

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