

Indiana Commission for Higher Education

AGENDA MATERIALS

October 19, 2012



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BREAKFAST AND WORKING SESSION AGENDAS

Friday, September 14, 2012

8:00 – 11:30 a.m. (Eastern Daylight Time)

Purdue University

Purdue Memorial Union

West Lafayette, IN 47907

8:00 – 9:00 a.m. Breakfast, Lafayette Room (230)

TOPIC OF DISCUSSION

- Purdue University's participation in the Big Goal – Trustee Tom Spurgeon

9:00 – 11:30 a.m. Working Session, Room 118

TOPICS OF DISCUSSION

- Work-Study Report (30 min) – Sarah Ancel
- Indiana University Bloomington International Studies Building (20 min) – Tom Morrison
- Academic Approval and Review Practices (30 min) – Carol D'Amico
- Comparison of Academic Probation and Dismissal Practices (20 min) – Sara Appel

AGENDA

Commission for Higher Education

COMMISSION MEETING

Purdue University
Purdue Memorial Union
Anniversary Drawing Room (304)
West Lafayette, IN 47907

Friday, October 19, 2012

Purpose:

Reaching Higher Achieving More calls for a system of Higher Education that is Student-Centered, Mission-Driven and Workforce-Aligned. The Commission’s work will focus on three challenges:

Completion:

Students and the state are not well served by an empty promise of college access without completion.

Productivity:

A more productive higher education system will increase student success and safeguard college affordability.

Quality:

Increasing college completion and productivity must not come at the expense of academic quality.

- I. Call to Order – 1:00 P.M. (Eastern Time)**
 - Roll Call of Members and Determination of a Quorum**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the September Commission meeting 1**

- II. The Public Square – Discussion Items**
 - A. Defining College Readiness – A Panel Discussion 9
 - Dr. Tony Bennett, Superintendent of Public Instruction,
Department of Education
 - Ms. Teresa Lubbers, Commissioner for Higher Education
 - Ms. Pam Horne, Associate Vice Provost for Enrollment
Management and Dean of Admissions, Purdue University

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	<ul style="list-style-type: none"> • Indiana University – Bloomington Campus: McNutt North (Bordner) Quad Restroom Renovation - Phase VI - \$2,160,000 • Indiana University – Bloomington Campus: Forest Quad Interior Renovations and Code Improvements - \$5,600,000 • Indiana University – Bloomington Campus: Optometry Renovation - \$2,200,000 • Indiana University – Bloomington Campus: SPEA Plaza Renovation – Phase II - \$3,000,000 • Purdue University – West Lafayette Campus: Harrison Residence Hall Bathroom Renovation – Phase II - \$3,015,000 • Purdue University – West Lafayette Campus: Math Sciences Plaza and Utility Tunnel Waterproofing and Repairs - \$3,350,000 	

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V. Old Business
New Business

VI. Adjournment – approximately 4:00 p.m.

The next meeting of the Commission will be on November 9, 2012, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, September 14, 2012

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:05 p.m. at Indiana University, Indiana Memorial Union, Frangipani Room, Main Level, 900 East 7th Street, Bloomington, IN, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Carol D’Amico, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Eileen O’Neill Odum, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith.

Members Absent: Susana Duarte de Suarez.

CHAIR’S REPORT

Ms. Moran-Townsend introduced Mr. Dan Peterson as a new Commission member. Mr. Peterson works in Cook Group, Inc., and will be representing 9th Congressional District. Mr. Peterson will be serving on the Student Success and Completion Committee.

Mr. Rehnquist read a resolution for Mr. Ken Sendelweck.

R-12-6.1 **WHEREAS** Ken Sendelweck served with distinction on the Indiana Commission for Higher Education since his appointment in July 2006 and reappointment in July 2008 to represent the Ninth Congressional District; and

WHEREAS he successfully balanced the need to approach challenges facing higher education from a statewide perspective with the necessity of being sensitive to the particular needs of southwestern Indiana; and

WHEREAS while on the Commission, he gave generously of his time and talents while at the same time discharging the demanding responsibilities as President of the German America Bancorp; and

WHEREAS Ken served as a member of the Student Success and Completion Committee, as well as Vice Chair of the Commission from August 2009 until he became Chair of the Commission in August 2011, ably serving in that post until June 2012; and

WHEREAS during his Chairmanship, he provided exceptional leadership in updating and promoting the strategic vision for Indiana postsecondary education as reflected in *Reaching Higher, Achieving More*; and

WHEREAS Ken’s positive attitude and problem-solving skills proved invaluable to the Commission in helping to build consensus around important issues; and

WHEREAS his insights invariably enriched the dialog around issues facing the Commission and increased the value of our efforts on behalf of Hoosiers;

NOW THEREFORE BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Ken Sendelweck’s service to the State on behalf of Indiana higher education and wishes him every success in the future, including his new public service role as a member of the Board of Trustees for the University of Southern Indiana (Motion – Scheller, second – Murphy, unanimously approved)

Ms. Moran-Townsend asked for a motion in hiring the following staff members of the Commission for Higher Education:

ICHE Staff:

Dominick Chase, Financial Operations Specialist

ICHE – Division of Student Financial Aid

Tafrica Harewood, 21st Century Operations Secondary School Liaison

21st Century Scholars Program

Jason Carter, Regional Outreach Coordinator – West Region
Glenda Ervins, Regional Outreach Coordinator – North Central Region
Amy Paraga, Regional Outreach Coordinator – North Central Region
Brianna Morse, Regional Outreach Coordinator – Central Region
Verleash Jones, Regional Outreach Coordinator – Northwest Region
Miranda Scully, Regional Outreach Coordinator – East Region
Barbara Martin, Regional Outreach Coordinator, Southwest Region

R-12-6.2 RESOLVED: That the Commission approves hiring the new staff members as presented (Motion – Bland, second – Rehnquist, unanimously approved)

COMMISSIONER’S REPORT

Ms. Lubbers welcomed Mr. Dan Peterson to the Commission. She also acknowledged the outstanding service by Mr. Ken Sendelweck as a former commission member.

Ms. Lubbers mentioned that the approval of two new employees today acknowledges the changing roles of the Commission as it expands its policy efforts and integrates the operation of financial aid into its portfolio of work. This integration will become more obvious in the future in the alignment of personnel and, more importantly, in the way the Commission improves its services.

Ms. Lubbers told the Commission members that this morning Mr. Nate Johnson, a consultant from the national consulting firm, HCM Strategists, talked about ways to distribute financial aid in more effective ways. This is a perfect example of the integration of the Commission’s work; an opportunity to look at how financial aid is being distributed, to make sure it aligns with *Reaching Higher, Achieving More*, and that it is being used in a way that addresses student success.

Ms. Lubbers spoke about the approval of the hiring of eight 21st Century Scholars Regional Coordinators who will oversee the outreach efforts, designed to make this highly valued program even more successful. Ms. Lubbers explained that she mentioned Nate Johnson’s report and hiring these coordinators, as some visible evidence as another example of how the two staffs are merging together as a unified Commission for Higher Education.

Next, Ms. Lubbers talked about the speech that former U.S. Secretary of Education Margaret Spellings is giving today at the Economic Club luncheon in Indianapolis on “*The Leaders and Laggards*” Report. Some of the Commission members had a chance to meet with Ms. Spellings last night to discuss what needs to be done to have a more productive system of higher education in Indiana and throughout the nation. Ms. Lubbers pointed out that the focus and the priorities in that report are overlapping those that the higher education institutions and the Commission have embraced in Indiana.

Finally, Ms. Lubbers mentioned that College Go week activities will begin the last week of this month, and will continue through this semester, to help students understand what it means to be academically and financially prepared for college.

CONSIDERATION OF THE MINUTES OF THE AUGUST 2012 COMMISSION MEETING

Ms. Odum made two corrections to the minutes. First, on page 4, second line of the second paragraph the word “form” should be replaced with the word “from.”

Second, on the same page, paragraph three should be re-written, to read as follows: “In response to Ms. Odum’s question regarding the occupancy rate at the hotels in Muncie, Ms. Gutman said that the occupancies in the hotels are strong. Dr. Howard added that Chamber of Commerce supported this project, and confirmed Mr. Fisher’s comments that the business analysis supported this project and up to two more in the city.”

R-12-06.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the August 2012 regular meeting with amendments (Motion – Bland, second – Rehnquist, unanimously approved)

II. THE PUBLIC SQUARE - DISCUSSION ITEMS

A. University Budget Presentations

1. University of Southern Indiana

Dr. Linda Bennett, President, University of Southern Indiana (USI) presented this item. Dr. Bennett’s presentation is posted on the Government Relations site of the USI; below is the link to this site: <http://www.usi.edu/govrelations/>

In response to Mr. Smith's questions about the faculty, Dr. Bennett responded that considering what has happened with higher education since 2008, the university, comparing to other states, has benefited by getting an influx of faculty applicants from some of the states which were trimming their programs. However, now as there is a sputtering recovery of the economy, Dr. Bennett's concern was that the university will not be able to be competitive in terms of retention of these faculty members.

In response to Mr. Murphy's question about the outstanding debt of the university, Dr. Mark Rozewski, Vice President and Treasurer, responded that after their new \$50 million refunding, the debt is close to \$131 million.

Mr. LaMothe commended the focus that the President and the Board have on efficiency, and encouraged the focus on the quality aspect of it in the future.

2. Indiana State University

Prior to his presentation, Dr. Daniel Bradley, President, Indiana State University (ISU), commented on the suspension policy, in response to a question raised at the previous meeting. Dr. Bradley explained that students who get below 2.0 GPA are suspended. He spoke about a special policy for the first time full time freshmen, which allows the university to expel a student who gets the GPA of .85 in the first semester. Dr. Bradley pointed out that the university has done an analysis of that policy, comparing it to the 19 peer institutions, and there is only one other institution that has a policy that strict. General policy in higher education is that a student should get two semesters.

In response to Mr. LaMothe's concern about the low GPA, Dr. Bradley said that 95 percent of the institutions do not have a specific suspension/probation policy for freshmen, and the ISU's policy is harsher on first time freshmen than it is on continuing students.

Mr. LaMothe requested that the Commission staff looked at the practices at various institutions and to compare them with practices at the state public universities.

Dr. Bradley presented the university's 2013-15 budget. The presentation is posted on the Commission for Higher Education website:

www.in.gov/che/2754.htm.

Responding to Ms. Lubbers' question about performance funding, Dr. Bradley said that two years ago the changes were made to the performance funding by the legislature, and as the result, the university received considerably less money that they planned to receive. Dr. Bradley pointed out that the metrics should be set well in advance to the period which will be evaluated; and the metrics need to be short enough for the performance changes to be visible in two years.

In response to Mr. Smith's question about the university's endowed assets, Dr. Bradley responded that they are in \$70 million rate.

3. Indiana University

Dr. Michael McRobbie, President, Indiana University (IU), presented this item. Presentation is posted on the Commission for Higher Education website:

www.in.gov/che/2754.htm

Responding to Mr. Smith's question regarding accelerating repair and rehab to finance more than \$140 with bonds, Dr. McRobbie said that the university had two main priorities: to continue hiring and retaining faculty, and to continue building. Dr. McRobbie pointed out that if it was possible to fund everything they had planned, this would make a more than significant dent in deferred maintenance problem of the university. Dr. McRobbie also mentioned that the university is relying on private support, as well.

In response to a question from Mr. Murphy regarding the relationship between IU Health, the University, and the Medical School, Dr. McRobbie said that IU Health was formed in 1997 by the merge of the Indiana University Hospital System with Methodist Hospitals, to form what was then called Clarian, and now is called IU Health. It has been established as a non-for profit organization, and has an independent Board, consisting of 12 people. It is completely financially independent from the university. In the "US News Report" ranking of the hospital systems, IU Health is mentioned in the top 17.

III. RHAM DECISIONS AND OTHER DECISION ITEMS

A. Academic Degree Programs

1. Associate of Science in Computer Science To Be Offered by Ivy Tech Community College at Valparaiso, South Bend, Fort Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology

R-12-06.4 **RESOLVED:** That the Commission for Higher Education approves *the Associate of Science (A.S.) in Computer Science To Be Offered by Ivy Tech Community College at Valparaiso, South Bend, Fort Wayne, Lafayette, Terre Haute, Columbus, Evansville, Bloomington, and Statewide via Distance Education Technology*, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – D'Amico, second – Murphy, unanimously approved)

Dr. Mary Ostrye, Provost and Senior Vice President, Ivy Tech Community College, presented this proposal. She said that though this new program complements the existing two degree programs being offered by Ivy Tech, it is different. The existing two programs are in Computer Information Technology and Computer Information Systems, and they prepare graduates to develop programs and support hardware and software. This new program focuses on preparing students to work on system analysis and solutions. It is designed as a transfer degree.

In response to Mr. Murphy's question, Dr. Ostrye confirmed that there are pre-required math courses for each class, and a student can't get to a higher level course unless he is fully prepared.

Answering Dr. Scheller's question about the articulation agreements with state institutions other than IUPUI, Dr. Ostrye said that two other institutions made contact with Ivy Tech, and Ivy Tech will be approaching all the public universities with this program eventually.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

2. Bachelor of Science in Environmental and Ecological Engineering To Be Offered by Purdue University West Lafayette at West Lafayette

R-12-06.5 RESOLVED: That the Commission for Higher Education approves the *Bachelor of Science (B.S.) in Environmental and Ecological Engineering* to be offered by Purdue University West Lafayette at West Lafayette, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – LaMothe, second – Murphy, unanimously approved)

Dr. Candiss Vibbert, Assistant Vice President for Engagement, Purdue University, presented this proposal.

Dr. John Sutherland, Fehsenfeld Family Head of the Division of Environmental and Ecological Engineering, gave brief comments to the proposal. He explained that College of Engineering comprises interdisciplinary academic units that engage faculty throughout the college. Dr. Sutherland pointed out that that this structure allows the college to leverage existing resources and expertise to create new opportunities for students.

In response to Ms. Odum's question, Dr. Sutherland said that all the courses have been developed and are being offered. Responding to Ms. Odum's comment on general education classes, Dr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, confirmed that all the university's engineering programs have the same number of general education courses.

Dr. Sauer gave the staff recommendations.

B. Approval of New Academic Unit on Which Staff Proposes Expedited Action

Ms. Moran-Townsend read the list of the degree programs.

R-12-06.6 RESOLVED: That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item:

- School of Philanthropy To Be Created at IUPUI (Motion – D'Amico, second – Scheller, one abstained, approved by majority of votes)

C. Capital Projects

1. McKinley Commons – Ball State University

Mr. Jason Dudich, Associate Commissioner and CFO, presented this item.

R-12-06.7 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *McKinley Commons – Ball State University* (Motion – Scheller, second – Peterson, unanimously approved)

2. Lease of Space for Indiana University School of Medicine – IU Health Inc. Neurosciences Clinical Office Building

Dr. Thomas Morrison, Vice President of Capital Planning and Facilities, IU, presented this item.

Mr. Dudich gave the staff recommendations.

In response to Mr. LaMothe question regarding the rent, Dr. Morrison responded that, like any lease, it requires negotiation, but it is a market based rate.

R-12-06.8 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *Lease of Space for IU School of Medicine – IU Health Inc. Neurosciences Clinical Office Building – Indiana University* (Motion – Smith, second – Rehnquist, unanimously approved)

3. Capital Projects on Which Staff Propose Expedited Action

Ms. Moran-Townsend presented a list of capital projects for expedited action.

R-12-06.9 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Purdue University – West Lafayette Campus: Steward Center Fire Alarm and Sprinkler System Installation - \$4,100,000
- Purdue University – West Lafayette Campus: Zucrow Building Complex Electrical System Replacement - \$5,500,000 (Motion – Rehnquist, second – Bland, unanimously approved)

IV. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 3:35 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, October, 19, 2012

DISCUSSION ITEM A:

Defining College Readiness – A Panel Discussion

Background

The collaboration between Indiana's K-12 and postsecondary education communities plays a critical role in ensuring the long-term success of Hoosier students. State data show up to one third of all first-time Indiana public college students and more than two-thirds of community college students are identified as needing remediation in English or math. Only one in four college students in remediation graduate within six years.

Clearly, there is a disconnect between the knowledge and skills many students have when they graduate from high school and what they need for success in credit-bearing college courses. With that challenge in mind, Indiana is committed, through a strong collaboration between Indiana's K-12 and higher education system, to address this disconnect through clearer delineation of the specific knowledge and skills students need to demonstrate to meet college and career-ready standards, better identification as to whether students are on track to graduate ready for college and careers, and more effective interventions for addressing knowledge and skill gaps prior to high school graduation and enrollment in postsecondary education.

Indiana is fully committed to the shared goal of this opportunity: to promote successful implementation of the Common Core State Standards and the use of corresponding aligned assessments in the determination of a student's readiness for placement into credit-bearing courses by the state's postsecondary institutions.

Indiana Higher Education Commissioner Teresa Lubbers, State Superintendent of Public Instruction Dr. Tony Bennett, and Dr. Pam Horne, Associate Vice Provost for Enrollment Management and Dean of Admissions at Purdue University, will engage in a panel discussion to share perspectives on Indiana's efforts to promote greater clarity and alignment between the state's K-12 and higher education sectors and to ensure college readiness and success for Hoosier students.

COMMISSION FOR HIGHER EDUCATION

Friday, October 19, 2012

DISCUSSION ITEM B: 2013-15 Indiana Postsecondary Institution Budget Presentations

Background

By statute, (Indiana Code 21-18-6), the Commission for Higher Education must review the legislative budget requests for all state postsecondary educational institutions and make recommendations concerning appropriations and bonding authorizations.

As part of this review, the Commission has requested that the following institutions present their 2013-15 budget submission during the October 2012 Commission meeting and be prepared to answer questions that will assist the Commission in its review:

- Purdue University
- Ball State University
- Ivy Tech Community College of Indiana
- Vincennes University

COMMISSION FOR HIGHER EDUCATION

Friday, October 19, 2012

DISCUSSION ITEM C: International Studies Building - Indiana University Bloomington Campus

Staff Recommendation

That the Commission for Higher Education discuss the following project: *International Studies Building – Indiana University Bloomington*. Staff is continuing review and analysis of this project and will provide a recommendation at a later date.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Indiana University requests authority to construct the International Studies Building at the Bloomington Campus of Indiana University. The project will provide a single location of various international centers, institutes, and study programs currently located throughout the Bloomington campus. The facility is roughly 188,000 gross square feet and will free up current space for renovation and repurposing. The project would be funded through borrowing, athletic television revenues and proceeds from the sale of land, totaling \$53 million.

Supporting Document

International Studies Building - Indiana University Bloomington Campus, October 19, 2012

INTERNATIONAL STUDIES BUILDING INDIANA UNIVERSITY BLOOMINGTON CAMPUS

DESCRIPTION OF THE PROJECT

The proposed International Studies Building (ISB) will house approximately 10 academic departments and 19 research centers or programs focused on the study of global cultural processes and foreign languages. These units will be drawn from the College of Arts and Sciences and the School of Education. In addition, the ISB will become home to the dean of the School of Global and International Studies along with his staff.

Relationship to Other Capital Improvement Projects: No other projects are dependent upon the completion of this project.

Historical Significance: This project has no impact on any facility that is over 50 years old.

Alternatives Considered: Due to lack of appropriate academic and research space on campus and the specific needs of this project, the university has determined that new construction is the only feasible alternative.

Relationship to Long-Term Capital Plan for Indiana University: This project has been on the university's ten-year plan since 2002.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve.

NEED AND PURPOSE OF THE PROJECT

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve. In addition, and in accordance with the University Master Plan, this new facility will also make possible the renovation of several older buildings to be returned to much improved academic use.

SPACE UTILIZATION

The ISB will be approximately 188,000 gross square feet, possibly distributed over 4 levels with the upper floors of the building consisting mainly of faculty offices and other spaces serving academic departments, programs, centers and institutes - conference room, reception/secretary rooms, visitors waiting room, copier/workroom, storage/supplies room, graduate student lounge, specialized research libraries/labs and space for computer workstations. The lower floors, including the entry level, will house classrooms, a large student/public gathering space (serving as a reception hall, and including a cafe or other suitable food service), kitchenette/catering set-up, building-wide mailroom, and media services room. The campus' need for more office and classroom space is acute, and perhaps has reached a critical point. The new ISB will not only offer more usable square feet, but fresh spaces that are better designed for research and teaching in the 21st century.

COMPARABLE PROJECTS

- 1) IUB Jacobs School of Music Studio Building at \$345/gsf (although there are special requirements for acoustical treatments in much of that building)
- 2) IUB Honors College at \$272/gsf
- 3) IUB Cyber infrastructure Building at \$303/gsf
- 4) IUN Tamarack Hall replacement project is projected to cost approximately \$255/gsf

CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **International Studies Building**

Institution:	<input type="text" value="Indiana University"/>	Budget Agency Project No:	<input type="text" value="A-1-08-1-22"/>
Campus:	<input type="text" value="Bloomington"/>	Institutional Priority:	<input type="text"/>
Previously Approved by General Assembly:	<input type="text" value="No"/>	Previously Recommended by CHE:	<input type="text" value="No"/>
Part of the Long-Term Capital Plan:	<input type="text" value="Yes"/>		

20084867

Project Summary Description

The proposed International Studies Building (ISB) will house approximately 10 academic departments and 19 research centers or programs focused on the study of global cultural processes and foreign languages. These units will be drawn from the College of Arts and Sciences and the School of Education. In addition, the ISB will become home to the dean of the School of Global and International Studies along with his staff.

Summary of the Impact on the Educational Attainment of Students at the Institution

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana Univeristy is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve.

Project Size:	<input type="text" value="188,000"/> GSF	<input type="text" value="116,600"/> ASF	<input type="text" value="62%"/> ASF/GSF
Net Change in Overall Campus Space:	<input type="text" value="188,000"/> GSF	<input type="text" value="116,600"/> ASF	

Total Project Cost:	<input type="text" value="\$53,000,000"/>	Cost per ASF/GSF:	<input type="text" value="\$282"/> GSF
			<input type="text" value="\$455"/> ASF
Funding Sources(s):	<input type="text" value="\$33,000,000"/>	Certificates of Participation {IC21-33-3-5} *	
	<input type="text" value="\$10,000,000"/>	Auxiliary Revenue Bonds {IC21-35-3}, Repaid by Athletic Television Rights Income	
	<input type="text" value="\$10,000,000"/>	Proceeds of the Sale of University-owned Properties	
	<input type="text"/>		
Estimated Annual Debt Payment:	<input type="text" value="\$3,673,210"/>		
Are All Funds for the Project Secured?	<input type="text" value="Yes"/>		
Estimated Annual Change Cost of Building Operations Based on the Project:		<input type="text" value="\$1,086,640"/>	
Estimated Annual Repair and Rehabilitation Investment:		<input type="text" value="\$795,000"/>	

* Certificates of Participation in a Lease/Purchaes Agreement with the IU Building Corporation, Repaid by Indirect Cost Recovery Funds from Research.

COMMISSION FOR HIGHER EDUCATION

Friday, October 19, 2012

DECISION ITEM A-1:

Doctorate of Health Sciences To Be Offered by Indiana State University at Terre Haute

Staff Recommendation

That the Commission for Higher Education approve the Doctorate of Health Sciences to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on two occasions (June and September). The first discussion resulted in the title of the program changing from Ph.D. in Health Sciences to Doctorate of Health Sciences, which better reflected the nature of the program as a “professional practice” doctorate rather than a “research-scholarship” doctorate. The second discussion by the Committee resulted in a generally favorable review of the program.

Indiana State University indicates that the proposed program will prepare professionals as “educators, researchers, scholars, and leaders.” In discussions with the University, it is clear that majority of students, especially during the early years of offering the program, are expected to either have or be seeking positions as faculty members in health-related fields at comprehensive universities, regional campuses, and community colleges.

Related Programs in Indiana. No Doctorate of Health Sciences program is currently offered by Indiana institutions in the public, non-profit, or proprietary sectors. ISU argues that the proposed D.H.Sc. will appeal to master’s prepared students in a variety of health- and allied health-related fields, some of which have doctoral options for students to pursue in Indiana and some of which do not.

Fields identified by ISU as potentially attracting students, in which doctoral programs are currently available, include nursing, physical therapy, occupational therapy, and social work. In **nursing**, IUPUI offers Indiana’s only Ph.D. program in this field, which graduated ten students per year over the last three years (FY2009-FY2011). Five public university campuses (Ball State, ISU, IUPUI, Purdue West Lafayette, and USI) and two ICI institutions (University of Indianapolis and Valparaiso University) offer Doctor of Nursing Practice

(D.N.P.) programs, but these programs are more oriented to clinical settings. ISU argues that students pursuing the D.N.P. are more oriented to employment in clinical health care settings and will find the educator-leader focus of the D.H.Sc. program less attractive.

Indiana institutions offer four **physical therapy** programs at the doctoral level – two in the public sector (ISU and IUPUI) and two ICI institutions (University of Evansville and University of Indianapolis). The IUPUI Doctor of Physical Therapy (D.P.T.) program has graduated an average of 34 students over the past three years. The ISU D.P.T. program was only approved by the Commission in March 2010, while no data are available for the two ICI programs. ISU also identified the IUPUI Ph.D. in Health and Rehabilitation Sciences as being similar to the proposed D.H.Sc., but that program was only authorized by the Commission in March 2008 and had not yet graduated students as of FY2011. In **social work**, IUPUI offers the only doctoral program in the state; that program graduated an average of two students per year over the last three years.

Fields identified by ISU as potentially attracting students, in which **no doctoral programs** are currently available, include physician assistants, athletic trainers, dietitians, and, in general, all allied health personnel.

Related Programs at ISU In addition to the D.N.P and D.P.T. mentioned above, related graduate programs at Indiana State include the M.S. in Physician Assistant Studies, the M.S. in Occupational Therapy, the M.S. in Nursing, the Master of Social Work, and the M.A./M.S. in Health Sciences.

Demand for the Program The demand for this program is difficult to document, which is reflected in the scarcity of quantitative information presented by the University as evidence for anticipated student and employer demand for the D.H.Sc. In part, this is because there are so few programs like this anywhere in the country. It is also because the program is designed to appeal to students coming from a wide variety of health and allied health fields. To what extent will the appeal be weaker or stronger to students across such diverse fields as nursing, athletic training, and dietetics? Setting aside the largest employer demand, which is expected to come from health-related educational programs, will the program be valued by employers such as hospitals, clinics, school districts, and the Veterans Administration?

With respect to the primary, initial demand for the program – educators in health and allied health programs – the University points to Indiana Department of Workforce Development data, which has projected that the state’s employment of

postsecondary faculty in health specialties to grow from 29,180 to 33,750 during the period 2008-2018, an increase of 4,570 or 16 percent. This mirrors an increase of 17 percent at the national level for the period 2010-2020. These data are for educational programs at all level and do not, of course, reflect the educational preparation of the faculty.

Between FY2009-FY2011, headcount enrollment in undergraduate health and allied health programs in the public sector grew from 34,062 to 41,172, an increase of 7,110 or 21 percent. Given the relatively low student-to-faculty ratio characteristic of health-related programs, it is safe to conclude from the enrollment data that a large number of faculty are employed in these programs. While most of these faculty will not require doctoral degrees, program leaders, department chairs, administrators, and those charged with improving the teaching/learning environment may benefit from doctoral preparation. The question that cannot be answered with precision is how many of these faculty will find this program attractive.

Recent Graduate Health-Related Approvals During the 19-month period between February 2010-August 2011, the Commission approved five health-related graduate programs at ISU – two at the doctoral-professional practice level (Physical Therapy and Nursing Practice) and three at the master’s level (Physician Assistant Studies, Occupational Therapy, and Social Work). The University has indicated that no additional health-related graduate program proposals are currently planned for development.

Supporting Documents

Program Description – Doctor of Health Sciences To Be Offered by Indiana State University at Terre Haute

Program Description

Doctorate of Health Sciences to Be Offered by Indiana State University, Terre Haute, IN

1. Characteristics of the Program

- a. **Campus(es) Offering Program:**
Indiana State University, Terre Haute, IN
- b. **Scope of Delivery (Specific Sites or Statewide):**
Indiana State University, Terre Haute, IN
- c. **Mode of Delivery (Classroom, Blended, or Online):**
Blended
- d. **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**
Two Internships (600 hours)
- e. **Academic Unit(s) Offering Program:**
Department of Applied Health Sciences in the College of Nursing Health and Human Services – The suggested CIP Code for the new program is 51.0000: Health Services/Allied Health/Health Sciences, General. The code is defined as follows: A general, introductory, undifferentiated, or joint program in health services occupations that prepares individuals for either entry into specialized training programs or for a variety of concentrations in the allied health area. Includes instruction in the basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations (National Center for Education Statistics, 2010).

2. Rationale for the Program

- a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**
 - **Why is the institution proposing this program?**
 - The Doctorate of Health Sciences (D.H.Sc.) program is distinguished by its interdisciplinary approach to graduate study. The program will prepare practicing health care professionals to assume leadership roles in academic and/or clinical and research settings. The degree will also prepare graduates to develop and implement solutions to the health issues of our society and to teach in academic and clinical/community settings. The mission of the D.H.Sc. program is to prepare professionals from health and related fields as educators, researchers, scholars and leaders. They will solve problems creatively, utilizing advanced technologies, basic principles of ethics, and cultural sensitivity to address state, national and global health problems.

The Doctorate of Health Sciences program will serve professionals with a Master of Science in health and related fields with a desire to work in higher education, research oriented centers and clinical/community settings. This program will attract nurse educators, physician assistants, physical and occupational therapists,

social workers, athletic trainers, dieticians, and master level professionals who after working in the health care fields for a variable length of time also want a D.H.Sc. degree to teach and conduct research at higher learning institutions or advance their careers. This interdisciplinary approach will bring together a mix of health professionals with different backgrounds that will broaden the knowledge of all and promote collaborations among health professionals. Regardless of age, gender or ethnicity, we intend to attract those persons wanting to serve their community as educators, researchers, scholars and leaders in the health sciences. To that end we will make a concerted effort to attract and accept a diverse student body population.

Academic program offerings at Indiana State University are based on our institutional mission, state and national workforce needs, student interest, and faculty support. The special identity for Indiana State University is to be noted for a tradition of strong community engagement and service learning. Indiana State University is one of the founding partners of the Rural Health Innovation Collaborative (RHIC). The RHIC represents a unique opportunity to align the resources and strategic directions of several Indiana institutions to address the challenge to improve health services in rural and underserved communities. The D.H.Sc. program will prepare graduates to develop and implement solutions to health issues of our society and to teach in academic and clinical settings.

- **How is it consistent with the mission of the institution?**
 - The Doctorate of Health Sciences is based on the ISU mission, which states “Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world” (Indiana State University, 2008). The research project and internship courses will actively involve the students with their communities through meaningful service.

- **How does this program fit into the institution’s strategic and/or academic plan?**
 - Indiana State University has been preparing for a growth stage through the vetted process of program prioritization and strategic planning. ISU has cut majors, cut courses, and revamped general education. The University with new leadership is now ready to enter into a new phase of carefully planned expansion to address market needs. Supporting the D.H.Sc. will provide an avenue to meet the above mentioned goals and to also develop health professionals as educators, leaders, and researchers. The benefits of additional doctors of Health Sciences will enhance the University’s abilities in teaching, research, and service while addressing a state and nationwide workforce shortage.

- **How does this program build upon the strengths of the institution?**
 - The interdisciplinary approach of the D.H.Sc. program “pulls” from the strength of established graduate courses offered at ISU minimizing the impact on

department faculty loads and the need for additional faculty lines. The program uses a cohort approach, enhancing student support and interaction with faculty and mentors. The program will draw candidates from several health disciplines. An interdisciplinary cohort will bring together a mix of health professionals with diverse backgrounds that will broaden the knowledge of all and continue to promote existing collaboration among health professionals. This practice is consistent with the College of Nursing, Health and Human Services' focus on interprofessional education. There is a strong teaching and research emphasis in the program course work. In addition, the program meets an important need in our own college among new faculty or recent health professional graduates such as nurse educators, physician assistants, physical and occupational therapists, social workers, athletic trainers, and master level, looking for career advancement.

b. State Rationale

- **How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?**
 - Completion - This program is designed for both full-time and part-time graduate students. The D.H.Sc. program will serve professionals with a Master's degree in health and related fields with a desire to work in higher education, health research oriented centers and clinical settings. These students will enter the program from the diverse disciplines in the allied health professions. The Doctorate of Health Sciences will require 66 post- master's graduate credit hours and a total of 600 hours of supervised internship or clinical experience. The core courses consist of 42 credit hours divided in three major areas: health, teaching and research core courses. Typically full-time students will complete the program in three to four years and part-time students in five to six years.
 - Productivity - The interdisciplinary approach of the D.H.Sc. program "pulls" from the strength of established graduate courses offered at ISU minimizing the impact on department faculty loads and the need for additional faculty lines maximizing efficiency. The addition of a D.H.Sc. may also significantly impact and enhance collaborative research among allied health professionals within the college. Funding opportunities may also be enhanced due to collaborative inter-professional research efforts. The graduate scholarly projects will also expand the knowledge, education, and application of the health sciences.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- **Is the program serving a national, state, or regional labor market need?**
 - The primary geographic region to be served by the ISU- D.H.Sc. program is Indiana and the Mid-western United States. The program meets an important need on decreasing health care educator worker

shortages. Recent health professional graduates such as nurse educators, physician assistants, physical and occupational therapists, social workers, dieticians, and athletic trainers may complete the D.H.Sc. to teach and conduct research at higher learning institutions or advance their careers.

ii. Preparation for Graduate Programs or Other Benefits

- **Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?**
 - This program offers a terminal degree (D.H.Sc.). This program does not prepare students for entry into graduate or professional schools. Higher learning institutions, clinics, hospitals, public health clinics, non-profit agencies, school districts, private industry and Veterans Administration are some of the potential employers. Doctors in Health Sciences are in demand throughout every state. These graduates will have the evidence based practice and leadership to be change agents in any agency and/or community. They will look at new and better ways to create health care delivery systems meeting the needs of their particular population.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- **Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?**
 - According to *High-wage, High-demand Occupations 2008-2018* provided by the Indiana Department of Workforce Development (2012) the state of Indiana is projected to have 508 new positions for postsecondary health specialties teachers.
 - Long term occupational projections by the Indiana Department of Workforce Development (2012) indicate a growth of 15 to 20% for health care services providers.

iv. National, State, or Regional Studies

- **Summarize any national, state, or regional studies that address the labor market need for the program.**
 - According to America's Career Information Network (2012) the employment trends from 2010 to 2020 for postsecondary health specialties teachers in Indiana will be equal to the U.S., 16% growth and 17% growth, respectively. Based on data from the U.S. Bureau of Labor Statistics (2012) the projected growth for postsecondary health specialties teachers, primarily doctorate, will be as fast as average.

Doctorate recipients should experience the best job prospects. A 14 to 17% growth in demand is expected from 2010 to 2020 (U.S. Bureau of Labor Statistics, 2012).

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

- **Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.**
 - According to <http://www.job-search-engine.com> there are more than 750 jobs posting for doctorate in health sciences (Ph.D. and D.H.Sc.) in the United States, with 20 of them in Indiana.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
 - Two new faculty tenure/tenure track nine-month positions have been requested for the program, one to start the first year (Fall 2013) and one to start the second year (Fall 2014). One of the faculties must have a proven research platform and be able to mentor students in research methods. The program will also utilize current faculty and staff from at least five different departments at ISU and utilize available resources and faculty from the College of Nursing, Health, and Human Services.
 - The department has seven full-time faculty for the Health Sciences program.
 - The D.H.Sc. program will require six new courses that will be housed in the Department of Applied Health Sciences. These courses are: AHS 815 – Teaching in the Health Professions, AHS816 – Proposal and Grant Writing, AHS 818 – Research Methods, AHS 821 – Internship or Clinical Experience I, AHS 822 – Internship or Clinical Experience II, and AHS 899 – Dissertation.
 - The D.H.Sc. program will require 11 existing courses from five different departments at ISU. These courses are: CIMT 611 - Measurements and Evaluation in Education, CIMT 620 – Instructional Design, CIMT 660 – Curriculum Fundamentals, EPSY 620 – Foundations of Qualitative and Quantitative Research, EPSY 712 – Statistical Inference, EPSY 713 – Multivariate Statistics and Advance Research Design, NURS 822 – Organizational Informatics, NURS 842 – Health Policy Leadership, PHTH 841 – Health Care Systems, AHS 612 – Epidemiology, and AHS 617 – Health Behavior Theories. The CIMT courses are from the Curriculum, Instruction, and Media Technology Department and the courses are offered at least once a year.

The EPSY courses are from the Communication Disorders and Counseling, School and Educational Psychology Department and the courses are offered at least once a year. These courses are part of the new Doctor of Nursing Practice program. The PHTH course is from the Applied Medicine and Rehabilitation Department and is part of the new Doctor of Physical Therapy program. The HLTH courses are from the Department of Applied Health Sciences and are offered at least once a year.

ii. Facilities

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

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

- **Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.**
 - At this time we do not foresee that this program will have an impact in capital cost or purchasing of equipment.

b. Support

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

- **Summarize what reallocation of resources has taken place to support this program.**
 - Two new faculty tenure/tenure track ten-month positions have been requested for the program, a program director to start the first year (Fall 2013) and one to start the second year (Fall 2014). One of the faculties must have a proven research platform and be able to mentor students in research methods. The program will also utilize current faculty and staff from at least five different departments at ISU and utilize available resources and faculty from the College of Nursing, Health, and Human Services.
 - The new faculty lines will be funded from a combination of funding from reallocated positions and retiring faculty positions.
- **What programs, if any, have been eliminated or downsized in order to provide resources for this program?**
 - No programs have been eliminated to provide resources for this program.

ii. Special Fees above Baseline Tuition

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

- A \$500 course fee for each of the internship/clinical experiences is needed. This fee may be used for educational resources, adjunct faculty, and travel related to student supervision at internship or clinical sites. Any distance course will have a \$50 fee access by Indiana State University.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

- Currently there are no Doctorate of Health Sciences programs in the state of Indiana. The University of Indianapolis offers a Doctor of Health Science for Occupational Therapy and Physical Therapy. A Ph.D. in health and rehabilitation sciences program is offered by Indiana University Purdue University in Indianapolis (IUPUI). Indiana University offers a Ph.D. in Health Behavior with various concentrations in the Department of Applied Health Science.

ii. Related Programs at the Proposing Institution

- B.S. in Health Sciences with five concentrations: Public Health, Health Administration, Health Psychology, Environmental Health, and School Health.
- M.S. in Health Sciences with two concentrations: Public Health and Public Health Nutrition.
- Coordinated Program in Dietetics with B.S. and M.S. degree.
- Nursing: B.S., M.S., and RN programs.
- The bachelor degree in Health Sciences at Indiana State University currently has more than 125 students enrolled and the M.S. in Health Sciences has 25 students. This new program will attract new students to both the bachelor and Master's in health sciences programs.

b. List of Similar Programs Outside Indiana

- **If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:**
 - The University of Wisconsin-Milwaukee offers a Ph.D. in Health Sciences. Midwestern University at Downers Grove, Illinois offers a Doctor of Health Science (D.H.S.) degree. The following Universities offer a Doctor of Health Science degree: A.T. Still University, Arizona, and NOVA Southeastern University, Florida.

- Typically full-time students will complete the program in three to four years and part-time students in five to six years.

b. Exceeding the Standard Expectation of Credit Hours

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

c. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master.**
 - The outcomes for the D.H.Sc. program include students' ability to:
 - Communicate and collaborate with the health care team to facilitate the attainment of common goals and to advance the scientific bases of knowledge in the health profession via ongoing research and scholarship;
 - Perform duties in a manner sensitive to diverse racial, ethnic, gender, religious, and other social groups by integrating basic principles of ethics and cultural sensitivity within all professional and interpersonal activities;
 - Analyze critically and solve a variety of clinical, cultural, psychosocial, and/or managerial problems;
 - Demonstrate competency in oral, written and electronic modes of communication, using both scholarly and technical formats;
 - Design and provide quality instruction in the academic and/or clinical setting;
 - Function in a leadership role in the academic and/or clinical and research setting;
 - Design, conduct, defend and disseminate original scholarly work to generate knowledge in the health sciences.

d. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
 - The Department of Applied Health Sciences extensively reviews student outcomes. These evaluation procedures will be applied to the D.H.Sc. program and include: student course evaluation; peer faculty evaluations; preceptor

evaluation of student (internship sites); student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.

- Evaluation forms will be adapted to include specific the D.H.Sc. program outcomes. The department faculty will review evaluation results and make necessary curriculum changes.
- In addition, the D.H.Sc. program will incorporate the Assurance of Student Learning assessment process required by the College of Graduate and Professional Studies at Indiana State University. The Assurance of Student Learning includes five learning outcomes required for all Masters and Doctoral programs that map to the Indiana State University mission and values statements:
 - Students demonstrate professional communication proficiencies.
 - Students engage in and meaningfully contribute to diverse and complex communities and professional environments.
 - Students recognize and act on professional and ethical challenges that arise in their field or discipline.
 - Students achieve mastery of the knowledge required in their discipline or profession.
 - Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

This process will enable the program to reflect on and discuss the overall quality of the students learning experience and to identify strategies (curricular and co-curricular) for program improvement.

e. Licensure and Certification

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

- **State License:**
- **National Professional Certifications (including the bodies issuing the certification):**
- **Third-Party Industry Certifications (including the bodies issuing the certification):**
 - Currently there are no licensures or certifications incorporated in the Doctorate of Health Sciences program.

f. Placement of Graduates

- **Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.**
 - Higher learning institutions, clinics, hospitals, public health clinics, non-profit agencies, school districts, private industry and Veterans Administration are some of the potential employers. Doctors in Health Sciences are in demand throughout

every state. These graduates will have the evidence based practice and leadership to be change agents in any agency. They will look at new and better ways to create health care delivery systems meeting the needs of their particular population.

g. Accreditation

- **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.**
 - There is no specific accreditation body for D.H.Sc. programs.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System**
 - See table 1
- **Report a table for each campus or off-campus location at which the program will be offered**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**
- **Degree Conferred**
 - Students who complete the program will be awarded the Doctorate of Health Sciences (D.H.Sc.).

7. References

America’s Career Information Network (2012). *Health specialties teachers, postsecondary: Indiana*. Retrieved from http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=251071&id=1&nodeid=2&stfips=18&search=Go

Indiana Department of Workforce Development (2012). *High-wage, high-demand occupations 2006-2016*. Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=60&page_path=&path_id=&menu_level=smenu1&panel_number=2&view_number=2

Indiana Department of Workforce Development, Research and Analysis (2012). *Long term occupational projections*. Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu4&panel_number=2

Indiana State University. (2008). *Special emphasis self-study*. Retrieved from <http://irt2.indstate.edu/nca2010/assets/pdf/se/SETalkingPoints.pdf>

National Center for Educational Statistics (2010). *Classification of Instructional Programs*, 2010 edition. Retrieved from <http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=Health,Sciences&sw=1,2,3&ct=1,2,3&ca=1,2,5,3,4>

U.S. Bureau of Labor Statistics (2012). *Occupational Outlook Handbook*, 2011-10 edition. Retrieved from <http://www.bls.gov/oco/ocos066.htm#outlook>

Table 1 Projected Headcounts and FTE Enrollments

Campus: Indiana State University
 Program: Doctorate of Health Sciences
 Date: September 11, 2012

	Total Year 1 FY 2013-2014	Total Year 2 FY 2014-2015	Total Year 3 FY 2015-2016	Total Year 4 FY 2016-2017	Total Year 5 FY 2017-2018
A. FULL-TIME EQUIVALENTS (FTE's)					
1. FTE's generated by Full-Time Students	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
2. FTE's generated by Part-Time Students	<u>6</u>	<u>12</u>	<u>18</u>	<u>21</u>	<u>24</u>
TOTAL	<u>12</u>	<u>24</u>	<u>36</u>	<u>39</u>	<u>42</u>
B. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	<u>6</u>	<u>12</u>	<u>18</u>	<u>18</u>	<u>18</u>
2. Part-time students	<u>12</u>	<u>24</u>	<u>36</u>	<u>48</u>	<u>60</u>
TOTAL	<u>18</u>	<u>36</u>	<u>54</u>	<u>66</u>	<u>78</u>
C. PROGRAM COMPLETIONS	<u>0</u>	<u>0</u>	<u>6</u>	<u>6</u>	<u>18</u>

CHE Code: 11-18
 Campus Code: 9563
 County: Vigo
 Degree Level: Doctorate
 CIP Code: Federal – 51.0000; State – 51.0000

COMMISSION FOR HIGHER EDUCATION

Friday, October 19, 2012

DECISION ITEM B: Capital Project for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: McNutt North (Bordner) Quad Restroom Renovation - Phase VI - \$2,160,000
- Indiana University – Bloomington Campus: Forest Quad Interior Renovations and Code Improvements - \$5,600,000
- Indiana University – Bloomington Campus: Optometry Renovation - \$2,200,000
- Indiana University – Bloomington Campus: SPEA Plaza Renovation – Phase II - \$3,000,000
- Purdue University – West Lafayette Campus: Harrison Residence Hall Bathroom Renovation – Phase II - \$3,015,000
- Purdue University – West Lafayette Campus: Math Sciences Plaza and Utility Tunnel Waterproofing and Repairs - \$3,350,000

Background

Staff recommends the following capital project be recommended for approval in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, October 19, 2012

Background Information on Capital Projects on Which Staff Proposed Expedited Action
October 19, 2012

A-1-13-2-06 Indiana University – Bloomington Campus: McNutt North (Bordner) Quad Restroom Renovation - Phase VI
Project Cost: \$2,160,000

The Trustees of Indiana University request authorization to proceed with the renovation of restrooms and a roof replacement in the Bordner Wing of McNutt Residence Hall at the Bloomington campus. The restroom facilities at the McNutt residence hall are nearly 40 years old and are in need of renovation to bring the amenities up to current standards. The renovation includes new restrooms and showers for students living at McNutt and will provide for better accessibility options not current available in the restrooms. This is the last phase of the restroom renovation project at McNutt and is considered part of the long-term capital plan of the residence halls at the Bloomington campus. The project is estimated to cost \$2,160,000 and will be funded through Residential Programs and Services dedicated funds.

A-1-13-2-07 Indiana University – Bloomington Campus: Forest Quad Interior Renovations and Code Improvements
Project Cost: \$5,600,000

The Trustees of Indiana University request authorization to proceed with an interior renovation and code improvements at the Forest Residence Hall at the Bloomington campus. The interior renovation includes the redecorating of 555 rooms with new paint, carpet and new finishes which are in need of being updated. In addition, a new fire alarm system will be installed in both towers at Forest to bring the facility up to code to provide a safe environment for residents. Forest Residence Hall was built in 1965 and is one of the more heavily used residence halls on campus. This renovation is part of a larger renovation project at Forest that is expected to start in 2022-23. This renovation and code improvement is considered part of the long-term capital plan of the residence halls at the Bloomington campus. The project is estimated to cost \$5,600,000 and will be funded through Residential Programs and Services dedicated funds.

A-1-13-2-17 Indiana University – Bloomington Campus: Optometry Renovation
Project Cost: \$2,200,000

The Trustees of Indiana University request authorization to proceed with the renovation of two floors located in the Optometry Building at the Bloomington campus. The renovation will re-task roughly 20,000 gross square feet of space to provide students with study and lounge space, a student library and modify current lab and classroom space to promote student team and lab-to-lab collaboration. In addition, the renovation will upgrade mechanical systems, plumbing, telecommunications, fire alarms and sprinkler systems to bring the renovated area of the building up to code. The project is estimated to cost \$2,200,000 and will be funded through Campus Repair and Rehabilitation funds (\$850,000) which are derived from mandatory student fees, and Campus Renovation Fund (\$1,350,000).

**A-1-13-2-18 Indiana University – Bloomington Campus: SPEA Plaza Renovation – Phase II
Project Cost: \$3,000,000**

The Trustees of Indiana University request authorization to proceed with the renovation of the plaza area located near the School of Public and Environmental Affairs (SPEA) building at the Bloomington campus. Phase II renovation of the SPEA Plaza include removing paving stones, planter beds, plants and soils and replaces the roofing membrane systems to provide for better protection of the SPEA building against water leaks and other outside elements. New paving stones and places for new landscaping in controlled areas of the plaza will be installed. Currently, due to the integrity of the current membrane system failing, water is leaking into the SPEA facility, causing damage to interior ceilings, walls and flooring. This leaking has resulted in mold and dampness in some classroom, preventing them from being used by students and faculty. The SPEA building and plaza was originally built in 1982. The project is estimated to cost \$3,000,000 and will be funded through Campus Repair and Rehabilitation funds which are derived from mandatory student fees.

**B-1-12-2-07 Purdue University - West Lafayette: Harrison Residence Hall Bathroom Renovation Phase II
Project Cost: \$1,800,000**

The Trustees of Purdue University requests authority to proceed with the renovation of Harrison Residence hall on the West Lafayette campus. The project calls for the renovation and reconfiguration of bathrooms on floors 1 through 5 in Harrison Residence Hall south tower to allow for greater privacy, updating appearance and improved marketability. Current bathroom facilities in Harrison are 50 years old and in need of renovation, which will include the gutting and replacement of all infrastructure and finishes, resulting in 25% more space in the restroom areas. The renovation of the Harrison Residence Hall bathrooms is a 9 phase project encompassing university residence high right H-Hall bathrooms. The estimated cost of the project is \$3,015,000 and will be funded through Housing and Food Services funds which are derived from student room and board fees.

**B-1-13-2-14 Purdue University – West Lafayette Campus: Math Sciences Plaza and Utility Tunnel Waterproofing and Repairs
Project Cost: \$3,350,000**

The Trustees of Purdue University request authorization to proceed with the renovation of the infrastructure and utilities located at the Math Sciences Plaza at the West Lafayette campus. The project will repair and upgrade various utility infrastructures on campus related to waterproofing utility infrastructures below ground level, structural repairs and waterproofing of utility tunnel systems and various water line replacements. Due to the expansion of load and building demands on campus, maintaining and improving utility infrastructure are vital to the operating of the campus. These improvements are part of the long term capital plan of the campus. In addition, The Math Sciences building houses major technology investments that need protection against aging utility infrastructure. The project is estimated to cost \$3,350,000 and will be funded through Repair and Rehabilitation University General funds (\$2,950,000) which are derived from mandatory student fees and operational savings and University Funds Central Reserves (\$400,000) which are derived from interest income.

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. ISU	Doctorate of Health Sciences	05/12/2011	On October agenda for action.
2. IU-Northwest	B.S. in Dental Hygiene	01/04/2012	Under CHE review.
3. IU Kokomo	Bachelor of Applied Science	02/29/2012	IU and CHE staff are discussing a revised proposal.
4. IU East	Bachelor of Applied Science	02/29/2012	IU and CHE staff are discussing a revised proposal.
5. IU East	M.A. in English	02/29/2012	Awaiting proposal in new format.
6. IU Kokomo at Kokomo	B.S. in Hospitality and Tourism	07/05/2012	Awaiting proposal in new format.
7. IU through its IUPUI campus	Ph.D. in Health Communications	07/05/2012	Awaiting proposal in new format.
8. Purdue Univ. through the IUPUI Campus	B.S. in Technical Communication	07/26/2012	Under CHE review.
9. ISU-Statewide via Dist. Educ. Tech.	M.Ed. in Elementary Education	09/20/2012	Under CHE review.
10. ISU-Statewide via Dist. Educ. Tech.	Ph.D. in Educational Administration	09/20/2012	Under CHE review.

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INFORMATION ITEM B: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

None.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

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INFORMATION ITEM C: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-1-08-1-22 Indiana University Bloomington
International Studies Building
Project Cost: \$53,000,000
Submitted the Commission on October 1, 2012

The Trustees of Indiana University requests authority to construct the International Studies Building at the Bloomington Campus of Indiana University. The project will provide a single location of various international centers, institutes, and study programs currently located throughout the Bloomington campus. The facility is roughly 188,000 gross square feet and will free up current space for renovation and repurposing. The project would be funded through borrowing, athletic television revenues and proceeds from the sale of land, totaling \$53 million.

STATUS: The project is being under review by the Commission.

A-7-09-1-09 Indiana University Northwest
Tamarack Hall Replacement and Ivy Tech Community College – Northwest
Project Cost: \$45,000,000
Submitted the Commission on January 21, 2011

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-2-09-1-10 Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of

the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-4-09-1-21

Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000
Submitted to the Commission on October 29, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project was recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

C-1-07-2-01

Indiana State University
Renovation of Life Science/Chemistry Lab Phase II
Project Cost: \$4,500,000
Submitted to the Commission on March 22, 2012

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is \$4,500,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is currently under review by Commission staff.

D-1-05-1-02

Ball State University
Boiler Plant Project (Revised)
Project Cost: \$3,100,000
Submitted to the Commission on February 1, 2011

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 General Assembly bonding authority.

STATUS: The project is being held by the Commission until funds are identified to support the project.

STATUS: The project is being held by the Commission for further review by staff.

F-0-08-1-03

Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$20,350,000
Submitted to the Commission on February 12, 2011

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

F-0-12-1-02

Ivy Tech Community College of Indiana
Indianapolis Fall Creek Expansion – Phase III (Final Phase)
Project Cost: \$23,098,100
Submitted to the Commission on March 21, 2012

The Trustees of Ivy Tech Community College of Indiana seeks authorization to proceed with the final phase of the Indianapolis Fall Creek Expansion project. The final phase of the project will include: upgrade to infrastructure (HVAC, plumbing, electrical, safety and code compliance); the build out of three floors of the Ivy Tech Corporate College and Conference Center for a Center for Instructional Technology; and additional classrooms, labs, offices and student support. The expected cost of the project is \$23,980,100 and would be funded from 2007 General Assembly bonding authorization. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

III. LEASES

None.