

INDIANA UNIVERSITY SCHOOL OF HEALTH AND REHABILITATION SCIENCES



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Dean's Remarks

Thank you for your interest in the Indiana University School of Health and Rehabilitation Sciences. Allied health degrees were first offered through Indiana University in 1940. The Indiana University School of Health and Rehabilitation Sciences on the campus of Indiana University–Purdue University Indianapolis (IUPUI) is one of the oldest allied health academic units in the country and has provided leadership in health and rehabilitation sciences, as well as research and education, to the citizens of Indiana, the region, and the nation for over 35 years. In 1967, the school was one of 13 allied health units from across the country to participate in the planning and formation of the field's national professional society—the Association of Schools of Allied Health Programs. The School of Health and Rehabilitation Sciences is one of a cluster of health schools comprising the IUPUI Academic Health Center, one of the largest academic health centers in the country.

Perhaps our most cherished asset is the quality of our students. The grade point average of students selected for our professional programs routinely ranks among the highest on the university campus. Our students' commitment to excellence is expressed in many ways: honors programs, undergraduate research initiatives, national service awards, and pass rates on certification/licensure exams that exceed national averages, to name only a few. Over 90 percent of our students come from Indiana, and upon completion of their studies they seek careers in a wide variety of settings to promote the health and well-being of Indiana residents.

The school's faculty members are recognized nationally and internationally for their contributions. They serve on national licensure boards and are leaders of national professional societies, reviewers for federal granting agencies, and invited speakers. Their research is published in the best journals in their disciplines, and they routinely serve as consultants to community agencies, state and national health care facilities, and corporations. But their principal goal is to educate the next generation of practitioners to effectively function in the health care environment of the future.

The services offered by the school facilitate our student-centered approach to learning. Advising starts as soon as a student indicates a desire to study in one of our educational programs. Our Office of Academic and Student Affairs sponsors important student organizations in combination with its statewide advising network and is the entry point for learning more about our outstanding opportunities in graduate professional education.

To promote excellence in education, research, and service, the School of Health and Rehabilitation Sciences maintains strong relationships with a variety of critical constituent groups. Our alumni activities keep our graduates involved with charting the future of the school. We improve facilities and offer scholarships through generous donations by alumni and friends of the school. The school's collaboration with other academic units promotes creative research and teaching opportunities, and our affiliation with over 500 health care facilities gives students unique

educational experiences. Moreover, the involvement of associate faculty is essential to fully implement the school's curriculum. We are proud of these relationships and continue to seek other collaborative opportunities.

Health care delivery in this country is undergoing dramatic change, but it remains one of the most personally fulfilling professions, and we know that most of our students pursue it with a sense of mission. The School of Health and Rehabilitation Sciences strives to provide a comprehensive educational experience that helps students realize their goals and ambitions.

Vision

The Vision of the School of Health and Rehabilitation Sciences is to be recognized nationally and globally as a leader in graduate health sciences, and as 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 and across disciplines, the university, and the community,
 - a commitment to **diversity**, and
 - the pursuit of **best practices**

Statement of Values

The School of Health and Rehabilitation Sciences (SHRS) of Indiana University is committed to excellence in the education of its constituents, who will have a concern for the people they serve.

We value the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.

The faculty recognizes students as partners in the teaching/learning process and provides them with opportunities to develop expertise, scientific knowledge, and professional attitudes that enable them to contribute to the health of society.

We are committed to the maintenance of individual professional competence and lifelong learning; to the development of new knowledge through research, scholarship and creative activity; and to the provision of service through civic engagement.

The SHRS values collegiality, cooperation, and creativity as well as honesty, integrity, and support for open inquiry and dissemination of findings.

We value the personal and professional development of a diverse community of students, faculty, and staff; and are committed to continuous improvement of all programs and services.

The SHRS is committed to training faculty and students involved in the community; to providing educational programs and working with a wide array of partners; to offering expert care and assistance to clients; to engaging in field research that serves Indianapolis, the state of Indiana, and beyond; and to building a strong, welcoming campus community for all.

History of the School

The School of Health and Rehabilitation Sciences traces its origin to 1941, with the initial offering of allied health sciences degrees through the Indiana University School of Medicine. In 1959 by action of the Trustees of Indiana University, the Division of Allied Health Sciences was formed, and in 1960 the Trustees conferred upon the faculty of the School of Medicine the responsibility and authority to grant the Bachelor of Science degree to those students who successfully completed the prescribed curriculum in four allied health programs. Since that time, additional baccalaureate programs and new programs at the associate and graduate levels have been approved and initiated. In 1967, the Division of Allied Health Sciences was one of 13 similar units from across the country to participate in the planning and formation of the national professional society—the Association of Schools of Allied Health Sciences.

At the April 1991 meeting of the Trustees of Indiana University, the Division of Allied Health Sciences was granted school status. The School of Allied Health Sciences encompassed allied health programming on five of the eight campuses of Indiana University and incorporated 21 distinct allied health academic degree programs.

In 2002 the School of Allied Health Sciences was restructured to better align campus resources in support of the allied health sciences degrees. The resulting School of Allied Health Sciences focused solely on delivering graduate degrees in selected health and rehabilitation science disciplines. The undergraduate allied health sciences degrees migrated to other academic units on the IUPUI campus. To better reflect the more focused academic mission of the school, and based on faculty recommendation, in June 2003 the Trustees of Indiana University approved changing the name to the School of Health and Rehabilitation Sciences. Four departments constitute the school: Health Sciences, Nutrition and Dietetics, Occupational Therapy, and Physical Therapy. During its over 40-year history the school has provided leadership in education, research, and civic engagement pertaining to health for the citizens of Indiana, the region, and the nation.

Accreditation

The School of Health and Rehabilitation Sciences shares with the other schools of the university the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Preadmission Status

Enrollment at Indiana University does not guarantee admission to the professional programs offered through the School of Health and Rehabilitation Sciences. To be eligible for admission to the programs offered by the school, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet school and program admission requirements as stipulated in the program sections of this bulletin. Admission to many programs is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. On some campuses a student may be admitted as a preprofessional student in a health and rehabilitation sciences discipline; however, this status is for academic advising purposes only and in no way influences admittance into a professional program.

Admission Policies

The admission policies of individual programs within the School of Health and Rehabilitation Sciences comply with the following standards:

Prerequisite Course Work Applicants must complete prerequisite courses at an accredited high school (or by GED equivalent), college, or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information); therefore, program-specific requirements may differ. The completion of a prerequisite course with a Pass/Fail grade must be approved by each program. Applicants should read the "Admission Policies" and "Program Descriptions" sections of this bulletin for specific entry-level requirements.

Interview Applicants may be required to complete a personal interview. The interview may be a component of the admission decision.

Policy Changes Policies concerning the minimum grade point average for admission consideration are subject to change. Changes for beginning first-year professional students become effective the semester following the announcement of the decision to the university counselors and other constituencies. Changes in prerequisite courses or the minimum grade required in a prerequisite course will be applied as follows for continuing students:

1. Applicants who have taken the course before the change and who meet the old requirement will have satisfactorily completed the requirement.
2. Applicants who have taken the course before the change and who do not meet the old requirement must complete the course under the new requirements.
3. Applicants enrolled in the course at the time of the change will be permitted to meet the old requirements.
4. Applicants who have not taken the course before the change will have to meet the new requirements.

Admission Procedures

1. In addition to the general admission requirements for Indiana University, the program-

specific sections in this bulletin must be read for admission requirements and deadlines.

2. Individuals seeking admission to a professional program must submit a complete application before the program's application deadline. See the campus information section of this bulletin for names, addresses, and telephone numbers of persons to contact for applications. Admission to the professional program is competitive; application for admission to the school does not constitute automatic admission to a program.
3. All complete applications are reviewed by the program's admission committee. The selection of a class is based on program admission criteria. All applicants receive written notification of their admission status.
4. Applicants may appeal any admission decision except those relating to minimum grade point averages. Copies of the policies and procedures governing the appeals process are available on request from any of the health and rehabilitation sciences administrative offices.
5. Individuals interested in being admitted to one of the school's programs should contact the program of interest annually for an update of admission criteria.
6. The program applications are revised each year. Applicants must obtain an application for the year in which they wish to apply.
7. Applicants should check the current program application for submission deadlines.
8. Students who have been convicted of a felony may be unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.
9. Individuals whose names appear on the Sex Offenders List will not be allowed to pursue admission to any program in the School of Health and Rehabilitation Sciences.

Withdrawal and Readmission A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation Sciences. At the time of departure, it is the student's responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to re-enroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with re-enrollment under the continuation agreement. Students failing to re-enroll as specified in the continuation agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Other Withdrawal A student who withdraws without arranging in writing for a continuation agreement with the program director, or fails to enroll in any semester, will not be allowed further enrollments in the school and will be considered as not making satisfactory progress toward a degree. Such students who want to re-enroll must file an application for admission and will be considered as new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in

the program provided the completed work meets the current standards of the program.

Student Rights and Responsibilities Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the university's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the university's function as an institution of higher learning. The *Indiana University Code of Student Rights, Responsibilities, and Conduct* is available in electronic format. Students are expected to read this document and, by their enrollment, agree to its contents and additional School of Health and Rehabilitation Sciences statements, which appear below.

Academic Advising The School of Health and Rehabilitation Sciences Student Enrollment Coordinator is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. *The student is responsible for planning a program to meet degree requirements.*

Appeals The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the *Indiana University Code of Student Rights, Responsibilities, and Conduct*. Students may obtain a copy of the school's Appeals Policy and Procedure from any of the school's administrative offices.

Attendance Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty is responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and self-support, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications Each fall, students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs Students are responsible for the following costs:

Fees and Tuition Fees and tuition are established annually by the Trustees of Indiana University.

Books and Supplies Books and supplies are determined by the program.

Uniforms During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.

Transportation Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students Foreign nationals enrolled in the school are subject to the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation School of Health and Rehabilitation Sciences programs require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes It is the student's responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.

Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure Students completing any of the professional programs are qualified to sit for the

appropriate licensure and/or credentialing examinations. Contact the program director for further information.

Allied Health Alumni Association The Allied Health Alumni Association, which has an enrollment of more than 700 active members, was officially recognized as a constituent member of the Indiana University Alumni Association in 1976. Active membership is open to all graduates of the School of Health and Rehabilitation Sciences programs.

For more information, contact the Indiana University Alumni Association, School of Health and Rehabilitation Sciences Alumni Association, University Place Conference Center, room 241, 850 W. Michigan Street, Indianapolis, IN 46202-6044; phone: (317) 274-8828.

Academic Programs

Health Sciences Education

The educational program in Health Sciences Education is located on the Indiana University–Purdue University Indianapolis campus.

Description of the Profession Health sciences educators plan, implement, and evaluate educational programs designed to prepare persons to practice in the health care delivery system. Additionally, educators may be involved in in-service or continuing professional education.

Graduates of the Program While most health sciences educators are employed in college or university settings, others work in secondary schools, hospitals, vocational-technical institutions, health care facilities, and agencies. They also coordinate in-service and continuing professional education programs for health care facilities, agencies, and associations.

The program graduate is eligible to seek teacher certification as a secondary teacher in health occupations education in the state of Indiana. However, this requires completion of the teacher certification option. This certification is important when seeking employment as a health occupations teacher in the secondary schools.

Credentials Required to Practice Current credentials in health care specialty.

Licensure Requirements to Practice State teaching license, if required. License to practice in credentialed area if required by state.

Bachelor of Science in Health Sciences Education at Indiana University–Purdue University Indianapolis

Program Director: Associate Professor Karen Gable

EDUCATIONAL PROGRAM

Length of the Program A total of 130 credit hours is required for the noncertification option while the teacher certification option requires 142 credit hours. The length of the program depends upon the number of credit hours in which the student enrolls per semester to complete the requirements for the degree.

Structure of the Program The program can be completed on either a full-time or part-time basis. Program courses are frequently scheduled during evening hours.

Design of the Professional Curriculum The professional courses focus on the planning, implementation, and evaluation of educational episodes and programs. The professional component of the curriculum integrates knowledge bases of educational philosophy, psychology, methodology, and evaluation with practical experiences in health care sciences educational settings. A 12 credit hour capstone teaching practicum is required.

Opportunity for Students to Work Most students continue their employment as full-time health care practitioners while completing program and degree course work on a part-time basis.

Program Facilities The office for the Health Sciences Education Program offered at the Indiana University Medical Center is located in Coleman Hall. Classes convene in Coleman and other IUPUI buildings. Practicum experiences are completed in schools, hospitals, vocational-technical institutions, colleges, and universities in Indiana.

ADMISSION

General Information

Students accepted into the program must complete the university's, school's, and program's admission requirements.

Applicants who are not Indiana University students must also file an Indiana University application and pay the application fee before submitting the program application. Applications for admission to Indiana University can be obtained from the Office of Admissions on the campus of IUPUI.

Admission Policies

Repeated Courses Applicants whose cumulative grade point average (GPA) is at least 2.0 on a 4.0 scale and who have repeated courses may petition to have their *admission* GPA recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: it can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; each attempt will count toward the 15 credit hour limit; and a W cannot be used to replace a grade and will not count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application. The effective date is the beginning of the 1996 fall semester. Any course being used to replace

an earlier taking of the course must be taken during the fall semester of 1996 or later.

Academic Bankruptcy Applicants whose GPA is at least 2.0 on a 4.0 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive. Academic bankruptcy is for admission purposes only and in no way affects the university's official GPA. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

Fresh Start The Health Sciences Education Program will allow an applicant to appeal to the program's admissions committee for "academic forgiveness." Students must request academic forgiveness at the time of program application. Academic forgiveness will eliminate, during the forgiveness period, all courses and grades earned by the applicant for the purpose of calculating the admission GPA. Only grades from courses completed after the forgiveness period will be considered in admission calculations. No course taken during this forgiveness period may be used for the fulfillment of any prerequisite or graduation requirement.

The forgiveness period begins with the applicant's first academic enrollment period (at any college/university) and ends on a date designated by the applicant but no less than four calendar years for baccalaureate degree programs (two calendar years for associate degree programs) before the program's starting date. To invoke this policy, the student must meet the following conditions:

1. have a 2.0 GPA (on a 4.0 scale), including all course work taken during the requested forgiveness period,
2. complete a minimum of 24 credit hours for bachelor's degree programs (12 credit hours for associate degree programs) of graded course work after the forgiveness period, and
3. meet all other program-specific admission requirements.

The granting of academic forgiveness by a program does not alter the student's official academic record. Students must meet all minimum degree requirements and may invoke this policy only one time. The petition for academic forgiveness must be attached to the application.

Credit by Examination Applicants who have received "credit by examination" in a course that meets a program prerequisite will be viewed as meeting this specified requirement. Any "credit by examination" hours received by the student must be transferred onto the student's university transcript before it can be considered as meeting the program's admissions prerequisite.

At IUPUI, credit by examination can be earned from the following sources: Advance Placement (AP), the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES), and Indiana University departmental examinations.

Technical Standards for Admission and Retention Since a degree in one of the health and rehabilitation sciences disciplines attests to the mastery of knowledge and skills, graduates must possess the essential knowledge and skills to function in a broad variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner.

The Health Sciences Education Program has therefore specified nonacademic criteria, Technical Standards for Admission and Retention, which all applicants/students are expected to meet in order to participate in the program. These criteria include the following five categories: (1) observation; (2) communication; (3) motor function; (4) intellectual-conceptual, integrative, and quantitative abilities; and (5) behavioral and social attributes. All accepted students will be required to sign a statement certifying that they can meet the technical standards that apply to the program to which they have been admitted.

A copy of the technical standards will be sent to each applicant with an offer of admission. Additionally, a copy may be obtained from the Health Sciences Education Program.

Transfer Credit

Acceptance of credit from a regionally accredited college or university for transfer to Indiana University will be determined by the campus office of admissions.

While the grades from course work completed at Indiana University and all other colleges and universities are used to calculate the admission grade point average, only grades of C (2.0) or above will be considered for transfer. The university does not accept the transfer of special credit by examination awarded by another college or university. The transfer of credit earned through a regionally accredited junior college or a community college is normally limited to the equivalent of two years of academic work toward a baccalaureate degree and one year of academic work toward an associate degree. The final decision to accept transfer courses for program requirements is the program director's.

Correspondence Courses All credit to be applied to the Health Sciences Education Program earned through IU's Independent Study Program, correspondence study, or other nontraditional methods must be validated and approved by the faculty of the program to which the student is applying. The School of Health and Rehabilitation Sciences retains the right to determine the acceptability of transfer credit to meet degree requirements.

Specific Requirements

In addition to the Indiana University–Purdue University Indianapolis and School of Health and Rehabilitation Sciences admission policies and procedures found at the beginning of this section of the bulletin, the following admission policies apply to the Health Sciences Education Program.

Credentials Applicants must possess current and appropriate credentials representing their health care field.

Work Experience Applicants must show evidence of a minimum of two years (or equivalent) full-time employment in their credentialed health care field.

Application Deadline There is no application deadline. Students may begin course work the semester following their acceptance.

Distribution of Credit Hours in Specific Areas Applicants must have official transcripts identifying educational preparation in their credentialed health care field.

Limitations of Course Work Remedial course work will not count toward the cumulative grade point average at application or as credit toward the degree.

Minimum Cumulative Grade Point Average 2.5 on a 4.0 scale. This requirement is applied at the time of program application and must be maintained.

Interview Qualified applicants will be interviewed before admission.

Medical Requirements Admitted students must be able to present evidence of acceptable health status upon request.

CURRICULUM

Prerequisites

Before entering the program, the student must complete an educational program that leads to an appropriate credential and/or licensure in a nationally recognized health care field.

Program Plan of Study

Based on the student's prior educational experiences, the program director and the student formulate an academic program plan to assure that the student obtains a general-education component representing principles identified on the IUPUI campus. These principles will permeate the general-education component of a minimum of 45 credit hours of course work made up of humanities, social and behavioral sciences, and life and physical sciences. If the minimum of 52 credit hours of course work in the health care sciences component of the degree has not been met by the student's prior educational preparation, further course work will be identified and required. The specific health sciences education component of the program represents 33–42 credit hours, depending on the program option selected. Courses in the professional component may be sequential and, therefore, must be taken in the order specified by program faculty.

Awards Based on superior performance and in accordance with Indiana University–Purdue University Indianapolis policies, the program faculty will recommend that qualified students be awarded degrees with distinction. Additionally, students may choose to participate in the IUPUI Honors Program and may be qualified for appropriate recognition.

Graduation Requirements Satisfactory completion of 130–142 credit hours (depending on the program option selected) to include 45 credit hours in general education, 52 credit hours in health care preparation, and 33–42 credit hours in health sciences education and a capstone teaching practicum. All course work must be completed in

compliance with the program's, school's, and university's academic and professional policies.

Undergraduate Degree Requirements

The faculty of the School of Health and Rehabilitation Sciences, Indiana University School of Medicine, will recommend for degrees only those students who have been admitted to Indiana University and are students in good standing in the School of Health and Rehabilitation Sciences. Candidates for degrees are eligible for graduation upon completion of all program requirements in effect when the student first enrolls in professional course work, provided requirements are met within five years.

The program faculty reserve the right to require students whose program course of study is interrupted for any reason to meet requirements as specified by the director of the program and the dean of the School of Health and Rehabilitation Sciences or the dean's campus designee. Changes in the student's original program may be necessary when, for example, a curriculum has been revised, offerings are no longer available, significant changes in curriculum content have occurred, or repetition of material is deemed essential to assure continuity of clinical competency.

Academic counseling and guidance are available for students. Students are responsible for seeking such counseling and guidance and for planning courses of study to meet degree requirements.

General Undergraduate Requirements

Minimum Degree Requirements

1. Based on earned Indiana University credits, a minimum cumulative grade point average of 2.0 must be maintained.
2. A minimum of 30 credit hours of program or program-related course work must be completed in residence on the Indiana University campus at which the degree is awarded.
3. Additional general requirements must be completed for the bachelor's degree or associate degree as listed below:

Bachelor's Degree

- a. Minimum of 122 credit hours.
- b. School baccalaureate degree general-education requirements.
- c. Minimum of 30 credit hours in courses at the 300-400 (junior-senior) level.

Students must complete the prescribed course of study, meeting program academic, professional, and technical standards requirements, which may exceed the requirements stated above. Program professional standards consist of ethics and proper health care practices to which students must adhere. Program faculty will distribute these standards when appropriate.

During the fall semester before the graduation year, the student is responsible for submitting an Intent to Graduate form, which indicates that the student plans to complete all requirements for the appropriate degree.

Work for a degree must be completed within five years from the time the student first enrolls in the professional program.

Degrees are granted in May, June, August, and December; however, Commencement exercises are held only in May.

General-Education Requirements

Each candidate for an undergraduate health and rehabilitation sciences degree must complete course work in the following categories:

Basic General-Education Areas

B.S. Degree

Written Communication, three courses
(two prerequisites: one in professional curriculum. See program section for specific content emphasis.)

Verbal Communication, one course

Humanities, one course
(classical studies, literature, English, folklore, foreign language, history, journalism, philosophy, religion, speech communication, minority studies, visual and performing arts)

College-Level Mathematics, one course

Social-Behavioral Sciences, two courses

Basic Life-Physical Sciences, two courses

In addition to the above general-education requirements, students are strongly encouraged to learn to do word processing, use e-mail, and navigate the internet before the beginning of the professional program. See program-specific sections for program requirements.

Academic Regulations

Grades All students admitted to the Health Sciences Education Program are governed by the grade definitions and minimum grade requirements as follows:

| | | | |
|---------|--------|----|--------|
| A+ or A | = 4.00 | C | = 2.00 |
| A- | = 3.70 | C- | = 1.70 |
| B+ | = 3.30 | D+ | = 1.30 |
| B | = 3.00 | D | = 1.00 |
| B- | = 2.70 | D- | = 0.70 |
| C+ | = 2.30 | F | = 0.00 |

No points are assigned for I (Incomplete); S (Satisfactory); P (Passing); R (Deferred); W (Withdrawn); or FX, DX, CX, or BX (Course Repeated) grades.

Grade Point Average Courses transferred from other institutions are not used to calculate the cumulative grade point average for graduation. Regardless of the number of times they are taken, all courses that are repeated are evaluated by averaging the grades received. Courses for which the grades of I, S, P, R, W, or FX are assigned are not used to calculate the cumulative grade point average since there are no points assigned to these grades.

R Grade, Deferred The R grade (deferred grade) is applicable only to courses approved for that purpose. The grade R used on the final report indicates that the nature of the course is such that the

work of the student can be evaluated only after more than one term. Upon completion of the course, the instructor will submit paperwork to replace the R grade on the transcript with the earned grade.

Pass/Fail Pass/Fail grading is a student option in elective courses. Any student in good standing may enroll in elective courses for which the grade assigned is P (Pass) or F (Fail). Such courses, if passed, are credited toward the degree but do not affect the grade point average. A failing grade adversely affects the grade point average. Students may not use the Pass/Fail option for a stated prerequisite or a professional course. No more than one Pass/Fail course may be taken in any one semester. Students are limited to a maximum of 24 Pass/Fail credit hours for the baccalaureate degree and a maximum of 12 Pass/Fail credit hours for the associate degree.

Satisfactory/Fail A grade of S (Satisfactory Performance) or F (Fail) is used for approved courses. In such courses, the only grades permitted are S and F, and students are notified during the first class session of the S/F grading policy for the course. The credit hours earned with a grade of S count toward graduation, but the S grade will not be calculated in the grade point average. However, an F grade is computed in the grade point average. The number of courses taken on an S/F basis does not affect the number of courses permissible on a P/F basis.

Incompletes A grade of I (Incomplete) indicates that a student made successful progress in a course and completed a majority of the course work satisfactorily but, because of a compelling nonacademic reason, did not complete all of the course work by the end of the grading period. The course instructor establishes the criteria, procedure, and time limit for the removal of the I grade. The time limit, however, may not exceed one calendar year, after which time the I grade, if not changed by the instructor, automatically becomes an F.

Multiple Degrees Students earning more than one degree at the same level are required to meet the academic requirements for the degree in each school and must be recommended for the degree by the faculty of each school. Students receiving a degree from the School of Health and Rehabilitation Sciences in Health Sciences Education are required to complete the professional component in sequence with their class of admission.

Grade Replacement Policy (For IUPUI Students Only) The purpose of this policy is to allow students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average when the student is applying for admission into the Health Sciences Education Program. This policy expands the FX policy by extending the replacement option to courses in which students receive any grade rather than just grades of F. The Program retains the right to consider the student's complete academic record for purposes of admission, granting of honors, or meeting the minimum grade point average required for conferral of the degree. Use of the grade replacement policy is for admissions purposes only.

and in no way affects the student's official university grade point average.

1. The effective date is the beginning of the fall 1996 semester. Any course being used to replace an earlier taking of the course must be taken during the fall semester of 1996 or later.
2. The provisions apply to students pursuing an undergraduate degree only.
3. A student may exercise the grade replacement policy for a maximum of 15 credit hours. The 15 credit hour limit includes any course previously replaced using the FX policy.
4. Grade replacement replaces the use of the FX option. Grades previously granted FX will be honored subject to statement 3 above.
5. A student may exercise the grade replacement policy no more than two times for a single course. Each attempted replacement will count toward the 15 credit hour limit.
6. Once it is invoked, a student may not subsequently request reversal of the grade replacement granted to a particular course.
7. Any grade may be replaced. The replaced grade will then be excluded from the cumulative grade point average. However, the course listing and the replaced grade will remain on the student's academic record with an "X" denoting that the grade is excluded from the cumulative grade point average.
8. Invocation of the forgiveness option does not preclude a student from using grade replacement for work taken subsequent to re-enrollment as defined by the Forgiveness Policy.

Grade replacement is available for courses taken at Indiana University. Schools retain the right to consider records of performance from other universities in determining admission to the school and granting of honors. This assumes that if the student's initial course was taken on another IU campus, that campus is willing to place the replacement flag on the course at the request of the IUPUI registrar.

Remedial Courses Generally, remedial and refresher courses will not satisfy any course requirement for the Program.

Academic Policies

Students in Good Standing Students must maintain a minimum cumulative grade point average of 2.0 (C) and a minimum grade point average of 2.0 for the most recent academic session and meet additional program, academic, and professional standards in order to be considered in good standing. Students are informed of program, academic, and professional standards during program orientation.

Class Standing Within Indiana University, class standing is based on the total number of credit hours a student has earned. However, within the school, class standing is assigned according to a student's progress in the professional curriculum.

Probation Upon the recommendation of the faculty in the Health Sciences Education Program, a student

is placed on probation. Probationary recommendations are made when the student does not meet standards of academic performance or professional behavior. A student will be placed on academic probation for the academic session following the one in which the student fails to attain a minimum 2.0 (C) cumulative and/or semester grade point average. A student will be removed from probation after satisfactorily completing the program's specified requirements. Students are notified in writing of probationary actions by the school's dean or the dean's campus representative.

Dismissal Upon the recommendation of the faculty in the Health Sciences Education Program, a student may be dismissed from the school. Dismissal is based on the failure to meet academic or professional standards. The student will be informed of the dismissal in writing by the school's dean or the dean's campus representative. A student who has been dismissed from the school may not apply for readmission to the program in which the student was enrolled at the time of dismissal. Under special circumstances, a waiver may be requested by the program and forwarded to the school's appeals committee for action.

Academic Standards A student may be dismissed from the Health Sciences Education Program and the School of Health and Rehabilitation Sciences when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a 2.0 (C) grade point average in any two consecutive academic sessions, has a cumulative grade point average below 2.0 (C) for two consecutive semesters, or fails to earn higher than a 1.00 (D) grade point average in any one semester, the student is automatically considered to be making unsatisfactory progress toward a degree and is thereby eligible for dismissal.

Professional Standards A student failing to meet the standards of professional and personal conduct may be recommended for dismissal.

Honors

The School of Health and Rehabilitation Sciences offers the following honors to recognize superior student performances.

Degrees Awarded with Distinction The university recognizes a student's superior performance in course work by awarding the associate or bachelor's degree with one of three levels of distinction: distinction, high distinction, or highest distinction. A student must meet the following criteria to receive a degree awarded with distinction.

1. Baccalaureate degree candidates must rank within the highest 10 percent of their graduating class. The determination of eligibility for graduation with academic distinction will be made by the School of Health and Rehabilitation Sciences so that candidates will be ranked with classmates who received the same type of degrees.
2. If the 10 percent determination of any class results in a fractional value, the number will be rounded upward (e.g., a graduating class of 11 would have 2 individuals eligible for distinction).

3. Calculation of the grade point average for graduation with distinction will be based upon the total number of credit hours completed at Indiana University. A candidate for a baccalaureate degree must have completed a minimum of 60 credit hours at Indiana University; associate degree candidates must have completed at least half of the credit hours required for their degree at Indiana University.
4. No more than 10 percent of the Indiana University credit hours may be eliminated from the grade point average determination by utilization of the mechanisms of Pass/Fail or special credit.
5. A minimum cumulative grade point average of 3.5 must have been achieved.
6. Three levels of distinction will be recognized and determined as follows: 3.5 through 3.74—Distinction; 3.75 through 3.89—High Distinction; 3.90 through 4.0—Highest Distinction.
7. The determination of candidates who will wear honor cords at the May graduation ceremonies should include all academic credit earned at IU including the spring semester before commencement.
8. Unique cases and appeals should be forwarded to the dean of the School of Health and Rehabilitation Sciences or the dean's campus designee for consideration.

Dean's List Each semester, students who excel academically have the privilege of being listed on the School of Health and Rehabilitation Sciences Dean's List. To be eligible, students must carry 9 or more credit hours

Students who enroll in the program must complete all course work in Health Sciences Education before August 2006, at which time the program is scheduled to be terminated.

For further information, contact Professor Karen E. Gable, Director of the Health Sciences Education Program, School of Health and Rehabilitation Sciences, IUPUI, Coleman Hall 304, 1140 W. Michigan Street, Indianapolis, IN 46202-5119, phone: (317) 278-1353; fax: (317) 274-1795; e-mail kgable@iupui.edu.

Master of Science in Health Sciences Education at Indiana University–Purdue University Indianapolis

Program Director: Associate Professor Karen Gable

The Master of Science Program is an advanced degree program for credentialed health care practitioners intending to work in educational and clinical settings. The program curriculum integrates knowledge from educational philosophy, psychology, methodology, and evaluation with existing skills from a specialized health care field.

The program accommodates the needs of students employed full time as health care practitioners and can be completed on either a full-time or part-time basis. Program courses are scheduled during evening hours.

Program Requirements

The graduate program consists of a minimum of 39 credit hours, including a required 6 credit hour practicum or thesis. The program curriculum consists of four components: (1) core foundation courses, (2) health sciences education courses, (3) elective courses outside of health sciences education, and (4) completion of a capstone practicum or research-based thesis that includes at least 6 credit hours and two semesters of course work. The program director and the student formulate an academic program plan to assure relevance to the student's long-range professional plans.

ADMISSION

Requirements Students accepted into the program must complete the university's, school's, and program's admission requirements. The minimum admission requirements are as follows.

1. Undergraduate academic achievement with a grade point average of at least a 3.0 on a 4.0 scale.
2. Acceptable performance on the Graduate Record Examination (GRE).
3. Three letters of recommendation describing clinical expertise and potential, experience and potential as a health care educator, and potential for academic achievement as a graduate student.
4. Applicants must possess current and appropriate credentials representing their health care field.
5. Applicants should show evidence of a minimum of two years (or equivalent) of full-time employment in their credentialed health care field.

Exceptions to these requirements may be granted by the School of Health and Rehabilitation Sciences Academic Studies Committee upon written petition from the applicant and with written recommendation from the coordinator of graduate studies of the Health Sciences Education Program. The petition must include a full statement of conditions justifying the exception. Conditional admission will be for a stated time period and will entail specific conditions to be met to receive regular admission status.

No student will be permitted to work toward a degree without first being admitted to the Master of Science Program.

Prior Course Work Applied Toward Degree

Requirements A maximum of 6 graduate credit hours earned at Indiana University before admission may be applied toward a degree. Upon the recommendation of the coordinator of graduate studies of the Health Sciences Education Program and with the approval of the School of Health and Rehabilitation Sciences Academic Studies Committee, up to 8 credit hours of graduate work at other institutions may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of B or higher within five years before matriculation in the Master of Science degree program.

Application Materials An applicant must submit completed application forms to the Office of Academic and Student Affairs, School of Health and Rehabilitation Sciences. Transcripts from all universities attended must be included. Indiana

University graduates should request that the registrar's office send unofficial copies of their transcripts. Non-Indiana University graduates must submit at least one official transcript from each university attended.

A nonrefundable application fee is required from all applicants who have never attended Indiana University.

All students must complete Health Sciences Education course work before August 2006, at which time the program is scheduled to be terminated.

For further information, contact Professor Karen E. Gable, Director and Coordinator of Graduate Studies, Health Sciences Education Program, School of Health and Rehabilitation Sciences, Coleman 322B, 1140 W. Michigan Street, Indianapolis, IN 46202-5119, phone (317) 278-1353; fax: (317) 274-1795; e-mail: kgable@iupui.edu.

Courses in Health Sciences Education

Courses in this department use the departmental code of AHLT.

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

Z298 Credit by Experience

Z299 Credit by Credentials

Z477 Teaching Methodology in Health Sciences Education (3-5 cr.) P: EDUC P255 or equivalent, EDUC H340 or equivalent, EDUC M300 or equivalent, EDUC secondary teaching methods and techniques if teaching certification is sought.

Z486 Student Teaching in Health Sciences Education (12 cr.) P: Z477, Z497, two years of experience in health specialty. Each student assumes responsibility under a supervising teacher for teaching in a cooperating secondary, postsecondary, or technical program.

Z490 Topics in Health Sciences Education (1-3 cr.) Permission required. Special electives offered by the faculty. Prerequisites vary with topic. Honors credit may be available. Students may repeat this course as long as the topic changes each time of enrollment.

Z497 Principles and Purposes of Health Sciences Education Programs (3 cr.) Historical, legislative, and theoretical foundations of health occupations training and service. Emphasis on roles, responsibilities, and functions of the health occupations/sciences educator.

Z501 Scientific Inquiry Applied to Health Sciences Education (3 cr.) Analysis and interpretation of data, introduction to theory of advanced statistical techniques, and principles of research design appropriate to didactic, student laboratory, or clinical settings.

Z507 Evaluation in Health Sciences Education (3 cr.) Principles of construction and interpretation of written achievement tests and other evaluative procedures applied to allied health education in academic, laboratory, and clinical settings.

Z518 Occupational Education in Health Care Delivery Systems (3 cr.) Historical development of educational and training programs for health sciences/occupations education with emphasis on the educational routes leading to credentialing of a practitioner. Investigation of selected educational trends.

Z525 Curriculum and Instruction in Health Sciences Education (3 cr.) Principles of curricular construction and design. Content, materials, and methods of instruction in health sciences education.

Z526 Workshop: Selected Topics in Health Sciences Education (1-3 cr.) Individual and group study dealing with current topics for improving teaching and practice in the health sciences.

Z530 Clinical Education and Performance Evaluation in Health Sciences Education (3 cr.) Analysis of health care facilities as instructional sites. Emphasizes the educational purpose of clinical experiences, effective use of sites, and legal aspects of clinical educational and clinical performance evaluation.

Z540 Continuing Education of Health Care Professionals (3 cr.) Orientation to the processes of continuing education as they relate to health care professions, with emphasis on professionalization as a process and its implications for continuing education. Includes exploration of processes of needs determination and instructional episode planning, design, implementation, and evaluation.

Z590 Individual Study in Health Sciences Education (1-3 cr.) Analysis of select readings; study of health sciences education/allied health sciences research; or critique of research problems, methodology, or theoretical bases with faculty guidance.

Z594 Administration in Health Sciences Education (3 cr.) Principles of effective organization, supervision, and administration of educational programs in the health sciences. Techniques of program management, budgeting and accounting, and records and reports applied to educational programs in allied health sciences.

Z595 Practicum in Health Sciences Education (3-6 cr.) Relating educational theory to practice through developmental activities or supervised teaching experience in a health setting. Emphasis on planning, structuring, and evaluating learning experiences.

Z599 Thesis in Health Sciences Education (3-6 cr.) Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to health sciences education.

The following graduate courses are integrated into the graduate program.

W510 Trends and Issues in the Health Sciences (3 cr.) 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.

W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.) P: graduate-level statistics course. Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.

W560 Topics (1-3 cr.). Permission required. Prerequisites vary with topic. Exploration of a selected topic related to allied health science disciplines at an advanced level. May be repeated once for credit if topics differ.

W570 Research Communication in the Health Sciences (3 cr.) P: consent of major advisor. Focuses on the conceptualization and writing of research communications in a variety of formats including but not limited to abstracts, peer-reviewed original publications, theses, and grant submissions. Limited to allied health students.

W799 Master's Thesis Continuation (1 cr.) Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

Nutrition and Dietetics

The Nutrition and Dietetics Department offers three postbaccalaureate programs: two certificate programs—the Dietetic Internship and the Pediatric Nutrition Fellowship—and the Master of Science in Nutrition and Dietetics. The three programs require separate enrollments; the internship may not be completed concurrently with the master's program or Pediatric Nutrition Fellowship. However, the Pediatric Nutrition Fellowship may be completed as part of the Master of Science in Nutrition and Dietetics. In addition to graduate course work, the Nutrition and Dietetics Department also offers two undergraduate nutrition classes.

Chair: Professor of Clinical Nutrition Jacquelynn O'Palka

Professors Emeriti Bernice Hopp, Louise Irwin, Ada Marie Van Ness, Arlene Wilson

Professors Sue Brady, Karyl Rickard

Associate Professor Judith Ann Ernst

Associate Professor in Clinical Nutrition and Dietetics Sara Blackburn

Dietetic Internship at Indiana University–Purdue University Indianapolis

The Dietetic Internship Program, founded in 1918, is accredited by the American Dietetic Association. The program is 10 months in length with emphasis on medical nutrition therapy and food systems management. The Dietetic Internship Program includes 8 credits of graduate course work (the equivalent of one full-time semester) and a minimum of 1,184 supervised clinical practice hours. The program begins in late August and concludes in late June. The Dietetic Internship Program accepts 16 interns annually.

Admission requirements for the internship include a bachelor's degree from an accredited college or university, a minimum cumulative grade point average of 2.9 (on a 4.0 scale), completion of current

academic requirements of the American Dietetic Association (must be verified by approved undergraduate dietetic program), and work experience.

For further information, contact Professor Jacquelynn O'Palka, Ph.D., R.D., Chair, Nutrition and Dietetics, IUPUI, Ball Residence Hall 112, 1226 W. Michigan Street, Indianapolis, IN 46202-5119; phone: (317) 278-0933; e-mail: jopalka@iupui.edu.

Master of Science in Nutrition and Dietetics at Indiana University–Purdue University Indianapolis

EDUCATIONAL PROGRAM

Location of the Program The program is located at the Indiana University Medical Center in Indianapolis and utilizes facilities throughout central Indiana.

Description and Purpose of the Program This graduate program, offered through Indiana University Graduate School, is designed for health care professionals who have already earned a baccalaureate degree in nutrition or dietetics. The objective of this program is to provide an opportunity for health care professionals and nutrition students to deepen their knowledge base, improve critical thinking skills, and develop research skills in nutrition and dietetics.

The curriculum is designed for the student with a special interest in health promotion or in the nutritional requirements and provision of medical nutrition therapy in acute and chronic conditions such as diabetes or in the care of special populations such as preterm infants. Program affiliations throughout central Indiana provide the opportunity for the student to work with patient populations in both outpatient and inpatient settings as well as with the general public.

This curriculum will not prepare the student to sit for the Registration Examination for Dietitians. Concurrent enrollment in the Master of Science in Nutrition and Dietetics and the Pediatric Nutrition Fellowship is possible. However, concurrent enrollment in the Master of Science in Nutrition and Dietetics and the Dietetic Internship Program is not permitted.

Course Requirements Students will be required to take graduate-level courses in biochemistry, statistics or biostatistics, and physiology. Other courses and clinical study (open only to students who are registered dietitians) may be selected from the graduate-level offerings of the Nutrition and Dietetics Department and from other schools and departments on the Indiana University–Purdue University Indianapolis campus.

Minimum Requirements for the Degree To earn the M.S. degree, a minimum of 37 credit hours (43 if the Pediatric Nutrition Fellowship is included) at the graduate level are required. Candidates for this degree may petition to apply up to 8 credit hours of graduate work from other institutions or programs to this degree. There are both thesis and non-thesis options.

ADMISSION

General Information

Admission Requirements The School of Health and Rehabilitation Sciences offers the M.S. in Nutrition and Dietetics through the University Graduate School. Students accepted into the program must meet all the requirements of both the University Graduate School and the School of Health and Rehabilitation Sciences. The minimum admission requirements are: a bachelor's degree from an accredited institution; a current health care practice credential or proof of completion of undergraduate major in nutrition or dietetics; cumulative undergraduate GPA of at least 3.0 on a 4.0 scale; an appropriate level of achievement on the Graduate Record Examination (GRE); and for international students, a suitable level of achievement on the Test of English as a Foreign Language (TOEFL).

Applicants must submit the following: 1) official undergraduate transcripts; 2) a 300- to 500-word personal statement of academic and professional goals; 3) three letters of recommendation from those familiar with the applicant's academic and professional performance; 4) official scores of the GRE and the GRE Writing Assessment Exam, taken within the last five years; 5) for international students, official TOEFL scores.

Applications and further information may be obtained by writing to:

Office of Research and Graduate Studies
School of Health and Rehabilitation Sciences
Indiana University–Purdue University Indianapolis
1140 W. Michigan Street
Indianapolis, IN 46202-5119

Grade Requirement A minimum of a 3.0 (B) grade point average in graduate work is required for continuance in graduate study. When the grade point average of a student falls below 3.0 or the student is not making sufficient progress toward the degree, the Health and Rehabilitation Sciences Graduate Studies Committee will review the student's record and recommend to the dean that the student be placed on probation. Unless the student achieves a 3.0 grade point average, or begins making satisfactory progress in the next semester of enrollment, the student will not ordinarily be allowed to continue in the graduate program. For more information about academic regulations, contact the program director.

For further information, contact Professor Jacquelynn O'Palka, Ph.D., R.D., Chair, Nutrition and Dietetics, IUPUI, Ball Residence Hall 112, 1226 W. Michigan Street, Indianapolis, IN 46202-5119; phone: (317) 278-0933; e-mail: jopalka@iupui.edu.

The Pediatric Nutrition Fellowship

The Pediatric Nutrition Fellowship is part of the Leadership Education Excellence in Pediatric Nutrition Program, located at the James Whitcomb Riley Hospital for Children in Indianapolis, IN. The Nutrition and Dietetics Department and the Department of Pediatrics within the Indiana University School of Medicine jointly sponsor this program which has been supported by the Bureau of Maternal

and Child Health and Resources Development, Health and Human Services since 1978.

The Pediatric Nutrition Fellowship for dietitians/nutritionists is four to six months in length. The fellowship consists of didactic (10 hours per week) and clinical experiences to provide or enhance the pediatric nutrition knowledge, clinical expertise, and leadership skills of the dietitian/nutritionist. The four-month fellowship provides a core of pediatric nutrition competencies related to infants, children, and adolescents with special health needs. During the last two months of the six-month fellowship, fellows may specialize in one of three areas: (1) care of newborns in intensive care units and following discharge, (2) nutritional care of children with special health needs, and (3) nutritional care of adolescents, including those with diabetes. Core training occurs at Riley Hospital, community public health clinics, and the Indiana State Board of Health central office in Indianapolis. The fellowship program accepts four to six dietitians/nutritionists annually. Although helpful, a master's degree is not required for fellowship eligibility. The Pediatric Nutrition Fellowship Program begins in August.

For further information, contact Professor Karyl Rickard, Ph.D., R.D. or Professor (Mary) Sue Brady, D.M.Sc., R.D., Pediatric Nutrition Fellowship Program, Nutrition and Dietetics Department, IUPUI, Ball Residence Hall 112, 1226 W. Michigan Street, Indianapolis, IN 46202-5180; phone: (317) 278-0933; fax: (317) 278-3940; e-mail: krickard@iupui.edu.

Courses in Nutrition and Dietetics

Courses in this department use the departmental code of AHLT.

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

N265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

N270 Nutritional Sciences and Health (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and molecular biology to describe the role of nutrients within the body. Recommendations and guidelines to make personal food choices and create eating plans to support good health will be explored.

N544 Diet Therapy (3 cr.) P: dietetic internship. Study of physiological and biochemical alterations that occur during disease states and their effect on nutritional requirements and methods of providing nutrients.

N546 Medical Lectures (cr. arr.) Lectures by professional staff and invited guests in the health care field.

N550 Human Nutritional Pathophysiology I (3 cr.) P: B500, F503 or BIOL 557, or consent of instructor. An integrated study of the biochemical and

physiological aspects of human macronutrient metabolism, with special reference to fundamental nutrition issues including determination of nutrient quality, nutrient interrelationships, and energy balance in the normal human adult and in common clinical problems.

N552 Human Nutritional Pathophysiology II (3 cr.) P: N550 or consent of instructor. A continuation of N550. An integrated study of the biochemical and physiological aspects of human fluid and micronutrient metabolism with special reference to nutritional pathophysiology involving fluid and micronutrient metabolism.

N560 Review of Nutrition Standards (3 cr.) Review of various nutrition standards, including those of the United States, the United Kingdom, Canada, and the World Health Organization. Course includes a review of all cited literature for one of the nutrients listed in the Recommended Dietary Allowances.

N563 Recent Advances in Dietetics (3 cr.) P: dietetic internship. Study of research methodology utilized in dietetics. Course includes critique of literature and preparation of research proposal.

N570 Pediatric Nutrition I (3 cr.) P: B500, BIOL 557, undergraduate metabolic nutrition course, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of healthy infants, children, and adolescents and those with the most common pediatric conditions, illnesses, or disorders of broad nutritional significance.

N572 Advanced Pediatric Nutrition (3 cr.) P: N550, N570, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of infants, both preterm and term, and patients with complex pediatric conditions/illnesses that have a significant nutritional component.

N574 Nutrition Management of High Risk Neonates and Infants (3 cr.) P: N550, N572, or consent of instructor. An application of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of neonates, both preterm and term, who require intensive care. Discussions will include nutrition management issues related to the infant during hospitalization, at discharge and in the home environment.

N590 Dietetic Internship (4-10 cr.) P: dietetic internship. Supervised clinical experience in clinical and community nutrition and food service systems management. Course meets the requirements of the American Dietetic Association for the postbaccalaureate experience needed for dietetic registration. Previous admission into dietetic internship required. May be taken for a maximum of 23 credit hours. Not applicable to a graduate degree program.

N591 Seminar in Nutrition and Dietetics (1 cr.) Exploration of various topics and issues in nutrition. May be repeated for a maximum of 4 credits.

N593 Topics in Nutrition (1-3 cr.) P: consent of instructor. Exploration of a selected topic in nutrition

at an advanced level. May be repeated once for credit if topics differ.

N595 Readings in Nutrition (1-3 cr.) P: consent of instructor. Individualized readings on topics not covered in regular course offerings.

N596 Clinical Dietetics (cr. arr.) Clinical study in specialized areas of dietetics. May be taken more than once with the consent of the department for a maximum of 15 credit hours.

N597 Management Issues in Dietetics (1 cr.) P: dietetic internship. Advanced study in institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

N598 Research in Dietetics (cr. arr.) Original research as approved by the department.

Occupational Therapy

An educational program in occupational therapy is located on the Indiana University—Purdue University Indianapolis campus. The first Master of Science in Occupational Therapy class will be admitted for fall 2005 with an anticipated graduation date of December 2007. For further information, contact the Occupational Therapy Department at (317) 274-8006.

Description of the Profession Occupational therapy is the art and science of assisting people to do those activities/occupations that are important to them despite impairment, disability, or handicap. In this context, "occupation" refers to all of the activities that occupy people's time and give meaning to their lives—primarily, activities of daily living, work and productive activities, and play and leisure skills (AOTA, 1994). Occupational therapists can work in mental health, pediatrics, geriatrics, physical disabilities, community wellness programs, or other specialty areas.

Graduates of the Program The post-baccalaureate professional degree program in occupational therapy is designed to prepare the graduate to meet professional standards for occupational therapy practice. Upon completion of the program, a graduate will be expected to demonstrate entry-level competence in basic knowledge and application of physical, behavioral, and medical sciences to the practice of occupational therapy. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

Credential Required to Practice OTR, Occupational Therapist Registered.

Licensure Requirements to Practice All states have credentialing requirements. Graduates must take the responsibility to ascertain and conform to the specific credentialing requirements of the state in which they plan to practice. State credentialing requirements are usually based on the results of the NBCOT certification examination.

Master of Science in Occupational Therapy at Indiana University-Purdue University Indianapolis

Program Director Associate Professor Cel Hamant

Associate Professors Emeriti Nancy Lamport, Carol Nathan, Erna Simek

Associate Professor Thomas Fisher

Associate Professor of Clinical Occupational Therapy Judith Kiel

Assistant Professor of Clinical Occupational Therapy Pat Griswold

Visiting Professors Carla Chase, Susan Swinehart

Lecturers Robin Janson, Joyce Troyer

Adjunct Assistant Professors Judy Feinberg, Karen Stroup

Adjunct Instructor Carolyn Hamman

Adjunct Lecturers Judy Atkins, Janet Raisor, Catherine Yoder

Educational Program

This program is designed for students who do not have a degree or certificate in occupational therapy, but have a baccalaureate degree in any major, and are ready to apply for the entry-level graduate program in occupational therapy. The best undergraduate major of study is one in an area in which the student would enjoy working after receiving his/her undergraduate degree, and should be selected based on the student's interests. The M.S. in O.T. program will not have a preference as to the major of study for the bachelor's degree as long as the prerequisite courses are completed.

Length of the Program Two years, including one summer.

Structure of the Professional Program The academic and fieldwork portions of the curriculum are designed as full-time experiences.

Design of the Professional Curriculum

Students entering the Master of Science in Occupational Therapy program will attend five academic semesters. There will be one summer session between the first and second year. The curriculum content includes basic knowledge of occupational performance; medical and psychiatric conditions; technical skills, occupational therapy theory and practice; interpersonal communication; creative problem solving; research; understanding human occupation as it relates to health and wellness; and beginning professional practice (Fieldwork Level I). There are also Fieldwork II requirements. Fieldwork Level II must be completed within 24 months of completing all academic course work. The curriculum content contains all of the subject matter required in an accredited occupational therapy program.

Additional Cost In addition to regular university fees, students should expect to spend approximately \$1,400 on textbooks while in the program. Students should be prepared to assume living and travel expenses associated with fieldwork experiences. Some Fieldwork II assignments may be out of state.

Opportunity for Students to Work The class schedule for full-time occupational therapy students is rigorous, although part-time employment during the evening or weekend hours is possible for some students.

Program Facilities The Occupational Therapy Program offices are located on the third floor of Coleman Hall. Classrooms are located on the second floor of Coleman Hall and in other buildings on the Indianapolis campus.

Location of Fieldwork Sites Fieldwork Level I occurs in a variety of settings, including hospitals, rehabilitation centers, nursing homes, school systems, community sites, and other health and wellness facilities within Indiana. Fieldwork Level II is directed toward age ranges (children, young adults, older adults) and may be located throughout the United States depending on the student's individual assignment. Before starting fieldwork experience, students may be required to undergo drug testing and/or a criminal background check.

Accreditation The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Applicants should be advised that as of January 1, 2007, Occupational Therapy educational programs will only be accredited at the postbaccalaureate degree level.

ADMISSION

General Information

Students accepted into the program must complete the following program admission requirements before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Cumulative grade point average, prerequisite GPA, and group interview.

Class Size Up to 40 students are admitted for each fall semester.

Application Deadline January 1 of the year before desired entry into the program.

Prerequisite Course Requirements In order to be eligible to enter the program, the candidate must have a baccalaureate degree (B.S. or B.A. in any major) and must have completed *all prerequisite courses* while maintaining at least the required 3.0 admission cumulative GPA.

Prerequisite Courses: Minimum Credits

Behavioral Science Courses

Abnormal Psychology/Psychopathology: 3 cr.

Human Growth (birth-death) and Development: 3 cr.

Biological Science Courses (with a lab)

Human Anatomy (course description required): 3 cr. *

Human Physiology (course description required): 3 cr. *

Other Courses

Medical Terminology: 1 cr.

Statistics: 3 cr. *

Minimum Cumulative Grade Point Average

Requirement A 3.0 on a 4.0 scale requirement is applied at the time of program application and must be maintained throughout the admissions process. For purposes of admission only, the grades for *all* courses from any university (whether transferred into the IU system or not) will be used in the calculation of the admission GPA. The IU grading system will be used to figure admission GPA (e.g., A = 4.0, A- = 3.7, etc.). Courses that are transferred into IU from another university without the grade listed on the IU transcript will have the grade from the originating university used to figure the GPA. Credits from a university using the quarter system will be converted to count as semester credits.

Minimum Grade Requirement in a Stated

Prerequisite Course C (2.0 on a 4.0 scale).

Repeated Courses Applicants whose cumulative grade point average is at least 2.0 on a 4.0 scale and who have repeated courses may petition to have their *admission* grade point average recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: it can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; each attempt will count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application. The effective date is the beginning of the 1996 fall semester. Any course being used to replace an earlier taking of the course must be taken during the fall semester of 1996 or later.

Academic Bankruptcy Applicants whose grade point average is at least 2.0 on a 4.0 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive. Academic bankruptcy is for admission purposes only and in no way affects the university's official grade point average. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

Interview A group interview is required. Selection of the candidates to be interviewed will be based solely on the cumulative grade point average. Interview topics are highlighted in an interview letter sent to all applicants.

Technical Standards The Occupational Therapy Department is developing program-specific professional standards. These standards will be available upon request and will be sent to all applicants selected to be interviewed.

*Human Anatomy, Human Physiology, and Statistics must be completed no more than seven years before date of entry.

Exposure to Occupational Therapy It is strongly recommended that potential applicants to the Indiana University Occupational Therapy Program spend time volunteering and/or observing in two or more diverse clinical and/or treatment settings where occupational therapy service is being provided.

Curriculum—Master of Science in Occupational Therapy (M.S. in O.T.) Postbaccalaureate Professional Program*

Semester I (Fall 2005)

| | |
|---|------|
| Introduction to Occupational Science and Occupational Therapy (3 cr.) | T560 |
| Occupations of Infants and Children (5 cr.) | T564 |
| Group Process in OT (2 cr.) | T557 |
| Pathophysiology: Impact of Conditions on Occupations (3 cr.) | T572 |
| Research and Occupational Therapy (3 cr.) | T567 |
| Total: | 16 |

Semester II (Spring 2006)

| | |
|---|------|
| Research and Reflective Seminar I (1 cr.) | T525 |
| Occupations of Adolescents and Young Adults (5 cr.) | T552 |
| Theoretical Foundations in OT (3 cr.) | T561 |
| Neuroanatomy (3 cr.) | D527 |
| Evidence-Based Research in OT (3 cr.) | T568 |
| OT Management in Today's Health and Community Systems (3 cr.) | T558 |
| Total: | 18 |

Semester III (Summer 2006)

May and June

| | |
|--------------------------------|------|
| Fieldwork Level II A (8 weeks) | |
| Educational System (5 cr.) | T695 |

July and August

| | |
|---------------------------------|------|
| Fieldwork Level II B (8 weeks) | |
| Community/Social System (5 cr.) | T696 |

Semester IV (Fall 2006)

| | |
|--|-------|
| Research and Reflective Seminar II (2 cr.) | T625 |
| Occupations of Adults and Older Adults (5 cr.) | T643 |
| Professional Trends and Issues (3 cr.) | W510 |
| OT Electives (3-6 cr.) | T580 |
| Non-thesis OT Project (3 cr.) | T667 |
| OT Thesis (6 cr.) | T701 |
| Total: | 16-19 |

Semester V (Spring 2007)

| | |
|--|-------|
| Technologies in OT (3 cr.) | T 655 |
| (4 weeks—January) | |
| Fieldwork II C | |
| Health Care System (5 cr.) | T697 |
| (8 weeks—February and March) | |
| OT Elective (3 cr.) | T580 |
| Non-thesis OT Project Completion (2 cr.) | T668 |
| OT Thesis Completion (2 cr.) | T702 |
| Total: | 10-13 |

*Expected Graduation: May 2007 or August 2007, depending on when the student completes the thesis or project.

Additional Information

- For each additional semester for completion of thesis or project, the student will enroll in 1 credit.
- Non-thesis option requires the student to take one 3 cr. elective and participate in a scholarly project.
- Thesis option does not require an elective.
- Fieldwork I is integrated into the Occupations Courses.
- Areas of occupations (ADL, IADL, Education, Work, Leisure, Play, and Social Participation) will be addressed in all three occupations courses.
- Students may elect to take a specialty Fieldwork Level II—a fourth Rotation (8 weeks).

Students must successfully complete a first aid course and a professional CPR course that have written examinations before beginning Fieldwork Level II. If either of the courses is graded, the grade must be acceptable according to the Occupational Therapy Program Performance Policies. The CPR course should be the Professional Rescuer or Healthcare Provider course, not the Community CPR course. If a documented physical problem makes a person incapable of performing the activities in either or both of these areas, the person must be able to pass the written examinations required in the course.

Fellowships In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, there are fellowship opportunities available through the Occupational Therapy Department. Following admission into the M.S. in O.T. Program, students may seek information from the Department Chair regarding fellowship opportunities specific to occupational therapy.

For further information, contact the Department Chair, Occupational Therapy, IUPUI, Coleman Hall 311, 1140 W. Michigan Street, Indianapolis, IN 46202-5119; phone: (317) 274-8006.

Courses in Occupational Therapy

Courses in this department use the departmental code of AHLT.

T525 Research and Reflective Seminar I (1 cr.) Course will facilitate the syntheses of research, reflect the curriculum themes and outcomes, and support the plan of scholarly contribution.

T552 Occupations of Adolescents and Young Adults (5 cr.) This course will focus on the development, wellness and disruption of performance in areas of occupation of adolescents and young adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T553 Topics in Occupational Therapy (1-5 cr.)

T557 Group Process in Occupational Therapy (2 Cr.) Principles and concepts of group process related to occupational therapy practice.

T558 Management of O.T. Services in Today's Health and Community Systems (3 cr.) A study of the occupational therapist's role in the management

of service delivery in both health and community systems. Managed care, managerial functions, professionalism, ethics and various laws are emphasized.

T560 Introduction to Occupational Science and Occupational Therapy (3 cr.) Examination of the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

T561 Theoretical Foundations of Occupational Therapy (3 cr.) Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

T564 Occupations of Infants and Children (5 cr.) This course will focus on the development, support, and disruption of performance in areas of occupation of infants and children utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T567 Research and Occupational Therapy (3 cr.) This course is designed to prepare the student to participate in research, emphasizing the use of technology.

T568 Evidence-Based Research in Occupational Therapy (3 cr.) Prepares the student to evaluate occupational therapy practice and assure that it is increasingly evidence-based by examining the design and implementation of beginning-level research studies; developing the basic skills necessary for the publication and presentation of research projects; developing a basic understanding of the process of securing grants.

T572 Pathophysiology: Impact of Conditions on Occupations (3 cr.) Identification and study of major medical and psychiatric conditions including clinical description, etiology and pathology, medical/surgical treatment, rehabilitation, and prognosis. Treatment team approach and legal issues will be presented. Labs will emphasize occupational impact of medical/psychiatric conditions.

T580 Graduate Electives (3 cr.) One graduate elective is required. OT students who choose to do a thesis are not required to take an elective. Students will be encouraged to take an elective that complements their area of interest. During the second semester of their second year, an additional elective could be taken, after planning with their faculty advisor.

T625 Research and Reflective Seminar II (2 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and continue to support the plan of scholarly contribution.

T643 Occupations of Adults and Older Adults (5 cr.) This course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T655 Technologies in Occupational Therapy (3 cr.) This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, orthotics, prosthetics, computer uses and technologies, assistive devices and adaptive equipment. Low technology will be the focus; some expansion to high technology will also be discussed.

T667 Non-thesis OT Project (3 cr.) This course prepares the student to design and implement a beginning research study.

T668 Non-thesis OT Project Completion (2 cr.) This course is designed to allow the student to complete the research study project.

T695 Fieldwork Level II-A: Educational (5 cr.) P: successful completion of Semesters I and II professional courses. A two month internship in an Educational practice area of pediatric occupational therapy.

T696 Fieldwork Level II-B: Community (5 cr.) P: successful completion of Semesters I and II professional courses. A two month internship in a Community practice area; psychosocial or community-based setting with occupational therapy services.

T697 Fieldwork Level II-C: Health Care (5 cr.) P: successful completion of Semesters I, II, III, and IV professional courses. A two month internship in a Health Care practice area with adults having physical dysfunction and receiving occupational therapy services

T698 Fieldwork Level II-D: Specialty (optional) (3-5 cr.) P: successful completion of T695, T696, and T697. Four to eight week optional experience providing OT students an opportunity to select a specialized practice area.

T701 OT Thesis (6 cr.) Proposal development leading to thesis as directed by the chair of the thesis committee.

T702 OT Thesis Completion (2 cr.) Research leading to thesis as directed by the chair of the thesis committee.

D527 Neuroanatomy (3 cr.) Introductory course in neuroanatomy designed to introduce graduate students to the concepts, terminology and basic structure of neuroanatomy. Emphasis on providing a fundamental working knowledge of the structure and function of the central and peripheral nervous system.

Physical Therapy

An educational program in physical therapy is located on the Indiana University–Purdue University Indianapolis campus.

Description of the Profession As members of the health care team, physical therapists help restore clients to normal functioning of the musculoskeletal and other systems through interventions utilizing therapeutic exercise, physical agents, and assistive devices. The client's physical therapy needs are determined through evaluation and examination of muscle strength and tone, joint status, posture, sensory status, functional mobility, exercise tolerance

as it relates to cardiorespiratory status, skin condition, pain, and other medical conditions that impair physical function. Physical therapists are concerned with health promotion and disease prevention as well as restoration of function following disease, injury, or loss of a body part. In addition to patient care, the physical therapist participates in administrative, teaching, and research activities and provides consultative services. Physical therapists work in hospitals, outpatient facilities, industrial clinics, governmental and voluntary health agencies, educational settings, extended care facilities, and private practice settings.

Graduates of the Program The educational experiences of the Physical Therapy Program curriculum are designed to graduate a physical therapist with skills as a generalist. Graduates of the program are eligible to apply for licensure in the state in which they will practice.

Credential Required to Practice P.T. (Physical Therapist)

Licensure Requirements to Practice All states require that an individual graduate from an accredited physical therapy program and successfully complete the national physical therapy licensure examination in order to practice as a physical therapist.

Doctor of Physical Therapy at Indiana University–Purdue University Indianapolis

Program Director Associate Professor William Quillen

Professors Emeritae Frances Ekstam, Ruth Ladue

Professor Joyce MacKinnon

Associate Professors Heather Hartsell, Rebecca Porter

Assistant Professors of Clinical Physical Therapy Cheryl Bainbridge, Mary Loghmani

Visiting Assistant Professor Zehra Habib

EDUCATIONAL PROGRAM

Length of the Program The course of study is 35 months (98 graduate credit hours) of graduate professional course work.

Structure of the Program The program is presented in a full-time, day format only.

Design of the Professional Curriculum The physical therapy curriculum is organized so that the lecture and laboratory course work is integrated with patient care experiences. Full-time clinical education experiences of varying length occur throughout the course of study. The Physical Therapy Program course of study develops an understanding of normal and abnormal physical structure and function. The curriculum focuses on the management of patient problems rather than procedures. The graduate of the Physical Therapy Program demonstrates competencies in evidence-based physical therapy practice parameters and the basic skills of critical inquiry, administration, and patient education. Additionally, the graduate shows the ability and interest to continue professional development.

Opportunity for Students to Work Because of the intense nature of the program, students are not encouraged to seek outside employment during their enrollment.

Additional Cost In addition to Physical Therapy Program tuition and university fees, students should expect to pay program-related expenses. Contact the program office in Coleman Hall for a current cost sheet.

Facilities Physical Therapy Program offices are located in Coleman Hall. Lecture and laboratory classes are located in Coleman Hall, Long Hospital Building, and other locations on the IUPUI campus.

Accreditation Indiana University has received *continuing accreditation* for the postbaccalaureate professional education program from the Commission on Accreditation in Physical Therapy Education (CAPTE).

ADMISSION

General Information

Students accepted into the program must complete the school's admission requirements and the following Physical Therapy Program–specific admission requirements before the first day of classes. Admission to the professional program is competitive and selective; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Admission into the Indiana University Doctor of Physical Therapy Program is based on the overall grade point average, the mathematics and science prerequisite courses grade point average, student's suitability for physical therapy profession as reported by volunteer experience supervisor evaluation of generic abilities, and a statement of personal values and purpose for attending Indiana University's Doctor of Physical Therapy Program.

Class Size 36 students each fall semester.

Specific Requirements The following admission policies apply to the Indiana University Doctor of Physical Therapy Program.

Application Deadline June 1 before anticipated August entry.

Total Number of Prerequisite Credit Hours

Applicants may have no more than two (2) Doctor of Physical Therapy program prerequisite courses unfinished at the time of program application (see below). *No waivers for degree completion or course prerequisites will be granted by the physical therapy program.*

Limitations of Course Work The prerequisite credit hours in human anatomy, human physiology, chemistry, physics, and statistics must be completed no more than seven years before date of entry.

Minimum Cumulative Grade Point Average

3.2 on a 4.0 scale. The minimum grade point average must be met at the time of application and maintained until admission.

Minimum Specific Grade Point Average 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses. The minimum grade point

average must be met at the time of application and maintained until admission.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.0 on a 4.0 scale).

Technical Standards See School of Health and Rehabilitation Sciences' technical standards.

Medical Requirements Basic immunizations as determined by the Student Health Services must be completed by the first day of classes. Students must demonstrate proof of health insurance before entry into the program and must maintain health insurance throughout their enrollment.

Volunteer Experience In addition to prerequisite course work, students must complete observational, volunteer, or other work experiences in both hospital inpatient and outpatient physical therapy settings (minimum equivalent of one day, eight hours) in order to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of a sufficient length of time to enable the supervising physical therapist to adequately complete the IU DPT Program's Generic Abilities Assessment Form included as part of the application portfolio.

Additional Requirements Accepted applicants, conditionally accepted applicants, and applicants placed on the alternate list must complete all requirements for their baccalaureate degree before enrolling in the Doctor of Physical Therapy Program and maintain the following:

- a 3.0 grade point average in each semester following notification of their status;
- a minimum cumulative grade point average of 3.2 on a 4.0 scale in all attempted credit hours; and,
- a minimum grade point average of 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses.

International Student Applicants There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside of the United States. International student applicants interested in the Doctor of Physical Therapy Program should obtain an international application packet from the IUPUI campus Office of International Affairs. Information and an international application packet may be downloaded from the Web at www.international.iupui.edu. Because of the extra procedures required in evaluating foreign credentials, there is an application fee for international students in addition to the DPT Program application fee. International student applicants, except those whose native language is English, are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code number for the TOEFL application is 1325. The Physical Therapy Program faculty has established a minimum TOEFL test score of 600 (paper-based) or 250 (computer-based) for program eligibility. All newly admitted international students are also required to take the IUPUI English (ESL) examination administered by the IUPUI ESL Program and Office of International Affairs before registration for classes. Students are required to take any ESL courses that are deemed to be necessary by this testing until they have fulfilled university and program requirements for English proficiency.

CURRICULUM

Prerequisites

Before entering the DPT Program, students must have completed requirements for their baccalaureate degree and the following prerequisite courses. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Listed credit hours are minimums.

| | |
|--|---------|
| Humanities/Social Sciences | 6 cr. |
| (Two courses in areas such as sociology, anthropology, art, history, or philosophy) | |
| Introductory Statistics..... | 3 cr. |
| Human Anatomy (one course with laboratory) | 3-4 cr. |
| Human Physiology (one course with laboratory) | 3-4 cr. |
| Chemistry (two courses with laboratory) | 8 cr. |
| Physics (two courses with laboratory) | 8 cr. |
| (Note: Level of the anatomy, physiology, chemistry, and physics courses must be appropriate for science majors.) | |
| Introductory Psychology..... | 3 cr. |
| Human Lifespan Development..... | 3 cr. |

Students must demonstrate proficiency in medical terminology before entering the professional program. Students must also be competent writers and demonstrate computer literacy, including knowledge of e-mail, the Internet, database searches, and spreadsheet and word processing capabilities.

Credit Hours

Semester 1, Year 1, Fall Semester

| | |
|--|-----------|
| P511 Framework for Clinical Decision Making | 1 |
| F503 Human Physiology | 4 |
| P513 Functional Anatomy and Clinical Biomechanics..... | 3 |
| D850 Gross Anatomy..... | 8 |
| | <u>16</u> |

Semester 2, Year 1, Spring Semester

| | |
|--|-----------|
| P646 Physical Agent/Modality Interventions..... | 2 |
| P515 Physical Therapy Examination/Interventions I..... | 6 |
| P534 Introduction to Motor Sciences..... | 2 |
| P530 Medical Conditions and Pathophysiology..... | 3 |
| | <u>13</u> |

Semester 3, Year 1, Summer Session 1 (8 weeks)

| | |
|--|----------|
| P514 Evidence-Based Critical Inquiry I | 2 |
| P680 Health Promotion and Community Outreach | 2 |
| P570 Pharmacology for Physical Therapists | 3 |
| | <u>7</u> |

Semester 4, Year 2, Fall Semester

| | |
|---|-----------|
| D852 Neuroscience and Clinical Neurology..... | 5 |
| P532 Legal and Ethical Issues in Physical Therapy | 2 |
| P533 Lifespan Motor Development..... | 2 |
| P526 Physical Therapy Examination/Interventions II..... | 4 |
| P645 Evidence-Based Critical Inquiry II | 2 |
| | <u>15</u> |

Semester 5, Year 2, Spring Semester

| | |
|--|-----------|
| P524 Cardiopulmonary Practice Patterns | 3 |
| P641 Neuromuscular Practice Patterns I..... | 4 |
| P541 Musculoskeletal Practice Patterns I..... | 4 |
| P650 Integumentary Practice Patterns | 2 |
| P643 Psychosocial Dimensions of Physical Therapy Practice..... | 2 |
| | <u>15</u> |

Semester 6, Year 2, Summer Session 2

| | |
|---|----------|
| P599 Clinical Education I (6 weeks) | 3 |
| | <u>3</u> |

Semester 7, Year 3, Fall Semester

| | |
|--|-----------|
| P622 Musculoskeletal Practice Patterns II..... | 4 |
| P642 Neuromuscular Practice Patterns II..... | 4 |
| P660 Special Topics in Physical Therapy | 3 |
| P661 Prosthetic and Orthotic Interventions..... | 2 |
| P664 Administration and Management of Physical Therapy Services..... | 3 |
| | <u>16</u> |

Semester 8, Year 3, Spring Semester

| | |
|---|----------|
| P695 Clinical Education II (12 weeks)..... | 6 |
| P696 Clinical Education III (6 weeks) | 3 |
| | <u>9</u> |

Semester 9, Year 3, Summer Session 1

| | |
|--|----------|
| P697 Clinical Education IV (6 weeks) | 3 |
| P675 Capstone Seminar..... | 1 |
| | <u>4</u> |

Total Credits 98

Students must successfully complete and maintain current Health Care Professional Level CPR certification before beginning clinical education experiences.

Fellowships The Constance Brown Memorial Scholarship, established in memory of a deceased classmate, is awarded to an outstanding first-year physical therapy student. The Katherine Belzer Scholarships are awarded to outstanding second-year students. The Frances C. Ekstam Scholarship, in honor of the Physical Therapy Program's first director, is awarded to an outstanding third-year physical therapy student.

Awards The program recommends to the university superior academic students for degrees awarded with distinction. The William D. Porter Award is presented to a DPT degree program graduate selected by faculty as having demonstrated excellence in both the study and clinical application of neurological rehabilitation techniques. The award is in recognition of Mr. William D. Porter, who contributed to the education of innumerable Indiana University physical therapy students through his textbook photographs and classroom audiovisual materials.

Graduation Requirements Satisfactory completion of 98 graduate credit hours including clinical education. All course work must be completed in compliance with the program and school's academic and professional policies.

For further information, contact Professor William S. Quillen, Chair, Department of Physical Therapy, IU, Coleman Hall 120, Indianapolis, IN 46202-5119; phone: (317) 278-1875.

Courses in Physical Therapy

Courses in this department use the departmental code of AHPT.

P511 Framework for Clinical Decision Making (1 cr.) An overview of the profession of physical therapy and a framework for the process of clinical decision making. Includes the role of physical therapy in contemporary health care delivery, the disablement model, and an introduction to the *APTA Guide to Practice* as components of the clinical reasoning process.

P513 Functional Anatomy and Clinical Biomechanics (3 cr.) Integration of foundational knowledge of gross anatomy with structure and function of the neuromusculoskeletal system and human motion. Includes the study of the concepts of biomechanics, and joint structure and function as they apply to physical therapy interventions.

P514 Evidence-Based Critical Inquiry I (2 cr.) Introduction to clinical research methodology and critical interpretation of the professional literature.

P515 Physical Therapy Examination/Interventions I (6 cr.) First of two courses covering examination, evaluation, and intervention aspects of physical therapy practice. Emphasis is on history taking, systems review, functional examination and intervention, and documentation.

P524 Cardiopulmonary Practice Patterns (3 cr.) Provides the essential knowledge base for development of exercise prescriptions for well populations and for physical therapy interventions for patients with cardiopulmonary pathologies or dysfunctions.

P526 Physical Therapy Examination and Interventions II (4 cr.) The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

P530 Medical Conditions and Pathophysiology (3 cr.) Overview of pathophysiology and medical management for common disorders of the endocrine, immune, neurological, genitourinary, and gastrointestinal systems. Included are fundamental principles of pharmacology and diagnostic imaging as utilized in medical management.

P532 Legal and Ethical Issues in Physical Therapy (2 cr.) Includes essential information related to ethical, legal, and professional practice regulations and standards of care. Interpersonal communication skills for the healthcare environment are also presented.

P533 Lifespan Motor Development (2 cr.) Overview of human neuromusculoskeletal development across the lifespan.

P534 Introduction to Motor Sciences (2 cr.) Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

P541 Musculoskeletal Practice Patterns I (4 cr.) Physical therapy management of patients with impaired posture, joint mobility, motor function, and

muscle performance. Integrates previous course work involving evaluation and interventions.

P570 Pharmacology for Physical Therapists (3 cr.) Survey of contemporary pharmacology including pharmacokinetic principles with special emphasis on the relation of drug therapy to therapeutic interventions provided by physical therapists.

P599 Clinical Education I (3 cr.) Initial full-time clinical experience lasting six weeks. This course will serve as the introduction to clinical integration of physical therapy knowledge and skills. Students will be assigned to specific sites.

P622 Musculoskeletal Practice Patterns II (4 cr.) Physical therapy management of patients with impaired joint mobility, motor function, muscle performance associated with spinal dysfunction, connective tissue disorders, trauma and surgical procedures.

P641 Neuromuscular Practice Patterns I (4 cr.) Physical therapy management of individuals with motor and sensory integration dysfunctions associated with peripheral nerve injuries, polyneuropathies and spinal cord injury.

P642 Neuromuscular Practice Patterns II (4 cr.) Physical therapy management of individuals with supraspinal central nervous system disorders throughout the lifespan.

P643 Psychosocial Dimensions of Physical Therapy Practice (2 cr.) Social, psychological, and behavioral components of patient-therapist interactions are illustrated, including grief, loss, motivation, social support, and cultural influences among diverse patient populations.

P645 Evidence-Based Critical Inquiry II (2 cr.) Development, approval, and generation of the proposal for the review of the literature related to a specific topic in patient outcomes assessment or other approved area.

P646 Physical Agent—Modality Interventions (2 cr.) Includes both theory and application of thermal, acoustic, infrared, and electrotherapeutic physical agents utilized in physical therapy interventions.

P650 Integumentary Practice Patterns (2 cr.) The physical therapy management of the integumentary system with special emphasis on physical therapy interventions for burns and various types of wounds.

P660 Selected Topics in Physical Therapy Practice (3 cr.) Introduction to emerging physical therapy practice patterns in such areas as women's health, occupational health, chronic metabolic and immunologic diseases, and cognitive and emotional disorders.

P661 Prosthetic and Orthotic Interventions (2 cr.) Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

P664 Administration and Management of Physical Therapy Services (3 cr.) The administration and management of physical therapy

services in the context of multiple types of healthcare systems.

P675 Capstone Seminar (1 cr.) Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

P680 Health Promotion and Community Outreach (2 cr.) Essential concepts related to the roles of physical therapists in prevention and in the promotion of health, wellness, and fitness. Course includes application of concepts through service component in selected community agencies.

P695 Clinical Education II (6 cr.) Full-time clinical experience lasting 12 weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

P696 Clinical Education III (3 cr.) Full-time clinical experience lasting 6 weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

P697 Clinical Education IV (3 cr.) Full-time clinical experience lasting 6 weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

Therapeutic Outcomes Research

Master of Science in Therapeutic Outcomes Research at Indiana University–Purdue University Indianapolis

Acting Program Director Professor Joyce MacKinnon

Professors Deborah Cullen, Neil Oldridge, Mark Sothmann

Associate Professor William Quillen

This graduate program is offered through the University Graduate School. The program is designed to prepare credentialed health care professionals to conduct patient outcomes research in order to evaluate the effectiveness of therapeutic interventions within their own disciplines. The chief feature of this program is the emphasis on original research to determine therapeutic benefit in terms of physiologic, symptomatic, functional, perceptual, and quality-of-life outcomes.

Description of the Outcomes Research

There have been three major eras in the evolution of the U.S. health care system since the late 1940s: expansion, cost containment, and now assessment and accountability. In the expansion era, health care underwent remarkable growth in technology, training, and delivery. Emphasis was on the perfection of health care, with no consideration of costs or resource demands. Spiraling costs and disenchantment with the curative power of technology brought on the cost-containment era. Emphasis was now placed on limiting spending and maximizing

productivity, often at the expense of patient satisfaction. Today, there is a growing understanding of the balance between use of health care resources on one hand and patient benefits on the other, or between assessment and accountability. Based on a more sophisticated awareness of what actually constitutes the costs and benefits of treatment, emphasis is now placed on rational use of resources in light of a realistic appraisal of therapeutic benefits. Patient-centered outcomes research concentrates on the assessment of therapeutic interventions under conditions of real, not ideal, practice. Health and rehabilitation sciences professionals are particularly well positioned to conduct therapeutic outcomes research because their clinical work is oriented toward the holistic factors that outcomes research purports to measure: multidimensional assessment of health status and improvement of patient quality of life. Moreover, as demand for useful and valuable outcomes measurement continues to grow among health care institutions and organizations, health and rehabilitation sciences professionals are increasingly being called upon to conduct outcomes assessment at their place of employment.

EDUCATIONAL PROGRAM

Admission Requirements

Students accepted into the program must meet all requirements of both the University Graduate School and the School of Health and Rehabilitation Sciences. Applicants must submit the following: (1) official undergraduate transcripts; (2) a 300- to 500-word personal statement of academic and professional goals; (3) three letters of recommendation from those familiar with applicants' academic and professional performance; (4) official scores of the Graduate Record Examination (GRE); and (5) for international students, official TOEFL scores. The minimum admission requirements are:

1. A bachelor's degree from an accredited institution.
2. Eligibility for license or credential in a health profession.
3. Total undergraduate GPA of at least 3.0 on a 4.0 scale.
4. GRE scores of at least 500 each for the verbal and analytical sections.
5. If applicable, a TOEFL score of at least 600.

Course Requirements

A total of 30 credit hours beyond the bachelor's degree, of which 12 credit hours are in health outcomes, 3 credit hours are in electives, and 15 credit hours are in research (including thesis work).

Thesis Requirement

The capstone experience is the writing and submission of a thesis based on original research conducted by the student and supervised by a thesis committee. Curricular electives are focused on developing expertise to articulate and research a testable hypothesis in a specific content area pertaining to patient-centered outcomes under the direction of a research advisor holding graduate faculty membership in University Graduate School. Theses must follow the *Indiana University Guide to the Preparation of Theses and Dissertations*.

CURRICULUM

Health Outcomes (12 cr.):

- AHLT W510 Trends and Issues in the Health Sciences (3 cr.)
 SPEA H517 Managerial Epidemiology (3 cr.)
 INFO I530 Seminar in Health Informatics Applications (3 cr.)
 AHLT W540 Patient-Centered Outcomes Research (3 cr.)

Electives (3 cr.):

[In consultation with graduate advisor] (3 cr.)

Research (15 cr.):

- GRAD G651 Introduction to Biostatistics I (3 cr.)
 AHLT W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.)
 AHLT W570 Research Communication in the Health Sciences (3 cr.)
 AHLT Z599 Thesis in Health Sciences (6 cr.)
 AHLT W799 Master's Thesis Continuation (1 cr., can be repeated)

Total Minimum Credits: 30 cr.

Courses in Therapeutic Outcomes Research

Courses offered in the School of Health and Rehabilitation Sciences; courses in this program have the departmental code of AHLT.

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

W510 Trends and Issues in the Health Sciences (3 cr.) 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.

W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.) P: G651 or equivalent. Fundamental concepts of research, ranging from philosophical foundations to practical applications. Course provides the conceptual framework in which graduate students may develop their own research agenda. In keeping with the diversity of research, this course strives to introduce graduate students to the entire continuum of research paradigms, from qualitative, naturalistic inquiry to quantitative, experimental designs.

W540 Patient-Centered Outcomes Research (3 cr.) Explorations of selected patient-centered outcomes assessment methodology and research evidence related to allied health science professions at an advanced level.

W570 Research Communication in the Health Sciences (3 cr.) P: W520 and consent of both instructor and research advisor. Instruction and consultation in the preparation of master's thesis proposals, including computer applications for conducting online literature searches, developing an individual bibliographic database, designing an original research project, and devising a sound methodology. Final outcome is a completed thesis proposal for submission to a graduate student's thesis committee. Course is open only to allied health

graduate students pursuing the research/thesis track in their program of study. Students must begin the course with a specific research agenda already approved by their research advisor.

Z599 Thesis in Health Sciences (3 cr.) Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to health sciences education.

Z799 Master's Thesis Continuation (1 cr., can be repeated) Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

Courses offered in other IUPUI schools:

- GRAD G651 Introduction to Biostatistics I (3 cr.)
 SPEA H517 Managerial Epidemiology (3 cr.)
 INFO I530 Seminar in Health Informatics Applications (3 cr.)

For further information, contact Joyce MacKinnon, Ed.D., Therapeutic Outcomes Research Program, School of Health and Rehabilitation Sciences, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 274-1029; e-mail: jmackinn@iupui.edu.

Administrative Officers

Dean, Mark Sothmann, Ph.D.

Associate Dean for Academic and Student Affairs, Joyce Mac Kinnon, Ed.D.

Department Chairs

Health Sciences, Karen Gable, Ed.D.

Nutrition and Dietetics, Jacquelynn O'Palka, Ph.D.

Occupational Therapy, Cel Hamant, M.S.

Physical Therapy, William (Sandy) Quillen, Ph.D.

Faculty

Credential Abbreviations

A.T.C.—Certified Athletic Trainer

C.S.—Certified Specialist in Pediatric Nutrition

E.A.D.A.—Fellow, American Dietetic Association

E.A.O.T.A.—Fellow, American Occupational Therapy Association

O.T.R.—Registered Occupational Therapist

P.T.—Physical Therapist

R.D.—Registered Dietitian

R.D.H.—Registered Dental Hygienist

R.R.T.—Registered Respiratory Therapist

S.C.S.—Sports Clinical Specialist

Faculty Emeriti

Carl, T. Kay, B.S. (*Indiana University, 1967*), O.T.R. (1967), Assistant Professor Emerita of Occupational Therapy

Ekstam, Frances C., M.S. (*Indiana University, 1960*), P.T. (1944), Professor Emerita of Physical Therapy

Hopp, Bernice, M.S. (*Indiana University, 1962*), Professor Emerita of Nutrition and Dietetics

Irwin, Louise, B.S. (*Purdue University, 1939*), Professor Emerita of Nutrition and Dietetics

Ladue, Ruth A., M.A. (*Stanford University, 1967*), P.T. (1945), Assistant Professor Emerita of Physical Therapy

Lampert, Nancy, M.S. (*Butler University, 1984*), O.T.R. (1953), Associate Professor Emerita of Occupational Therapy

Nathan, Carol D., Ed.D. (*Indiana University, 1988*), O.T.R. (1958), F.A.O.T.A. (1979), Associate Dean of the Faculties and Associate Professor Emerita of Occupational Therapy

Simek, Erna, M.H.A. (*Washington University, 1954*), O.T.R. (1944), Associate Professor Emerita of Occupational Therapy

Van Ness, Ada Marie, M.S. (*Ohio State University, 1962*), Assistant Professor Emerita of Nutrition and Dietetics

Wilson, Arlene, M.S. (*Purdue University, 1956*), Professor Emerita of Nutrition and Dietetics

Faculty

*Graduate faculty

Bainbridge, Cheryl K. (P.T.); *Clinical Assistant Professor of Physical Therapy; B.S., Indiana University, 1969; M.S.Ed., Indiana University, 1975*

Blackburn, Sara A. (R.D.); *Associate Professor of Clinical Nutrition and Dietetics; B.S., Purdue University, 1972; M.S., Purdue University, 1973; D.Sc., Boston University, 1980**

Brady, (Mary) Sue (R.D., F.A.D.A.); *Professor of Nutrition and Dietetics; B.S., Marian College, 1968; R.D. Dietetic Internship, Indiana University Medical Center, 1969; M.S., Indiana University, 1970; D.M.Sc., Indiana University School of Medicine, 1987**

Cullen, Deborah L. (R.R.T.); *Professor of Health Sciences; B.S., Central Florida University, 1974; M.A., San Diego State University, 1980; Ed.D., University of Southern California, 1989**

Ernst, Judith Ann (R.D.); *Associate Professor of Nutrition and Dietetics; B.S., University of Illinois, 1975; R.D. Dietetic Traineeship (Jefferson City, Missouri), 1977; M.S., Purdue University, 1977; D.M.Sc., Indiana University, 1988**

Fisher, Thomas F. (O.T.R., F.A.O.T.A.); *Associate Professor and Chair, Department of Occupational Therapy; B.S., Indiana University, 1977; M.S., Purdue University, 1982; Ed.S., University of Kentucky, 1995, Ph.D., 2000.**

Gable, Karen E. (R.D.H.); *Associate Professor and Chair, Department of Health Sciences; B.S., Indiana University, 1976; M.S., Indiana University, 1979; Ed.D., Indiana University, 1985**

Griswold, Patricia A. (O.T.R., F.A.O.T.A.); *Clinical Assistant Professor of Occupational Therapy and Coordinator of Fieldwork; B.S., Indiana University, 1963; M.S., Butler University, 1971*

Hamant, Celestine (O.T.R., F.A.O.T.A.); *Associate Professor of Occupational Therapy; B.A., Saint Mary-of-the-Woods College, 1962; Certificate, Occupational Therapy, Washington University (St. Louis), 1964; M.S., Butler University, 1971*

Hartsell, Heather D. (P.T.); *Associate Professor of Physical Therapy; B.A., The University of Western Ontario, 1975; M.S., University of Alberta, 1978; Ph.D., University of Alberta, 1982; B.S., Physical Therapy, University of Western Ontario, 1987**

Kiel, Judith L. (O.T.R.); *Clinical Associate Professor of Occupational Therapy and Coordinator of Admissions; B.S., Indiana University, 1969; M.S., Indiana University, 1979*

Koss, Joseph A. (R.R.T.); *Associate Professor of Health Sciences; B.S., University of Wisconsin, 1964; M.S., Indiana University, 1977*

Loghmani, Mary T. (P.T.); *Clinical Assistant Professor of Physical Therapy; B.S., Indiana University, 1983; M.S., University of Indianapolis, 1983*

MacKinnon, Joyce L. (P.T.); *Professor and Associate Dean for Academic Affairs; B.A., Ohio Wesleyan University, 1972; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987**

Oldridge, Neil B.; *Professor; B.A., Rhodes University, 1959; M.A., University of Florida, 1966; Ph.D., University of Wisconsin-Madison, 1972**

O'Palka, Jacquelynn (R.D.); *Professor of Clinical Nutrition and Chair, Department of Nutrition and Dietetics; B.S., California State University at Northridge, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Pennsylvania State University, 1973**

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Quillen, William S. (P.T., S.C.S., F.A.C.S.M.); *Associate Professor and Chair, Department of Physical Therapy; B.S., Springfield College, 1973; M.Ed., University of Missouri, 1974; B.S., University of Central Arkansas, 1977; M.P.A., Golden Gate University, 1986; Ph.D., University of Virginia, 1989**

Rickard, Karyl (R.D., F.A.D.A.); *Professor of Nutrition and Dietetics; B.S., University of Wyoming, 1966; Dietetic Internship, V.A. Medical Center (Houston), 1967; M.S., University of Wisconsin, Madison, 1970; Pediatric Nutrition Fellowship, University of Washington Child Development Center (Seattle), 1970; Ph.D., Purdue University, 1978**

Sothmann, Mark S.; *Professor and Dean, School of Health and Rehabilitation Sciences; Associate Dean, School of Medicine; B.S., University of Iowa, 1971; M.S., Purdue University, 1976; Ph.D., Purdue University, 1982**