



REACHING HIGHER, ACHIEVING MORE



AGENDA

MATERIALS

December 11, 2014

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INDIANA *for* COMMISSION
HIGHER EDUCATION



COMPLETION



PRODUCTIVITY



QUALITY

DECEMBER COMMISSION MEETING AGENDA

Thursday, December 11, 2014

HOTEL ACCOMODATIONS

Drury Inn
9320 Michigan Road
Indianapolis, IN 46268

COMMISSION MEETING LOCATION

Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street, Indianapolis, IN 46208

WORKING SESSION & BREAKFAST

9:00 A.M. – 11:30 A.M.
Corporate College and Culinary Center
Conference Center, Room 119/121

CALL IN INFORMATION:

(605) 475-4700

PARTICIPANT PIN: 230295#

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- EARN Indiana Update
- National Guard/CVO Grant Update
- Strategic Plan 2015
- 3rd Floor Update
- Certificates and the Big Goal
- SFA Annual Report
- Committee Report Outs

COMMISSION MEMBER LUNCH
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Room 108

Lunch Guest
Tom Snyder
President

STAFF LUNCH
11:45 A.M. – 1:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 119/121

COMMISSION MEETING
1:00 P.M. – 4:00 P.M.
Corporate College and Culinary Center
Conference Center, Room 118/120

CALL IN INFORMATION:
(605) 475-4700

PARTICIPANT PIN: 230295#

WiFi INFORMATION:
IvyGuest

- I. Call to Order – 1:00 P.M. (*Eastern time*)**
 - Roll Call of Members and Determination of Quorum**
 - Chair’s Remarks**
 - Commissioner’s Report**
 - Consideration of the Minutes of the November 13, 2014 Commission meeting 1**

- II. Public Square**
 - A. Student Service Members and Veterans in Higher Education 13
 - 1. Scott Campbell, Vice President for Higher Education, Council for Adult and Experiential Learning (CAEL)
 - 2. Cindy Rathunde, Manager of Veterans Initiatives and Special Projects, Council for Adult and Experiential Learning (CAEL)
 - 3. Matt Schwartz, Military Education Program Director, Vincennes University
 - 4. Margaret Baechtold, University Military and Veterans Services Coordinator, Indiana University
 - 5. Matt Springer, Disabilities Services Coordinator, Indiana University Southeast

III. Business Items

A. Resolution Recognizing the Value of Student Servicemembers and Veterans..... 15

B. Academic Degree Programs for Expedited Action 19

 1. Bachelor of Science in Architectural Engineering Technology to be offered by
 Indiana State University

C. Academic Degree Programs for Full Discussion

 1. Doctor of Athletic Training (DAT) to be offered by Indiana State University..... 23

D. Capital Projects for Full Discussion

 1. Indiana University – School of Public and Environmental Affairs Renovation
 and Expansion 47

 2. Indiana University – Read Hall Renovation – Phase II 59

E. Ninth Amendment to the 101 West Ohio Street Lease Agreement 69

IV. Information Items

A. Proposals for New Degree Programs, Schools, or Colleges Awaiting
 Commission Action 71

B. Requests for Degree Program Related Changes on Which Staff Have Taken
 Routine Action 73

C. Capital Projects Awaiting Action..... 75

D. Media Coverage 77

E. Calendar of Upcoming Meetings of the Commission 87

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **February 12, 2015, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, November 13, 2014

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University-Purdue University Indianapolis, Campus Center, 420 University Boulevard, Indianapolis, IN 46204 with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Sarah Correll, Susana Duarte de Suarez, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, John Popp, and Caren Whitehouse.

Members Absent: Jon Costas

CHAIR'S REPORT

Chairman Bland began his remarks with an expression of thanks. On behalf of the Commission, Mr. Bland thanked IUPUI leadership for hosting the campus tour and reception the previous night, and for hosting the meeting today. He invited Dr. Charles Bantz, IUPUI Chancellor, to give welcoming remarks. Chancellor Bantz welcomed the Commission to IUPUI and thanked the Commission for their support of improving success in graduation rates. Dr. Bantz thanks the Commission members for their service and great commitment to the State of Indiana. Mr. Bland responded by congratulating IUPUI on their continued success.

Mr. Bland welcomed Chris LaMothe back to the Commission. He provided a brief background on Mr. LaMothe, stating that he served in an At-Large seat in the past but is now serving as the Commission's 5th Congressional District representative. Mr. LaMothe is currently Executive Vice President of the Transportation and Industrial Sector for Element Materials Technology. Previously, Mr. LaMothe served as the President and CEO of the Indiana Chamber of Commerce, including serving as Chairman of the new *Economic Vision 2025*. He added that Mr. LaMothe has a passion for higher education and the Commission is delighted to see him rejoin the membership. In response, Mr. LaMothe stated that he is delighted to be back.

Mr. Bland said, as he had mentioned at the previous meeting, the issue of sexual assault and sexual violence on college campuses has a heightened focus as we head into legislative session. The Commission, in partnership with Representative Brooks, hosted a meeting at Ivy Tech Central campus on October 20th concerning these issues. Mr. Bland told the Commission members that this conversation is only beginning with Indiana institutions and that they will continue to address this issue in the Commission's Public Square discussion today concerning "quality of life on campus." Mr. Bland said that this is not necessarily a male or female issue but rather an issue of humanity. As the Commission, he said it's their moral responsibility to raise the issues and make sure everyone knows that they care about the issue, the students and the holistic experience of the students.

Finally, Mr. Bland announced that after this meeting, Sarah Correll will be chairing the second meeting of the Student Completion Council. He emphasized that it is a testament to the dedication of these students that many have joined us for the Commission meeting today. He said the meeting will take place in the same room as the Commission meeting and encouraged everyone to stay and be a part of that discussion as well. He said he had the privilege of observing the last meeting of the council in September and it is both inspiring and instructive to hear the thoughts and ideas of these students.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report discussing how leading up to a budget legislative year is always a busy time at the Commission. Ms. Lubbers says that the entire staff pitches in at some level, but gave a special thanks to Matt Hawkins, the Commission's Chief Financial Officer, the Finance Team and to Sarah Ancel, the Commission's Legislative Director, for the excellent work product they are bringing to the Commission today for consideration. Ms. Lubbers stated that she really believe this process was better this year than ever – with streamlined, clear directions to institutions and a transparent process to compile the Commission's recommendations.

Ms. Lubbers announced that joining the Commission for her first meeting is the Commission's new Assistant Office Coordinator, Joan Gabig. Ms. Lubbers said that she has hit the ground running and will be a great addition to the Commission's work. While Yevgeniya will be missed, her shoes have been filled with a very capable person. A graduate of IUPUI, she has experience in health care, customer service, and is well trained in technological fields. Ms. Lubbers said they are delighted to have her on board. Ms. Lubbers also extended a welcome to Chris LaMothe and expressed excitement that he would be spending an additional tenure with the Commission.

Ms. Lubbers continued by saying that the Commission will recall the resolution that was passed establishing a statewide goal of cutting the completion gap in half by the year 2018 and eliminating it by 2025. She recognized that the Commission knows this is a heavy lift, but announced the Commission is reaching out to the minority community to partner with them in this important work. On October 14th, she met with the NAACP to present data and policies related to improving college success in the African-American community. She said that, again, this year she will be serving as a co-chair for next month's Masked Ball, the annual fundraising event for the UNCF. The national UNCF chair, Michael Lomax, spoke at the Commission meeting when the Commission adopted the achievement gap resolution.

Ms. Lubbers reported that the previous morning she provided opening remarks for the 2014 Indiana Latino Education Summit, the first annual convening to bring together students, advocates and parents to provide information and support focused on increasing completion rates for Latino students. The theme of the meeting was Solutions that Work. The event was sponsored by the Indiana Latino Institute which is the oldest Latino statewide nonprofit organization serving Latino Hoosiers. Ms. Lubbers shared data from the Commission's Completion Reports and the Commission's commitment to partner with them to improve the college going and success rates of Latino students.

Ms. Lubbers wanted to let the Commission know the staff is beginning to frame the process to develop an updated strategic plan. *Reaching Higher* was adopted in 2008 and updated in 2012 as *Reaching Higher, Achieving More*. It is the Commission's recommendation that it be updated again by the fall of 2015 to reflect the changing landscape of higher education.

Ms. Lubbers concluded by stating that those members who have served on the Commission for a while know that the Commission and members of the General Assembly have been considering the role and governance structure of regional campuses. In a more targeted way, PolicyAnalytics was commissioned by the Northeast Indiana Regional Partnership to develop an analysis of the issues related to the roles and governance of IPFW. She commended to the Commission members the reading of that report which can be found on the Commission website. The study offers recommendations around the areas of degree production, funding, regional/employer involvement and governance. This work continues and may be reflected in the legislative initiatives in the upcoming session.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2014 COMMISSION MEETING

R-14-08.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the October, 2014 regular meeting (Motion – Murphy, second – Hubbard, unanimously approved)

II. PUBLIC SQUARE

A. Quality of Life on Campus

In his introductory comments, Chairman Bland reminded the Commission members that over the past few months, the Commission has generated a discussion on the issues of campus safety and sexual violence on college campuses. The Commission continues this discussion with a Public Square focused on Quality of Life on Campus.

Mr. Bland introduced the panelists joining the Commission meeting: State Representative Christina Hale; Rachel Green, Senior Advisor of the Culture of Care at Indiana University Bloomington; Alys Rollock, Vice President for Ethics and Compliance at Purdue University; and Claire Aigotti, General Counsel at Butler University. Commissioner Lubbers was moderating the panel discussion.

Commissioner Lubbers thanked Mr. Bland and began the discussion by stating that the Commission has already made a strong commitment to addressing this national issue. She said the Commission has spent a lot of time focusing on academic quality and, as encouraged by Chairman Bland, has extended this to a discussion to quality of life.

Ms. Lubbers said that campus safety is very important if students are going to be successful, and that a lack of campus safety could actually get in the way of persistence or completion from college campus. She mentioned that Indiana's colleges and universities have been addressing these issues in various ways and have brought them to the Commission's attention.

Ms. Lubbers stated that the Commission cosponsored a convening with Representative Susan Brooks on October 20, 2014, bringing together over 20 colleges and universities in the state, to discuss a bipartisan piece of legislation, in which Representative Brooks is a co-chair, which is working its way through Congress. She said that this session will help determine the gaps in this area, if these

gaps are being addressed at the Federal and/or the institutional level, and if there is a need a need for state policy to address these issues.

Ms. Lubbers thanked the panelists for joining the discussion and began by asking Representative Hale to speak to the work being done in this area and why she takes interest in this issue.

Representative Hale began by expressing her gratitude to the Commission and its leadership on this issue, stating that she sees Indiana as taking the first steps to create a statewide model for this nationwide problem. Representative Hale provided background information on this issue; according to the Center for Disease Control (CDC), 1 in 6 high school age girls have been raped or sexually assaulted before they enter the higher education system with an untold number of boys, rating Indiana second worst in the nation. Representative Hale said that although the legal definition of rape in Indiana has been updated as part of the Criminal Code Revision bill enacted on July 1 of this year, the minimum sentencing guidelines for rape crimes was also lowered, and this is a concern she along with several colleagues in the Statehouse are addressing in upcoming legislation. She stated that there are differences between forms of rape, sexual assault, date rape, random acts of violence, child molestation and incest, and that these are complicated issues that can impact a student before they enter the higher education system.

Representative Hale said that last year an amendment was made to Senator Jim Merritt's Lifeline Bill, and the Lifeline Law, to include incidents of sexual assault, so that students may report these crimes be indemnified from legal ramifications. This is in the attempt to break down the barriers of reporting because these crimes are probably underreported. She said another portion of this bill involved a study being conducted in the field right now led by Dr. John Parrish Brown from IUPUI. Dr. Brown is the study Director and cofounder of the IUPUI School for Public Global Health Communications. The study will address that types crimes that should be include in issues of sexual assault, with a focus on the role of new emerging technology, which they added into the bill. She said Indiana laws do not properly address crimes committed with emerging technology, and is a concern since so many people have access to cameras, video players, social media sites, and other forms of technology that serve as a platform for sexual trafficking, human trafficking, blackmail between students, and sexual blackmail. She emphasized that there is still so much unknown information at this point, and they hope this study will provide more information so that we can create best practices in our State to better address these issues.

Representative Hale said that one of the issues that seemed to be a concern among everyone at the October 20th convening that that Indiana lacks a definition of consent, and she along with several colleagues in the Statehouse are considering this issue as well as the lowered the minimum sentencing guideline for rape.

Commissioner Lubbers thanked Representative Hale for her comments and asked Ms. Green to describe the work of Culture of Care on Indiana University Bloomington's campus and provide her thoughts about bystander training.

Ms. Green explained that she is one of the Senior Advisors of the Culture of Care, a student led, staff supported initiative, with four focus areas, one of which is sexual wellbeing which really focuses on sexual assault prevention and response efforts from a student perspective. The other areas Culture of Care focuses on are respect, mental health awareness and drug and alcohol awareness, though the primary focus is bystander intervention. Through their 90

minute program called Step Up IU, they have trained more than 2,000 students in the past two years. They talk to students about various scenarios they might find themselves in on campus, asking students to consider how to handle the situation and how to intervene when someone is in need.

Ms. Green said that her involvement in this issue also extends to a number of more informal experiences on campus, such as her service on the Executive Council, part of the Student Welfare Initiative for IU. Currently, the Student Welfare Initiative is conducting a campus climate survey to evaluate the environment of sexual wellbeing on campus. She said many IU students are confused about the definition of consent, and this remains one of the biggest challenges institutions are experiencing. She posed to the Commission the question of how we move forward as a State in regards to alcohol and consent, specifically addressing how we ensure consent is obtained when alcohol is involved.

Ms. Green pointed out that even if every university had the best policies and practices to address these issues, students are still arriving on campus with 17 years of experiences, and unless we need to improve sexual education in high schools and middle schools and those efforts or we will not be able to make long term reduction in sexual assault on college campuses. She said States that have the lowest rates of sexual assault have the most comprehensive sex education programs, which includes discussions of abstinence, building healthy relationships and discussions of consent.

In response to Commissioner Lubbers' request to speak to the Bystanders video, Ms. Green explained that to create the video, student actors walked around campus focusing on things in each focus area while being videotaped from a distance. They found a huge student response for all four focus areas. One example from the video involves a male student, an actor, being very derogatory towards a gay couple who were standing by the bus stop and a several students, particularly one female student, intervened and said things such as "you need to leave," and "what you are saying is wrong." At the breaking point, the actor pointed out the hidden camera and explained he was a Culture of Care advocate. Culture of Care continues to use this example when explaining the video because these students were clearly comfortable intervening in this situation and it is a clear sign that Culture of Care is working. Another example, although not included in the video, was very important. In a scenario of mental health intervention, a male student and a female student sat crying in a very public area on campus at separate times, and many people stopped for the female student but no one stopped for the male student. She said this is a statement about our culture.

Commissioner Lubbers thanked Ms. Green for her comments and asked Ms. Aigotti to describe her involvement with these issue and other human resources and public safety issues as well.

Ms. Aigotti began by thanking the Commission for inviting her to represent Butler University, and said these issues impact any university, be it public or private, and there is very little difference in how they approach these issues. She said that her role as the General Counsel at Butler University is to help educate the community. There are a myriad of federal laws that are at play here that are sometimes conflicting, and much of her job is spent interpreting laws and reeducating the community, faculty and staff when changes are made to these policies

Ms. Aigotti said that when a student has been assaulted, the student is made aware of their options on both criminal proceeding and campus community levels, and that Butler is

required by federal law to address the sexual assault, which is a form of sexual harassment on Butler's campus. She said that we often see that they are working in tandem with a criminal matter, so it is important to give deference to the potential criminal action yet be responsive to the needs of students.

She said that when Butler deals with a case that comes under Title IX and campus policies in this area, it is often an issue of consent, so clarity around consent is essential. She added that the difference between begin a criminal matter versus a Title IX matter is ultimately dependent on if a campus policy was violated, making these very difficult issues to navigate from a campus standpoint.

Ms. Aigotti stated that, as General Counsel, it is her job to make sure Butler follows its policies and procedures and ensure that, if it is a student on student case, support and resources are provided to both parties and there is fairness and consistency in the application of the policy. These are very time sensitive matters because an investigation and conclusion must happen within 60 days of the incident and it is sometimes difficult to obtain necessary documentation, including any social media communications between the parties. She stated that these are difficult decisions because in the end there are no winners, and both parties are often unhappy with the final results. Although these are difficult issues to navigate, there seem to be a great deal of dedication on addressing these issues.

Commissioner Lubbers thanked Ms. Aigotti for her comments and asked Ms. Rollock to share more information about what is required under federal law and anything else that she would like to address to the Commission.

Ms. Rollock began by saying that the health, safety and welfare of students is of utmost importance, and Purdue University has been concerned with these issues for many years. She said that Purdue tries to make sure that every student knows what resources are available on campus to assist them.

Ms. Rollock described the major areas that impact all campuses beginning with Title IX, and as the Title IX Coordinator at Purdue, it is her job to oversee the university's responses to sexual violence, sexual harassment, sexual discrimination and any other type of harassment or discrimination on campus, and provides that you do not discriminate on the basis of sex or gender. She mentioned the Clery Act, which requires universities to provide timely warnings of certain crimes that have happened and as well to collect and disseminate information about certain types of crimes that are committed on or near campus. She also mentioned the amendments to the Violence Against Women Act and other provisions require that education and training is required for new students and new employees on campus.

Commissioner Lubbers thanked Ms. Rollock for her comments and asked the panel the address this issue of the definition of consent. Ms. Aigotti stated that consent does not have a universal definition, and any definition would be very useful, such as California's more recent efforts.

In response to Ms. Lubbers' question about whether this issue is better addressed at the Federal level or the State level, Ms. Aigotti stated that she would welcome a definition of consent if anyone could provide it.

In response to Mr. Popp's question about if California required written consent, and this being impractical, Ms. Rollock stated that California and other states are discussing the term "affirmative consent," and urged the Commission to remember that all campuses require that

students give consent, freely and voluntarily, emphasizing that silence or not physically resisting a sexual act still does not count as consent.

Representative Hale said that the issue of consent is an issue that needs to be addressed for more than just students on college campuses. She said we as a State need a better understanding of what consent means throughout the State for everyone in all instances.

In response to Mr. Popp's questions about alcohol involvement in these issues, Ms. Green said that IU is "dry" campus, and students are well aware that they are not supposed to have alcohol on campus. She said that students still try to bring alcohol on campus despite this policy.

In response to Mr. Popp's question about enforcement of this policy, Ms. Green said the policy is enforced, and believed this applied to students 21 years of age or older.

Ms. Rollock said that on Purdue campuses, students are not permitted to consume alcohol on campus and in residence halls, even if they are 21 years of age, but mentioned that alcohol is frequently involved in these issues and they do hold people accountable for their behaviors. She said that the issue of amnesty often occurs for student victim survivors and witnesses who may have consumed alcohol under age or under other substances, and we want to take away that barrier to reporting.

Representative Hale mentioned that while the issue of intoxication is important, it is common for young people today to experience cyber bullying or virtual blackmailing if a victim does not consent or threatens to report the assault. She said there are many things we need to consider, many things most of the people in the room have not experienced.

Ms. Duarte De Suarez thanked the panelists for this important conversation and posed the question of "reactive" versus "proactive" efforts, such as the IU Culture of Care, and asked the panelists to share what other programs on their campuses work proactively on these issues.

Ms. Green said that on IU's campus the best proactive method is not an official method, but is centered on informal change and peer-to-peer conversations, starting with something small and leading up to a more important topic. She also mentioned a program called My Student Body, which provides students with an overview of various topics including alcohol use and sexual consent.

In response to Mr. Bepko's question about the campus culture, Ms. Green said it depended on the group of students, but said majority of students would agree that sexual violence is inappropriate and unacceptable and Indiana's campus cultures as a whole are very positive. She clarified that there is a communication gap and many students are unaware of what is considered sexual assault.

Ms. Rollock added that fraternity and sorority communities are sensitive to these issues and are taking steps to address them. She mentioned the Walk a Mile in Her Shoes campaign and the Take Back the Night march, initiatives engaged in spreading awareness and support for domestic violence and sexual abuse victims, and that many of Purdue's fraternity and sorority communities are involved in these efforts locally.

Mr. Murphy asked the panelist if they partner with hospitals around campus for counseling and testing services and what responsibilities do they have, both legally and morally, to on campus versus off campus activities?

In response, Ms. Rollock, stated that Purdue does interact with local medical providers, crisis centers and shelters, and they are aware of Purdue's policies and procedures. She said these partnerships are important so that students have access to these services 24/7 and can receive the support they need.

Ms. Aigotti stated that the issue is still addressed on campus if the incident involves one of Butler's students, because even though the incident occurred off campus, the after effects of it still affect the campus community.

In response to Mr. Murphy's question about policing off campus housing, Ms. Aigotti said that if an allegation is made involving a Butler student then she would still address the issue, though they are not policing these areas and these issues are normally brought to her attention through a police report.

In her closing comments, Representative Hale described youth culture today as highly sexualized. She said that although rape is a crime of violence and not of sexuality, it goes back to not having a clear statewide definition of consent in Indiana, and many people do not consider themselves offenders or rapists because there is a lack of understanding of consent. She said that it is important to be proactive rather than reactive, and raise young people to have good, clear expectations of consent and healthy attitudes toward sexuality.

Ms. Green said in closing that the response efforts and the prevention efforts for sexual assault on campus need to have a network of services, and there are many groups and organizations working toward to address this issue on IU Bloomington's campus. She said that Indiana has the ability to do that if we all are coordinated in our efforts.

In closing, Ms. Aigotti mentioned the importance of victim advocates and the benefit of a new State law that could provide protection to the victim advocate to remain completely confidential. This would be a resource for students if they were unsure if they wanted to move forward with full reporting but wanted to tell someone about their experience. She said that victim advocates cannot remain completely confidential under current State law due to the Clery Act, protection for victim advocates in this area would be a great step forward.

Ms. Rollock said she agreed that confidentiality for victim advocates would encourage more people to report acts of sexual violence, and mentioned that medical insurance is another barrier of reporting. Many college students are covered under their parent's insurance, and are often hesitant to make their family aware of their experience by using insurance to get the treatment they need. She said this is particularly common in male victims, and it would be worth considering if those explanations of benefits, for those 18 years of age or older, could be provided to the student and not to the holder of the insurance policy. She also encouraged more consideration for victim survivors' record sensitivity from law enforcement, as this is another barrier for reporting.

Chairman Bland thanked the panelists for their insightful contributions to the discussion.

III. BUSINESS ITEMS

A. 2015-2017 Postsecondary Budget Recommendations

Chairman Bland invited Mr. Peterson, Chairman of the Budget and Productivity Committee, to provide additional context on the budget being submitted for approval.

Mr. Peterson reiterated Commissioner Lubbers' commendation to Mr. Hawkins, Ms. Ancel and their entire teams both in the process itself of bringing information to the Commission but in improving the technology and other aspects that have been helpful to the universities as they provide the information. He additionally thanked the universities for their diligence in providing this information. He said that throughout the development of this budget recommendation, the committee tried to maintain some key principles, many of which are included in *Reaching Higher, Achieving More*, and at the same time, maintaining a focus on the performance funding process.

Mr. Peterson explained the main points of the budget recommendation; the recommendation includes that the State continue its steady increase in the performance funding formula moving from 6% in 2015 to 7% in 2016 and 8% in 2017, funded with just over 3% new money as well as a base reallocation of 4% in 2016 and 5% in 2017. The recommendation included the continuation of the same metrics in the previous biennium performance funding formula, and in regards to debt service, includes the recommendation to fund each of the institution's currently outstanding debt as well as their priority one capital projects put forth to the Commission. As it relates to line items, the recommendation includes continuing to fund existing line items from prior biennium with no more than a 3.23% increase, and that 3.23% is consistent with the increase recommended for the operating increase. As it relates to formula driven items, the recommendation includes both fuel credit and repair and rehabilitation, both of which have been historically funded through a specific formula, continue to be funded according to the formula used in the last biennium. For student financial aid funds, including both the Frank O'Bannon need-based grant and any other specialized programs, that funding is flat-lined from the previous biennium. For the 21st Century Scholars Program, which is funded at a statutory formula by the Legislature, the recommendation includes the advisory recommendation and information related to the expectation of funding level required to meet the constraints put in place by the Legislature as it relates to the students that have been grandfathered to receive 21st Century Scholar funding. The Commission operating budget is recommended to be cut by 3%, reflecting the commitment to the operating efficiencies that have been requested of all State agencies.

Mr. Peterson said that overall, the recommendation reflects a higher education increase of 3.9% from fiscal year from 2015 to 2016 and an increase overall of 3.5% from 2015 to 2017. He thanked the Budget Productivity Committee members for the hours of thought and diligence on this recommendation.

R-14-08.2 RESOLVED: That the Commission for Higher Education approves by consent the 2015-2017 Postsecondary Budget Recommendations, in accordance with the background information provided in this agenda item:

- 2015-2017 Postsecondary Budget Recommendation (Motion – Murphy, second – Fisher, unanimously approved)

B. Academic Degree Programs for Expedited Action

R-14-08.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item:

- Master of Art in Emerging Media Design and Development to be offered by Ball State University
- Ph.D. in Informatics to be offered by Indiana University-Purdue University Indianapolis (IU) (Motion – Fisher, second – Bepko, unanimously approved)

C. Capital Projects for Expedited Action

R-14-08.4 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Purdue University West Lafayette – Wade Utility Plant Boiler 5 Dry Sorbent Injection System
- Purdue University West Lafayette – McCutcheon Hall – University
- Residences Bathroom Renovation – Phase IV (Motion – Fisher, second – Hubbard, unanimously approved)

D. Capital Projects for Full Discussion

1. Purdue University – Purdue Airport Long Runway 10/28 Rehabilitation

Mr. Dominick Chase, Senior Financial Analyst, presented this project and Mr. Kevin Green, Assistant Director for Capital Planning at Purdue University, was present to answer any questions regarding the project.

In response to Ms. Duarte De Suarez’s questions about whether this was an expansion or being built to increase capacity, Mr. Green said that this project was rehabilitation on the runway. Mr. Green said that this is an existing and longstanding operation at Purdue, opened in 1930 and was the first airport operated by a University. He went on to discuss Purdue having the first college course for credit and first Bachelor Degree in Aviation. He said the last renovation was in 1996-1997 and the runway is due for maintenance.

Mr. Chase gave the staff recommendation.

R-14-08.5 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project:

- Purdue University – Purdue Airport Long Runway 10/28 Rehabilitation (Motion – Duarte De Suarez, second – Correll, unanimously approved)

IV. INFORMATION ITEMS

- A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Projects Awaiting Action
- D. Media Coverage

V. NEW BUSINESS

Ms. Correll mentioned that she will be hosting a meeting of the Student Completion Council this afternoon from 4:00-5:00 p.m. in this room. Agenda items include idea sharing and sharing of success stories of campus safety strategies on campuses around the state. Ms. Correll invited the members of the Commission to join the discussion and stated that the results of the meeting would be available for members of the Commission after the meeting.

VI. OLD BUSINESS

There was none.

VII. ADJOURNMENT

The meeting was adjourned at 2:45 P.M.

Dennis Bland, Chair

Susana Duarte De Suarez, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

PUBLIC SQUARE

Student Servicemembers and Veterans in Higher Education

Background

As the Commission continues its discussion of student service - members and veterans in higher education, it will have the opportunity to hear presentations by Scott Campbell, Vice President for Higher Education and Cindy Rathunde, Manager of Veterans Initiatives and Special Projects, from the Council for Adult and Experiential Learning (CAEL), Matt Schwartz, Military Education Program Director at Vincennes University, Margaret Baechtold, University Military and Veterans Services Coordinator at Indiana University, and Matt Springer, Disabilities Services Coordinator at Indiana University Southeast.

Supporting Documents

Presenter bios to be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM A:

**Resolution Recognizing the Value of Student
Servicemembers and Veterans**

Staff Recommendation

That the Commission adopt a resolution that calls upon colleges and universities to ensure the availability of academic and student support services for student servicemembers and veterans in Indiana's system of higher education.

Background

The Public Square for this month focuses on recognizing the value of student servicemembers and veterans in Indiana's system of higher education. This resolution is designed to call upon colleges and universities in Indiana to ensure student servicemembers and veterans have academic and student support services in place that address the transition from combat to college and the impact of war wounds on academic success.

Supporting Document

Resolution Recognizing the Value of Student Servicemembers and Veterans

Resolution Recognizing the Value of Student Servicemembers and Veterans

December 11, 2014

WHEREAS, student servicemembers and veterans ensure the security of our nation and continue to contribute to campuses and communities throughout their lives;

WHEREAS, student servicemembers and veterans are enrolling in Indiana colleges and universities in record numbers;

WHEREAS, Indiana colleges and universities have an opportunity to enhance and grow campus diversity by attracting and retaining more student servicemembers and veterans;

WHEREAS, student servicemembers and veterans enhance the classroom experience by allowing all to learn from their knowledge;

WHEREAS, federal and state legislators have recently enacted several new laws to meet the educational and career goals of student servicemembers and veterans;

WHEREAS, the Commission's *Reaching Higher, Achieving More* strategic plan champions state and institutional policies that give students credit for prior learning that evaluate the knowledge and skills individuals have accumulated from work and related experiences, a strategy which is particularly important for student servicemembers and veterans;

WHEREAS, veterans often bear invisible wounds from the war that affect their academic pursuits;

NOW THEREFORE BE IT RESOLVED,

- I. The Commission calls upon Indiana's colleges and universities to:
 - a. Attract, retain, graduate, a significantly larger number of student servicemembers and veterans; and
 - b. Have highly visible points of contact and web pages for student servicemembers and veterans; and
 - c. Ensure academic and student support services for student servicemembers and veterans are in place that address the transition from combat to college and the impact of war wounds on academic success; and
 - d. Give specific credit for military training and experience; and
 - e. Participate in the Servicemembers Opportunity Colleges (SOC) Degree Network System as part of the recent transformation of SOC.
- II. The Commission endorses:
 - a. Participation in the Multi-State Collaborative on Military Credit which is a voluntary association of 13 states that seeks to improve the timely completion of postsecondary credentials by student servicemembers and veterans through addressing barriers to access, participation and completion; and
 - b. Creation of an Indiana Military Credit Advisory Committee which will include post-secondary education institutions, state agencies, employers, student servicemembers, veterans, and alumni, by providing the opportunity to guide and offer valuable feedback on ways the Commission can assist student service members and veterans.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following degree program, in accordance with the background information provided in this agenda item:

- Bachelor of Science in Architectural Engineering Technology to be offered by Indiana State University

Background

The Academic Affairs and Quality Committee (AA&Q) reviewed this program at its November 20, 2014 meeting and concluded that the proposed B.S. in Architectural Engineering Technology to be offered Indiana State University, could be placed on the December 11, 2014 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, November 20, 2014.

Academic Degree Programs on Which Staff Propose Expedited Action
November 20, 2014

CHE 14-18 Bachelor of Science in Architectural Engineering Technology to be offered by Indiana State University

Proposal received on October 16, 2014

CIP Code: Federal – 04.0901; State – 04.0901

Fifth Year Projected Enrollment: Headcount – 50, FTEs – 42.5

Fifth Year Projected Degrees Conferred: 7

The proposed program is interdisciplinary in nature and fosters skills in building design and construction. Graduates of the program, who will work closely with engineers and architects, will be prepared in Building Information Modeling (BIM), a growing initiative in the industry that enhances the entire lifecycle of buildings from design to construction to post-occupancy.

The University will seek accreditation for the program from the Accreditation Board for Engineering and Technology - Technology Accreditation Commission (ABET-TAC). ISU has two other programs that are accredited by ABET-TAC: the B.S. in Computer Engineering Technology and the B.S. in Mechanical Engineering Technology. Other related B.S. programs offered by the College of Technology, though not accredited by ABET-TAC, include Engineering Technology, Civil Engineering Technology, Electronics Engineering Technology, and Automation and Control Engineering.

The B.S. curriculum consists of 120 hours of coursework and would also serve as a completion option for associate degree graduates of the Ivy Tech Design Technology program and the Vincennes University Architectural Studies Technology/CAD.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM C:

Doctor of Athletic Training (DAT) to be offered by Indiana State University

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Athletic Training to be offered by Indiana State University in accordance with the background discussion in this agenda item and the Program Description.

Background

The Academic Affairs and Quality Committee discussed this program at its November 20, 2014 meeting and reacted favorably to the proposal. Because the proposed program was developed in response to changes in the healthcare system and in the way the profession prepares athletic trainers, the Committee felt it would be appropriate for a full discussion before the Commission.

Similar Programs in Indiana. At present, no university in the *independent* or private not-for-profit sector offers an accredited doctoral degree in Athletic Training.

One institution, Manchester University, offers an accredited master's professional program in Athletic Training, and six institutions (Anderson University, Franklin College, Indiana Wesleyan University, Manchester University, the University of Evansville, and the University of Indianapolis) offer accredited bachelor's professional programs.

No institution in the *proprietary* or private for-profit sector offers an accredited program in athletic training at any level.

Within the *public* sector, no institution offers an accredited doctoral degree in Athletic Training.

Both Indiana State University and Indiana University offer accredited master's post-professional programs in Athletic Training. Four public institutions (Ball State University, Indiana State University, Indiana University, and Purdue University West Lafayette) offer accredited bachelor's professional programs.

Related Programs at Indiana State University. Indiana State University's M.S. in Athletic Training, an accredited post-professional degree, enrolled 28 headcount or 16 FTE students and produced eight graduates in FY2013. ISU's B.S. in Athletic

Training, an accredited professional program, enrolled 240 headcount or 204 FTE students and produced 14 graduates that same year.

Demand/Rationale for the Program. Indiana State University developed this program in response to changes in the healthcare delivery system, changes in practitioner needs and the direction of the National Athletic Trainers' Association Executive Council on Education (NATA-ECE), and changes in expectations of the body that accredits Athletic Training programs, the Commission on Accreditation of Athletic Training Education (CAATE).

With respect to accreditation, NATA-ECE and CAATE are on a course that will move accreditation of entry-level professional programs from the baccalaureate level to the master's level. A corollary to this change is that accreditation of post-professional programs will move from the master's level to the doctoral level. Indiana State University had the first Athletic Training degree program in the United States and wishes to be at the forefront of universities that are responding to new directions in healthcare and the profession. The changes in accreditation are expected to increase the need for doctorally prepared Athletic Trainers.

According to the U.S. Bureau of Labor Statistics, the demand for professional Athletic Trainers is also expected to grow much faster than average through 2020. In support of this claim, the University points to changes in health care insurance, an aging population in need of preventive and rehabilitation services, and legislation in some states requiring the presence of Athletic Trainers in all high schools.

Supporting Documents

Program Description – Doctor of Athletic Training

**Doctorate in Athletic Training
Indiana State University
Terre Haute, Indiana**

1. Characteristics of the Program

- a. Campus Offering Program:**
New Program to Indiana State University
- b. Scope of Delivery (Specific Sites or Statewide):**
Statewide Distance Education
- c. Mode of Delivery (Classroom, Blended, or Online):**
Blended online with one-two weekend hands-on seminars
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**
Clinical
- e. Academic Unit(s) Offering Program:**
Offered by the Department of Applied Medicine and Rehabilitation in the College of Nursing Health and Human Services.
Suggested CIP code: 510913

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

• **Why is the institution proposing this program?**

ISU athletic training program has been a pioneer in athletic training education, typically forging the direction for practice, research, and educational endeavors. Changes in the healthcare system, practitioner needs and direction of the National Athletic Trainers' Association Executive Council on Education (NATA-ECE) necessitates that we review our direction with AT education. The NATA-ECE has provided support for increasing the entry-level athletic training education to a master degree, which subsequently elevates post-professional education to a clinical doctorate, with the intention of eventually phasing out the undergraduate entry-level education option. Currently 2 clinical doctorates in Athletic Training (DAT) programs exist in the United States. ISU would like to be one of the first DAT post-professional programs in order to create a longitudinal history thereby increasing name recognition to recruit top level students.

The interprofessional nature of the College precipitates collaboration among departments for research and use of facilities, which is currently occurring. We anticipate the interprofessional collaborations will continue through the transition to the DAT which include the IU Medical School, Lugar and the Rural Health Innovation Collaborative (RHIC)

The DAT aligns with the mission of the institution through continued research, community and public service through curricula that integrates clinical interprofessional experiences in preparing students for employment in healthcare that matches future trends in employment needs (<http://irt2.indstate.edu/ir/index.cfm/sp/mission/index>).

• **How is it consistent with the mission of the institution?**

Academic program offerings at ISU are based upon our institutional mission, state and national workforce needs, student interest, and faculty support. Several potential new programs have undergone a rigorous review prior to initial development. Since the creation of the new College of Nursing, Health, and Human Services in 2008, and the Department of Applied Medicine and Rehabilitation in 2010, the synergy to create a health science college

that offers an array of health occupations has materialized. The priority is to support programs that focus on the health care needs of rural and underserved communities. We currently orchestrate combined resources of several community constituents to improve access for rural and underserved populations, provide progressive evidence based patient care, encourage collaborative education of students from various disciplines, and disseminate continuing education of practicing health care professionals.

- **How does this program fit into the institution's strategic and/or academic plan?**

In 2008, numerous programs were identified in a feasibility study by the Indiana University Bowen Research Center that would likely meet workforce needs. Based on the mission of the new College, Indiana workforce development needs, faculty talent, and student interest, the curricular process was initiated. Physical Therapy, Physician Assistant, and Occupational Therapy programs were added through fall 2011. Because of the recent evolution of the Athletic Training profession, we sought and acquired initial approval from the Provost and Vice President for Academic Affairs for the development of a DAT program at Indiana State University. The transition from a master in athletic training to a doctorate in athletic training will further solidify interprofessional articulations between health care programs without increases in funding needs. A renovated building, additional classrooms, new equipment, and administrative support were already allocated and developed for the Department of Applied Medicine and Rehabilitation and therefore already exist. The transition from a post-professional master in athletic training to a DAT is consistent with the University and College of Nursing Health and Human Services Strategic Plan through increasing enrollment by the addition of distance education, advanced experiential learning and community engagement that is diversified beyond west-central Indiana. The increased distinction and contemporary placement of a DAT in a historical program adds to the commitment of faculty and recruitment of exceptional educators in athletic training.

ISU and CoNHHS Strategic Plan: <http://irt2.indstate.edu/ir/assets/splan/stratplan.pdf>

- **How does this program build upon the strengths of the institution?**

Indiana State University Athletic Training was the first athletic training education program in the United States and currently boasts over 800 graduates and several dozen leaders in the profession. ISU is known for quality and innovation in the field of athletic training. The movement of post-professional education to a DAT once again places ISU in the position of leading contemporary athletic training education and professional advancement.

The transition from a master to doctorate in athletic training may impact and enhance collaborative research among allied health care professionals within the college and among external partners while augmenting interprofessional education and practice. Funding opportunities will likely increase due to interprofessional collaborative research efforts. The transition may attract additional individuals seeking a higher degree than a master, increasing the pool of individuals available to enter the workforce, in an area of need (30% increased need by 2020) (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>). The distance nature of the program also aims to expand the pool of individuals seeking an advanced degree.

b. State Rationale

- **How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?**

The DAT, much like the master program it is transitioning from, aligns with the state's priorities as reflected in *Reaching Higher, Achieving More*:

- Student-centered learning: The DAT (formerly Master in Athletic Training) addresses student needs in providing an education that is competency driven.
- Workforce alignment: The DAT will provide advanced practitioners in health care where a projected 30% greater need exists compared to like professions (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>).
- Mission-driven: The DAT meets ISU, CoNHHS and the state of Indiana's mission in promoting education, skilled workers, research (ISU/CoNHHS), and community engagement/service.
- Student success: The current program boasts a 100% placement rate with anticipated continuance based on the reputation of ISU's athletic training education program.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

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

Athletic Training is expected to grow much faster than average from 2008-2020, with an increase need of 44% (U.S. Bureau of Labor Statistics, 2012), a 30% greater growth need than other like professions (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>). Athletic trainers serve a unique role in the prevention of injuries and illnesses, which is crucial to reducing the cost of health care. Job growth is primarily expected in hospitals, outreach clinics, and as physician extenders (in the offices of other health care providers). Further, the demand for preventative care providers will also provide opportunities for athletic trainers in fitness and recreational sport centers. Finally, some states are implementing legislation that may require the presence of athletic trainers at all high schools, which would guarantee a rise in these providers in this setting and the necessity for a doctoral in the profession.

Trends suggest an expected rise of 6,000 athletic trainers in the labor pool by 2018; however, turnover and retention remain key issues in the athletic training profession (Kahanov & Eberman, 2011; <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3419155/>). Athletic trainers are making a notable exit from the profession in their late 20s and early 30s (Kahanov & Eberman, 2011), which may increase the demand for these providers in the coming years.

The *Health Professions Workforce Needs Assessment Report* (2009), indicated that west central region of Indiana was 37% below the level of needed athletic trainers as compared to the entire state of Indiana (24.4%, http://www.hoosierdata.in.gov/dpage.asp?id=27&view_number=2&menu_level=smenu4&panel_number=2). In light of the national shortage athletic trainers (44%), and a geographical need for additional athletic training practitioners, more so in the west central region, the need for Indiana State University to foster a program is clear.

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?

The DAT will continue to provide advanced (post-professional) practitioners into the Indiana and U.S. workforce in an area of need.

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

Summary U.S. Department of Labor: <http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>

Quick Facts: Athletic Trainers	
2010 Median Pay	\$41,600 per year
Number of Jobs, 2010	18,200
Job Outlook, 2010-20	30% (Much faster than average)
Employment Change, 2010-20	5,500

- Summarize the evidence of labor market demand for graduates of the program:

Indiana Department of Workforce Development:

http://www.hoosierdata.in.gov/dpage.asp?id=27&view_number=2&menu_level=smenu4&panel_number=2

Industry Title	Job Title	Base Year Jobs	Base Year Pct. Dist. of Jobs	Projected Year Jobs	Pct. Dist. of Jobs
Hospitals	Athletic Trainers	105	24.76%	128	20.61%

iii. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

Three major factors influence the market demand for athletic training. The first is the proposed legislative changes to health care insurance reform, which may greatly increase the number of insured Americans eligible for athletic training services. The second factor is the increase in the aging population of the United States that will need preventative and rehabilitation services. The Indiana Department of Workforce Development projects that between 2006 and 2018 a need exists for 621 athletic trainers. Indiana government employment information indicates an increased need of athletic trainers through 2018 of 46% (Hoosier Hot 50 Jobs Data, 2006-2018,

http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu4&panel_number=2). U.S. Bureau of Labor projects a 30% increase in need through 2018 (<http://www.bls.gov/oco/ocos294.htm#outlook>).

iv. 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.

The DAT is a new program. However, the current master program has 100% placement, with 60% (6 out of 10) in Indiana in 2011 (IUPUI, ISU, Union Hospital,

Oakland City University, St. Mary of the Woods). In alumni and exit data, students indicate they strongly agree (4.6/5.0 scale) that the master program is a quality program, prepares them for employment and they have a positive overall experience. We would hope to translate these results to the DAT, particularly with the additional foci on evidence based medicine (particularly related to the neck, spine, and head), manual therapy, outcome, and translational research (content that would make our program unique).

v. Letters of Support

- Three letters of support were garnered for the report. Dr. Gary Wilkerson is a pioneer in athletic training, highly regarded as an educator, researcher, and employment reformer. At the time of Marj Albohm's letter of support, she was the president of the National Athletic Trainers' Association. Her approval represents the acknowledgement of the need to upgrade the educational system for athletic trainers. Ms. Albohm was a former Indiana resident and an alum of our program. Dr. Jeffrey Seegmiller created the first Doctorate in Athletic Training in the United States at University of Idaho. He is a researcher, presents, and publishes in the area of athletic training education in addition to anatomy and biomechanics.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- We do not anticipate the need to create any additional faculty positions. The DAT is a transition from the master program in athletic training and therefore the department already employs the qualified faculty to facilitate the program.
- Given that the DAT is a modification and transition of the master program, we do not anticipate the need to hire any additional faculty or support staff. In order to ensure the highest efficiencies possible, existing resources assigned to the current baccalaureate degree program will be redirected to support the revised master program.
- In addition, 50% of the faculty are year round employees and therefore summer courses will not impact the annual budget. The additional summer employees will no longer teach summer courses for the entry-level program and therefore will shift to the post-professional DAT, again neutrally impacting fiscal allocations.

ii. Facilities

- The DAT, through a transition process, will replace the current master program and therefore the needed laboratory space and equipment is already available with an institutional budget to support the maintenance of the program. The Occupational Therapy, Athletic Training, Physical Therapy, and Physician Assistant Studies programs have several common shared spaces and equipment needs and therefore support each other in equipment costs.

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

- The DAT is a transition program from and therefore we do not anticipate any additional resources from the institution. The Indiana State University library currently has sufficient access to online data bases and print articles in medicine;

however, we will continue to identify methods to expand the access to evidence in the medical professions to meet the growing needs of the program. The DAT curriculum requires access to preceptors, capitol and expendable equipment supplies and augmented educational resources, which already exist.

b. Support

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

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

The athletic training programs will transition from entry-level bachelor degree, (clinical concentration) to an entry-level master and the post-professional master will transition to the DAT. This transition which will occur over a 4 year period and will allow for faculty to transition their classes without increasing workload. As such, the transition will not economically or educationally impact students or the institution (See Appendix D).

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

No programs will be eliminated or downsized, simply transitioned and upgraded to reflect current educational occurrences in health care prevention and rehabilitative fields. Upon approval, and within the transition plan, we will eliminate the clinical concentration of the bachelor of science degree in athletic training.

ii. Special Fees above Baseline Tuition

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

No special program fees are anticipated. However, because of the distance nature of a majority of the coursework, students should anticipate paying the distance education fees. Also, students may anticipate supporting travel and lodging during the face-to-face weekend sessions.

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, two institutions offer a DAT, Rocky Mountain University and University of Idaho. Both institutions graduate on average 10 students each academic year. The unique component of ISU is that the DAT will be a post-professional program whereby students can enroll directly after obtaining certification or becoming eligible for certification (by either entry-level degree options currently available). The other programs both require a master degree or extensive clinical experience upon entry. We anticipate that the elevation of the master in athletic training to the DAT will have no impact on the number of students who choose to reside on campus to participate in clinical experiences in the west central area of Indiana, but will increase the number of distance education students participating nationally.

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

b. List of Similar Programs Outside Indiana

Because of the increased need for athletic trainers in Indiana and the U.S. we must be able to offer competitive programming at a reasonable cost. Compared to the other DAT programs in the United States (Table C.6.1), Indiana State is competitive. There will be no other programs competing with the DAT east of the Mississippi.

Undergraduate and Graduate Tuition Rates for Universities Offering Doctoral Programs in Athletic Training

Indiana Universities	In-State 2010	Out-of-State 2010
Indiana State University	\$4,635/sem	\$9,210/sem
Rocky Mountain University	\$12,750/sem	\$12,750/sem
University of Idaho	\$16,000/sem	\$16,000/sem

Indiana State also offers a focus on rural and underserved populations which is unique compared to the other two universities offering a DAT. Indiana State will also be the only doctoral program that has graduate assistantships and tuition assistance.

c. Articulation of Associate/Baccalaureate Programs

- **For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.**
Not Applicable

d. Collaboration with Similar or Related Programs on Other Campuses

Not Applicable

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- **Credit hours required for the program and how long a full-time student will need to complete the program**

The AT program will be a seven semester (2 ½ year), 57 credit hour, full-time post baccalaureate program. Students will be immersed in clinical practical experiences during Fall and Spring semesters and well as service learning and community engagement throughout the curriculum. The curricular content will include athletic training practice specific courses that are foundational, advanced, and experiential with structured research and guided clinical education components. The curriculum model is detailed below to describe typical coursework for a post-professional athletic training program as well as the current courses (change in course numbers has occurred to facilitate new course sequence) offered by Indiana State University that would meet the accreditation requirements (Appendix A).

b. Existing courses *Course Work from Other Disciplines*

ATTR 691	Research Methods in AMR (Offered Every Fall semester)
ATTR 712	Evidence Based Medicine*
ATTR 725	Athletic Training Educator *
ATTR 720	EB Holistic Care I *
ATTR 726	Administration of Health Care*
ATTR 755	Clinical Experience in AT I*
ATTR 756	Clinical Experience in AT II*
ATTR 855	Clinical Experience in AT III*
ATTR 856	Clinical Experience in AT IV*
ATTR 875	Therapeutic Interventions*
ATTR 820	Manual Therapy I *
ATTR 798	Research Project*
AHS 604	Research Design and Data Analysis in Health and Human Performance*
PASS 611	Physical Diagnosis (Offered every Summer semester)

* The above course has been previously offered, but the course number has been modified better course sequencing and titling.

c. Exceeding the Standard Expectation of Credit Hours

- **If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.**
Not Applicable

d. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master.**

Athletic Trainers work in environments to improve patient functional and physical outcomes. Athletic trainers have specific knowledge in the prevention, evaluation, treatment, and rehabilitation of orthopedic injuries and illnesses associated with an active population. Professionals demonstrate specialization in patient education to prevent injury, re-injury which reduces rehabilitative and other associated health care costs. Athletic trainers work under the direction of physicians, as prescribed by state licensure statutes. The desired global outcomes of the DAT, which align with the University's mission, are to engage with the community by decreasing the shortage of competent health care providers to the local, regional, and national rural communities.

The global objectives of the Doctorate in Athletic Training (DAT) program are:

1. To provide competent health care providers who possess advanced skills in prevention, evaluation, treatment, and rehabilitation of the active population.
2. To decrease the shortage of advanced practitioners in athletic training in Indiana, rural communities and the nation.
3. To improve patient access and quality care for rural and underserved populations. These skills are designed to prepare the student for advanced clinical practice.
4. To demonstrate leadership skills in advance interprofessional healthcare through effective communication effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.

e. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**

Indiana State University is committed to continued program evaluation for all educational programs. The DAT evaluation master plan will directly correlate with both University and Commission on Accreditation of Athletic Training Education (CAATE) standards. Each program has an established mission that is reviewed every two years and revised as needed by the faculty. As with any new program, retention rates and student evaluations will be critical. All programs in the College compare student satisfaction on nine key indicators. As new programs are approved, exit surveys will be conducted and the data will be analyzed for factors that could be improved. Programs are monitored for scores on graduation rates, job placement rates, passing rates, and program satisfaction. In addition, all programs with distinct student learning outcomes design multiple methods to measure students' progress in meeting those outcomes. This process includes the rating of final projects, presentations, and clinical skills demonstrations. Future evaluation/outcome assessment of the program will mimic current assessment regime and include: Student Instructional Reports (SIRs), instructor/faculty peer reviews, student program exit interviews, alumni assessment of program effectiveness, employer/program director assessment of students, and graduate placement information. These assessment tools are already created (electronically) within this department and could be easily transferred to meet this program's objectives.

f. Licensure and Certification

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

- **State License:**

Students enrolled in the DAT will be required to hold both national certification and a state license in their resident state.

- **National Professional Certifications (including the bodies issuing the certification):**

Indiana State University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The CAATE is the nationally recognized organization that accredits post-professional athletic training education. Accreditation by the CAATE is voluntary, yet necessary to remain competitive in graduate education by providing advertising, connection to the National Athletic Trainers' Association (NATA) and athletic training membership and research funds for students and faculty. The CAATE standards have been used to determine the content, clinical competencies, and qualifications of the faculty and staff of the program. The ISU master in athletic training program current holds accreditation by the CAATE and anticipates continuing with accreditation through the transition to DAT.

- **Third-Party Industry Certifications:**

See Above

g. Placement of Graduates

- **Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.**

The majority of athletic trainers have a master degree or higher (80%) and are employed equally in two different areas of health care; 1) in public and private educational services such as colleges, universities and high schools to service medical needs of the active population (39%) and 2) in ambulatory healthcare services like hospitals, physician offices and other health practitioner environments (38%) (NATA, 2012, US Bureau of Labor, 2012). Approximately 13% work in industrial settings, fitness, and recreational sport centers. The employment of athletic trainers' is projected to grown nationally 30% between 2008 and 2018 because of their role in prevention of injuries and reduction of healthcare costs. Growth is concentrated in the ambulatory healthcare and prevention/fitness industry. The demand and emphasis for healthcare prevention will grow as the population ages as a way to reduce healthcare costs (US Bureau of Labor, 2012).

h. Accreditation

- **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.**

The CAATE is responsible for accreditation (www.caate.net). Accreditation will be sought as soon as the program is approved by ICHE. For example purposes, please see the table below. Based on time of approval, the accreditation dates can be modified.

Implementation Timeline

Task	Timeline
Initial approval from Provost and President	Completed January 2012
Develop the DAT curricula for University Approval	Completed Fall 2013
ICHE Approval	Spring 2014
Application for CAATE accreditation (not required to start program)	Spring 2014
Classes start	Summer 2015
Initial Self-Study Due	September 2015
CAATE Reviewer Site Visit	Spring 2016
Accreditation Action	August 2016
Matriculate first class of students	Summer 2016

- **Reason for seeking accreditation.**

Accreditation is voluntary. Currently only 16 institutions hold accreditation in post-professional athletic training programs. Current literature articulates that students select graduate programs based on reputation/prestige (Mazerolle & Dodge, 2012; <http://natajournals.org/doi/pdf/10.4085/1062-6050-47.4.11>). Accreditation lends to the prestige of the 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.**

Enrollment will be limited by class size of 30 per class in order to maintain adequate instructor to student ratios in a post-professional curricular environment. Accreditation requirements will also limit enrollment numbers. We intend to enroll 30 students in the inaugural class with maximum capacity reaching 40 students per class. The faculty –student ratio must permit the achievement of the stated objectives and be compatible with the accepted practices of similar programs at ISU.

- **Report a table for each campus or off-campus location at which the program will be offered.**

Total Program Students	FTE	Annual Degrees Conferred
90 – 120	15/1	30

- **If the program is offered at more than one campus or off-campus location.**

Not Applicable

- **Round the FTE enrollments to the nearest whole number**

We anticipate an increase from 8/1 ratio in the current master in athletic training education program to a 15/1 ratio with the addition of distance learning students.

- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

We anticipate a seamless transition from the current master program to the DAT. The master program will be phased out over a 2 year period while the DAT starts in order to facilitate adequate transition of resources without loss of FTE or need for additional faculty.

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APPENDICES

Appendix A..... Program of Study

Appendix B..... Expert Opinion

Appendix C..... Letters of Support

Appendix D..... Faculty Profiles and Transition Plan

Appendix A: Program of Study

**Indiana State University
Doctorate in Athletic Training
Program of Study**

FALL 1		SPRING 1		SUMMER 1	
				ATTR 710 Holistic Health	3
				ATTR 712 Evidence Based Medicine	3
				ATTR 713 Outcome Research Applications ☺	3
				Semester total	9
				PROGRAM TOTAL	9
FALL 1		SPRING 1		SUMMER 2	
ATTR 691 Research Methods *	3	ATTR 725 Athletic Training Educator	3	PASS 611 Physical Diagnosis	2
ATTR 720 ATTR EB Holistic Care I **	3	*ATTR 726 Administration of Health Care*	3	ATTR 810ATTR EB Holistic Care II **	3
ATTR 755 Clinical Exp AT I ☺	1	ATTR 756 Clinical Exp AT II ☺	1	ATTR 811 Translational and Action Research ☺	3
		ATTR 798 Research Project ☺	2		
Semester total	7	Semester total	9	Semester total	8
PROGRAM TOTAL	16	PROGRAM TOTAL	25	PROGRAM TOTAL	33
FALL 2		SPRING 2		SUMMER 3	
ATTR 798 Research Project☺	2	AHS 604 Research Design and Data Analysis in Health and Human Performance ☺	3	ATTR 840 Manual Therapy II **	6
ATTR 820 Manual Therapy I **	3	ATTR 798 Research Project☺	2		
ATTR 855 Clinical Exp AT III☺	1	ATTR 830 EB Prevention Interventions**	3		
ATTR 875 Therapeutic Interventions**	3	ATTR 856 Clinical Exp AT IV ☺	1		
Semester total	9	Semester total	9	Semester total	6
PROGRAM TOTAL	42	PROGRAM TOTAL	51	PROGRAM TOTAL	57

* Courses online/tegrity with an in-class option for students on campus with a GA assignment

** Courses that have a classroom intensive component for 1 week or less on campus.

☺ Online only



February 17, 2012

Leamor Kahanov
Chair, Applied Medicine and Rehabilitation
Sycamore Wellness and Applied Medicine Rm 201
Terre Haute, IN 47809

Dear Dr. Kahanov,

As the current president of the National Athletic Trainers' Association, I have a unique perspective as to the growth of the profession and educational needs to sustain patient care and professional integrity. I have an understanding of the changing needs of healthcare and education to facilitate advanced knowledge to efficaciously administer patient care. Currently most athletic training entry-level education programs are bachelor degree oriented with a national shift to master entry-level. The shift is occurring due to increasing competencies and responsibilities that require more mature practitioners and students who have more global goals and understanding. The shift in entry-level athletic training education necessitates the concomitant shift of post-professional (advanced) athletic training education to the clinical doctorate level. This shift is consistent with many other health care professions and is needed in the field of athletic training.

I am fully supportive of the transition to a Doctorate in Athletic Training at Indiana State University. As an alumnus and leader in athletic training, I am pleased with the direction ISU is taking in advanced athletic training education. The transition will aid in providing more advanced practitioners in Indiana, the region and the country.

Sincerely,

A handwritten signature in black ink that reads 'Marjorie J. Albohm'. The signature is fluid and cursive, with a long horizontal line extending to the right.

 2952 Stemmons Freeway
Dallas, Texas 75247

Phone 214.637.6282
Fax 214.637.2206

Marjorie J. Albohm, MS, ATC - President
Eve Becker-Doyle, CAE - Executive Director

Appendix C: Letters of Support



COLLEGE of HEALTH, EDUCATION & PROFESSIONAL STUDIES

February 13, 2012

Leamor Kahavov, EdD, ATC
College of Nursing, Health and Human Services
Department of Applied Medicine and Rehabilitation
Sycamore Wellness Center and Applied Medicine Room 201
Terre Haute, IN 47809

Department of Health & Human Performance
Graduate Athletic Training Education Program
720 East Fourth Street, Department 6066
Chattanooga, TN 37403-2598

Phone: (423) 425-4209

Dear Dr. Kahanov:

Having previously been the director of a post-professional graduate athletic training education program, and currently serving as a professor in a professional (i.e. entry-level) athletic training education program at the graduate level, I have had the opportunity to gain a unique perspective on the need for substantial changes in the structure of our paradigm for professional and post-professional education. In my experience, professional education at the graduate level produces a much more proficient and knowledgeable clinician than that which is produced by an undergraduate education program. Clearly, there is a very strong trend for professional athletic training education programs to transition from the undergraduate level to the graduate level, which I strongly support. As this trend continues, there is definitely an increasing need to have different graduate-level degree designations for the differing levels of clinical proficiency and knowledge that distinguish professional education from post-professional education. A clinical doctorate (i.e. Doctor of Athletic Training) would provide an appropriate degree designation to recognize the higher level of clinical proficiency and knowledge produced by a post-professional athletic training education program in relation to that which is developed by a professional athletic training program at the graduate level (i.e. Master of Science in Athletic Training). Such an approach could serve as a model for other educational institutions, and it could eventually facilitate acceptance of a three-year professional education program at the graduate level that would combine existing professional and post-professional curricular components. I commend you for your efforts to optimize the professional qualifications of clinicians who can make major contributions to the health-related quality of life realized by young athletes and physically active people of all ages.

Sincerely,

A handwritten signature in black ink that reads "Gary B. Wilkerson". The signature is written in a cursive style with a large, prominent "G" and "W".

Gary B. Wilkerson, EdD, ATC

University of Idaho
College of Education

Movement Sciences

Physical Education Building, Room 101

PO Box 442401

Moscow ID 83844-2401

Phone: 208-885-7921

Fax: 208-885-5929

movementsciences@uidaho.edu

February 16, 2012

Indiana Commission on Higher Education

c/o College of Nursing Health and Human Services

Department of Applied Medicine and Rehabilitation

Indiana State University

Sycamore Center for Wellness and Applied Medicine, Room 201

Terre Haute, IN 47809

Dear Indiana Commission of Higher Education:

As a former director of a post-professional graduate athletic training program and a current faculty member in the nation's first Doctor of Athletic Training Program, I am writing in support of Indiana State University's proposed doctorate in athletic training. Indiana State University has a strong history of leading the country in professional and post-professional education for athletic trainers. If this tradition is to continue, Indiana State University needs to adapt to changes in the healthcare education market.

Market forces have necessitated changes in healthcare education in many healthcare professions, including athletic training. The clinical doctorate educational model has been adopted by many health professions as a way to train independent practitioners to directly access and treat their patients. Chronic shortages of primary care services and increasing healthcare costs necessitates greater support for post-professional educational programs. Athletic trainers have been shown to provide high quality, cost-effective care and can be found in many healthcare settings throughout the country. The Bureau of Labor Statistics projects a 37% increase in employment opportunities for Athletic trainers between now and 2018. Concurrently, the shortage of healthcare personnel is expected to increase.

Post-professional education and specialty training must accommodate new knowledge and technological advances. In a 2011 report of an allied health workforce and services, the Institute of Medicine stated that "governments, regulators, and administrators need to be flexible to let professions change." As a profession, athletic training has gained a sufficient body of knowledge to support another step in the educational and career ladder to accommodate doctoral-level study. Doctoral-level preparation is crucial for the adoption of Institute of Medicine mandates for research training to support evidence-based practice and interprofessional collaboration.

It is with great interest for the growth of the Athletic Training profession and awareness of healthcare system needs that I support the development of Indiana State University's Doctor of Athletic Training Program. Student interest in our program here at the University of Idaho is strong and growing, doubling in size between its first and second years. Furthermore, the program achieved financial solvency in its first year with sufficient funds to support the hire of

an additional faculty member. If you would like to discuss this matter further, you may reach me at 208-301-2224, 208-885-0355, or jeffreys@uidaho.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Seegmiller". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jeff Seegmiller EdD, AT
Assistant Professor
Chair, Musculoskeletal Anatomy
WWAMI Medical Education/Movement Sciences
University of Idaho
PO Box 442401 PEB 204
Moscow ID 83844-2401
Phone: 208-885-0355

Indiana State University
College of Nursing, Health, and Human Services
Doctorate in Athletic Training
Faculty Information Table

Name	Degree	Rank	Specialization	Appointment
ADMINISTRATORS				
Richard Williams	Ph.D.	Dean; Professor	<ul style="list-style-type: none"> • Athletic Training • Curriculum • Leadership/Administration 	Full-time
Leamor Kahanov	Ph.D., LAT, ATC	Department Chair; Professor	<ul style="list-style-type: none"> • Athletic Training • Health Care Policy • Curriculum • Leadership/Administration 	Full-time
Name	Degree	Rank	Specialization	Appointment
FACULTY				
Daniel Coovert	Ph.D.	Assistant Professor, Anatomist	<ul style="list-style-type: none"> • Directed evolution approaches for development of high efficiency molecule delivery systems into skeletal muscle 	Full-time
Timothy Demchak	Ph.D., LAT, ATC	Associate Professor; Athletic Training & Physician Assistant Studies	<ul style="list-style-type: none"> • Musculoskeletal Biomechanics • Therapeutic Interventions • Exercise Physiology • Evidence Based Medicine 	Full-time
Lindsey Eberman	Ph.D., LAT, ATC	Associate Professor; Director , Graduate Athletic Training	<ul style="list-style-type: none"> • Environmental Illness • Musculoskeletal Evaluation and Diagnosis • Athletic Training Education/ Outcome Measurements • Evidence Based Medicine 	Full-time
Kenneth Games	Ph.D., LAT, ATC	Assistant Professor, Athletic Training	<ul style="list-style-type: none"> • Neuromuscular changes resulting from injury and therapeutic interventions • Musculoskeletal Biomechanics • Exercise Physiology 	Full-time
Shaun Grammar	MSPA, PA-C	Assistant Professor; Physician Assistant Studies	<ul style="list-style-type: none"> • Cardiology • Pulmonology 	
Al Gurovich	Ph.D., DPT	Assistant Professor; Athletic Training	<ul style="list-style-type: none"> • Cardiopulmonary • Biomechanics & muscle activation 	Full-time
Tiffany Idlewine	DPT	Assistant Professor; Physical Therapy	<ul style="list-style-type: none"> • Musculoskeletal Evaluation and Diagnosis • Manual Therapy 	Full-time

Catherine Patterson	Ph.D., LAT, ATC	Associate Professor	<ul style="list-style-type: none"> • Athletic Training Education • Community Engagement 	Full-time
Marie Pickerill	Ph.D., LAT, ATC	Associate Professor, Director, Undergraduate Athletic Training	<ul style="list-style-type: none"> • Fall prevention regarding balance and coordination • Kinesiotaping 	Full-time
Christopher Roman	MMS, PA-C	Assistant Professor; Interim Director, Physician Assistant Studies	<ul style="list-style-type: none"> • Dermatology • Infectious Diseases 	Full-time
Shecanna Seeley	PT, MPT, ATC, LAT	Director, Physical Therapy and Sports Rehab Clinic	<ul style="list-style-type: none"> • Gait • Musculoskeletal Biomechanics • Rehabilitation • Manual Therapy 	Full-time Clinical Faculty
James Turner	DO	Medical Director	<ul style="list-style-type: none"> • Family Medicine • Addiction 	Part-Time
Carolina Valencia	Ph.D., PT	Assistant Professor; Research Coordinator	<ul style="list-style-type: none"> • Pain 	Full-Time

**Athletic Training
Masters to Doctorate in Athletic Training Transition**

Master in athletic training courses will be taught with DAT courses during the transition. Faculty with a * are year round faculty. Summer offerings in ATTR 110, 212, 280 and 225 will no longer be offered beginning 2015-2016 due to changes in the undergraduate athletic training, clinical concentration, education competencies, allowing for faculty to teach in the DAT without impacting fiscal deployment.

COURSES	2014-2015		2015-2016		2015-2016 summer	2016-2017	2016-2017 Summer
	MASTER	DAT	MASTER	DAT			
ATTR655/656 - Clinical ATTR 755/756/855/856 Clinical ATTR691 – Research	Kahanov		Kahanov			Kahanov	
ATTR625/ATTR 725 – Educator	Valencia		Valencia			Valencia	
ATTR 661 Evidence Based Rehab/ATTR 830 EB Prevention Int.	Eberman		Eberman			Eberman	
ATTR 675/ATTR875 Modalities	Demchak		Demchak			Demchak	
ATTR626/726 Admin	Kahanov		Kahanov			Kahanov	
ATTR 662 Diag of inj/ATTR 720	Games		Games			Games	
ATTR 675/ATTR 820 Manual Ther	Gurovich		Gurovich			Gurovich	
ATTR 698/699 Rsh Project/Thesis ATTR 798 Research Project	ALL		ALL			ALL	
PASS 611 Physical Diagnosis AHS 604 Data Analysis	AHS Instructor		AHS Instructor		Roman*	AHS Instructor	Roman*
DAT Additional Courses							
ATTR 710 Holistic Health I					Pickerill		
ATTR 712 Evidence Based Medicine					Games		
ATTR 713 Outcomes Based Research					Kahanov		
ATTR 811 Translational and Action Rsh					Eberman		
ATTR 810 EB Holistic Care II					Idlewine		
ATTR 840 Manual Therapy II					Idlewine*		

Courses revised from existing Masters in Athletic Training Courses
Courses already taught continuing through DAT

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM D-1:

A-1-15-1-11 - Indiana University – School of Public and Environmental Affairs Renovation and Expansion - \$12,000,000

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: School of Public and Environmental Affairs Renovation and Expansion

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). 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 request approval to proceed with the renovation and expansion of the School of Public and Environmental Affairs (SPEA) located on the Bloomington Campus. This project will renovate existing space and add new classroom and associated support spaces to the current facility. New space will include classrooms, study areas, and collaborative spaces for Masters and Doctorate students in the graduate program, as well as mechanical and other support spaces.

Supporting Document

School of Public and Environmental Affairs Renovation and Expansion

School of Public and Environmental Affairs Renovation and Expansion

STAFF ANALYSIS

This project will renovate existing space and add new classroom and associated support spaces to the current facility. Graduate and undergraduate students are currently sharing congested space within the existing structure. The project includes 29,842 gross square footage (gsf) of new construction and 4,858 gsf of renovation. The SPEA building was constructed in the 1970s.

This project is estimated to cost \$12,000,000 which includes \$4,600,000 in gifts through the Indiana University Foundation, \$6,000,000 through indirect cost recovery, and \$1,400,000 through Campus Repair and Rehabilitation Funds (R&R). Sources of these R&R funds, which are dedicated to R&R projects in a particular unit, include sales of service, interest income, research funds, philanthropy, and dedicated reserves. All funds for this project are secured.

Ongoing cost of building operations based on this project are projected to increase by \$233,531. This project will require an estimated repair and rehabilitation investment of \$150,000.

This project is estimated to begin in summer 2015 and conclude in August 2016.

Staff recommends approval of the project.



OCT 23 2014

October 23, 2014

OFFICE OF THE
PRESIDENT

The Honorable Michael R. Pence
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: School of Public and Environmental Affairs Renovation and Expansion
Indiana University Bloomington
A-1-15-1-11

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with the renovation and expansion of the School of Public and Environmental Affairs (SPEA) located on the Bloomington campus. This project is estimated to cost \$12,000,000. Funding includes \$4,600,000 in gifts through the Indiana University Foundation, \$6,000,000 through indirect cost recovery, and \$1,400,000 through Campus Repair and Rehabilitation Funds.

This project will renovate existing space and add new classroom and associated support spaces to the current facility. New space will include classrooms, study areas, and collaborative spaces for Masters and Doctorate students in the graduate program, as well as mechanical and other support spaces.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Michael A. McRobbie", written over a horizontal line.

Michael A. McRobbie
President

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
Fax: 812-855-9586

11500
535 W. Michigan Street
Indianapolis, Indiana
46202-5157
317-274-3571
Fax: 317-274-5098

iupres@iu.edu
www.iu.edu/~pres

20140261

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

The Honorable Michael R. Pence
October 23, 2014
Page 2

RE: School of Public and Environmental Affairs Renovation and Expansion
Indiana University Bloomington
A-1-15-1-11

cc: Indiana Commission for Higher Education
State Budget Agency

Senator Luke Kenley
Representative Tim Brown
Senator Karen Tallian
Representative Terry Goodin
Mr. Brian Bailey
Representative Eric Turner
Senator Ryan Mishler
Senator Tim Skinner
Representative Sheila Klinker
Ms. Teresa Lubbers
Mr. Chad Timmerman
Mr. Matt Hawkins

bc: L. K. Robel
T. A. Morrison
S. T. Cobine
J. R. Grew
J. M. Hagen
J. M. Lewis
J. M. Linder
M. F. McCourt
J. A. Simmons
P. J. Sullivan
D. S. Lukes

xc: M. C. Bartlett
J. R. Bauters
M. R. Bucklin
K. S. Correll
T. H. Ellis
B. A. Feickert
S. A. Fleener
T. J. Griffith
J. H. Hewetson
B. I. Hoffman
S. Kapperman
R. M. Lewis
R. H. Richardson
J. A. Stines
D. P. Walter
B. S. Wells

CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **School of Public and Environmental Affairs Renovation and Expansion**

<u>Institution:</u>	<input type="text" value="Indiana University"/>	<u>Budget Agency Project No:</u>	<input type="text" value="A-1-15-1-11"/>
<u>Campus:</u>	<input type="text" value="Bloomington"/>	<u>Institutional Priority:</u>	<input type="text"/>
<u>Previously Approved by General Assembly:</u>	<input type="text" value="No"/>	<u>Previously Recommended by CHE:</u>	<input type="text"/>
<u>Part of the Long-Term Capital Plan:</u>	<input type="text" value="Yes"/>		

20140261

Project Summary Description

This project will renovate existing space and add new classroom and associated support spaces to the current facility. New space will include classrooms, study areas, and collaborative spaces for Masters and Doctorate students in the graduate program, as well as mechanical and other support spaces.

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

This renovation and addition will work together in attracting and retaining the best and brightest students, faculty, and staff by providing additional new classrooms in a more appropriate environment for graduate students at the School of Public and Environmental Affairs. The graduate program currently shares space with the undergraduate program, causing overcrowding and a lack of suitable space for both programs. Once the new addition is completed for the graduate program, the undergraduate programs will move into the space vacated by the graduate program. The new space will provide a greatly enhanced and more appropriate classroom environment for graduate students.

<u>Project Size*:</u>	<input type="text" value="34,700"/> GSF	<input type="text" value="22,554"/> ASF	<input type="text" value="65%"/> ASF/GSF
<u>Net Change in Overall Campus Space:</u>	<input type="text" value="29,842"/> GSF	<input type="text" value="22,554"/> ASF	

*Includes 29,842 gsf new construction and 4,858 gsf renovation

<u>Total Project Cost:</u>	<input type="text" value="\$12,000,000"/>	<u>Cost per ASF/GSF:</u>	<input type="text" value="\$346"/> GSF
			<input type="text" value="\$532"/> ASF
<u>Funding Sources(s):</u>	<input type="text" value="\$4,600,000"/>	Private Gifts	
	<input type="text" value="\$6,000,000"/>	Indirect Cost Recovery	
	<input type="text" value="\$1,400,000"/>	Campus Repair and Rehabilitation Funds	
<u>Estimated Annual Debt Payment:</u>	<input type="text" value="\$0"/>		
<u>Are All Funds for the Project Secured?</u>	<input type="text" value="Yes"/>		
<u>Estimated Annual Change Cost of Building Operations Based on the Project:</u>	<input type="text" value="\$233,531"/>		
<u>Estimated Annual Repair and Rehabilitation Investment:</u>	<input type="text" value="\$150,000"/>		

CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: School of Public and Environmental Affairs Renovation and Expansion

Institution:

Budget Agency Project No:

Campus:

Institutional Priority:

20140261

Description of Project

This project will renovate existing space and add new classroom and associated support spaces to the current facility. New space will include classrooms, study areas, and collaborative spaces for students in the Masters and Doctorate programs, as well as mechanical and other support spaces. New gross square footage added will be 29,842 and renovated space will be 4,858 gsf.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

Historical Significance: Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

Alternatives Considered: Renovation and expansion of the existing structure was found to be the most cost-effective option in lieu of all new construction.

Relationship to Long-Term capital plan for Indiana University: These renovations are consistent with the master plan developed for the Bloomington campus, and this project is included in the university's ten year capital plan.

Need and Purpose of the Project

This renovation and addition will work together in attracting and retaining the best and brightest students, faculty, and staff by providing additional new classrooms in a more appropriate environment for graduate students at the School of Public and Environmental Affairs. The graduate program currently shares space with the undergraduate program, causing overcrowding and a lack of suitable space for both programs. The new space will provide a greatly enhanced and more appropriate classroom environment for graduate students.

Space Utilization

Comparable Projects

The IUB Kelley School of Business Hodge Hall Renovation and Expansion - Phase I was estimated at \$292/gsf.

Background Materials

CAPITAL PROJECT CAMPUS SPACE DETAILS
For: School of Public and Environmental Affairs Renovation and Expansion

Bloomington (20140261) Budget Agency Project No: A-1-15-1-11 Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request (d)	Net Future Space
A. Overall Space in ASE							
Classroom (110 & 115)	0	0	0	0	0	10,682	10,682
Class Lab (210, 215, 220, 225, 230, 235)	0	0	0	0	0	0	0
Non-class Lab (250 & 255)	0	0	0	0	0	0	0
Office Facilities (300)	493	0	0	493	0	4,652	5,145
Study Facilities (400)	0	0	0	0	0	2,900	2,900
Special Use Facilities (500)	0	0	0	0	0	0	0
General Use Facilities (600)	0	0	0	0	0	0	0
Support Facilities (700)	0	0	0	0	0	1,163	1,163
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	0	0	0	0	0	0	0
Unclassified (000)	0	0	0	0	0	0	0
B. Other Facilities (List major categories)							
Lobby/Hallway-currently non assignable	2,664	0	0	2,664	0	0	2,664
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
TOTAL SPACE	3,157	0	0	3,157	0	19,397	22,554

Notes: (a) represents space to be renovated in SPEA and Hodge Hall
(d) space program % of total used for space type split

CAPITAL PROJECT COST DETAILS

For: School of Public and Environmental Affairs Renovation and Expansion

Institution:	Indiana University	Budget Agency Project No:	A-1-15-1-11
Campus:	Bloomington	Institutional Priority:	

20140261

Anticipated Construction Schedule

	Month	Year
Bid Date:	June	2015
Start Construction	August	2015
Occupancy (End Date)	August	2016

Estimated Construction Cost for Project

	Cost Basis ⁽¹⁾	Escalation Factors ⁽²⁾	Estimated Project
Planning Costs			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$600,000	\$0	\$600,000
c. Consulting	\$0	\$0	\$0
Construction			
a. Structure	\$5,880,000	\$0	\$5,880,000
b. Mechanical (HVAC, plumbing, etc.)	\$1,920,000	\$0	\$1,920,000
c. Electrical	\$1,320,000	\$0	\$1,320,000
Movable Equipment	\$0	\$0	\$0
Fixed Equipment	\$0	\$0	\$0
Site Development/Land Acquisition	\$960,000	\$0	\$960,000
Other <small>Please List - Contingency, Admin & Legal Fees</small>	\$1,320,000	\$0	\$1,320,000
Total Estimated Project Cost	\$12,000,000	\$0	\$12,000,000

⁽¹⁾ Based on current cost prevailing as of (month/year).

Oct-2014

⁽²⁾ Explanation for estimate escalation factors (below).

CAPITAL PROJECT OPERATING COST DETAILS

For: **School of Public and Environmental Affairs Renovation and Expansion**

Institution:	<input type="text" value="Indiana University"/>	Budget Agency Project No:	<input type="text" value="A-1-15-1-11"/>
Campus:	<input type="text" value="Bloomington"/>	Institutional Priority:	<input type="text"/>

20140261

Annual Operating Cost/Savings⁽¹⁾

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT:

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$2.260	\$78,422	\$0	\$0
2. <u>Maintenance</u>	\$1.290	\$44,763	\$0	\$0
3. <u>Fuel</u>	\$0.340	\$11,798	\$0	\$0
4. <u>Utilities</u>	\$2.030	\$70,441	\$0	\$0
5. <u>Other</u>	\$0.810	\$28,107	\$0	\$0
<u>Total Estimated Operational</u>	\$6.730	\$233,531	\$0	\$0

Description of any unusual factors affecting operating and maintenance cost/savings.

⁽¹⁾ Based on figures from "Individual Capital Project Description" schedule.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM D-2:

A-1-15-2-06 – Indiana University - Read Hall Renovation – Phase II - \$20,000,000

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: Read Hall Renovation – Phase II

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$2,000,000, 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). 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 request approval to proceed with Phase II of renovating Read Hall located on the Bloomington campus. This second-phase project focuses on improving student safety and living conditions within the facility. New central air conditioning will be installed for all student rooms, new accessible student rooms will be added, and new closet/storage layouts will be provided for all rooms. Shared restrooms will also receive updates, all exterior windows will be upgraded, and new elevators and roofs will be installed.

Supporting Document

Read Hall Renovation – Phase II

Read Hall Renovation – Phase II

STAFF ANALYSIS

This project includes installation of new central air conditioning, updating fire protection systems, adding closet/storage layouts for all rooms, and constructing new accessible student rooms. Shared restrooms will receive updates, all exterior windows will be upgraded, and new elevators and roofs will be installed. The facility contains 1,059 beds and was constructed in 1962.

This project is estimated to cost \$20,000,000 and will be funded through Residential Programs and Services funds. Funding will be secured with debt financing in the form of auxiliary revenue bonds under IC 21-35-3, which would be repaid from revenues generated from Residential Programs and Services on the Bloomington campus. This project will not impact room and board rates beyond normal inflationary increases.

Ongoing costs of building operations based on this project are projected to increase by \$33,980.

Construction is estimated to begin in May of 2015 and conclude in June of 2017.

Staff recommends approval of the project.

OCT 22 2014



October 22, 2014

OFFICE OF THE
PRESIDENT

The Honorable Michael R. Pence
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: Read Hall Renovation – Phase II
Indiana University Bloomington
A-1-15-2-06

Dear Governor Pence:

The Trustees of Indiana University and I respectfully request authorization to proceed with Phase II of renovating Read Hall located on the Bloomington campus. This project is estimated to cost \$20,000,000 and will be funded through Residential Programs and Services funds.

The university expects to fund the construction of the project with debt financing in the form of auxiliary revenue bonds under IC section 21-35-3, which would be repaid from revenues generated from Residential Programs and Services on the Bloomington campus. The principal amount of such borrowing would not exceed the sum of (i) \$20,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

This second-phase project focuses on improving student safety and living conditions within the facility. New central air conditioning will be installed for all student rooms in this 1,059-bed facility and fire protection systems will be updated. New accessible student rooms will be added, and new closet/storage layouts will be provided for all rooms. Shared restrooms also will receive updates, all exterior windows will be upgraded, and new elevators and roofs will be installed.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in cursive script that reads "Michael McRobbie".

Michael A. McRobbie
President

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
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535 W. Michigan Street
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20140209

The Honorable Michael R. Pence
October 22, 2014
Page 2

RE: Read Hall Renovation – Phase II
Indiana University Bloomington
A-1-15-2-06

cc: Indiana Commission for Higher Education
State Budget Agency

Senator Luke Kenley
Representative Tim Brown
Senator Karen Tallian
Representative Terry Goodin
Mr. Brian Bailey
Representative Eric Turner
Senator Ryan Mishler
Senator Tim Skinner
Representative Sheila Klinker
Ms. Teresa Lubbers
Mr. Chad Timmerman
Mr. Matt Hawkins

bc: L. K. Robel
T. A. Morrison
S. T. Cobine
J. R. Grew
J. M. Hagen
J. M. Lewis
J. M. Linder
M. F. McCourt
J. A. Simmons
P. J. Sullivan
D. S. Lukes

xc: M. C. Bartlett
J. R. Bauters
M. R. Bucklin
K. S. Correll
T. H. Ellis
B. A. Feickert
S. A. Fleener
T. J. Griffith
J. H. Hewetson
B. I. Hoffman
S. Kapperman
R. M. Lewis
R. H. Richardson
J. A. Stines
B. S. Wells

CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **Read Hall Renovation - Phase II**

Institution: <input style="width: 90%;" type="text" value="Indiana University"/> Campus: <input style="width: 90%;" type="text" value="Bloomington"/> Previously Approved by General Assembly: <input style="width: 50%;" type="text" value="No"/> Part of the Long-Term Capital Plan: <input style="width: 50%;" type="text" value="Yes"/>	Budget Agency Project No: <input style="width: 90%;" type="text" value="A-1-15-2-06"/> Institutional Priority: <input style="width: 50%;" type="text"/> Previously Recommended by CHE: <input style="width: 50%;" type="text"/>
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Project Summary Description

This second-phase project focuses on improving student safety and living conditions within the facility. New central air conditioning will be installed for all student rooms in this 1,059-bed facility and fire protection systems will be updated. New accessible student rooms will be added, and new closet/storage layouts will be provided for all rooms. Shared restrooms also will receive updates, all exterior windows will be upgraded, and new elevators and roofs will be installed.

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

These renovations are consistent with the master plan developed by the Department of Residential Programs and Services. This plan has been developed to keep facilities in proper operating condition, to foster retention/recruitment of students, and to provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington.

Project Size:	<input style="width: 90%;" type="text" value="359,658"/>	GSF	<input style="width: 90%;" type="text" value="236,565"/>	ASF	<input style="width: 90%;" type="text" value="66%"/>	ASF/GSF
Net Change in Overall Campus Space:	<input style="width: 90%;" type="text" value="0"/>	GSF	<input style="width: 90%;" type="text" value="0"/>	ASF		

Total Project Cost:	<input style="width: 90%;" type="text" value="\$20,000,000"/>	Cost per ASF/GSF:	<input style="width: 90%;" type="text" value="\$56"/>	GSF
			<input style="width: 90%;" type="text" value="\$85"/>	ASF
Funding Source(s):	<input style="width: 90%;" type="text" value="\$20,000,000"/>	Auxiliary Revenue Bonds (IC 21-35-3) repaid with Residential Programs and Services Funds		
Estimated Annual Debt Payment:	<input style="width: 90%;" type="text" value="\$1,527,563"/>			
Are All Funds for the Project Secured?	<input style="width: 90%;" type="text" value="No"/>			
Estimated Annual Change Cost of Building Operations Based on the Project:	<input style="width: 90%;" type="text" value="\$33,980"/>			
Estimated Annual Repair and Rehabilitation Investment:	<input style="width: 90%;" type="text" value="\$0"/>			

CAPITAL PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

For: Read Hall Renovation - Phase II

<u>Institution:</u>	Indiana University	<u>Budget Agency Project No:</u>	A-1-15-2-06
<u>Campus:</u>	Bloomington	<u>Institutional Priority:</u>	

20140209

Description of Project

This second-phase project focuses on improving student safety and living conditions within the facility. New central air conditioning will be installed for all student rooms in this 1,059-bed facility and fire protection systems will be updated. New accessible student rooms will be added, and new closet/storage layouts will be provided for all rooms. Shared restrooms also will receive updates, all exterior windows will be upgraded, and new elevators and roofs will be installed.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

Historical Significance: Indiana University does not consider any of the buildings or structures affected by this project to be historically significant.

Alternatives Considered: Renovation of the existing structure was found to be the most cost-effective option in lieu of all new construction.

Relationship to Long-Term capital plan for Indiana University: These renovations are consistent with the master plan developed by the Department of Residential Programs and Services.

Need and Purpose of the Project

Objectives of the master plan developed by the Department of Residential Programs and Services are to keep facilities in proper operating condition, foster retention/recruitment of students, and provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. This project will dramatically improve student living conditions with the addition of central air conditioning, new elevators, new windows, and restroom updates; address student safety by upgrading fire protection systems; and address accessibility needs with the addition of new accessible student rooms.

Space Utilization

This project does not change the use of any space.

Comparable Projects

The IUB Briscoe Quad Renovation was estimated at \$165/gsf.

Background Materials

CAPITAL PROJECT CAMPUS SPACE DETAILS

For: **Read Hall Renovation - Phase II**

Bloomington (201-40073) Budget Agency Project No: Institutional Priority:	Current Space in Use (a)	Space Under Construction (b)	Space Planned & Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request (d)	Net Future Space
A. Overall Space in ASF							
Classroom (110 & 115)	1,563	0	0	1,563	0	0	1,563
Class Lab (210, 215, 220, 225, 230, 235)	976	0	0	976	0	0	976
Non-class Lab (250 & 255)	0	0	0	0	0	0	0
Office Facilities (300)	7,535	0	0	7,535	0	0	7,535
Study Facilities (400)	1,254	0	0	1,254	0	0	1,254
Special Use Facilities (500)	1,168	0	0	1,168	0	0	1,168
General Use Facilities (600)	58,993	0	0	58,993	0	0	58,993
Support Facilities (700)	230	0	0	230	0	0	230
Health Care Facilities (800)	0	0	0	0	0	0	0
Resident Facilities (900)	164,846	0	0	164,846	0	0	164,846
Unclassified (000)	0	0	0	0	0	0	0
B. Other Facilities (List major categories)							
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
TOTAL SPACE	236,565	0	0	236,565	0	0	236,565

Notes: represents current use of BL227 Read Hall

CAPITAL PROJECT COST DETAILS

For: **Read Hall Renovation - Phase II**

<u>Institution:</u>	<input type="text" value="Indiana University"/>	<u>Budget Agency Project No:</u>	<input type="text" value="A-1-15-2-06"/>
<u>Campus:</u>	<input type="text" value="Bloomington"/>	<u>Institutional Priority:</u>	<input type="text"/>

20140290

Anticipated Construction Schedule

	Month	Year
Bid Date:	<input type="text" value="March"/>	<input type="text" value="2015"/>
Start Construction	<input type="text" value="May"/>	<input type="text" value="2015"/>
Occupancy (End Date)	<input type="text" value="June"/>	<input type="text" value="2017"/>

Estimated Construction Cost for Project

	Cost Basis ⁽¹⁾	Escalation Factors ⁽²⁾	Estimated Project
<u>Planning Costs</u>			
a. Engineering	\$0	\$0	\$0
b. Architectural	\$1,000,000	\$0	\$1,000,000
c. Consulting	\$0	\$0	\$0
<u>Construction</u>			
a. Structure	\$7,400,000	\$0	\$7,400,000
b. Mechanical (HVAC, plumbing, etc.)	\$6,600,000	\$0	\$6,600,000
c. Electrical	\$2,800,000	\$0	\$2,800,000
<u>Movable Equipment</u>			
	\$0	\$0	\$0
<u>Fixed Equipment</u>			
	\$0	\$0	\$0
<u>Site Development/Land Acquisition</u>			
	\$0	\$0	\$0
<u>Other Please List - Contingency, Admin & Legal Fees</u>			
	\$2,200,000	\$0	\$2,200,000
<u>Total Estimated Project Cost</u>			
	\$20,000,000	\$0	\$20,000,000

⁽¹⁾ Based on current cost prevailing as of (month/year).

⁽²⁾ Explanation for estimate escalation factors (below).

CAPITAL PROJECT OPERATING COST DETAILS

For: **Read Hall Renovation - Phase II**

<u>Institution:</u>	<input type="text" value="Indiana University"/>	<u>Budget Agency Project No:</u>	<input type="text" value="A-1-15-2-06"/>
<u>Campus:</u>	<input type="text" value="Bloomington"/>	<u>Institutional Priority:</u>	<input type="text"/>

20140290

Annual Operating Cost/Savings ⁽¹⁾

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT:

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. <u>Operations</u>	\$0.000	\$0	\$0	\$0
2. <u>Maintenance</u>	\$0.000	\$0	\$0	\$0
3. <u>Fuel</u>	\$0.000	\$0	\$0	\$0
4. <u>Utilities</u>	\$0.180	\$33,980	\$0	\$0
5. <u>Other</u>	\$0.000	\$0	\$0	\$0
<u>Total Estimated Operational</u>	\$0.180	\$33,980	\$0	\$0

Description of any unusual factors affecting operating and maintenance cost/savings.

⁽¹⁾ Based on figures from "Individual Capital Project Description" schedule.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

BUSINESS ITEM E: Ninth Amendment to the 101 West Ohio Street Lease Agreement

Staff Recommendation That the Commission for Higher Education approve the ninth lease amendment proposed for the 101 West Ohio Street location.

Background The original lease at 101 West Ohio Street was signed in 1987.

The current lease expires in 2017.

House Enrolled Act 1270-2012 merged the State Student Assistance Commission of Indiana and the Commission for Proprietary Education into the Commission for Higher Education, effect July 1, 2012.

The ninth amendment will allow the Commission to fully integrate the spaces currently rented on the fifth and sixth floors of 101 West Ohio Street as well as the Division of Student Financial Aid currently located in Indiana Government Center South.

The Commission has received a favorable review by the Indiana Department of Administration and Governor's Office.

The Attorney General has provided a favorable written opinion on the lease amendment.

Supporting Document To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana State University	Doctor of Athletic Training	8/29/2014	Under Review
02	Indiana State University	Bachelor of Science in Architectural Engineering Technology	10/16/2014	Under Review

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date</u> <u>Approved</u>	<u>Change</u>
01	Ivy Tech Community College – Lafayette	Certificate in Aviation Maintenance – General		Adding a location to an existing program
02	Ivy Tech Community College – Lafayette	Technical Certificate in Aviation Technology		Adding a location to an existing program
03	Ivy Tech Community College - Lafayette	Applied Associate of Science in Aviation Maintenance Technology		Adding a location to an existing program
04	Indiana State University	Property-Casualty Insurance Certificate		Adding a certificate to an existing program; Adding distance education
05	Indiana State University	Post-Baccalaureate Certificate in Instructional Design		Adding distance education to an existing program
06	Purdue West Lafayette	Bachelor of Science in Botany and Plant Pathology		Adding a program to an existing program
07	Ivy Tech Community College - Columbus, Anderson, Kokomo, Lafayette, and South Bend	Associate of Applied Science in Dental Assisting		Adding a program to an existing certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

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

The Trustees of Indiana University request authorization 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 West Lafayette
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
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 seek 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 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.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION
Thursday, December 11, 2014

INFORMATION ITEM D: Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for the month of November. Please see the following pages for details.

Education News
College application day encourages Indiana seniors to apply
November 3, 2014

High schools across Indiana are taking part in College Application Day to help students who may not have otherwise applied to college do so with ease.

The day is meant to remind high school students of the importance of attaining a higher education degree while helping them navigate the application process, which at times can be daunting and confusing. The goal of the day is to increase the number of low-income and first generation students who are applying to and attending college or move into another form of post-secondary education.

“The value of education beyond high school has never been greater. College Application Day highlights to students the importance of taking that first step of applying to college,” said Indiana Commissioner for Higher Education Teresa Lubbers.

Schools are allowed to designate any day that fits into their schedule as College Application Day. The program would like to help students better understand the college admissions process, while also ensuring that they apply to at least one higher education institution. Because the day occurs during school hours, experts on hand can focus on those students who may not have otherwise applied to college.

Dana Bottomley, JAGS Instructor said, “We target students that have barriers to graduating from high school and getting a job or going to college.”

Some colleges, including Indiana State University, are waiving the application fee for students who apply during College Application Day.

A college admissions expert in Indiana told *WTHR* that most students need to be reminded to take their time while filling out applications.

“Make sure on the application that you take time to fill it out and fill it out correctly,” said Chris Foley, IUPUI’s director of undergraduate admissions. “It’s amazing how many casual errors students make. Make sure “college” is spelled correctly, your name is spelled correctly, email spelled correctly.”

With the admissions deadline in mid-November, experts are suggesting students have their applications finished by the end of this week.

In 2013, 10 schools participated in the program. This year, there are 30 schools across the state taking part in College Application Day, which is sponsored by Learn More Indiana and the national American College Application Campaign as a part of College Go! Week.

All 50 states are participating in the initiative. The national headquarters is providing technical assistance, training, webinars, and evaluation support.

Inside Indiana Business*
Commission looks to help non-traditional students
November 4, 2014

INDIANAPOLIS - The Indiana Commission for Higher Education released its findings on a study of Indiana's non-traditional adult students, along with recommendations for ways to help increase the state's college completion rates through academic and financial support designed specifically for that population. The study identifies that for every student that goes to college part-time every semester, there is another with blended enrollment - attending full-time whenever possible but dropping to part-time for certain semesters.

"We often over simplify how students are earning their post-secondary credentials, thinking of full-time students as recent high school graduates and part-time students as working adults. In fact, those lines are incredibly blurry," said Indiana Commissioner for Higher Education, Teresa Lubbers. "This report looks broadly at all non-traditional students and their barriers to completion. The recommendations are designed to bring the state of Indiana closer to our 60 percent attainment goal by 2025."

Findings:

- There are two types of part-time students: those who are exclusively part-time and those who fluctuate between full-time and part-time depending on the semester (referred to as a switcher in the report).
- Exclusive part-time and switcher students demonstrate significant financial need, with little distinction between the two groups.
- Switchers are six times more likely to complete a 2-year degree and more than 20 times more likely to complete a 4-year degree when compared to students who always attend part-time.

Recommendations:

- Create and guide students to academic structures that support continuous full-time enrollment or more structured part-time enrollment.
- Align state and institutional services and resources to address non-academic challenges facing non-traditional students.
- Redesign the existing part-time grant with additional flexibility to meet adult students' needs including allowing switchers to participate and extend the application deadline to August 1 (full time students must file by March 10).

***This article or a similar version also appeared in:**

- **Fox 28**
- **Indiana Public Media**
- **WRBI**
- **WIMS**

WRTV – 6*

Indiana Commission of Higher Education officials work to raise awareness about sexual assault

November 13, 2014

Katie Heinz

INDIANAPOLIS - The Indiana Commission of Higher Education is bringing together representatives from some of the state's colleges and universities to address the serious and sensitive topic of sexual assault.

The discussion follows an incident at Indiana University where two IU students were raped at gunpoint near the Bloomington campus.

The commission is focusing on figuring the gaps that exist in addressing the issue, and what all of Indiana's schools can do better.

An estimated one in five women is sexually assaulted during her college years, officials said.

Jill Gentry is a senior at Butler University. She agrees that there should be more awareness among students.

"I think there needs to be concern, absolutely. Because, sexual assault and dealing with it in the right way- making sure its victims are at the forefront of the concerns," Gentry said.

The Commission of Higher Education is bringing together campus representatives and a lawmaker to discuss how schools and the state are addressing the issue.

State Representative Christina Hale says she plans to address gaps in state law during the upcoming legislative session.

"We know we have a terrible problem, and we have it nationwide," Hale says.

The statute of limitations for rape is five years and Indiana has no definition of consent, leaving it up to universities to make the determination.

Rachel Green is co-chair of the student-led Culture of Care initiative at Indiana University.

"Many students are confused. What does consent mean? How do we make sure we obtain it, particularly when alcohol is involved? That is something that I think is one of the biggest challenges for universities moving forward is naming that line," Green said.

Under federal law, all colleges and universities that participate in financial aid programs are required to disclose campus crime and security information.

***This article or a similar version also appeared in:**

- **WISH – 8**

Clinton Times
Lubbers visits college summit: Discusses narrowing skills gap, increasing per capita income
November 17, 2014
Joseph Paul

Indiana Commissioner for Higher Education Teresa Lubbers visited a summit by Clinton County's College Success Coalition Monday at the Clinton County Fairgrounds.

Lubbers challenged educators, business leaders and community members to increase the proportion of Hoosiers who hold post-secondary credentials to 60 percent of the population. Currently, around 34 percent hold a degree or certification beyond high school, ranking Indiana between 38th and 42nd in the nation, Lubbers said.

Many Hoosiers don't utilize the post-secondary options available to them beyond a four-year college degree, including one- and two-year degrees, certifications and apprenticeships, Lubbers said. This widens the skills gap in Indiana and hurts the per capita income of Hoosiers.

"It's an ambitious goal, but it's the goal that's shared by most states in the nation and so for us to have adopted any other goal would mean Indiana would be less aligned with the workforce needs of the 21st century," Lubbers said after the summit.

"We'll be able to meet the employer base need," she added later. "Right now, there's a huge skills gap; employers can't find the people they need for the jobs."

Increasing Indiana's education attainment takes a community-wide effort, including collaboration between schools, business and local government to get students thinking about a wide range of career options early in their education, Lubbers said.

The College Success Coalitions, a network of 60 Indiana counties aimed at increasing college participation, are a good way to start, she added.

"That's what this kind of symbolizes: bringing people together," she said. "They have defined metrics: What do you want to do in terms of your high school graduation rate increase, what do you want to do in your college-going rate and your college completion rate, to increase those numbers."

Nancy Elsea, the local coalition's coordinator, said their goal is to get Frankfort's industrial base "much more involved."

"They're an integral part of the community," she said, "so we want them to help us."

Lubbers agreed that introducing students to industry, such as Indiana's intensive manufacturing base, early in their education could make them more likely to pursue and train for those careers.

Too often, she said students rule out manufacturing because of false notions around the work environment.

“What you have to do is get them in there to expose them to what advanced manufacturing is, like the fact that they have career pathways,” she said. “These are great jobs, they have great income level, they enter the middle class, they have opportunities to continue their preparation.”

Frankfort Middle School Counselor Rhoda Warren, who was a member of the panel during the summit, said she strives to educate her students on all their options.

“They hear the word ‘college’ and they think of Purdue and IU,” she said, “but they don’t think about the apprenticeship they could get probably right down the street at an employer here in town.”

Warren added such apprenticeships might better serve her students than the traditional, four-year degree.

“We know that we have lots of students that would be best served by pursuing that type of future occupation,” she said. “It’s going to fit their needs, their interests and it’s going to earn them a good living.”

**Muncie Star Press
21st century scholar retention up at BSU
November 24, 2014
Seth Slabaugh**

MUNCIE – About two thirds of the taxpayer-funded 21st Century Scholars who enrolled as freshmen at Ball State University in 2011 returned for their sophomore year in 2012.

This fall, 78 percent of the Scholars who had enrolled as freshmen at Ball State in 2013 came back for their sophomore year, compared to a second-year retention rate of 82 percent for all BSU students.

"There are several initiatives we have been putting in place over the last 3 1/2 years to improve persistence and graduation rates of different sub-populations, and the 21st Century Scholars group is one that we gave some additional attention to," says Kay Bales, the university's vice president for student affairs. "We are seeing some benefits from that investment."

During a meeting last month of the Indiana Commissioner for Higher Education (ICHE), commission member Jud Fisher questioned BSU President Paul Ferguson about what the university is doing to increase graduation rates of Scholars, so that taxpayer dollars invested in those students are not wasted.

The 21st Century Scholars program is a "promise" scholarship. Low-income students enroll in the program during seventh or eighth grades and must maintain a 2.5 grade-point average, stay drug- and alcohol-free and complete college-preparation activities.

The scholarship covers tuition for four years at an Indiana public college or the equivalent at a private college.

About 100,000 Hoosier students are in the program, which is the second-largest pool of state financial aid. The state spends about \$100 million annually to fund the Scholars.

According to ICHE'S Indiana College Completion 2014 Report, 15 percent of all the Scholars in Indiana completed college on time (a bachelor's degree in four years), compared to an on-time completion rate of 30 percent for all Indiana college students.

"Graduation rates are an important part of the puzzle," Bales said, "but if you are not retaining students on the front end, we have a more difficult time raising the four-year graduation rate. As we look at raising the second-year retention rate, we anticipate seeing an increase in the four-year graduation rate as well."

At Ball State, the on-time graduation rate is 33 percent, compared to an on-time graduation rate of 16 percent for Scholars. Those numbers are limited to students who start and finish at the same college and with the same degree type. A substantial number of Hoosier college grads earn their degrees after transferring to another college and complete a different degree type than originally sought.

Fisher is interested in graduation rates of Scholars both as a member of ICHE and as president of Ball Brothers Foundation, which funds organizations like Project Leadership that recruit and mentor Scholars.

"We really need to see completion," Fisher told The Star Press. "If they drop out in their junior year of college, they don't get an education and we waste taxpayer dollars. Everyone kind of loses."

One of Ball State's initiatives to improve persistence and graduation rates was the employment of a ScholarCorps Americorps member, LeAnn Level, to serve as a full time, on-campus resource to freshmen and sophomore Scholars. Other actions include a symposium for all incoming freshmen Scholars.

Contact news reporter Seth Slabaugh at (765) 213-5834.

Completion gap

On-time college completion rates* of 21st Century Scholars compared to on-time completion rates for all students (2013)

COLLEGE	SCHOLARS	ALL STUDENTS
BALL STATE	15.8%	32.6%
Indiana State	16.8%	20.5%
Indiana University-Bloomington	21.2%	49.7%
IUPUI	7.5%	10.5%

**Indiana Commission for Higher Education
November 2014**

COLLEGE	SCHOLARS	ALL STUDENTS
Ivy Tech Community College (all campuses)	2.4%	3.8%
Purdue-West Lafayette	29.9%	37.6%
Southern Indiana	7.7%	15.3%

* Students who start and finish at the same college within four years and with the same degree type (or within two years at Ivy Tech).

**Northwest Indiana Times
PNC tuition discount program to reduce cost of bachelor's degree
November 25, 2014**

Purdue University North Central students have the opportunity to reduce the cost of earning a bachelor's degree thanks to the PNC tuition discount plan. PNC students will receive a 10 percent rate reduction for each credit hour taken beyond 12 hours per semester. The discount plan is designed to provide financial incentives for students to increase the number of credit hours taken each semester and encourage them to graduate in four years.

Spring semester classes begin the week of Jan. 12. Students may enroll in spring and summer classes.

This fall semester, PNC students saved a collective \$100,000 in tuition costs thanks to the PNC tuition discount program. About 54 percent of PNC students took advantage of the discount option. These students took a total of 4,523 additional credit hours.

These students not only saved tuition dollars, but they also helped to ensure that they will graduate sooner than they would have if they took fewer credit hours. Students who earn 15 credit hours each semester will be able to complete a typical 120 credit hour bachelor's degree in eight semesters, meaning that they will earn their degrees in four years, save more than \$500 under the new discount plan and enter their chosen profession sooner.

In comparison, students who earn 12 credit hours each semester will need 10 semesters, or five years, to complete a typical 120 credit hour bachelor's degree.

A recent report issued by the Indiana Commission for Higher Education noted that students who delay completing their degrees pay more tuition dollars and lose potential wages and career opportunities.

Teresa Lubbers, Indiana Commissioner for Higher Education noted, "Earning an on-time degree will always be the best and most affordable path to college graduation."

Lakeshore Public Media*
Indiana group pushes college completion for the holidays
November 26, 2014

As Hoosier college students gather around the dinner table with their families this Thanksgiving, the Indiana Commission for Higher Education would like to suggest a dinner conversation topic: 15 to Finish. The Commission is reminding full time college students who expect to graduate on time that they should be registering now for 15 credit hours for the spring 2015 semester.

Data show that students who complete 15 or more credits per semester are not only more likely to graduate on time; they also earn better grades and save money on their degrees. For Indiana's financial aid recipients, timely completion is especially important since state aid only pays for four years of college. The amount of aid the students receive from the state depends on the number of credits they complete each year. To earn the maximum amount of aid, students must progress at an on-time pace.

"We know that many Indiana college students expect to graduate on time, but only half are taking enough courses each semester to do so," said Teresa Lubbers, Indiana Commissioner for Higher Education. "Hoosiers should know that if on time graduation is their goal, they should be taking and completing 15 college credits each semester or 30 credits in an academic year."

Based on a successful initiative developed by the University of Hawaii system which saw a 15 percent increase in the number of students taking 15 credits in its first year, Indiana's 15 to Finish campaign aims to change the longstanding perception that taking 12 credits per semester is enough to graduate on time.

There are already early signs of success in the Indiana 15 to Finish campaign that are capturing national attention, with programs enrolling students in 15 credits or more each semester. The Indiana Commission for Higher Education will release a comprehensive report in January 2015 that will highlight recent trends in course taking for Indiana public institutions.

***This article or a similar version also appeared in:**

- **WOWO**
- **WIBC**
- **WBOI**
- **Illianabug.com**
- **Pendleton Times**
- **WTHR – 6**
- **WISH - 8**

COMMISSION FOR HIGHER EDUCATION

Thursday, December 11, 2014

INFORMATION ITEM E: Calendar of Upcoming Meetings of the Commission

Staff Recommendation

For information only.

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming calendar each six months, the previous calendar is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

This item reaffirms this portion of the schedule presented last December:

January 2015	<i>(No meeting)</i>
February 12, 2015	IUPUI - Indianapolis
March 12, 2015	Ivy Tech - Indianapolis
April 2015	<i>(Weldon Conference)</i>
May 14, 2015	Vincennes Jasper - Jasper
June 11, 2015	IUPUC- Columbus

The following six-month schedule has been added:

July 2015	<i>(No meeting)</i>
August 13, 2015	Purdue Calumet - Hammond
September 10, 2015	IU Kokomo - Kokomo
October 8, 2015	Ivy Tech – South Bend
November 2015	<i>(No meeting)</i>
December 10, 2015	Ivy Tech – Indianapolis