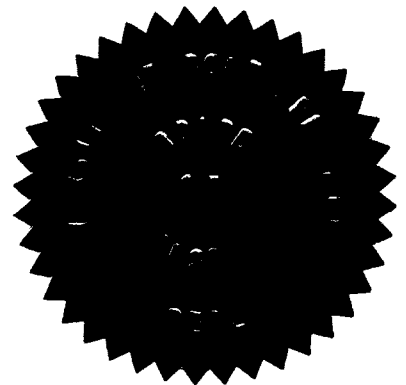


**MINUTES**

**UNIVERSITY OF SOUTHERN INDIANA  
BOARD OF TRUSTEES**

**SEPTEMBER 7, 2000**



## MINUTES

### UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

September 7, 2000

The University of Southern Indiana Board of Trustees met in regular session on Thursday, September 7, 2000, in Carter Hall of the University Center. Present were Trustees Bruce Baker, Louise Bruce, Ryan Helzerman, Patrick Hoehn, David Huber, Tina Kern, Harolyn Torain, and James Will Sr. Also attending were President H. Ray Hoops, Vice Presidents John Byrd, Robert Reid, Richard Schmidt, and Sherrienne Standley; Faculty Senate Chair Mark Krahlung; and Student Government Association President Rick Hudson.

There being a quorum present, the meeting was called to order at 10:25 a.m.

#### SECTION I - GENERAL AND ACADEMIC MATTERS

##### A. APPROVAL OF MINUTES July 13, 2000, MEETING

On a motion by Mr. Baker, seconded by Mr. Hoehn, the minutes of the July 13, 2000, meeting were approved.

##### B. ESTABLISHMENT OF NEXT MEETING DATE, TIME, LOCATION

The next regular meeting of the Board of Trustees was set for Thursday, November 2, 2000.

##### C. PRESIDENT'S REPORT

Dr. Hoops began the meeting by reporting that USI's 2000-2001 academic year was off to a good start. USI did face the usual "first two weeks" challenges--traffic, crowded dining rooms and bookstore, and temporary parking on the lawn, but these problems already were diminishing as the students became familiar with their schedules and their classroom locations.

Dr. Hoops noted that clerical/support staff and faculty/administrative staff meetings were successful. At the clerical/support staff meeting, 36 employees, hired since January, were introduced. At the request of Staff Council, a program on the Public Employees Retirement Fund was the featured topic of the meeting. Sixty-five new faculty and administrative staff were introduced at their meeting. The featured speaker at the faculty/administrative meeting was former trustee Tom McKenna, who spoke about the state's efforts in economic development and USI's role in those efforts. He called USI a model institution and lauded the faculty for regional outreach and "staying on the course" on the institutional mission to raise postsecondary attainment. Hoops mentioned that many in attendance said it was the best of these programs ever presented.

Dr. Hoops commented that USI's newest residence hall, Governors Hall, has opened and is home to 185 entering freshmen. He invited trustees to tour the residence hall after lunch.

Dr. Hoops called on Vice President John Byrd for a report on enrollment.

Dr. Byrd reported record enrollment of 9,012 students, up 3.6 percent over last fall. He thanked Director of Admission Eric Otto for helping attain the goal.

Dr. Byrd also noted a record number of transfer students--651 transfer students, up 3.5 percent over last year. USI also enrolled a record number of new students to the University--2,687, up 3.8 percent over last year. Student enrollment includes students from all 92 Indiana counties, 31 other states, and 28 foreign countries.

Dr. Byrd mentioned that for the first time in several years, the number of students over the age of 25 enrolling has increased. Since 1994, these students' enrollment has steadily declined. This year, their enrollment increased about two percent over last year.

Dr. Byrd announced that 30 students entering this year's freshman class ranked number one in their high school class. Again, this number increased over last year. Dr. Byrd concluded that by all ways universities analyze their enrollment data, USI is off to a good start.

Dr. Hoops added that the education of students over the age of 25 has been an important goal for the University because of its direct and significant impact on the community.

Dr. Hoops announced that in a cooperative agreement between the University, Vanderburgh County, and the City of Evansville, bus service to campus has been restored and improved. A convenient shuttle will operate between campus, Golden Tower apartments, and the University shopping center area. Connecting service to the rest of the METS bus area also will be provided at the shopping center. Service has been extended into the evening hours also which gives both employees and students new transportation options. Dr. Hoops expressed the University's appreciation of the willingness of the city and county governmental units to provide this important service. Dr. Hoops also noted the University's appreciation of the role Student Government Association played in establishing this improved service.

Dr. Hoops turned the floor over to SGA President Rick Hudson for his report.

On behalf of the student body, Mr. Hudson thanked the administration, county, and city for their cooperation with the METS bus service. Mr. Hudson reported that SGA has been busy the past three weeks and shared some of the opportunities that awaited new freshmen. After moving into housing, many freshmen participated in Connection II activities for freshmen orientation. These activities included a sports rally, coffee house, and block party in housing. Also during orientation, SGA hosted its new student welcome dinner. More than 400 new students attended. Although classes started last Monday, a wide variety of activities were offered. The Activities Programming Board brought many events to campus, including a motivational speaker, drive-in movie, and luncheon with campus leaders. Yesterday, there was a good turnout at the Student Involvement Fair. Many student organizations recruited members, and University offices gave information to students.

Mr. Hudson reported that he had talked to many freshmen about their first experiences at USI. Their responses were positive. Mr. Hudson said he believes that is due to the good transition time USI provided.

Mr. Hudson remarked that SGA met for the first time last week, and they are already preparing for many of their fall events and discussing issues which students bring to them.

Dr. Hoops announced that the academic presentation today related to one of USI's academic school's efforts in student recruitment. Dr. Hoops then asked Dr. Robert Reid to introduce the report.

Dr. Reid called on Dr. Jerry Cain, dean of the Pott School of Science and Engineering Technology, for his report.

Dr. Cain reported on the techniques the Pott School of Science and Engineering Technology used to recruit new freshmen this year in cooperation with the Office of Admission.

Dr. Hoops asked Dr. Mark Krahling, chair of Faculty Senate, to report.

Dr. Krahling reported the Faculty Senate is analyzing the number of full-time, non-tenured faculty positions and how that number is changing, the number of teaching overloads, and ways to handle non-teaching responsibilities, such as student advising, during the summer. The Faculty Senate is updating a faculty survey administered a few years ago. They will also re-evaluate compensation for promotions at the associate and full-professor level, review ways to incorporate assessment information into program planning, look at new curricular programs, and get an update from the University Technology Committee. Dr. Krahling invited trustees to the Distinguished Professor Lecture and USI Founders Day.

Dr. Krahling also reported that faculty were pleased with Mr. McKenna's lecture at the faculty/administrative staff meeting, calling it poetic, witty, inspiring, outstanding. One faculty member said it was the best program of its kind in 25 years.

Dr. Hoops congratulated Dr. Tom Wilhelmus, associate dean of the School of Liberal Arts, who has been chosen for the Mayor's Art Award, the most prestigious recognition of an individual's contribution to the arts in the Evansville community. Dr. Wilhelmus will receive the award at a banquet later this month. USI graduate Megan Russell also will be honored at the banquet. She was chosen as Artist of the Year in recognition of her capturing the bronze medal in the sculpture division of the Olympic Art and Sport Contest. Thanks to financial assistance from the USI Foundation, Megan is able to attend the Olympics in Sydney, Australia, where her art work--the only U.S. entry--is on display. This is a terrific honor for someone who graduated only this year.

Dr. Hoops mentioned that Psi Chi, the national honor society in psychology, elected Dr. Joe Palladino, USI professor of psychology, as Midwestern vice president, and in that role he will preside over the 220 Psi Chi chapters in 12 states for a two-year term. Dr. Palladino was installed during the American Psychological Association convention in Washington, DC, last month. The honor society is one of the largest and most successful honor societies in the world.

Dr. Hoops observed that the USI Foundation welcomed more than 300 members of the President's Associates to the 13<sup>th</sup> annual dinner in their honor. At the dinner, USI Foundation inducted three new perpetual members--qualifying by their single gift of \$25,000 or more. Mr. John Dunn, chair of the Foundation, announced that in the past fiscal year, which ended June 30, the total of all charitable gifts and pledges reached \$4.9 million, the fourth highest total in the Foundation's 32-year history and topping the pre-Campaign USI figures by nearly \$2 million. More than 5,100 donors made contributions and 958 of them, or 18 percent, were new donors. The 783 members of the President's Associates gave more than \$4.4 million, or 91 percent of the gifts received in the past year. The members of the President's Associates are USI's strongest partners in meeting its mission, for their gifts allow USI to have flexibility to move forward in important new directions as USI seeks to respond to the educational and economic development needs of the state and region.

Dr. Hoops remarked that at the President's Associates dinner, USI conferred honorary doctorates on its good friends Don and Allene Hazeltine, who have been long-time supporters and donors. Their unrestricted million-dollar gift was the first from a USI Foundation board member. Drs. Hazeltine sent a letter, asking Dr. Hoops to convey to the trustees their sincere appreciation of the honor bestowed upon them by, as they now say, our University.

Dr. Hoops commented on the success and wide appeal of USI's summer theatres. The summer theatres have completed their seasons and will provide a detailed report at a later time. Mr. Macon Ray, who has portrayed President Lincoln for every season since the production began, retired at the conclusion of this season and received a Sagamore of the Wabash from Governor O'Bannon in recognition of his many contributions to telling the story of the Lincoln years in Indiana.

On behalf of all the trustees and officers, Dr. Hoops thanked Mr. and Mrs. Will for hosting the trustee's annual retreat. Dr. Hoops commented that the Barkley Lake setting and the Will's hospitality combined for a wonderful experience.

#### **D. REPORT OF THE LONG-RANGE PLANNING COMMITTEE**

Mr. Baker reported that Dr. Reid informed the Long-Range Planning Committee that the Revised Academic Planning Council was looking at our future degrees and current degrees. The Committee is bringing before the Board two proposals: Master of Health Administration and Master of Science in Occupational Therapy. Both of these proposed degree programs received unanimous approval from the Long-Range Planning Committee.

#### **E. APPROVAL OF NEW DEGREE PROGRAM: MASTER OF HEALTH ADMINISTRATION**

The School of Nursing and Health Professions proposes to offer a master's degree program in Health Administration, Exhibit I-A. The implementation date is the fall semester, 2001.

The mission of the Master of Health Administration program at the University of Southern Indiana is to educate students for administrative leadership roles in health care delivery and to contribute to high quality cost-effective accessible health care. The program will provide graduate-level instruction and training primarily for residents of southern Indiana; however, the use of a distributive education model will make the program available to students throughout Indiana. The Master of Health Administration Program will be a logical and preferred next step for graduates of the Bachelor of Science in Health Services Program, as well as for baccalaureate graduates from other health-related fields.

The program has been developed by the faculty in the Department of Health Services, recommended by the Dean of the School of Nursing and Health Professions, the Graduate Council, the Academic Planning Council, the Vice President for Academic Affairs, and the President.

On a motion by Mrs. Bruce, seconded by Mrs. Torain, the new degree program, Exhibit I-A was approved.

#### **F. APPROVAL OF NEW DEGREE PROGRAM: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

The School of Nursing and Health Professions proposes to offer a master's degree program in Occupational Therapy, Exhibit I-B. The implementation date is the first summer term, 2001.

The University of Southern Indiana proposes a 39-hour curriculum for a Master of Science degree in occupational therapy. Designated by the occupational therapy profession as a *post-professional* master's, this degree program is designed primarily to provide opportunities for credentialed occupational therapists to gain advanced knowledge and practice skills. The design of this program also permits a seamless transition from the existing baccalaureate degree program, allowing students who are not occupational therapists to have an opportunity to complete the Bachelor of Science in occupational therapy, followed immediately by completion of the proposed Master of Science degree program.

The program has been developed by the faculty in the Department of Occupational Therapy, and recommended by the Dean of the School of Nursing and Health Professions, the Graduate Council, the Academic Planning Council, the Vice President for Academic Affairs, and the President.

On a motion by Mr. Baker, seconded by Mrs. Bruce, the new degree program, Exhibit I-B was approved.

## **SECTION II - FINANCIAL MATTERS**

### **A. REPORT OF THE FINANCE COMMITTEE**

Mrs. Kern reported that the committee approved a plan to finance the new and existing housing. Mrs. Kern called on Mr. Schmidt to explain the committee's approval of Dain Rauscher Corporation and Fifth Third Bank to represent USI as its investment banker. The committee also approved a short-term finance plan for initial site development and infrastructure work on the Science/Education Classroom Building Project. After reviewing the proposal they chose Bank One to finance it. Both these proposals will be submitted to the appropriate state agencies for approval.

### **B. APPROVAL TO SEEK APPROVALS FOR A PLAN TO FINANCE NEW AND EXISTING STUDENT HOUSING**

On a motion by Mrs. Kern, seconded by Mr. Hoehn, the following resolution was approved.

WHEREAS, the Finance Committee of the University of Southern Indiana Board of Trustees has approved a plan to finance new and existing student housing,

NOW THEREFORE, BE IT RESOLVED that President Hoops is authorized to request of the Indiana Commission for Higher Education, the Indiana State Budget Committee, and the Governor of the State of Indiana approval to proceed with the financing plan.

### **C. APPROVAL TO SEEK APPROVALS FOR AN INTERIM FINANCING PLAN FOR INITIAL SITE DEVELOPMENT AND INFRASTRUCTURE WORK ON THE SCIENCE/EDUCATION CLASSROOM BUILDING PROJECT**

On a motion by Mr. Baker, seconded by Mr. Huber, the following resolution was approved.

WHEREAS, the Finance Committee of the University of Southern Indiana Board of Trustees has approved an interim financing plan for initial site development and infrastructure work on the Science/Education Classroom Building Project,

NOW THEREFORE, BE IT RESOLVED that President Hoops is authorized to request of the Indiana Commission for Higher Education, the Indiana State Budget Committee, and the Governor of the State of Indiana approval to proceed with the interim financing plan.

### **D. APPROVAL OF RECOMMENDATION TO TRANSFER FUNDS TO THE VEBA TRUST ACCOUNT**

The VEBA Trust Investment Policy requires the approval of the Board of Trustees for a transfer of additional funds to the VEBA Trust accounts. The Finance Committee, in its meeting on September 7, 2000, will review a recommendation to transfer \$125,000 to the VEBA Trust account at Fifth/Third Bank.

On a motion by Mrs. Kern, seconded by Mr. Huber, the transfer of funds to the VEBA Trust account was approved.

### **E. REPORT OF THE CONSTRUCTION COMMITTEE**

Mrs. Kern reported the Construction Committee approved two change orders for the Student Residential Complex Project and Student Residence Building No. 3. Mrs. Kern called on Mr. Steve Helfrich, director of Facilities, Operations and Planning, to explain the change orders.

**F. APPROVAL OF CHANGE ORDERS AND UPDATE ON CURRENT CONSTRUCTION PROJECTS**

Mr. Helfrich reported the status of current construction projects.

On a motion by Mrs. Kern, seconded by Mr. Hoehn, the proposed Change Orders for the Student Residential Complex Project (Exhibit II-A) and the Student Residence Building No. 3 Project (Exhibit II-B) were approved.

**G. APPROVAL OF LEGISLATIVE OPERATING AND LINE ITEM BUDGET REQUEST FOR 2001-2003**

The request for operating and line item appropriations for the 2001-2003 biennium submitted to the Indiana Commission for Higher Education, the State Budget Agency, and the Indiana General Assembly has been prepared under the Instructions of the State Budget Agency and the Commission for Higher Education. A summary of the budget request is presented in Exhibit II-C.

On a motion by Mrs. Kern, seconded by Mr. Hoehn, the Operating and Line Item Budget Request for 2001-2003 was approved.

Respectfully submitted,

  
Louise S. Bruce, Secretary

**Abstract**  
**Master of Health Administration (MHA)**  
**University of Southern Indiana**

**Objectives:**

The mission of the Master of Health Administration program is to educate students for administrative leadership roles in health-care delivery. Program goals are as follows:

- The Program will place curriculum emphasis on the acquisition of the necessary skills of contemporary health care administration, the knowledge to use them effectively, and the ethics and values that are essential for addressing the unique problems and humanistic goals of the rapidly changing health-care environment.
- Creative program and course design will be emphasized, balancing a desire for maximum immersion in the offerings while accommodating the schedule and time commitments of students.
- Research into aspects of health-care administration will be supported and encouraged among program faculty and students.
- Recognizing the value of shared expertise, the program will seek to appropriately collaborate with other programs in the university to further student learning outcomes and improve health-care delivery.
- Recognizing the program's desire to serve the health-care community that supports it, faculty and students will provide consultation and other services as appropriate.

**Population To Be Served:**

The Master of Health Administration program is designed for individuals with a baccalaureate in health services, business, or a related field who are seeking to prepare for a health-care administrative position. It is anticipated that most of the students enrolled in the program will be working in health care. The primary area for program delivery will be southwestern Indiana; however, the use of a distributive education model will make the program available to students throughout Indiana.

**Curriculum:**

The MHA program requires the completion of 39 credit hours: 36 hours of graduate academic course work in health-care administration, and a 3-credit-hour capstone semester-long health-care administrative residency. The curriculum is designed to meet the accreditation standards of the Accrediting Commission on Education for Health Services Administration. Prior to matriculation, students will be expected to have course work or demonstrated competency in the fundamental principles of economics, statistics, and accounting.

**Employment Possibilities:**

The Master of Health Administration program will prepare students for a wide variety of professional positions in the public and private sectors, including careers as executive and mid-level managers, planners, policy analysts, and consultants. Typical health-care opportunities include positions in hospitals, long-term care facilities, physician practices, outpatient facilities of all kinds, the health insurance industry, medically related equipment and supply companies, pharmaceutical firms, wellness/health promotion programs, consulting firms, government, and local/regional public health agencies.



**Abstract**  
**Master of Science in Occupational Therapy**  
**University of Southern Indiana**

**Objectives:**

The University of Southern Indiana proposes a 39-hour curriculum for a Master of Science degree in occupational therapy. Designated by the occupational therapy profession as a *postprofessional* master's, this degree program is designed primarily to provide opportunities for credentialed occupational therapists to have an opportunity to complete the Bachelor of Science in occupational therapy, followed immediately by completion of the proposed Master of Science degree program.

This proposed master's degree will be the third component of the Occupational Therapy Program at USI. In 1992 USI began the journey to become a comprehensive institution for occupational therapy educational training in southern Indiana. At this time, USI is one of 11 universities in the United States (and the only one in Indiana) with educational training programs for both types of occupational therapy practitioners: certified occupational therapy assistants and occupational therapists. The first degree program, the Bachelor of Science in occupational therapy (for persons who desire to be occupational therapists) began enrolling students in 1992, was accredited in 1993, and graduated the first cohort of students in 1994. The second degree program, the Associate of Science in occupational therapy assisting (for individuals who wish to become occupational therapy assistants) began enrolling students in September 1997, was accredited in August 1998, and graduated the charter cohort of students in December 1998. For the occupational therapy program, this proposal delineates the third strategic planning objective: to design a postprofessional Master of Science in occupational therapy degree curriculum that articulates with the existing professional baccalaureate degree curriculum.

The primary purpose of the proposed Master of Science in occupational therapy curriculum is the preparation of graduates for employment in shifting practice arenas of health care, education, industry, and community programs with an emphasis on southern Indiana. This master's degree will prepare students for advanced practice in occupational therapy across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. For students graduating from this proposed program, objectives include:

1. To develop and provide evidence-based specialized occupational therapy service (central role of specialization selected by the student).
2. To design and provide formal and informal educational offering related to occupational therapy (required educator role).
3. To conduct and disseminate scholarly work, primarily outcomes research (required researcher role).

A secondary purpose of the proposed master's degree curriculum is to anticipate changes that are occurring in the occupational therapy profession at the national level. Although this master's degree in occupational therapy has been part of the School of Nursing and Health Profession's strategic planning for more than five years, current events in the occupational therapy profession have made the timing of this new degree critical. In April 1999, after a debate lasting more than 40 years, the American Occupational Therapy Association's Representative Assembly (the legislative body of the national professional organization) raised the entry degree for the

occupational therapist to a level beyond the baccalaureate degree and in August 1999, the Accreditation Council for Occupational Education set the deadline for postbaccalaureate degree entry. By January 1, 2007, educational programs that train occupational therapists must redesign their existing baccalaureate degree curricula into (a) combined BS/MS degree programs, (b) basic master's degree programs, or (c) entry-level clinical doctorates. Universities that continue to offer only the baccalaureate degree in occupational therapy beyond January 1, 2007, will lose their accreditation status from the Accreditation Council for Occupational Therapy Education and their students will be ineligible to sit for the national certification examination administered through the National Board for Certification in Occupational Therapy.

At this time, Indiana has training curricula for the occupational therapist in one private (University of Indianapolis) and two public universities (Indiana University and USI). The University of Indianapolis offers two degrees: a professional (basic) master's degree for persons who wish to become occupational therapists and (b) a postprofessional (advanced) master's degree for occupational therapists who desire specialized training. In September 1999, the occupational therapy department of Indiana University replaced the postprofessional master's degree in occupational therapy with a master's degree in therapeutic outcomes research. Indiana University is planning to transform the existing occupational therapy baccalaureate degree curriculum to comply with requirements of the Accreditation Council for Occupational Therapy Education. Offering only an undergraduate degree in occupational therapy, the existing occupational therapist training curriculum at USI will not be viable in the future.

Although the mandate of changing to a postbaccalaureate degree entry by January 1, 2007, appears to provide a long time frame, the deadline is actually deceiving. Beginning March 2000, USI must submit to the Accreditation Council for Occupational Therapy Education materials (as part of the standard biennial report process) that indicate movement toward the postbaccalaureate degree level in occupational therapy. These materials must provide enough evidence to begin the process for continuing accreditation, scheduled at USI for review by the Accreditation Council for Occupational Therapy Education in the 2005-2006 school year following completion of the self-study process during the 2004-2005 school year. Before beginning the self-study process and writing the self-study document, however, occupational therapy faculty must have students in the process of completing the proposed degree program. So that occupational therapy faculty have students in the process of completing the proposed degree program before beginning the self-study process during the 2004-2005 school year, USI proposes to move from offering a baccalaureate degree separate from the proposed postprofessional master's degree program to implement fully a curriculum design known as a combined BS/MS degree program, starting with the cohort of occupational therapy students accepted in 2002. With students in the process of completing the combined BS/MS degree curriculum to train the occupational therapist prior to the time faculty begin the self-study process in 2004, the Accreditation Council for Occupational Therapy Education will make the regularly scheduled on-site evaluation at USI in the 2005-2006 school year. Failure to implement the combined BS/MS degree occupational therapy curriculum at USI by the time the self-study document is submitted in 2005 is likely to result in the Accreditation Council for Occupational Therapy Education either (a) revising the accreditation status to probationary and conducting a second on-site evaluation when the program has been fully implemented or (b) withholding accreditation and refusing to conduct the scheduled on-site evaluation.

### **Population To Be Served:**

To provide increased access to educational resources for more prospective students in southern Indiana, USI occupational therapy faculty determined the optimal design was a postprofessional (advanced) master's degree in occupational therapy which articulates with the existing baccalaureate degree in occupational therapy. This is the only design that will serve the primary purpose of meeting the advanced training needs of practicing occupational therapists while serving the secondary purpose of anticipating the changes within the occupational therapy profession and becoming a combined BS/MS degree curriculum for individuals who want to become occupational therapists in the future.

To meet the advanced training needs of prospective students, this proposed graduate program offers two entry routes: *OTR-Entry* or *OTS-Entry*. The *OTR-Entry* is designed for the credentialed occupational therapist who desires postprofessional educational opportunities. Planned as the primary route into this proposed postprofessional (advanced) master's degree program, particularly for the first few years, *OTR-Entry* will be comprised of commuting, nontraditional students who have full-time jobs as credentialed occupational therapists and want to take graduate courses on a part-time basis. *OTS-Entry* is the second route into the master's degree program. This route is designed for any occupational Bachelor of Science degree. The *OTS-Entry* student can complete the combined curricula of the existing baccalaureate degree and the proposed master's degree. The composition of *OTS-Entry* will be traditional as well as nontraditional students who are expected to desire a combination of full-time and part-time educational opportunities. Although developed primarily for students geographically bound to the southern Indiana area, this postprofessional (advanced) master's degree curriculum in occupational therapy incorporates an innovative instructional delivery system. With the proposed instructional delivery system, USI has the potential to deliver educational services on a statewide basis.

Even after the postbaccalaureate degree entry change takes effect, the *OTR-Entry* is expected to remain the same in terms of student composition and preference for part-time coursework completion. Starting with the student cohort accepted in 2002, however, traditional and nontraditional students in *OTS-Entry* will likely choose a full-time option. Because once the combined BS/MS degree curriculum completes the process for continuing accreditation in the 2005-2006 school year, they will not be eligible to sit for the national credentialing examination until they have completed both curricula.

### **Curriculum:**

#### *Required Courses*

USI proposes a 39-hour curriculum for the postprofessional master's degree in occupational therapy. The basis for the design of this proposed graduate program is three advanced practice roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Of the 13 courses (39 hours) in this postprofessional (advanced) master's degree in occupational therapy proposed by USI, 10 will be common to all students. Each student will complete the same three courses for the required educator role (8 hours); the same two to four courses for the required researcher role (11 hours); and the same three courses, specialized clinical reasoning strategies (3 hours), specialized role internship seminar (3 hours), and synthesis (5 hours), for the central role of specialization. Since students will choose different central roles of specialization, the three didactic courses (9 hours) for this role may vary from student to student. At this time three central roles of specialization have been identified—(a) the advanced practitioner track, (b) the administrator track, and (c) the entrepreneur track. The

proposed postprofessional master's degree at USI will open with one area of the advanced practitioner track as the central role of specialization.

For this graduate program in occupational therapy, courses will be offered on a full-time or part-time basis to OTR-Entry and OTS-Entry students, and instructional delivery will be provided through a combination of traditional and nontraditional methods with an emphasis on distance education. Nontraditional methods will suit OTS-Entry students who are required to own computers when they begin the existing baccalaureate degree curriculum and receive assignments on disk and via e-mail. These students will leave the baccalaureate curriculum, which emphasizes technology and self-directed lifelong learning, well prepared to enter the proposed master's in occupational therapy curriculum that will be delivered utilizing various distance education pedagogical strategies. Instructional strategies identified thus far include but are not limited to self-study materials, videotaped class sessions available for check-out, virtual seminars via web-based chatrooms, e-mail communication with faculty and other students, and electronic submission of papers and projects. In addition, the USI Occupational Therapy Program proposes to use a course format model in which students have directed, independent study requirements at the beginning of the semester, meet one weekend per semester for class, and have directed independent study requirements until the end of the semester.

#### *Prerequisite Undergraduate Preparation*

The prospective OTR-Entry route student will be an occupational therapist who provides evidence of (a) graduation from an accredited curriculum in occupational therapy, showing adequate academic performance; (b) eligibility for state credentialing as an occupational therapist; and (c) initial certification as an occupational therapist. Until the entry-level change goes into effect in the occupational therapy profession, the OTS-Entry student will be a USI occupational therapy major who has completed the existing baccalaureate degree in occupational therapy curriculum, showing adequate academic performance. After the postbaccalaureate degree entry mandate takes effect, the OTS-Entry route will consist of all students accepted into the combined BS/MS occupational therapy curriculum at USI

#### *Practicum Requirements*

In this proposed master's degree in occupational therapy, the student will complete a 120-clock-hour educator practicum seminar, a 120-clock-hour researcher practicum seminar, and a 250-clock-hour specialized role internship. Students may arrange internships and practical on a full-time or part-time basis.

#### *Innovative Features*

The proposed postprofessional master's degree in occupational therapy has several innovative features. First and foremost is the curriculum design which offers seamless articulation from the existing baccalaureate degree curriculum (OTS-Entry) as well as a second route of entry (OTR-Entry) that features improved access to higher education for credentialed occupational therapists. Uniqueness within the state is the second innovative feature. Because Indiana University replaced the postprofessional master's degree in occupational therapy with a master's degree in therapeutic outcomes research in September 1999, the proposed master's degree in occupational therapy at USI will be the only postprofessional (advanced) master's degree in occupational therapy available to occupational therapists in an Indiana public university. Retention of the existing baccalaureate degree in occupational therapy within the combined BS/MS degree curriculum is a third innovative feature. If USI had chosen the professional master's (basic) degree route for graduate curriculum model, students would be eligible for graduate financial assistance only. Because of the seamless articulation of the existing baccalaureate degree in occupational therapy with the proposed master's degree in occupational therapy, the OTS-Entry

student will be eligible for undergraduate financial assistance as well. Basing the curriculum on three of the occupational therapist's roles is the fourth innovative feature. Both the occupational therapy literature and the occupational therapy program's needs assessment support utilizing these roles as a foundation for graduate curricula. The fifth innovative feature of this proposed master's degree in occupational therapy is the primary method of instructional delivery: distance education. Although intended primarily to accommodate prospective students in rural southern Indiana, the distance education aspect of this proposed master's degree in occupational therapy curriculum is also suitable for students living throughout Indiana. Optimizing existing facilities and resources makes this proposed master's degree program unique in the state. The proposed master's degree in occupational therapy will share facilities with the existing occupational therapy associate degree and the baccalaureate curricula in the USI Health Professions Center. Completed in 1994, this building has bright, airy, and spacious classroom, lab, and office space. There is designated storage for occupational therapy equipment; the Day Learning Resource Center is available for student utilization. In addition to sharing equipment of the existing occupational therapy baccalaureate and associate degree curricula, the proposed graduate degree program will share Rice Library resources.

### **Employment Possibilities:**

Regardless of route of entry, possibilities for employment are strong and varied throughout Indiana, particularly southern Indiana, for graduates of this proposed master's degree in occupational therapy curriculum. The OTS-Entry graduate will have advanced professional competence to deliver services as an occupational therapist in a variety of settings including hospitals and clinics, rehabilitation centers, public and private schools, camps, business and industry, community facilities, home health agencies, nursing homes and residential centers, correctional facilities, mental health centers and private practice. Occupational therapists who enroll through the OTR-Entry route are likely to be full-time employees during the time in which they are part-time graduate students. Upon graduation from this proposed master's degree curriculum, the OTR-Entry route students may seek expanded responsibilities and assume leadership roles in their current places of employment or find new employment better suited to their new professional preparation. Graduates of this proposed master's degree in occupational therapy also will have the capacity to create new positions.

The change to postbaccalaureate degree entry in the occupational therapy profession further increases employment possibilities for graduates of this proposed postprofessional master's degree curriculum in occupational therapy. Although occupational therapists who graduated with baccalaureate degrees will be "grandfathered" and not required to obtain a master's degree in occupational therapy to continue practicing, some occupational therapists likely will choose the OTR-Entry to return for advanced training to attain the same educational level as new occupational therapy graduates. The change also will increase the number of persons in the OTS-Entry, since those students no longer will be eligible to exit and sit for the certification examination with only a baccalaureate degree in occupational therapy.

UNIVERSITY OF SOUTHERN INDIANA  
STUDENT RESIDENTIAL COMPLEX PROJECT  
SUMMARY OF CHANGE ORDERS

September 7, 2000

CHANGE ESTIMATE NUMBER	DESCRIPTION	CONTRACTOR(S)	PROPOSAL AMOUNT
GC-15	Various changes and additions to the general construction work for the project authorized by the architect and owner.	Lichtenberger Construction Co.	\$14,027.00
	TOTAL AMOUNT OF CHANGE:		\$14,027.00

UNIVERSITY OF SOUTHERN INDIANA  
STUDENT RESIDENTIAL BUILDING NO. 3  
SUMMARY OF CHANGE ORDERS

September 7, 2000

CHANGE ESTIMATE NUMBER	DESCRIPTION	CONTRACTOR(S)	PROPOSAL AMOUNT
GC-1	Remove unsuitable soil from site at new drive and install engineered fill to original grade.	Lichtenberger Construction Co.	\$12,390.00
	TOTAL AMOUNT OF CHANGE:		\$12,390.00

## **SUMMARY OF THE UNIVERSITY OF SOUTHERN INDIANA'S 2001-2003 OPERATING BUDGET REQUEST**

---

---

The key elements of the University of Southern Indiana's 2001-2003 Operating Budget Request are outlined below.

- ***Funding for maintenance of current programs in both years in the 2001-2003 biennium.***
  
- ***Base adjustments for prior increases in enrollment and plant expansion.***
  
- ***Funding for quality improvement initiatives to:***
  - *Respond to regional workforce needs through the development of new degree programs*
  - *Strengthen the undergraduate experience through the expansion of existing degree programs, initiatives to improve student success, and enhancement of instructional design and delivery services*
  
- ***Authorization and funding for three capital projects:***
  - *Completion of the Science/Education Classroom Building*
  - *Expansion of the David L. Rice Library*
  - *Relocation of campus entrance/roadway*
  
- ***Funding of the repair and rehabilitation and infrastructure formulas in both years of the 2001-2003 biennium.***

The University of Southern Indiana requests support from the State of Indiana for its 2001-2003 Operating Budget Request. The funding requested for growth in enrollment, maintenance of current programs, support for quality improvement initiatives, capital projects, and repair and rehabilitation projects is needed for the University to be able to serve the southern Indiana region and to help achieve the goals of the state.



**UNIVERSITY OF SOUTHERN INDIANA  
BIENNIAL BUDGET 2001-2003  
REQUEST SUMMARY**

Exhibit II-C  
09-7-00  
Page 2

	2001-02	2002-03
<b><u>EXPENDITURES</u></b>		
Expenditure Base	49,580,033	54,989,522
Base Adjustments		
A. Enrollment Change	2,061,500	0
B. Plant Expansion	0	171,925
Subtotal Before Debt Service	2,061,500	171,925
C. Debt Service	83,566	3,919
Reallocation of Student Fees	(83,566)	(3,919)
Subtotal Debt Service	0	0
Total Expenditure Base	51,641,533	55,161,447
Maintenance for Current Programs		
A. Personal Services 4%	1,492,744	1,552,451
B. Supplies & Expense 3%	305,173	314,328
C. Student Aid 3%	62,672	64,552
Subtotal Maintenance for Current Programs	1,860,589	1,931,331
Quality Improvement		
A. Responding to Regional Workforce Needs	991,600	1,099,790
B. Strengthening the Undergraduate Experience	495,800	549,895
Subtotal Quality Improvement	1,487,400	1,649,685
Total Budget Increases	5,409,489	3,752,941
Total Expenditure Request	54,989,522	58,742,463
<b><u>REVENUE</u></b>		
Student Fee Base	17,082,499	17,696,410
Fee Increase 3%	697,477	718,402
Transfer to Debt Service	(83,566)	(3,919)
Total Student Fees	17,696,410	18,410,893
Operating Appropriation Base	28,787,326	33,499,338
Appropriation Increase	4,712,012	3,034,539
Total Operating Appropriation	33,499,338	36,533,877
Fee Replacement Appropriation Base	3,710,208	3,793,774
Fee Replacement Change	83,566	3,919
Total Fee Replacement Appropriation	3,793,774	3,797,693
Total State Appropriation	37,293,112	40,331,570
Total Revenue Request	54,989,522	58,742,463

UNIVERSITY OF SOUTHERN INDIANA  
BIENNIAL BUDGET REQUEST 2001-2003  
CONSOLIDATED PRIORITIZATION

<b>CONSOLIDATED EXPENDITURE BASE</b>	<b>2001-02</b>	<b>2002-03</b>
Operating Expenditure Base	45,869,825	
Fee Replacement Appropriation	3,710,208	
<b>TOTAL</b>	<b>49,580,033</b>	
 <b>PRIORITIZATION OF INCREASES</b>		
<b>A. Basic Needs</b>		
1. Maintenance for Current Programs	1,860,589	1,931,331
2. Enrollment Change	2,061,500	0
3. Plant Expansion	0	171,925
<b>Total Basic Needs</b>	<b>3,922,089</b>	<b>2,103,256</b>
 <b>B. Quality Improvement Initiatives</b>		
1. Responding to Regional Workforce Needs		
a. Baccalaureate Degree in Applied Computer Science	265,600	225,000
b. Master of Science in Health Administration	158,000	95,790
c. Strengthening Engineering-Related Programs	568,000	400,000
d. Baccalaureate Degree Program in Special Education	0	129,000
e. Master of Public Administration Degree Program	0	120,000
f. Master's Degree Program in Occupational Therapy	0	130,000
Subtotal	991,600	1,099,790
 2. Strengthening the Undergraduate Experience		
a. Bachelor of General Studies-Degree Program	75,000	35,000
b. Expansion of Instructional Design and Delivery	200,000	250,000
c. Student Retention Initiatives & Expanding Faculty Resources	220,800	264,895
Subtotal	495,800	549,895
<b>Total Quality Improvement Initiatives</b>	<b>1,487,400</b>	<b>1,649,685</b>
 <b>C. Line Item Appropriation Request</b>		
1. Historic New Harmony	414,000	428,490
2. Lincoln Amphitheatre	272,040	281,561
<b>Total Line Item Appropriation Request</b>	<b>686,040</b>	<b>710,051</b>
 <b>D. Capital Request</b>		
1. Science/Education Classroom Building - Phase II	10,540,000	
2. Library/Classroom Expansion	23,200,000	
3. Campus Entrance/Roadway Relocation	4,000,000	
4. General Repair & Rehabilitation and Infrastructure Funding	1,359,269	
<b>Total Capital Request</b>	<b>39,099,269</b>	