be submitted for review by their committee. Course Directors: Paul Lysaker & Alan Breier. Offered 3 times in the past 3 years (every fall).		

Possible Electives from the SHRS MS Program		
FALL	**SPRING**	**SUMMER**
SHRS W520: Evidence Based Critical Inquiry in the Health Sciences(3cr): Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.	**SHRSW510 Trends and Issues in Health Sciences(online) (3cr):** 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.	**NURS R505Research Methods(3cr)**
SHRS W661 Theories of Health Promotion/Disease Prevention (3cr): This course focuses on the role of health behaviors such as eating nutritious foods, exercising, and avoiding unhealthy habits (i.e.: smoking) in health promotion and disease prevention. A principle concentration will be on health promotion within disabling conditions.	**SHRS W667: Ethical issues in Rehabilitation Services(online) (3cr):** This course is designed to explore contemporary ethical issues and concerns related to the delivery, organization, and management of rehabilitation services. It is structured to present theories of ethical practice related to rehabilitation care delivery and to address the practical applications of ethical principles to the delivery of rehabilitation services and client-provider relationships. It will be provided in a distance format.	
SHRS W550 Health and Rehabilitation systems Across the World (online) (3cr): This course presents issues in global health and rehabilitation delivery systems form the viewpoint of many different disciplines with an emphasis on economically less developed countries.	**SHRS W540:Patient Centered Outcomes Research (online) (3cr):** Explorations of selected patient-centered outcomes assessment methodology and its use in economic evaluation.	
SHRS W625 Diversity Issues in Health and Rehabilitation Services (online) (3cr): This course is designed to prepare students to formulate strategies to address the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.	**SHRS W660: Rehabilitation Theories and Application(3cr):**This course explores the theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Included are theories specific to rehabilitation and adaptation to disease, disability and injury; attachment, adaptation and resiliency; cognition; motor learning; empowerment; loss and grief; psychimmunology; and the societal response to stigmatized groups. These theories are applied to rehabilitation practice and research design across the life span to include habilitation to congenital disorders.	**TBA (Not yet scheduled): SHRS W640: Medical Aspects of Disabilities:** The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. **SHRS W562: Psychological Aspects of Disabilities:** P: Medical terminology course or equivalent. Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to
NURS R505: Research Methods(3cr)	**SHRS W599: Thesis in health sciences (6cr)** Individual investigation in the form of an organized scientific contribution or comprehensive analysis in a specified	

	area related to health sciences.	disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.
SHRS W594 Administration of Health Sciences Education: Principles of effective organization, supervision and administration of educational programs in the health sciences.	**SHRS N460: Global perspectives in Nutrition, Health, Disease, Disability-** Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.	**SHRS W600: Project in Health Sciences**: Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to the health sciences.

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 globallyWith 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 provice 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

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*	