



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, March 9, 2017

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**MARCH COMMISSION MEETING
AGENDA**

Thursday, March 9, 2017

HOTEL ACCOMMODATIONS

Courtyard Indianapolis Noblesville
17863 Foundation Drive
Noblesville, Indiana 46060

COMMISSION MEETING

Ivy Tech Community College
300 North 17th Street
Noblesville, IN 46060

STUDENT SUCCESS AND COMPLETION COMMITTEE MEETING

9:00 A.M. – 10:00 A.M.
Room 214

WORKING SESSION

10:00 A.M. – 11:30 A.M.
Library

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700
PIN: 230295#

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- Architecture Demand Discussion
- ScholarTrack Update
- Legislative Update
- 2017-2018 Financial Aid Award Grid
- Committee Report Outs

All events take place on EASTERN TIME

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COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Room 214

Lunch Guest

Dr. Kathleen Lee, Chancellor
Dr. Dan Clark, Campus President, Noblesville

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Atrium Balcony

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Library

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

IvyGuest

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the February 9, 2017 Commission Meeting 1

II. Public Square
A. Identifying and Learning from Other States’ Experiences and Emerging Best Practices 5
 1. Mike Krause, Executive Director, Tennessee Higher Education Commission
 2. Scott Jenkins, Strategy Director, Lumina Foundation

III. Business Items
A. College Readiness Report 9
B. Academic Degree Programs for Full Discussion
 1. Master of Architecture to be offered by Indiana University Bloomington 11
C. Academic Degree Programs for Expedited Action 79
 1. Bachelor of Interdisciplinary Studies in Arts and Humanities to be offered by
 Indiana University Southeast
 2. Bachelor of Science in Health Informatics and Information Management to be
 offered by University of Southern Indiana

- D. Capital Projects for Full Discussion
 - 1. Parking Garage / Office Building – Indiana University 83
- E. Capital Projects for Expedited Action 91
 - 1. Indiana University Southeast – Housing Lodge
 - 2. Vincennes University – Vigo Residence Hall
- F. 2017-2018 Frank O’Bannon Schedule of Awards 95

IV. Information Items

- A. Academic Degree Programs Awaiting Action 99
- B. Academic Degree Program Actions Taken by Staff 101
- C. Capital Projects Awaiting Action..... 103
- D. Media Coverage 105

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **May 11, 2017 in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 9, 2017

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, 420 University Boulevard, Indianapolis, IN with Chairman Dan Peterson presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Jon Costas, Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Mika Mosier, Dan Peterson, and Caren Whitehouse. *By phone:* John Popp

Members Absent: Chris Murphy

CHAIR'S REPORT

Chairman Peterson began his report stating on behalf of the Commission, I would like to thank IUPUI for hosting our meeting today, and thank you Vice Chancellor Johnson for sharing information about IUPUI campus with us over breakfast and lunch.

I would also like to thank Ivy Tech Community College for hosting the Commission members for dinner last night, in celebration of Susana Suarez's service to the Commission and for hosting the State of Higher Education Address. I would like to ask Caren Whitehouse to read Susana's Resolution.

R-17-01.1 RESOLVED: That the Commission for Higher Education hereby approves the 2016-2017 Officer Slate (Motion – Whitehouse, second – Costas, unanimously approved)

The Faculty Leadership Conference will take place next week, February 16. There are over 80 faculty members and administrators from around the state registered to attend this conference, which will focus on 'integrating career ready skills in low level courses' as well as career services on campus. The conference will be led by Dr. John Conant. We look forward to hearing more about this at our next meeting.

Also, please be reminded the H. Kent Weldon Conference for Higher Education will take place on April 4, 2017 at the Marriott North. The conference will keynote Mike Merriner, Co-Founder on Roadtrip Nation. Registration is now available and you may direct questions to events@che.in.gov.

R-17-01.2 RESOLVED: That the Commission for Higher Education hereby approves the 2016-2017 Officer Slate (Motion – Bland, second – Hubbard, unanimously approved)

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, on behalf of the staff, I would like to add words of appreciation for Susana's service. She has been an integral part of our work, especially her contributions to the Student Success Committee and our Strategic Plan. The good news is that she isn't far away and continues to share our agenda in her new role.

As I begin my remarks, I would like to offer a few updates on the people who help shape our work. Some of you may remember the name Vito Iovino, who served on the Commission (1994-2006) representing Congressional District 5 and as our chairman for two years. He died last December and his family requested that the 21st Century Scholars Program be listed as his choice for contributions. To date over \$4500 in contributions have been made in his honor.

I learned last week that Beverly Pitts, the former President of University of Indianapolis and Provost at Ball State, has been named by Governor Holcomb to serve on the Commission. Beverly is well qualified for this role.

As you all know, we lost a dear friend on Monday when our friend and the former Commissioner of Higher Education, Stan Jones, died after a heroic battle with cancer. Tributes have been pouring in, including ones from many of you. Stan was not only our friend, he was also a mentor to many and visionary leader. As you know, but it bears repeating, Stan was a champion for students, especially low income and first generation students, and was one of the nation's most well respected thought leaders in the higher education community. IN his honor, the Stan Jones Memorial Scholarship has been established to support 21st Century Scholars. Contributions can be made to CompleteCollege.org. Mr. Chairman, I would ask that we have a moment of silence to honor a great man.

The weeks leading up to this meeting have been busy ones for the Commission. With the General Assembly in session and a new Governor in place, we've been asked to provide the higher education perspective on many pending proposals. The good news is we've been asked to help develop the proposals rather than respond to a completed work product.

The clearest evidence is the work we're doing to develop and advocate the Workforce Ready Grant – legislation advocated by the Governor and supported by legislators and DWD to focus on the needs of working adults. It's a companion effort to our *You Can. Go Back.* program. On Wednesday I testified in favor of HB 1008 and also had the opportunity to highlight the Workforce Ready Grant in yesterday's State of Higher Education Address.

I also used yesterday's speech as an opportunity to provide an encouraging update on the readiness of 21st Century Scholars – more Scholars are on track to earn their Scholarship, putting us on track to outpace the historical average of students earning the scholarship.

We've been sharing updates with you over the last 18 months about improvements we're making in implementing a one-stop shop for Hoosiers' financial aid needs. I'm pleased to tell you that as of this week, the new system is up and running, guiding students and families seamlessly through the process of applying for and maintaining state-based financial aid. Known as ScholarTrack, the new system combines 12 different systems and processes into one comprehensive, user-friendly, secure system. Working with our vendor, WDD, and in partnership with the colleges and universities, this promises to be the standard for systems nationwide. Michael Hawryluk and his team at CHE have done an extraordinary job, working overtime and coming in on time and within budget. To summarize; it's a unified system that has a student-focused design that is easier for school personnel and colleges while preserving the necessary security.

CONSIDERATION OF THE MINUTES OF THE DECEMBER, 2016 COMMISSION MEETING

R-17-01.3 **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the December 2016 regular meeting (Motion – Whitehouse, second – Bland, unanimously approved)

II. PUBLIC SQUARE

A. Exploring Careers and Workforce Demand

1. Steve Braun, Commissioner, Department of Workforce Development
2. Chris Cotterill, Executive Vice President and General Counsel, Indiana Economic Development Corporation

Teresa Lubbers moderated this session.

III. BUSINESS ITEMS

A. Academic Degree Programs for Expedited Action

1. Master of Science in Anesthesia to be offered by Indiana University at Indiana University-Purdue University Indianapolis
2. Master of Science in Dentistry in Cariology and Operative Dentistry to be offered by Indiana University at Indiana University-Purdue University Indianapolis
3. Bachelor of Science in Computer Science to be offered by Indiana University Kokomo

R-17-01.4 **RESOLVED:** That the Commission for Higher Education hereby approves the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Conant, second – Fisher, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Capital Projects Awaiting Action
- D. Media Coverage

**V. OLD BUSINESS
NEW BUSINESS**

There was none.

VI. ADJOURNMENT

The meeting was adjourned at 2:51 P.M.

Dan Peterson, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

PUBLIC SQUARE:

Identifying and Learning from Other States' Experiences and Emerging Best Practices

Background

As the Commission examines emerging best practices related to alignment of higher education and workforce demand, it will have the opportunity to hear from Mike Krause, Director of the Tennessee Higher Education Commission and Scott Jenkins, Strategy Director at the Lumina Foundation.

Supporting Documents

Mike Krause Bio
Scott Jenkins Bio

Mike Krause
Executive Director
Tennessee Higher Education Commission

Mike Krause was appointed as the executive director of the Tennessee Higher Education Commission and Tennessee Student Assistance Corporation by Governor Bill Haslam in August 2016.

Prior to assuming this role, he served as the founding executive director of the Tennessee Promise and Drive to 55, where he coordinated the launch of the nation's first free community college program and an array of other programs focused on increasing state higher education attainment.

Previously, Mike served as the assistant executive director at the Tennessee Higher Education Commission. Krause also served for eight years in the United States Army and Tennessee Army National Guard, where he completed three combat tours with the 101st Airborne Division and was awarded the Bronze Star Medal during Operation Iraqi Freedom.

An eighth generation Tennessean, Mike earned his bachelor's degree from Austin Peay State University and Master's degree in Public Policy from Vanderbilt University's Peabody College. He lives in Thompson's Station with his wife, son and daughter.



Scott Jenkins
Strategy Director
Lumina Foundation

Scott Jenkins serves as strategy director for Lumina Foundation. In that role, he leads development and advancement of the Foundation's State Policy Agenda. Scott has a broad and extensive background in institutional, state, and federal policy development and execution.

A few of his career highlights include serving as the Education Policy Director to former Michigan Governor John Engler and Indiana Governor Mitch Daniels, the Director of External Relations for Western Governors University, and as a Deputy Assistant Secretary in the US Department of Education in the Bush administration.

Scott has a BS in Political Science from The University of Central Florida. Scott lives in Indianapolis when not in some other state capital and has two adult children Carsen and Jacob



COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM A:

College Readiness Report

Staff Recommendation

For discussion only.

Background

The Commission for Higher Education’s annual College Readiness reports provide K-12, college success coalitions, and other higher education stakeholders with more information about Indiana students’ college access and performance so that over time we can collectively highlight successes and work together to tackle remaining challenges. The reports show that access to education beyond high school continues to hold steady, with a majority (65%) of Hoosiers enrolling in college within a year of graduating high school. The data also indicate that diploma type matters regarding remediation needs, first-year performance, and persistence to sophomore year. And while remediation needs are still highest in mathematics across all diploma types, changes in how institutions identify students needing remediation are accompanied by generally steady or improving freshman year performance in GPA and number of credits earned for most student groups examined.

The 2017 College Readiness reports include interactive dashboards showing trends and county/regional comparisons, and incorporate new data elements such as a composite college readiness metric and degree completion rates.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM B-1:

Master of Architecture to be offered by Indiana University Bloomington

Staff Recommendation

That the Commission for Higher Education approve the Master of Architecture to be offered by Indiana University Bloomington in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. This program was discussed by the Academic Affairs and Quality (AA&Q) Committee at its October 24, 2016 meeting, which included participation from other Commission members not on the Committee. The full Commission also discussed the proposed program for some length during two Working Sessions preceding Commission meetings on November 10 and December 6 of last year. The latter occasion included remarks from the leadership of the Columbus community, and on both occasions the two universities were provided opportunities to comment on the proposed M.Arch. Further discussion of the M.Arch. occurred during the Working Session preceding the February 9, 2017 Commission meeting.

Similar Programs in Indiana. In the *independent* or private not-for-profit sector, only the University of Notre Dame offers master's degrees in Architecture and related fields: the Master of Architecture (M.Arch.), Master of Architectural Design and Urbanism (M.ADU.), and M.S. in Historic Preservation. The University also offers a five-year Bachelor of Architecture (B.Arch.)

No institution in the *proprietary* or private for-profit sector offers a master's degree in Architecture.

Within the *public* sector, only Ball State University, through its College of Architecture and Planning (C.A.P.) offers master's degrees in Architecture and related disciplines:

- Master of Architecture (M.Arch.)
- Master of Urban and Regional Planning
- Master of Landscape Architecture
- Master of Urban Design

Ball State also offers bachelor's degrees in Architecture and related disciplines:

- B.A./B.S. in Architecture (a four-year, non-professional program)
- Bachelor of Urban Planning and Development
- B.A./B.S. in Environmental Design
- Bachelor of Landscape Architecture

Related Programs at Indiana University Bloomington. IU Bloomington does not offer any degrees in Architecture or Architecture-related disciplines. However, the School of Art and Design does offer a number of undergraduate and graduate programs in disciplines that could provide opportunities for partnership with and support for the proposed M.Arch. program, such as Interior Design, Fine Arts, Apparel Merchandising, and Comprehensive Design (a B.S. in the latter was approved by the Commission in April 2016).

IU and Ball State Agreement. On February 3, 2017, the Commission received a letter from Indiana University President Michael McRobbie and Ball State University Interim President Terry King (Attachment 1) that outlined a six-point agreement between the two Universities. Selected aspects of this agreement are summarized below for purposes of the Commission's understanding of the mission differentiation between the two institutions in the field of Architecture:

IU Architecture Program

Indiana University will only offer one Architecture degree: the IU Bloomington Master of Architecture (M.Arch.), which will have its primary focus in Columbus, with some courses being taught through the Bloomington campus. IU will not offer the M.Arch. in any other community in Indiana or online; nor will the University offer any baccalaureate program in Architecture, including a B.A. or B.S. in Architecture.

Indianapolis

Through its IUPUI campus, Indiana University is prepared to support the Ball State presence in Indianapolis in various ways, including, for example, leasing classroom space to BSU and integrating BSU students, faculty, and staff into the IUPUI community.

Columbus

IU will work with Ball State to identify reciprocal opportunities for students of the respective universities to take courses at the IU facilities in Columbus. The two universities will explore establishing a joint research center in Columbus and work to develop a formal partnership with the Columbus, Indiana Architectural Archives. The Commission understands that a corollary to these collaborative arrangements, Ball State will make a commitment to maintain a continuing presence in Columbus, within resource limitations.

Demand for Architects. Much of the discussion around this program request has focused on Indiana's projected demand for architects and the state's capacity to meet this demand, early characterizations of which were conflicting. Initial analyses utilized different state and national data sources on the number of employed architects and projected growth rates for employed architects varied significantly, ranging from modest (7%) to high (20%). It was also unclear how Ball State's production of architecture graduates was affecting Indiana's supply, in part because attention was placed on the total number of graduates as opposed to the number who became licensed and stayed in the state.

In recent weeks, a consensus emerged that a better measure of demand is the projected number of licensed architects who practice in the state. While graduates of architecture programs can be employed in architectural firms without being licensed, it is the licensed architects who sign final construction documents, are most likely to establish and lead architectural firms, and otherwise perform tasks essential for the health of the industry.

Following on this consensus, IU and Ball State collaborated on developing consistent educational pipeline models for past, current, and future programs in Architecture, with emphasis on estimating each program's maximum yield of licensed architects who stayed or will stay in Indiana (see Attachment 2). Making assumptions about replacement rates for existing architects and modest growth rates (7%) for the profession, and taking into account Indiana's low ratio of licensed architects per 100,000 population relative to other states, the two universities conclude that the cumulative output of the three Architecture programs is consistent with future demand expectations.

The assumptions underlying this conclusion include the following: the IU M.Arch. program will enroll 20 new students per year (although the University has indicated that the

program could accommodate 40 students, if demand warrants that); the Commission will approve the B.Arch. for Ball State, which the University had offered prior to 2008 and for which a proposal is expected within a few months or so; and implementation of the B.Arch. will lead to a reduction in the number of newly licensed architects resulting from the existing Ball State M.Arch. program.

Given all of the attention that has been paid to the demand for architects and the many assumptions made about this topic, the Commission intends to monitor enrollment and degree production trends relative to the projections that have been made for the proposed program.

Supporting Documents

February 3, 2017 letter to Commissioner Lubbers from President Michael McRobbie and Interim President King

Additional Material Received on February 23, 2017 and February 28, 2017

Program Description – Master of Architecture



INDIANA UNIVERSITY

February 3, 2017

The Honorable Teresa Lubbers
Commissioner
Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1971

Dear Commissioner Lubbers:

On behalf of Ball State University and Indiana University, we are very pleased to submit an agreement we have reached for moving forward our respective interests in education programs in architecture within the State of Indiana. We describe below six points that comprise an agreement between our universities. Please feel free to review these elements of agreement and share with your member commissioners as you require. We, and our University leadership, stand ready to address any questions and clarifications prior to and at your upcoming Commission meeting next week.

We must convey that in reviewing this list, collectively it represents a very impressive overall joint initiative in architecture between our two institutions. In the past few decades there has been only minimal academic collaboration between our two institutions. What we have agreed here decisively turns a new page in this regard, one that will have great and lasting benefits for the State of Indiana.

The following are the elements that will comprise this partnership.

1. BSU will not raise further concerns regarding IU's proposal to the ICHE at its February meeting and any subsequent meeting if necessary, to establish a masters degree in architecture based in Columbus. The IU masters degree in architecture, while housed in the School of Art and Design based in Bloomington, will have a primary focus of activity in Columbus, Indiana. IU will not offer a masters degree program in architecture in any other community in Indiana nor online. Certain course work toward a degree will be performed in Bloomington and possibly online, but the degree itself will not be offered online.
2. IU additionally affirms that IU will not seek to establish an undergraduate architecture program on any of its campuses. The bachelor degree would remain an exclusive offering of BSU, subject to ICHE approval.
3. IU will further discuss providing real estate resources to BSU (potential of space on the IUPUI campus for BSU to offer classes that are part of its programs in architecture). The details of this arrangement including lease term will be further articulated in the coming months.
4. IU will integrate the BSU students, faculty, and staff working on the campus into the IUPUI campus community, for example through potential future joint programming, library access, access to the IUPUI Student Center and comparable facilities, Internet connectivity, parking, access to recreational facilities, etc.
5. IU will work with BSU to identify reciprocal opportunities for IU and BSU students to take courses and study at the IU facilities at Columbus and Indianapolis. IU and BSU will explore establishing a joint architectural research center in Columbus.

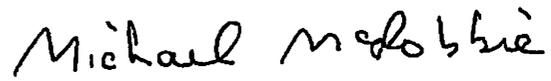
The Honorable Teresa Lubbers
February 3, 2017
Page 2

6. IU will work with BSU to develop a formal partnership with the Columbus Indiana Architectural Archives, potentially to be housed in an IU facility in Columbus.

Again, we greatly look forward to implementing this partnership together as institutions and with the support of the Commission for Higher Education.

Yours sincerely,


Terry King
Interim President
Ball State University


Michael A. McRobbie
President
Indiana University

From: Ball State University; Indiana University Bloomington

To: Dr. Kenneth Sauer

Re: Demand Data and Program Mission Statements

Date: February 23, 2017

1. Matriculation and graduation do not equate with architecture licensure attempts.

As a result of the proposed program at IUB, Ball State University has done a deeper analysis of its historical program results. That analysis shows that during the period from 1996-2006 on average 70 people entered the B. Arch class; 56 graduated and were eligible to take the licensure exams; 44 attempted the exams. Of those who ultimately pass, 25% leave the state. So it is clear that however many passed, the number who remained as professional architects in Indiana would not exceed, and might be smaller than, 32. (See funnel chart attached.)

During the period since 2008, BSU has offered just the M. Arch. During that period, the supply of architects has gotten even thinner. On average, 40 enter the program each year; 35 graduate; and 21 attempt the licensure examinations. Assuming the same 25% leave the state, the number of licensed architects that could be added to the state would not exceed 15.

2. About 30% of people eligible to sit for the architecture licensing exams choose to take other paths with their architecture training. People with this training go into many professions, and people who attend architecture programs choose professions other than becoming licensed architects.

The BSU historical data demonstrate that whether one looks at the B. Arch or the M. Arch period, about 30% of graduates eligible to sit for the licensure exams choose not to do so, suggesting that they plan to use their training in allied professions, examples of which are included in our charts.

3. Indiana has significantly fewer architects per capita than both states of similar size and of all neighboring states except Kentucky.

See attached charts.

4. Even ignoring the Indiana workforce development data, which puts Indiana's need significantly above the national average, and assuming retirements and replacement needs, Indiana will have a deficit of 156 architects by the time IUB graduates its first class of 20.

If the Commission approves IUB's proposed program in March, the earliest IUB could produce its first graduates is 2021. They would not sit for the licensing exam until 2024, due to a three-year apprenticeship. By that time, our analysis shows that Indiana will be in a deficit of 156 architects in the state. Please see attached charts.

Program Mission Differentiation Statements

Ball State/CAP

An integrated learning space that brings together the professional disciplines of the built environment – architecture, environmental design, urban planning, and landscape architecture. The CAP studio assists students with organizing their observations into ideas and insights that inform the creation of inhabitable environments.

Target Audience: Students wanting a Bachelors experience who focus on architecture from a young age; Students wanting an experience in various professional disciplines of the built environment; Students wanting a larger architecture program with both undergraduates and graduate students.

IUB M.Arch.

A model for educating architectural students that uses Columbus’s historic and robust civic consciousness to integrate architecture, art and design with the city’s unique public-private coalition process. The things that make Columbus great make great architects.

Target Audience: Bachelors graduates with liberal arts, business, and design related degrees; Students looking for opportunities to collaborate with unique IU programs such as Kelley School of Business, Maurer School of Law, SPEA, Informatics; Students interested in modernist architecture, Columbus’ heritage, and the coalition process; Students wishing access to art and design opportunities through the School of Art + Design in a graduate focused program.

PAST BSU

B. ARCH. PIPELINE (1996–2006)

70

Entering B.Arch. class

56

B.Arch. graduates

44

Annual average A.R.E. attempts

32

Only 74% of those who attempt will stay in Indiana. The number who pass the exams will be smaller.

CURRENT BSU

M. ARCH. PIPELINE (2008–2015)

30

Students enter from CAP BA/BS

+

10

Students enter from outside

=

40

Total entering class

35

M.Arch. graduates

21

Annual average A.R.E. attempts

15

Number remaining in Indiana is based on the same % as the B.Arch.

BALL STATE C.A.P. MATRICULATION

KEY POINTS:

- These charts demonstrate Ball State University's closer examination of its output of licensed architects.
- The attempt data is from the National Council of Architectural Registration Boards (NCARB).
- NCARB tracks rates of the Architect Registration Examination (A.R.E.), delineated by institution and content areas (multiple exams comprise the license).
- A.R.E. attempt rates of graduates are a better indicator of the conversion of graduates to the practice of professional architecture, rather than using raw institutional graduation numbers (as previously provided).
- Ball State University examined two periods of time. One period is from 1996–2006 which illustrated A.R.E. attempt rates of students graduating with the B.Arch. The second period is from 2008–2015 which illustrated A.R.E. attempt rates of the M.Arch. 2007 was the transition from the B.Arch to M.Arch, therefore, no student sat for the A.R.E.
- Pass rates are not statistically dependable because of the number of separate examinations and the number of retakes.

Analysis of both datasets demonstrate unmet employment opportunities for graduates seeking a professional architectural license.

Further, A.R.E. attempts appear to be a better indicator of the conversion of graduates to professionally-licensed architects.

FUTURE BSU B. ARCH. PIPELINE

70
Entering B.Arch. class

56
B.Arch. graduates

44

Annual average A.R.E. attempts

32

Only 74% of those who attempt will stay in Indiana. The number who pass the exams will be smaller.

FUTURE BSU M. ARCH. PIPELINE

15
Entering M.Arch. class

10
M.Arch. graduate estimate

6

Annual average A.R.E. attempts

4.5

Only 74% of those who attempt will stay in Indiana. The number who pass the exams will be smaller.

FUTURE IU M. ARCH. PIPELINE

20
Entering M.Arch. class
(mix of two and three year students)

18
M.Arch. graduate estimate

14

Annual average A.R.E. attempts
Based on NCARB average

10

Number remaining in Indiana
parallel to BSU

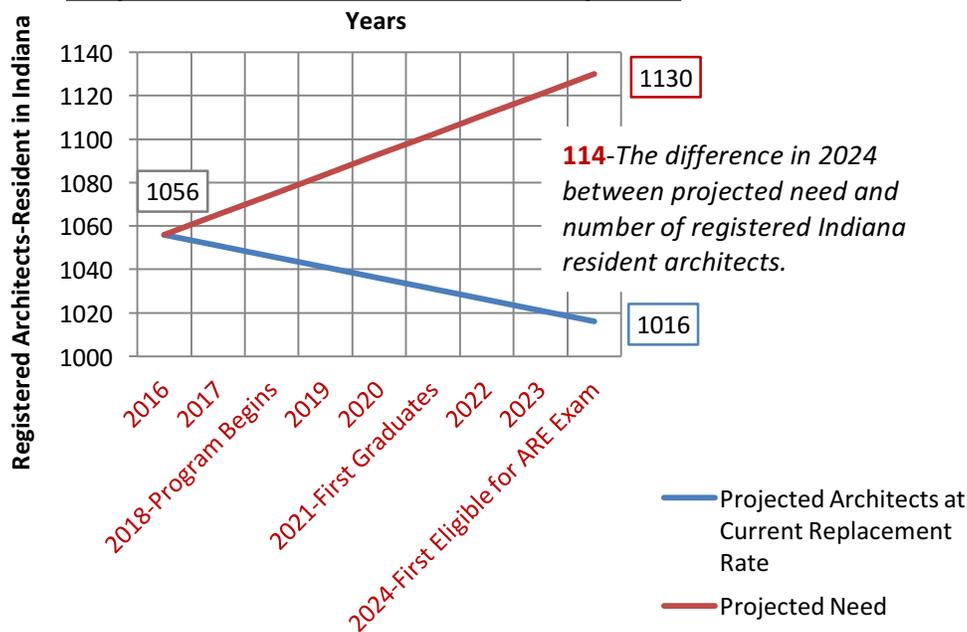
32 + 4.5 + 10 = 46.5

Based on Design Intelligence data the projected shortage of architects by 2024 (the first year that IU M.Archs. could be licensed) is 156.

This clearly demonstrates demand.

See "Projected Shortfall" chart for details.

Projected Shortfall in Architects by 2024



Projected Architects at Current Replacement Rate (blue line):

According to Design Intelligence, Indiana has 1056 architects who are both resident and registered in the state.

Assuming that the average architect has a 40-year career, Indiana will need to replace 26 architects per year. According to Ball State CAP, 21 of their graduates take the Architectural Record Exam each year. This leaves the state with a net loss 40 architects by 2024. **This number is conservative, as it does not take into account other factors, including moving to other state and migration to allied professions** that has been observed, but for which no data has been found.*

Projected Need (red line):

According to the Bureau of Labor Statistics, a 7% growth in demand for architects is expected by 2024. For Indiana, that will be an increase of 74.

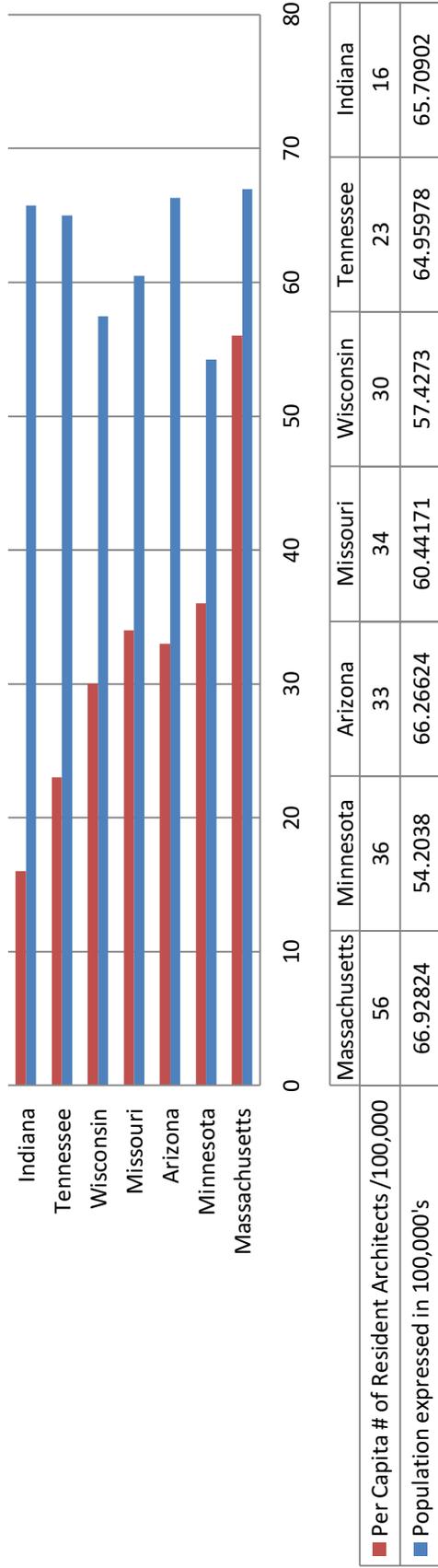
Based on this information, we can conclude that by the time the first graduates of a new architecture program are eligible for the licensing exam, **Indiana will have a deficit of at least 114 architects.**

*As with all professions, a number of individuals migrate out of architecture for various reasons over the years. Most go into allied professions in which their thinking and design skills are valuable. Some of these professions include:

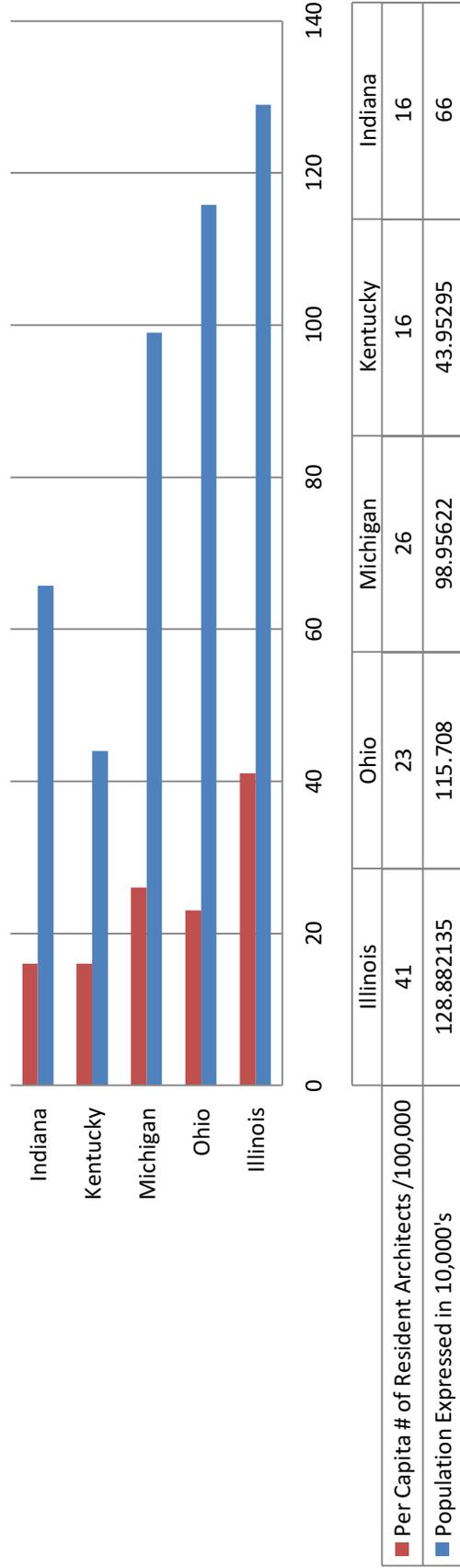
- Interior Design
- Environmental Design
- Furniture Design
- Web Design
- Design of Virtual Environments
- Lighting Design
- Historic Preservation
- Academia
- Planning
- Real Estate
- Real Estate Development
- Construction Management
- Project Management
- Material or Furniture Rep
- Facilities Management

These charts demonstrate that Indiana has significantly fewer architects per capita than neighboring states and states with similar population.

Total Resident Architects/100,000 People in States with Populations Similar to Indiana*



Total Resident Architects/100,000 People in States Adjacent to Indiana*



* Data taken from *Design Intelligence*: <http://www.di.net/almanac/stats/number-of-licensed-architects/>

Curricular differences between M. Arch. I programs at Indiana University/Bloomington and Ball State University

Key	
Overlap between programs	
Courses Unique to Indiana University/Bloomington	
Courses Unique to Ball State University	

National Architectural Accrediting Board (NAAB) is not prescriptive.

NAAB prefers that each architectural program be unique.
 Accreditation of an architectural program is outcome based and depends on the examination of student work from each individual program.
 NAAB does not prescribe curricula.

Chart Analysis:

There are significant differences between the dedicated M. Arch. I program proposed by Indiana University and that which exists at Ball State University. The Ball State University program is an eclectic program that concentrates on the more technical aspects of architecture and mixes undergraduate and graduate students in the same classes. The proposed IUB program is heavily based on the linkages between art and design and the community. The IUB M. Arch. I is a dedicated graduate program.

IUB/SoAD M. Arch. Proposed

"A model for educating architectural students that uses Columbus' historic and robust civic consciousness to integrate architecture, art, and design with the city's unique public-private coalition process. The things that make Columbus great make great architects."

Required	Credits
521 Visual Studies Studio 1 (Visual Studies for Arch. 2D/3D, Dig. Fab)	6
501 Architectural Studio 1 (Basic Skills and Concepts)	6
522 Visual Studies 2 (Visual Studies for Architecture: 2D)	3 (total 6)
541 Built Environment 1 (Formal Analysis/History)	3
531 Structures 1 (Steel and Wood)	3
542 Built Environment 2 (Formal Analysis/History)	3
502 Studio 2 (Intermediate Skills and Concepts)	6
522 Visual Studies 2 (Visual Studies for Architecture 2D)	3 (total 6)
532 Structures 2 (Concrete and Lateral Forces)	3
631 Energy/Environmental Systems 1	3
600 Architectural Studio 3 (Rome/Community Building in Columbus)	3
661 Coalition and Community Building (Unique to Program)	3
621 Visual Studies Studio 3 (Visual Studies for Architecture 2D)	6
601 Architectural Studio 4 (advanced Skills and Concepts)	6
622 Visual Studies Studio 4	6
632 Energy/Environmental Systems 2 (Electrical/Plumbing/Sustainability)	3
643 Built Environment 3 (Synthesis and Analysis)	3
662 Urbanism	3
602 Architectural Studio 5	6
(Capstone Studio + Visual Studies 6 + Theory*) (Unique to Program)	(6 + 3 + 3)
645 Theory	3
603 Architectural Studio 6 (Nomadic Studio) (Unique to Program)	6
623 Visual Studies Studio 5 (Visual Studies for Arch. 2D Nomadic Studio)	3
644 Built Environment 4 (Synthesis/Analysis in Global Nomadic Context)	3
633 Professional Practice	3
604 Architectural Studio 7 (Capstone Studio)	6
624 Visual Studies Studio 6 (self Directed)	3

Notes: From the color coded chart, it is evident that the proposed Indiana University at Bloomington M. Arch. I program is significantly different from the Ball State program. The IUB program is heavily based in the liberal arts while the Ball State is heavily based in more technology-based aspects of architecture. From the perspective of NAAB both programs are viable as accredited programs.
 The IUB M. Arch. I has a strong Visual Studies Studio sequence (521, 522, 621, 622, 623, 624) which links architectural design with art and digital fabrication. No other M. Arch I program in the country has this concentration of architecture, art and digital fabrication.
 Another unique feature of the IUB program is the Built Environment sequence where history and theory are not stand-alone topics, but are integrated into the design studio.
 The IUB M. Arch. I will leverage community assets of Columbus including the unique concentration of notable modern architecture and the community Coalition Process. Columbus is a scalable community that provides access to city and regional governments, local fabricators, and businesses. Understanding how a city works can be scaled-up from the Columbus experience to be relevant in large cities.
 The Coalition Process will be the basis for developing resolutions to design problems both locally and abroad, to leveraging public-private ventures and become a basis for professional practice classes. The Nomadic and Rome Studios, in contrast to the locally based studio classes, will offer Indiana students the chance to understand architectural design in the global context.

*Capstone Studio integrates design and systems

Ball State/CAP

"An integrated learning space that brings together the professional disciplines of the built environment - architecture, environmental design, urban planning, and landscape architecture. The CAP studio assists students with organizing their observations into ideas and insights that inform the creation of inhabitable environments."

Required	Credits
ARCH 163 Architectural Communications Media	4
ARCH 263 Digital Design	3
ARCH 103 Architectural Design Studio	6
Ball State has no additional Visual Studies	
ARCH 229 History of Architecture I (Unique to Ball State)	3
ARCH 218 Structural Systems I	3
ARCH 329 History of Architecture 2	3
ARCH 203 Architectural Design Studio	4
Ball State has no additional Visual Studies	
ARCH 318 Structural Systems 2	3
ARCH 273 Environmental Systems 1	3
Ball State has no comparable class	
ARCH 600 Architectural Workshop (Unique to Program)	3
Ball State has no additional Visual Studies	
ARCH 304 Architectural Design Studio	5
Ball State has no additional Visual studies	
ARCH 373 Environmental Systems 2	3
Ball State has no comparable class	
Ball State has no comparable class	
ARCH 500 Architectural Design Studio	6
ARCH 501 Comprehensive Studio (Unique to Program)	6
Ball State has no comparable class	
ARCH 601 Topic Studio (Unique to Program)	6
ARCH 520 Professional Practice	3
ARCH 602 Final Project Studio	6
ARCH 603 Final Project Prep	1
ARCH 214 Architectural Building Technology 1	3
ARCH 314 Architectural Building Technology 2	3
ARCH 251 Introduction to Social and Cultural Issues of Design	3
ARCH 418 Structural Systems 3	3
ARCH 503 Research Methods	3
ARCH 555 Internship	0
CRT Critical Thinking and Representation	3
BPT Building Practices & Technology	3

Notes: The Ball State program has limited overlap with the proposed M. Arch I program at IUB as evidenced by the color coded chart. Ball State is a unique and eclectic program that focuses on the technological aspects of architecture.

** Total credits does not include the required intership summer term.
 *** Does not include the required intership summer term.
 **** One summer is a required intership that has no credits attached to it.

Program Description

Master of Architecture to be offered by **Indiana University** **Bloomington, Indiana**

1. Characteristics of the Program

- a. **Campus(es) Offering Program:** Indiana University Bloomington
- b. **Scope of Delivery:** Indiana University Bloomington; Indiana University Center for Art and Design in Columbus, Indiana (IUCA+D)
- c. **Mode of Delivery:** Classroom and Studio
- d. **Other Delivery Aspects:** Internships
- e. **Academic Unit(s) Offering Program:** School of Art and Design within the College of Arts and Sciences

2. Rationale for the Program

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

The Master of Architecture (M.Arch.) curriculum embraces the call in *The Bicentennial Plan for Indiana University* to develop degree programs that train students to participate in a “culture of building and making” by providing them, regardless of their undergraduate major, with a unique grounding in design and architectural practices. Moreover, graduates of this program will receive a degree accredited by the National Accreditation of Architects Board (NAAB), a necessary step for professional licensure, and thus allow them to pursue their dreams and fulfill their professional aspirations.

The centrality of Columbus in this degree program—and its national and international prominence created by its world-renowned and historically important buildings—will allow students to take full advantage of the rich architectural history the city can provide. Indeed, as Susan Stamberg wrote in a feature for National Public Radio in 2012, more than 60 public buildings in Columbus have been built by a “veritable who’s who of modern masters — I.M. Pei, Eero and Eliel Saarinen, Cesar Pelli, Richard Meier, Harry Weese, Robert Venturi and James Polshek, to name a few.” Hailing Columbus as a “Midwestern Mecca of Architecture,” Stamberg also notes that six of the buildings have been designated as national historic landmarks. This heritage, coupled with the wide array of courses available in the School of Art and Design (SoAD) and the capacity of the College of Arts and Sciences, will make this program unique in its ability to educate a new generation of architects.

This goal relates directly to other programs in (SoAD) as well, the B.S. in Interior Design, for example, that attracts a significant number of students who will be well prepared for graduate study. In addition, last fall the first new degree proposed by

the SoAD faculty, the B.S. in Comprehensive Design (Indiana Commission for Higher Education approval pending), was developed to introduce students to the most innovative elements of the new School, maximizing the benefits of the co-location of research, teaching, and artistic production. In this program, students learn to bring multiple perspectives and skills to bear in undertaking creative tasks, learning vital to success in the M.Arch degree. The B.S. in Comprehensive Design, much like that in Interior Design, originates in a student-centered and project-oriented curriculum to prepare students with a special interest in the built environment. The value of both degrees will be even greater for students who choose to pursue further education in architecture, allowing them to complete the M.Arch. curriculum in a timely fashion explained below in section 5 (a).

That is to say, the M.Arch. degree will allow students matriculating in Interior or Comprehensive Design to move efficiently into graduate work in a way that directly responds to the First Priority of the *Bicentennial Strategic Plan* insofar as the curriculum is concerned: “Indiana University will continue to pursue new graduate and undergraduate programs . . . to leverage its strengths, assure relevance, and respond to student demand and to regional, state, and national needs.” One of Indiana’s most unique strengths is the architectural wonder that is Columbus and its highly renowned buildings designed by world-famous architects. In most surveys and polls, Columbus consistently appears in the Top Six of architecturally important cities in the nation, along with such cities as New York and Chicago. This strength resides at the heart of the M.Arch program. And, as the pages that follow outline, the demand for professional architects is nearly three times higher in Indiana than the national average. The demand nationally is also strong. This is therefore not only the kind of degree and innovation called for in the *Strategic Plan*, but also one responding directly to existing labor markets.

See Appendix 1 for links to the strategic plans for the university and the Bloomington campus.

b. State Rationale

The priorities of *Reaching Higher, Achieving More* might be summarized as three-fold: *Student-Centered, Mission-Driven, and Work-Force Aligned*. With small incoming classes and a studio-centered pedagogy at the core of the degree, the M.Arch. focuses on expanding the students’ skill base and refining their understanding. The centrality of Columbus in this degree plan exemplifies the call for a mission-driven higher education in which each educational site fills a “distinct but integrated role within the state’s higher education system.” The degree’s broader location within the Bloomington-based School of Art and Design will allow for numerous kinds of integrative educational experiences while also retaining the distinctiveness gained by significant coursework and studio-training in Columbus. And present data will show that this proposal responds to a real need within the state and region for professional architects.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

As described in more detail below, the need for professional architects nationally is considerable. According to the U.S. Bureau of Labor Statistics, the 112,600 architects working in 2014 will welcome an additional 7800 professionals into the field by 2024. The demand for professionally-trained architects is especially acute in Indiana, where expected increases in available positions are projected as significantly higher—in fact, nearly three times higher—than national predictions.

ii. Preparation for Graduate Programs or Other Benefits

In *Becoming an Architect* (3rd ed., 2014), Lee W. Waldrip outlines features that will define architecture in the future; these include sustainability, collaboration, integrated project delivery, public interest design, and more. He cites the report *Future Work Skills 2020* published by the Institute for the Future which outlines key abilities students of architecture acquire that transcend any particular occupation: trans-disciplinarity, the ability to collaborate (including virtual collaborations) effectively, novel and adaptive thinking, and perhaps most important, what the report refers to as a “Design Mindset”: “The ability to represent and develop tasks and work processes for desired outcomes” (298). These broader skills and intellectual capacities go well beyond those requisite for a single career to suggest the kinds of education a well-rounded citizen—and professional—should possess. Architecture programs are thus uniquely positioned to provide students with an education that will serve them well in a wide number of fields.

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

According to the Indiana Department of Workforce Development (Indiana DWD), the employment of Architects (Federal Standard Occupational Classification Code 171011) in the state is projected to grow by 20.3% through 2022, considerably higher than the national average. Many of these positions will be replacement jobs, but a number are also new. It is projected that 43 new architects will be needed in Indiana each year through 2022, although some surveys such as “Hoosiers by the Number” project a much higher figure.

Nationally, the projection on the Indiana DWD website is that the employment of Architects will grow by 17.3%. *The Occupational Outlook Handbook* (OOH), published by the U.S. Department of Labor, is more modest in its projection, predicting a growth rate of about 7% through 2024. Some disciplines within architecture, however, are likely to expand at a higher rate. In 2006, for example, the Bureau of Labor Statistics estimated that there will be job growth of about 16% in green, or environmentally friendly, architecture. The current entry in the OOH similarly states that “Demand is projected for architects with a knowledge of ‘green design,’ also called sustainable design.”

See Appendix 2 for charts and further details.

iv. National, State, or Regional Studies

As the *US News and World Report* described recently, architects are “a rare blend of creativity and practicality,” suggesting the ideal location of this degree program within a School of Art and Design. The report observed, “The economy is recovering, which is good news for everyone, but it’s especially good news for architects.” The rise in construction—construction jobs are expanding across the country, especially in metropolitan areas—and the relatively low rate of unemployment for architects (about 5%), lead *US News* to this conclusion: “The job outlook for architects appears to be very solid.”

Fred Decker in “What Is the Job Outlook for an Architect?” (www.Chron.com) agrees with this assessment, citing a range of studies from those that paint a “rosy picture” for job prospects to others that remain “guardedly optimistic.” The bases for such optimism are several: the pervasive need for infrastructure upgrades at large institutions like schools and colleges, the ascent of green design perhaps best exemplified by revised building codes and new standards for construction, and the demand for energy efficiency and higher air quality, to name but a few.

Further, according to Tom W. Smith in “Job Satisfaction in the United States” (2007) and based on the results of a survey conducted by the National Opinion Research Center at the University of Chicago, architects ranked fourth in terms of “general happiness” with their careers. Thus, both job prospects and the quality of the job attained are very positive. And, as suggested above, students with this training may pursue careers in various disciplines within the design field, many of which are listed in section 5 (f) below.

See Appendix 3 for citations.

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

The nine job postings in Appendix 4 describe jobs ranging from internships for advanced students to Retail Project Design Managers, Project Architects, Design Architects, and more. Although individual postings list and emphasize different skills and experience levels, some commonalities exist across these postings: professional accreditation (NCARB) and state of Indiana license, in-depth knowledge of design software (AutoCAD, Revit, and other widely-used tools), familiarity with SDLC methodologies and integrative platforms, experience with 2-D and 3-D design programs, and others. The M.Arch. degree will prepare students with these skills and the required accreditation.

See Appendix 4 for specific details in these job descriptions.

vi. Letters of Support

Letters of Support are included from the following:

1. Larry Singell, Executive Dean, College of Arts and Sciences, IUB
 2. Heather Akou, Chair, Department of Apparel Merchandising and Interior Design, IUB*
 3. Arthur Liou, Chair, Department of Studio Arts, IUB*
 4. Eric Sandweiss, Chair, Department of History, IUB
 5. Bill Brown, University Director of Sustainability, IUB
- * These two departments will form the School of Art and Design.

See Appendix 5 for letters.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

The M.Arch. degree will require 5 dedicated full-time faculty appointments to serve an initial program. Although the Interior design faculty within SoAD include a number of highly talented architects, because of teaching demand in Bloomington only 1.5 FTE are currently serving the academic programs at IUCA+D in Columbus. It should be added that faculty in Columbus are also engaged in a robust program of community outreach, for from its inception IUCA+D has also been community focused. For this reason, a portion of the service of some future faculty will include community engagement, further necessitating the hiring of new faculty.

This program will also employ a number of visiting faculty from professional practices within the United States and abroad, a standard practice in the education of architects, allowing professional relationships to be fostered and supported for the student population. In addition, the program will rely upon affiliated faculty from SoAD, the College of Arts and Sciences, and such schools as the School of Public and Environmental Affairs to teach in Columbus. These faculty, including visiting faculty, will help develop the program as core faculty are hired and student enrollment grows.

Two administrative positions will also be needed at the outset: a librarian, a requirement to achieve accreditation, and one technical staff to organize and maintain the equipment and material necessary for the digital design fabrication that is industry standard in design education.

This program in architecture will be developed in collaboration with the community and the resources of Columbus, IN. The Columbus Indiana Architectural Archives, the Institute for Coalition Building of the Columbus Education Coalition, and library resources at IUPUC are assets that will help to shape and inform the educational program.

See Appendix 6, "Faculty and Staff, Detail."

ii. Facilities

For the program’s inaugural years, the IU Center for Art+Design in Columbus will serve to support the degree program in architecture, but this support will necessarily require supplementation as enrollments grow. With approximately 7000 gross square feet (gsf) dedicated to gallery exhibition, storage, faculty offices, a hybrid public/academic lecture and studio space with a workroom, it can serve as the administrative hub of the program. IUCA+D also provides studio and work room space for visiting undergraduate studio courses and faculty within the IUB College of Arts and Sciences.

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

Architectural education requires the use of specialized 3D and 2D design software, fabrication hardware and software, digital plotters, and telecommunication and visualization equipment.

See Appendix 8, “Equipment, Detail.”

b. Support

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

As described above, IUCA+D will be available to help support the graduate program with space and facility needs while still serving the community and the undergraduate visiting courses from IUB, as the donors envisioned. The curriculum for the first year, composed of 9 courses, reflecting the requirements of the National Architectural Accreditation Board (NAAB), is already under preparation. Faculty already assigned to IUCA+D will be available to provide teaching support, administration, and community service for the graduate program; and their efforts will be aided by the work of several IUB faculty.

The incremental costs associated with new faculty and required equipment will be met by the tuition and fee income from new student enrollment.

ii. Special Fees above Baseline Tuition

We propose a special fee of \$1,000/year above baseline tuition to support the program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

The practice of architecture requires a license issued by the state in which one intends to practice. Though specific requirements vary from state to state, all states maintain the following minimum standards:

- Graduation from an NAAB-accredited program.
- 3 years of internship
- Passing the Architectural Registration Exam administered by the National Council of Architectural Registration Boards (NCARB)

NAAB-accredited first professional degree programs take several forms, which can cause confusion among the uninitiated and require that programs be carefully compared. There are three principal paths through the educational process:

- 3 or 3.5 year M. Arch. after a 4 year undergraduate degree in any field. This path forms the basis of the proposed program.
- 2 or 2.5 year M. Arch. after a 4 year pre-professional undergraduate degree in Architecture or Environmental Design.
- 5 year Bachelor of Architecture.

The program being proposed is exclusively a professional graduate program that leads to a Master's Degree and licensure. It is flexible enough to accommodate and train students with an undergraduate degree in any field, with advanced placement possible for applicants with related undergraduate degrees after portfolio and transcript review (this process is described in section 5a below).

Nationally, nine of the ten highest-ranked schools of architecture—including Harvard, Yale, Michigan, Virginia, Texas-Austin, and others—offer the 3 or 3.5 year M.Arch. as their only professional degree. They all also have pre-professional undergraduate degrees within the school or elsewhere in the institution.

Indiana has two schools of architecture, at Ball State and the University of Notre Dame. These programs differ greatly from one another, but both offer NAAB-accredited paths to licensure. Ball State's program is an M.Arch; Notre Dame offers the 5-year B.Arch. In both cases, their undergraduate programs are much larger than the graduate programs. Ball State might be described as primarily an undergraduate program with 219 undergraduates enrolled for 4-year pre-professional B.A or B.S. degrees, not a professionally accredited B.Arch. 73 students are enrolled in the two tracks of two M.Arch programs. Similarly, Notre Dame primarily serves undergraduates: according to ACSA, 202 undergraduates are enrolled in the 5-year professional B.Arch. program and 40 graduate students in two M.Arch programs.

The M.Arch degree proposed here differs significantly from those at Ball State and Notre Dame. Ball State, for example, also offers graduate degrees in Landscape Architecture, Urban Design, and Historic Preservation, plus a related program in Urban and Regional Planning. Notre Dame has both undergraduate and graduate programs in Architecture and Urban Design,

with NAAB-accredited professional degrees for undergraduate and graduate students. Notre Dame is unique among schools of architecture for its focus on teaching the principles and forms of Classical architecture, rather than Modernism, and also offers a M.S. degree in Historic Preservation.

By contrast, the M.Arch proposed here blends architecture with principles of art and design through required courses in Visual Studies, i.e., an immersive and intensive experience in two- and three-dimensional practices that combine drawing, color, and form meaningful to architectural design, in a studio environment. These studio practices will form the basis of visual thinking underlying the design practice of the architect and are meant to give the student a life-long discipline. Further, this degree will provide a robust background for its students in coalition building and community partnership. That is to say, “coalition building” applies “design thinking” and its inherent project of problem solving to the development of the public consensus essential to the formation of the built environment. In addition, the program will feature a strong international component, as it also allows students access to the courses, seminars, workshops, exhibitions, lectures, and opportunities made available through the School of Art and Design on the Bloomington campus.

No graduate program in the state provides a comparable curriculum. And, when the enrollment data are compared to the labor market data outlined in section 2.c above, it is clear that there is potentially unmet need in the state that this program can provide. Moreover, given the data above, especially that from Ball State which graduates approximately 55 undergraduates/year and maintains a relatively small graduate program, it is likely that such students will seek a professional program in-state, as will numerous graduates from IUB’s undergraduate program in Interior Design and Comprehensive Design. This is already the case with the former group, with some dozen/year applying for graduate programs in Architecture.

The Master of Architecture Program proposed for IUB in Columbus, in sum, will be unique among existing programs worldwide, and this uniqueness begins with Columbus itself.

Columbus is recognized as a center for Modern Architecture and a Patronage system supported by J. Irwin Miller and the Cummins Engine Company. The following are excerpts from the letter of nomination for Columbus to be designated as a National Historic Landmark; it provides a brief view of the importance of Columbus as a center for Modern Architecture:

Two themes have been identified in the development of Columbus and Bartholomew County as a nationally-significant center of Modern architecture, “Patronage in Public Architecture” (1957-1973), and “Modern Architecture and Landscape Architecture” (1942-1973).

The Patronage in Public Architecture theme is represented by local business support of outstanding Modern architecture and landscape architecture.

Cummins Engine Company Foundation established a program in the 1950s to pay the design fees for local, public projects if the client group selected the design firm from a list developed by an independent panel of experts. Since the program started, many public resources have been constructed. In addition, the patronage program fostered an outstanding design sensibility in the community, resulting in private sector construction of additional Modern architecture resources. Programs that promote Modern architecture in this way are rare in the United States. Columbus' program may be the most extensive, long-term program of its kind.

The Modern Architecture and Landscape Architecture theme is represented by an exceptional collection of significant Modern buildings, landscapes, and public sculpture that reflects the development of these design idioms on a national basis. Many of the designers experimented with concepts and design forms in Columbus that they then applied to larger and more famous works elsewhere. These cultural resources reflect the design trends of the period in which they were constructed in response to a quest for excellence in design and creative problem solving. There is a broad cross-section of designers represented, rather than a collection of works by a small group. The comprehensive consideration of Modern architecture and landscape architecture, and the way in which the urban form has been shaped translates into an experience of national importance. . . .

Since 1942, over 110 buildings, structures, landscapes and numerous other resources have been designed and built for Columbus by the country's leading practitioners in architecture, landscape architecture, and urban design. Associated with the buildings and landscapes are significant works of public sculpture and commissioned works of art intended for specific locations. In addition, many of the buildings have furnishings that were designed by leading designers for specific interiors. The result has been an extraordinary representation of late twentieth century design. Columbus is distinctive in the United States in this way. Though some towns, businesses and universities have made a similar attempt, nowhere has the effort been as comprehensive or long-standing as in Columbus. The works are integrated into the community as schools, factories, office buildings, churches, government buildings, parks, bridges, and homes and gardens. (pp. 20,21).

Widespread recognition for Columbus' architecture is evidenced by the many articles about the city and its buildings, including the following examples:

- John Morris Dixon called Columbus' buildings a "remarkable collection of architecture." (*Architectural Forum*, December 1965)
- Ruth Moore of the *Chicago Sun-Times* wrote, "No other small city and no other large one, except possibly Chicago, can boast such a collection of public and private buildings by such a representative group of leading architects." (*Chicago Sunday Sun-Times*, 6 August 1966)
- A British publication stated that Columbus had "one of the world's greatest collections of contemporary architecture." (*Architectural Review*, July 1967)
- Bill Thomas of the *New York Times* wrote, "Seldom if ever, has so small a community contained so many examples of innovative architectural achievement." (*New York Times*, 22 March 1970)

- Another *New York Times* article stated, “Columbus probably has the finest architecture per capita of any city in the United States.” (*New York Times*, 17 May 1971)
- Paul Goldberger wrote in *New York Times Magazine*, “As groups of buildings by distinguished architects go . . . there is no place in the U.S. equal to Columbus.” (*New York Times Magazine*, 26 April 1981) (pg. 55)

For an in-depth understanding, please reference the complete document at <http://www.nps.gov/nhl/learn/specialstudies/ModernismBartholomewIN.pdf>.

See also Appendix 14.

Columbus has four unique features that will be leveraged to become valuable assets of the program:

- **The Study of Modern Architecture, Urban Design and Landscape Architecture:** Columbus is a unique and recognized center in the United States for Modern architecture. A significant portion of the proposed curriculum will provide students with direct access to these exemplary buildings and to the Columbus Architectural Archives as resources for study of precedents of modern design and the urban built environment, historic preservation and critical analysis. Presently, many programs bring large numbers of students to Columbus to study these buildings. Because the trips are short, the student engagement is limited. Our students will have the advantage of long term intimate association with a high concentration of outstanding examples of great Modern architecture.
- **The Study of the Coalition Process:** The study of the **Coalition Process**, unique to Columbus, IN, will be included in the professional practice courses in the new M. Arch. program. The Coalition Building Process takes the invisible process of community collaboration and makes it visible and concrete by creating a common language and a set of shared practices for community leaders. Coalition Process is the study of the ingredients and the structure of the consensus building necessary to create the frameworks and tools that form the underlying foundation of the practice. This process is what transformed Columbus by building public-private-governmental partnerships as a way to address the problems of the city and the built environment. For an architect, the coalition process offers an unparalleled methodology for reestablishing the link between the architect and the community and its problems. The Coalition Process was developed to build community by J. Irwin Miller, Cummins Engine Corporation, and the Patronage in Public Architecture program. The coalition process yielded success through the process and not through the benevolence of a single benefactor. The ideals were universally adopted by the community. (http://www.educationcoalition.com/assets/documents/document_1366663661.pdf)

- **Fabrication (Oak Ridge National Laboratory and Local Fabricators):** The program will leverage the available public-private collaborative fabrication opportunities in Columbus, including Cummins Inc. Cummins has offered to link its fabrication facilities with our curriculum and to sponsor a linkage with the Oak Ridge National Laboratories. Other area fabricators like Noblitt have demonstrated a willingness to work with our program by giving project-linked fabrication opportunities to faculty and students alike. Access to digital fabrication technologies leads to a more meaningful design process and thus complements the education of the designer.
- **Scalable City:** Columbus has all of the institutions, aspirations and conflicts of a large city, yet it is small enough to allow a unique transparency of process through consensus building, the Coalition Process. In major urban areas like New York City, Boston, Chicago, or San Francisco, people spend years if not decades in the quest to understand the government and the bureaucracy that drives it. Columbus is a “Living Laboratory” because it operates like a large city and that is small and open enough to offer students direct access to governmental processes and to the development of solutions to problems. Columbus likes to say about itself, “We are big enough to accept the challenges of large problems and we are small enough to get it done.”

ADDITIONAL FEATURES OF THE PROGRAM

Nomadic Studio: The nomadic studio is designed as an international study opportunity. Students will circumnavigate the globe as they study and analyze significant architecture and urban environments, and develop international collaborative relationships throughout the world that will have become their studio. This concept is supported by the global/international relationships of the industrial partners located in Columbus, IN and as noted in the IUB 2020 plan.

Artist/Designer in Residency Program: In addition to the program’s core faculty, artists, designers, and architects from around the world will serve as short term faculty, attracted to Columbus because of its international legacy as a center for design. Students will gain an unprecedented exposure to renowned practitioners in the fields of art, design and architecture.

Linkage between Architecture and Art: Dual studios in art and architecture will reinforce the historic linkages between art and architecture to facilitate creative thinking.

Social and Community Engagement: Recent Pritzker Prize winners have not been the ones who have built the iconic building but who have addressed the problems and formulated solutions to community problems. This engagement is a central premise of the proposed program.

ii. Related Programs at the Proposing Institution

There are no similar professional design programs at Indiana University Bloomington, but numerous opportunities exist to participate in and expand the “Culture of Making” upon which the School of Art and Design is based.

Possible collaborations include:

- Within SoAD:
 - Interior Design
 - Fine Arts
 - Merchandising
 - Comprehensive Design (proposed)

- Set design for the Jacobs School of Music and the Department of Theatre, Drama and Contemporary Dance.

Areas within the University that have programs of study or interests that overlap with Architecture and could be synergistic partners include:

- Within the College of Arts and Sciences:
 - American Studies
 - Art History
 - Geography
 - History
 - Environmental and Sustainability Studies
 - New Media and Interactive Storytelling
- Kelley School of Business
 - Entrepreneurship
 - Entrepreneurship and Innovation
 - Real Estate
 - Social Entrepreneurship
- School of Education
 - Instructional Systems Technology
 - Visual Arts Education
- Maurer School of Law
 - Center for Intellectual Property
- Media School
 - Game Design
- School of Informatics and Computing:
 - Engineering
 - Human Computer Interaction
- SPEA
 - Applied Ecology
 - Arts Administration
 - Environmental Studies
 - International Development
 - Sustainability

b. List of Similar Programs Outside Indiana

The Master of Architecture program being proposed is for students with an undergraduate degree in any field. These typically take 3 or 3-1/2 years to complete and constitute a first professional degree. (This is one of four type of accredited programs that enable a graduate to proceed toward licensure.) Schools with Master of Architecture programs similar to the proposed program include not only those cited above, but the following:

- University of California, Los Angeles
- University of Illinois, Chicago
- Iowa State University
- University of Michigan
- Ohio State University
- University of Tennessee

c. Articulation of Associate/Baccalaureate Programs

Not applicable.

d. Collaboration with Similar or Related Programs on Other Campuses

Significant potential for collaboration with these programs exists.

- BFA in Furniture Design: Herron School of Art: Herron's B.F.A. in Furniture Design is a professional undergraduate degree with an extensive studio component, giving students an understanding of both traditional and contemporary aspects of the furniture designer's craft.
- Interior Design Technology, Indiana University-Purdue University Indianapolis: This program is located within the School of Engineering and Technology. It offers a minor, A.S., and B.S.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The M.Arch. degree is a three-year (plus one summer) program of 108 credit hours that combines studio courses with more traditional classes in areas ranging from architectural history to environmental systems, from formal analysis to urban design. For students entering the program with undergraduate degrees in such areas as architecture, and environmental design the time to degree will be reduced pending an analysis of the undergraduate transcript. It is thus possible, for example, that students with a B.S. in Architecture or Environment Design can earn the degree in two years (i.e., 4+2). Both the credit hours required for the two-year and three-year versions of M.Arch. are consistent with the number of credit hours required for the degree at other institutions.

Because architectural education is linear, student cohorts proceed through a series of studios and coursework that present progressively more complex challenges requiring

more sophisticated levels of understanding and skill. The first year of the program builds the foundation in architecture, theory, the skills of a designer, the tools (conceptual, visual, digital) of a designer, and the tools and skills of representation.

To students entering with bachelor's degrees in non-design fields, this will all be new, and very challenging. To students entering with degrees in architecture and environmental design fields, much of that information and many of the skills will be familiar. Requiring them to take a full year of coursework that may be repetitive is not an efficient use of time, resources, or money. For this reason, students holding bachelors' degrees in architecture, and environmental science may, upon application and additional review, be admitted into the second year of the program, joining during the summer following the first year.

The application and review process will be performed by a committee of faculty from the M. Arch. program. The committee will review applications to verify that students have the necessary knowledge and skills to be able to enter the second year of the program and succeed. In addition to undergraduate transcripts showing courses in such fields as calculus, physics, and design, GRE scores, letters or recommendation, and a student's prior experience, the following will be reviewed:

- Portfolios appropriate to the applicant's prior field of study which demonstrate:
 - An understanding of the principles of design
 - An ability in design showing both conceptual and physical complexity at an appropriate level. Some evidence of design of simple works of architecture will almost certainly be necessary to satisfy this requirement
 - Technical skills in traditional and digital forms of representation
 - Specific prior coursework that satisfies the learning outcomes of studios and non-studio courses in the first-year curriculum may allow students to enroll in second-year courses or studios.

See Appendix 10 for further curricular details on both the three-year curriculum and the 4+2 model for students entering the program with the training described above.

b. Exceeding the Standard Expectation of Credit Hours

Not applicable.

c. Program Competencies or Learning Outcomes

Because of the accreditation and licensing requirements stipulated by NAAB and NCARB, respectively, the learning outcomes for the M.Arch. will be carefully aligned with those enumerated by both organizations.

In addition, graduates of the M.Arch. program will be able to:

- Integrate studio art and architecture fabrication into their designs
- Apply first-hand knowledge of urban and landscape architecture from around the world
- Incorporate coalition building/community engagement into design practices

All of these will make the M.Arch. at Indiana University a unique degree relative to those offered by peer institutions.

See Appendix 12 for a detailed listing of Learning Outcomes.

d. Assessment

We will regularly assess individual courses to determine if students are mastering the stated learning outcomes and objectives for compliance with requirements from NAAB, the accrediting body, and NCARB, the licensing body, for a professional Master of Architecture program. The faculty will play a leading role in evaluating critical skills and concepts, tying essential learning outcomes to particular exercises and evaluating how well particular assignments, exercises, or methods of instruction work within the context of the professional program in architecture. To ensure that students benefit from a variety of perspectives, a unique dual studio program has been designed that integrates technology, making, and hand drawing skills.

Because we intend to establish an accredited, professional degree program in architecture, we will maintain close contact with NAAB staff, administrators, faculty from institutions with NAAB-accredited degree programs, the ACSA, and professional consultants in preparing the necessary documentation, especially the *Plan for Achieving Initial Accreditation*. We will follow a similar path with respect to fulfilling the requirements of the architectural licensing board, NCARB.

Student work will be evaluated with respect to the requirements for competencies as noted by NAAB and NCARB. Student work will be used to evaluate the success of the program with respect to learning outcomes and will be used as supporting evidence for successful completion of the accrediting process which should coincide with graduation of the first class of master's students.

e. Licensure and Certification

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

- State License:
 - Architectural License, State of Indiana
- National Professional Certifications (including the bodies issuing the certification):
 - National Council of Architectural Registration Boards
- Third-Party Industry Certifications (including the bodies issuing the certification):
 - LEED Certification

f. Placement of Graduates

Training as an architect affords a professional a variety of employment possibilities, both in architecture and a host of other arenas. In the private sector, numerous

career opportunities are accessible for students of M.Arch, and a few of these are cited below:

- Practicing Architect
- Architectural Conservator
- Architectural Engineer
- Architectural Technician
- Architecture Professor

In addition to these opportunities, as referenced above, training in architecture will prepare students for employment in a wide variety of areas in the public sector. Some of these include:

- Central and State Public Work Departments
- City Development Authorities
- Housing Development Corporations
- National Building Organization
- National Institutes Of Urban Affairs And Housing
- Public Works Department (PWD)
- State Housing Boards
- Town And Country Planning Organization
- Urban Development Corporations

Read more at <http://entrance-exam.net/jobs-after-march/#ixzz3yeknLMF>.

g. Accreditation

Accreditation is conducted by the NAAB and is required for students seeking professional licensure.

See Appendices 12 and 13 for further details on accreditation and licensure.

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
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number

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

N.B. The following data concerning Headcount and Full-Time Equivalent (FTE) are unique in relation to most graduate programs. That is to say, the FTE is calculated as a 12-hour course load for each enrolled student, which is a standard practice and calculation in most MA and many Ph.D. programs. Because of the prominence of six-hour studios in this program—not 3- or 4-hour seminars, as is the norm in most academic graduate degree programs--and because in YEAR ONE as proposed a student enrolls in 18 hours each term and an additional 3 hours in the summer (39 hours as opposed to the more typical 24), the FTE to Headcount ratio will necessarily be higher. By YEAR THREE of the program, which requires fewer hours, the FTE numbers, like the Headcount numbers, regularize.

Institution/Location: Indiana University Bloomington						
Program: Master of Architecture						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Enrollment Projections (Headcount)						
Full-Time	20	40	60	60	60	
Part-Time	0	0	0	0	0	
Total	20	40	60	60	60	
Enrollment Projections (FTE)						
Full-Time	33	63	90	90	90	
Part-Time	0	0	0	0	0	
Total	33	63	90	90	90	
Degrees Conferred Projections						
	0	0	20	20	20	
CHE Code: 12-XX						
Campus Code: XXXX						
County: XXXX						
Degree Level: XXX						
CIP Code: Federal - 000000; State - 000000						

Appendix 1: Institutional Rationale, Detail

- Indiana University Bicentennial Strategic Plan:
<https://strategicplan.iu.edu/doc/plan.pdf>
- Bicentennial Strategic Plan for Indiana University Bloomington:
<https://provost.indiana.edu/doc/IUB-Bicentennial-Strategic-Plan.pdf>

Appendix 2 - Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

Table 1. Local Data (from Occupational Projections: Long Term at <http://www.hoosierdata.in.gov/nav.asp?id=216>, retrieved February 1, 2016)

Geography	Occ. Title/Code	Code	Employment			Annual Avg.		
			Base Year	Projected 2022	% Change	Total Openings	Replacement Jobs	New Jobs
Indiana	All Architecture and Engineering Occupations	170000	49,508	53,202	7.5	1,611	1,235	376
Indiana	Architects, Surveyors, and Cartographers	171000	2,165	2,522	16.5	85	49	36
Indiana	Architects, except naval	171010	Not Available			Not Available		
Indiana	Architects, Except Landscape and Naval	171011	970	1,167	20.3	43	23	20
Indiana	Landscape Architects	171012	271	318	17.3	11	6	5

Table 2. National Data (from Occupational Projections: Long Term at <http://www.hoosierdata.in.gov/nav.asp?id=216>, retrieved February 1, 2016)

Geography	Occ. Title/Code	Code	Employment			Annual Avg.		
			Base Year	Projected 2022	% Change	Total Openings	Replacement Jobs	New Jobs
National	All Architecture and Engineering Occupations	170000	2,474,500	2,654,000	7.3	76,390	57,890	18,500
National	Architects, Surveyors, and Cartographers	171000	182,100	210,300	15.5	7,000	4,180	2,820
National	Architects, except naval	171010	127,500	149,000	16.8	5,170	3,020	2,150
National	Architects, Except Landscape and Naval	171011	107,400	126,000	17.3	4,410	2,550	1,860
National	Landscape Architects	171012	20,100	22,900	14.3	760	480	280

Table 3. BLS data (from Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition at <http://www.bls.gov/ooh/architecture-and-engineering/architects.htm>, retrieved February 1, 2016)

Geography	Occ. Title/Code	Code	Employment			2014 Median Pay
			Base Year	Projected 2022	% Change	
National	Architects, Except Landscape and Naval	171011	112,600	120,400 (+7,800)	7	\$75,520 (35.83 per hour)

Appendix 3: National, State, or Regional Studies, Detail

Appendix 3: National, State, or Regional Studies, Detail (This appendix should contain links to the studies cited or the studies themselves.)

“Job Growth,” www.aia.org.

Tom W. Smith, “Job Satisfaction in the United States.” National Opinion Research Center/University of Chicago, 2007.

US News and World Report

www.money.usnews.com/careers/best-jobs/architects

“What Is the Job Outlook for an Architect?”

www.work.chron.com/job-outlook-architect-10981.html

“Hoosiers by the Numbers”

http://www.innovatorsguide.org/job_trends/indiana_job_trends.htm

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail

Architectural Intern (Summer 2016) - (LS 000019)

<https://jacobs.taleo.net/careersection/ex/jobdetail.ftl?job=LS%20000019&mode=job&iis=Indeed&iisn=Indeed.com>

DESCRIPTION

Jacobs serves the PharmaBio, Chemicals, Refining, Pulp & Paper, Power & Utilities, High Tech and Consumer Products Industries. Our core life sciences network has contributed to becoming the largest provider of engineering and construction services to pharmaceutical and biotechnology clients and we have established ourselves as the center of excellence for Pulp and Paper facilities. Jacobs provides full-service engineering, procurement, and construction management services for both new and existing facilities, offering environmental and water / wastewater support, energy audits, and hygienic / sanitary assessments. For projects of every scale we provide design, engineering, construction, commissioning, and maintenance services that support a facility's entire life cycle.

SUMMARY

Internship positions at Jacobs provide college students an opportunity to gain real-world experience in a specific area of study. Working in a fast-paced, professional setting provides interns with invaluable experiences applying the knowledge and skills learned through education in a business environment while working alongside, and in support of, a group of world-class professionals in your chosen field of study.

PRIMARY RESPONSIBILITIES MAY INCLUDE (BUT ARE NOT LIMITED TO):

Primarily responsible for supporting and assisting Lead Architects, Project Architects and other Architectural Designers on a project team in the development and generation of architectural deliverables and documents associated with pharmaceutical facilities projects. Work may involve any and all phases of project development for the EPC industry, from feasibility through concept, preliminary and detail engineering, as well as construction/field support.

QUALIFICATIONS

- Must be currently enrolled (in at least their Junior year) in a 4 year architectural or engineering related program in an accredited university
- Working knowledge of Word and Excel
- Knowledge of AutoCAD is preferred
- Knowledge of Revit and BIM a plus

No relocation or temporary living assistance is being offered

Jacobs is an Equal Opportunity Employer and employment selection decisions are based on merit, qualifications, and abilities. Jacobs does not discriminate in employment opportunities or practices on the basis of: race, color, religion, gender, national origin, age, sexual orientation, gender identity, disability, veteran status, or any other characteristic protected by country, regional, or local law. To view the DOL's Equal Employment Opportunity is the Law poster, please [click here](#).

Primary Location

United States-Indiana-Indianapolis

Registered Architect

<http://www.indeed.com/cmp/IngenAE,-LLC/jobs/Registered-Architect-7e8991da836add27?q=Architect>

IngenAE, LLC - South Bend, IN

IngenAE, LLC is a multi-disciplined consulting firm comprised of a group of professional individuals who are dedicated to client service, exceeding our clients' expectations and fostering personal and professional growth through active contributions to our team environment. Because of our growth and expanding client relationships, our South Bend, Indiana office is seeking an individual in order to expand our

presence in the architectural field further in the public and private sectors. This position is a career opportunity for the right individual, with the possibility of additional operational and managerial involvement based on their individual performance and experience. Self-motivated and forward thinking employees encompass the core of our organization and we strive to retain and nurture top talent who encompass the skills that define IngenAE's goals and culture.

DUTIES & RESPONSIBILITIES:

- Perform design and architectural design assignments of a complex nature
- Take a lead design role of projects with complex, multi-faceted architectural work
- Manage a wide variety of project types and complexities
- Establish design direction, develop technical drawings and specifications, and direct overall project schedule and budget
- Representation of the clients' interests and projects to governmental and private entities
- Coordinate all client contact and maintain working relationship at all levels throughout the project
- Serve as single point of contact for the owner and design team
- Responsible for quality control over the complete project
- Meet cost and time schedules while producing quality results
- Act as an integral team member proficient and experienced at team building
- Act as a positive representative of the company and personify its core values
- Assist in business development

JOB REQUIREMENTS:

- Bachelor of Architecture Degree with licensure as a Registered Architect with NCARB certification or the ability to obtain licensure within one year
- 3-8 years relevant public and private project management work experience
- AutoCAD® skills are required and Revit skills are a plus
- Strong written and oral presentation skills are a must
- Experience in a variety of project types and complexity
- Proven track record of successful project management from conception through completion
- Experienced with working on concurrent projects, collaborating with multiple design disciplines, and technical production project experience
- Must have the ability to travel to job sites and safely traverse construction and project sites, complying with all applicable safety codes and requirements

IngenAE, LLC offers a competitive salary (commensurate with experience), with a competitive benefits package. IngenAE, LLC is an Equal Opportunity/Affirmative Action employer.

Please send resume and cover letter to IngenAE, LLC, 301 N. Main Street, Suite B, South Bend, IN 46601.

Job Type: Full-time

Required experience: 3 to 8 years of relevant public and private project management: 3 years

Required education: Bachelor's

Herman and Kittles Property Managers

https://rew12.ultipro.com/HER1007/JobBoard/JobDetails.aspx?_ID=*1F7170B25EA6B043&_jbsrc=CE6277A0-C052-4554-B143-27589C2B3FF5

Architect (Indianapolis, IN)

POSITION SUMMARY:

Responsible and accountable for the cost effective design of all required building construction documents for new construction, rehab, and historic projects.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Pre-Design:

- Attend site evaluation meetings with the developer
- Provide preliminary design drawings to assigned state and federally funded tax credit applications. The use of fundamental standard urban planning, landscape, civil engineering practices to accurately depict community size, unit quantities and amenities
- Prepare scale drawings of site, building layout and elevations
- Consult with Estimating to ensure design is fully aligned with Construction Budget
- Consult with client/department to determine functional and spatial requirements of proposed project(s)
- Coordinate documentation of any existing structures for renovation project
- Represent client/HKP in obtaining bids and review awarding consultant contracts

Construction Documentation:

- Direct/manage project design team engaged in preparing related drawings and specification documents
- Attend meetings related to the assigned project
- Prepare information regarding design, structural specifications, materials, color, equipment, and estimated costs
- Coordinate Mechanical, Plumbing, Electrical, Structural, Civil Engineering and other assigned consultants during design and construction phases
- Integrate engineering element into unified design
- Prepare contract documents for permitting, bidding, and construction

Construction Administration:

- Conduct periodic on-site observation of work construction to monitor compliance with permitted drawings
- Review shop drawings and submittals
- Review operating and maintenance manuals, studies, and reports.
- Review and approve monthly draw requests for assigned projects
- Provide final certificates of substantial completion and other documents that may be needed by governing officials, inspectors, financial providers and owner

REQUIREMENTS:

- Minimum 3-5 years of experience in multi-family design preferred
- Experience designing within requirements of Section 42 Tax Credit program (L.I.H.T.C) preferred
- State license, current and active/registered with NCARB to receive additional license in other states as necessary (Must provide proof of certifications upon request)
- Knowledge of general construction practices and national, state and local building codes
- Organizational, project management and planning skills, including the ability to juggle multiple tasks
- An analytical mind with excellent problem-solving ability
- Leadership skills as well as the ability work well with a team of other professionals
- Computer Skills: Excellent design and drafting skills with computer-aided design (CAD) AutoCAD required, Revit preferred, MS Office tools, Adobe creative suites
- Language Skills: Excellent communications skills, both written and oral. Ability to read, write, interpret and analyze complex documents. Ability to respond to time sensitive design/construction related inquiries and questions. Ability to effectively write speeches and persuade others using innovative techniques or style

Architect - CAD

<http://www.indeed.com/viewjob?jk=14c2498d2085c154&q=Architect&l=Indiana&tk=1aa9o4v24avgj9i7&from=web>

M/I Homes [2 reviews](#) - Indianapolis, IN

Develops and produces master working construction documents for assigned divisions from conceptual drawings for single-family residential homes. Utilizes principles, methods and materials of construction that maximize construction techniques and provide the most cost effective methods of production.

DUTIES AND RESPONSIBILITIES

- Directly supervises and oversees drafting staff.
- Develops and procedures master working construction documents from conceptual drawings through the use of computer-aided design systems.
- Makes revisions to existing working construction documents to comply with required code changes, specifications, structural requirements and design enhancements.
- Reviews working construction documents for compliance with state and local building codes and regulations.
- Confers with division personnel including division, sales and production managers to establish schedules and priorities for designs; and production coordinators for pricing assistance and plan customization.
- If applicable, administers CAD system by maintaining operating system, archiving files, training of new system users and current users on upgrades, and customizing software; coordinates system utilization with regional operators.
- Assist with special projects as requested and perform additional duties as required.

JOB SPECIFICATIONS

Minimum Education/Experience: Bachelor's degree in architecture or equivalent in specialized training from a four year college or technical school combined with one to five years related experience; and a thorough knowledge of home building industry relative to building code requirements and construction techniques. Related supervisory experience. Licensed Architect preferred not required.

SKILLS AND ABILITIES

Creativity and ability to visually communicate ideas relative to design and specifications; visual orientation and ability to conceptualize and understand spatial relationships. Artistic and drawing abilities helpful. Computer literacy and working knowledge of computer-aided design programs. Ability to read blueprints and mathematical aptitude to perform complex calculations. Excellent organizational skills to coordinate a variety of tasks within deadlines and time constraints with little direction from others. Good verbal and written communication skills for interaction with a variety of people inside and outside of organization.

WORK CONDITIONS AND PHYSICAL REQUIREMENTS

Office environment.

Retail Project Design Manager

Indianapolis, Indiana

http://jobs.recruitics.com/job/Retail-Project-Design-Manager-Indianapolis-Indiana-55924641?rx_job=55924641&rx_source=Indeed&rx_campaign=Indeed0

JOB DESCRIPTION

Retail Project Design Manager (RMR)

Our Client, a well known Architecture firm, is hiring multiple Retail Project Design Managers.

YOUR ROLE

Manage construction document design projects in the retail and restaurant industries for our client; taking the design work and ensuring that it meets the code specifications for that particular project, and that it can be executed in the field in a timely manner.

Fulltime position with Comprehensive Benefits

Requirements

Background Profile

5-15 years experience managing construction documents for the retail or restaurant industries

AutoCAD and/or Revit Autodesk intermediate skill level or above

Ability to thrive in a fast paced atmosphere

Project Architect

<http://www.indeed.com/viewjob?jk=9774dfa8cb70768f&q=Architect&l=Indiana&tk=1aa9o4v24avgj9i7&from=web>

JOB DESCRIPTION

VOA is currently seeking a licensed, full time **PROJECT ARCHITECT** with a minimum of 15 years of experience, based out of our HIGHLAND, INDIANA office. Reporting to the Project Principal/Project Manager, the **PROJECT ARCHITECT** is responsible for leading or assisting with the documentation, design and coordination of the project as defined by project goals established at the outset of a project. The successful candidate has the ability to provide the bridge between creativity and the technical aspects of design, and can demonstrate the ability to successfully lead and champion great design.

QUALIFICATIONS, KNOWLEDGE, ABILITIES AND EXPERIENCE

Work Experience

- Minimum 15 years of experience
- Experience in the Healthcare market required
- Experience with complicated, large-scale, and/or significant buildings is preferred

General

- Supports VOA's mission of Great Design, Best People, Rewarding Client Experience and Sound Business Approach
- In depth knowledge of Revit and other industry accepted software

Design

- Offers and supports creative technical design and detailing decisions that are in line with project goals and understands their impact on cost, construction, sustainability and other factors
- Understands and leads the integration of code, zoning, market specific best practices and other issues into the project

Technical

- Excels in the art, understanding and approach to documenting how the project is to be constructed
- Understands relationship between design goals and technical constraints and executes accordingly
- Oversees and coordinates all project coordination (consultants, code, specifications, etc.)
- Understands and researches current trends in construction, building systems, etc.

Management

- Makes recommendations to PM regarding staff assignments and general project strategy
- Provides marketing support, including proposal and presentation leadership

Important: Submit work samples with your resume

For more information about VOA Associates Incorporated, visit our website at www.voa.com. VOA is a global architecture, interior design and planning firm that defines spaces with vision and care. We blend the capabilities of a multinational firm with the personal attention of a boutique studio. By immersing ourselves in each client's culture, we create designs that tell compelling stories about the people who bring them to life. VOA

Associates is proud of our rich history and the exceptional client partnerships we've maintained over the years. We invite you to explore the noteworthy milestones and events that comprise our 45-year evolution.

VOA is an Equal Opportunity Employer and all qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

Job Location: Highland, Indiana, United States
Position Type: Full-Time/Regular

Architect/Architectural (CAD) Designer

Natare Corporation - Indianapolis, IN
Architect/ Architectural Designer - CAD
Swimming Pools, Water Parks and Aquatic Facilities

Natare is seeking an experienced architect or architectural designer to work with our sales, project development and project management teams. Registration not required. Develop project documentation, details, schematic and construction documents in an AutoCAD and 2/3D-presentation software. Excellent design, graphic, and presentation skills a must. Experience with public and commercial project documentation is required.

Responsibilities include development of concept and project documents, typicals, details, submittals, and presentation drawings. Day to day activities will include design, construction and fabrication drawings for complex commercial and public pool, water feature and aquatic projects where Natare is providing equipment, systems and construction services as a part of major construction or renovation projects.

Natare Corporation is an international manufacturer and engineering contractor specializing in commercial and public swimming pools, aquatic facilities and water features. We offer a comprehensive selection of swimming pool and aquatic equipment, construction systems and accessories that are used in the construction or renovation of state of the art facilities worldwide. We are an Indianapolis-based company with customers and clients on every continent.

We are a small, but highly regarded company recognized around the world for high quality, technically excellent and innovative aquatic solutions, and we are known for providing the experience and expertise to guide projects from concept and design through construction and operation. Our past projects include Olympic facilities, University pools, and world-renowned water parks. Our clients include architects, engineers, planners, contractors and facility owners.
Visit our website at www.natare.com

REQUIREMENTS:

Three to five years experience architectural design in specialty architectural, consulting, engineering or construction environments. Strong written and verbal communications skills are necessary in combination with the willingness and desire to learn and understand a wide range of technical and construction-related specialty equipment, systems and construction programs.

A architectural degree or related architectural graphics field is preferred along with related work experience. Knowledge of the design, construction or operation of commercial or public swimming pools, water features or aquatic facilities would be highly beneficial, but not required. Strong computer skills and expertise with 2D and 3D design programs is required along with technical and design expertise. The primary software used in this position is AutoCAD, but experience with SolidWorks, Revit, or other CAD/CAM software would be very helpful. Excellent written, verbal and graphics communications skills are essential. Experience with architectural, engineering or construction environments is required.

BENEFITS:

This is a full time position with full health benefits, 401K and a wide range of additional benefits and opportunities for growth and development.

Architectural Designer

DynaDome Retractable Enclosure Systems Crown Point, IN

<https://www.ziprecruiter.com/jobs/dynadome-retractable-enclosure-systems-aa5b44d1/architectural-designer-272bad6e?mid=df90d53&source=customer-cpc-test20-nf-simplyhired>

The Architectural Designer will be responsible for project designs, collaboration with architects and owners of restaurants, clubs, or other exclusive properties to design spaces and enclosure systems as a solution to their challenging spaces. You will use Autocad to design the enclosures and ultimately prepare shop drawings for manufacturing and shipping. You will also develop new designs and improve existing designs for continuous improvement and advancement within the industry.

Employment Type: Full-Time

Compensation: \$35,000 to 55,000 USD Annually

Benefits Offered:

- Medical Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance

DynaDome Retractable Enclosure Systems has been designing systems for indoor/outdoor solutions all over the world since 1985. As a full turnkey operation, you get to see the evolution of the project from design phase to material ordering & processing and then shipping and installation. Every project is unique. Being an industry leader for over 30 years, we look to continue our position as a leader in the industry with our continuous design improvements and exceptional customer service.

Salary Data

Starting salaries for graduates of M.Arch. programs:

Salary Ranges by Job for Employees with an M.Arch. Degree

Job Title (number of salaries reported)	National Salary Data
Design Architect (416)	\$41,520 - \$85,990
Intern Architect (264)	\$34,659 - \$51,802
Architectural Designer (277)	\$38,893 - \$66,494
Project Architect (217)	\$50,285 - \$88,091
Project Manager (176)	\$47,596 - \$96,841
Architectural Intern (103)	\$35,066 - \$50,692
Architect (not Landscape or Naval) (72)	\$42,568 - \$92,985

Source: [http://www.payscale.com/research/US/Degree=Master_of_Architecture_\(MArch\)/Salary](http://www.payscale.com/research/US/Degree=Master_of_Architecture_(MArch)/Salary)

Appendix 5: Letters of Support



COLLEGE OF ARTS AND SCIENCES

INDIANA UNIVERSITY
Office of the Executive Dean
Bloomington

February 10, 2016

Stephen Watt, Associate Dean
School of Art and Design
Indiana University
Bloomington, IN 47405

Dear Steve,

I write in support of the development of a M.Arch program in the newly formed School of Art and Design (SoAD). This new degree is critical to the development of the curriculum of SoAD that seeks to leverage its existing strengths in new ways that will position it effectively in the market. The M.Arch degree will allow SoAD to offer a professional graduate degree that will be attractive to many job-focused students and their parents, and also provide a natural gateway for many design students to a 4+2 degree program that will enhance the recruitment of undergraduates to the school. The M.Arch degree will allow SoAD to take fuller advantage of its IUCAD facility in Columbus, Indiana that offers a unique built environment that will be particularly attractive to both faculty and students.

The requirements of the M.Arch degree will also dovetail nicely with the faculty resource needs of the school. The developing curriculum for the school will likely require the hiring of several faculty and professors of practice in the areas of design and architecture. The availability of an M.Arch degree and the ability to work in Columbus will make SoAD a more attractive destination for such faculty (including potential Dean candidates). Thus, the M.Arch degree will likely strengthen faculty recruiting, which will be critical to its success.

Finally, the presence of a M.Arch degree will also allow for potential partnerships with other programs in the College and the other schools, including engineering. For example, the interface of technology in places like game design in the Media School or product development in the Kelley School with the design aspects of an M.Arch degree would provide a compelling degree option; firms from Google to IDEO operate at this design-technology interface and the M.Arch degree will make IU an attractive option for students seeking to compete effectively in this growing sector of the economy.

For these reasons, I am very enthusiastic in my support of the M.Arch degree and it has my full endorsement.

Sincerely,

A handwritten signature in blue ink that reads "Larry D. Singell".

Larry D. Singell
Executive Dean



INDIANA UNIVERSITY
DEPARTMENT OF APPAREL MERCHANDISING
AND INTERIOR DESIGN
College of Arts and Sciences
Bloomington

February 10, 2016

Dear colleagues,

On behalf of the department of Apparel Merchandising and Interior Design, I would like to convey my support for the proposal to launch a second Master of Architecture (MArch) program in the state of Indiana, to be housed within the School of Art + Design at IU-Bloomington and to be administered in conjunction with the IU Center for Art + Design in Columbus, Indiana.

As I have learned over the last five years, Columbus is one of the premier destinations in the United States—even the world—to study architecture, particularly regional modernism and the grass-roots process through which the Columbus community has embraced the design process and the designed, urban environment. This program is important to the long-term goals of Columbus—particularly with respect to historical preservation and economic development—however, this is also an opportunity for IU-Bloomington to claim architecture as an integral and rich part of the design disciplines and to expand what the School of Art + Design can offer to both incoming and continuing students. I expect that it will be especially attractive to undergraduates in Interior Design and Comprehensive Design who would like to continue their studies at IU and leave with a professional degree in architecture.

Sincerely,

Dr. Heather Marie Akou
Chair of AMID
Associate Professor of Design and Merchandising



INDIANA UNIVERSITY

HENRY RADFORD HOPE
SCHOOL OF FINE ARTS
Department of Studio Art
Bloomington

February 8, 2016

Dear Colleagues,

I am glad to have this opportunity to write in support of IUB School of Art and Design's proposal to establish a professional graduate Architecture Program in Columbus. With the partnership with IUCA+D, we are well aware of the amazing assets that make Columbus an ideal location for this program. The American Institute of Architects rated Columbus sixth on its list of the top 10 American cities for architectural quality and innovation, among major international hubs such as Chicago, New York and San Francisco. Six of Columbus' modern buildings have also been designated as national historic landmarks. Additionally, one of the most important conditions that make such a program viable is the support from the community. I was consistently impressed with the extensive resource and passionate advocacy of the constituencies in Columbus. I believe the Architecture Program will lead to a fruitful partnership that brings IU great prominence in the field.

The merger of the School of Art and Design calls for the comprehensive and strategic planning toward our joint future. We hope that additional minor/certificate options that combine the courses between IUB and IUCA+D could be considered. The Studio Art foundation program in drawing, 2D/3D design offers essential skills for students to advance in their design study. The culture of "making" with a rich set of material and aesthetic consideration is shared by all the art and design classes. We look forward to collaborating with IUCA+D to develop a truly innovative curriculum. Please don't hesitate to contact me at 812-855-7766 or <liou@indiana.edu> if I can provide you with more information.

Sincerely,

Arthur Liou
Professor and Chair
Studio Art Department
Indiana University, Bloomington



DEPARTMENT OF HISTORY

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

27 February 2016

Dr. Stephen Watt
Associate Dean
College of Arts and Sciences
Indiana University

Dear Steve,

I write to endorse the IU School of Art and Design's plan to launch an innovative MArch degree program.

IU turned down its opportunity, in the early 1960s, to house Indiana's first public-university architectural degree program. The program went to Ball State, of course; they have run it well, but I have always felt that IU (and Indiana) were the poorer for losing the chance to situate Architecture amid this campus's notably strong programs in Studio Art, History, and Art History.

The development of the IUCAD program, and the subsequent creation of the School of Art and Design, have made possible the revival of this idea. That school's integrated mission in design, paired with the accessibility of Columbus, Indiana, as a living laboratory of architecture and urbanism, promise to make this program distinctive, even as it acquires the necessary features for accreditation. The eventual appearance of IU's school of engineering will further support the proposed program's mission and success.

As a doctoral graduate of a school of architecture situated within a great public university (in my case, the University of California), I believe from experience that the best MArch programs afford access to strong structural, design, social science, and humanities education, and this program should try to draw on IU's teaching strengths in each of those areas. As my schedule permits (and I have to consider my administrative and teaching responsibilities in my home department), I will be pleased to teach architectural history in this program, as I have in architecture schools at Berkeley, Columbia, and Washington University. I look forward to its creation.

Sincerely,

Eric Sandweiss
Carmony Chair of History
Chair, Department of History



INDIANA UNIVERSITY
Office of Sustainability

March 1, 2016

Stephen Watt, Associate Dean
School of Art and Design
Indiana University
Bloomington, IN 47405

Dear Dr. Watt,

I support the proposal by the Indiana University College of Arts and Sciences new School of Art and Design to establish a professional graduate architecture program in Columbus in partnership with IUCA+D. As an architect, I can attest to the fact that Columbus has one of the world's most richly concentrated collections of modern architectural masterpieces, attracting architecture students from across the country and beyond to visit, experience, sketch and learn from the masters. This new opportunity will also enhance the existing programs of the College of Arts and Sciences and the new School of Art and Design on the Bloomington campus.

Indiana University undergraduate students in design, art, public policy, planning, and environmental sciences, regularly approach me for advice on how to pursue a career in architecture. For many, this is a natural next step in their careers. I would love to keep them in Indiana where they could benefit directly and daily from the example of Columbus and add to the Hoosier State's architectural heritage and economic prosperity.

In nearly all other states where architectural degrees are offered, it is possible for students to interact regularly with the students of other related design disciplines and this integration of disciplines is essential to sustainable design. Such cross-disciplinary collaboration is not currently fully implemented in Indiana. This new degree program would make an important step in that direction and prepare Indiana architects for the complex challenges of the 21st Century.

Sincerely,

William M. Brown, AIA
University Director of Sustainability
Indiana University
812-855-1822
Email: brownwm@indiana.edu

Community Education Coalition
4555 Central Avenue
Suite 2100
Columbus, Indiana 47203



March 21, 2016

Lauren Robel
Office of the Provost and Executive Vice President
Indiana University Bloomington
Bryan Hall 100, 107 S. Indiana Avenue
Bloomington, IN 47405

Dear Provost Robel,

I write today to express our community's enthusiasm for the establishment of the Master of Architecture degree program being proposed by Indiana University for delivery in Columbus, Indiana. Building on Indiana University's international reputation for higher education, we are confident the university will establish the Master of Architecture program in the highest quality manner, serving students who will be prepared for outstanding careers in architecture and design in Indiana and throughout the world. Having reviewed the proposal in its entirety, it is exciting to know the Master in Architecture program brings together the best of Indiana University and the best of Columbus, Indiana to improve the human condition.

We are delighted that the Master of Architecture program is focusing on students using our nationally and internationally recognized architecture as a "living laboratory", engaging our community's citizenry, and engaging the business community (especially companies focused on design and design thinking to serve their customers). We view the new program as a momentous next step in the partnership we had envisioned in 2010, when we worked together to establish the Indiana University Center for Art + Design Columbus (IUCA+D).

The Community Education Coalition and its partners, who were most instrumental in working with all of you at Indiana University during the start-up of IUCA+D (copied on this letter), could not know exactly where our partnership would lead. In fact, the "coalition building process" that our community uses to conduct public private partnership work, and that is now being contemplated as a part of the Master in Architecture program, seeks to co-create initiatives that are catalytic in nature. The Master in Architecture program is a catalytic opportunity for our partnership.

We look forward to the establishment of the Indiana University Master of Architecture program to be delivered in Columbus. We thank you for your work!

Sincerely,

A handwritten signature in black ink that reads "John M. Burnett". The signature is written in a cursive, slightly slanted style.

John M. Burnett
Chief Executive Officer

Cc: Mayor Jim Lienhoop, Mary Chandler, Hutch Schumaker, Rick Johnson, Jack Hess, Will Miller, Tom Linebarger, Bill Stephan, Michael McRobbie

Appendix 6: Faculty and Staff, Detail

Academic Year	2017-2018	2018-2019	2019-2020
Student Enrollment	20	40	60
Full-time Faculty	2.5*	5	7.5
- Tenure/Tenure Track	1	2	3
- Professor of Practice	1	2	2
- Visiting Faculty	1	2	3
Admin/Staff	2	2	3

**The total of 3 faculty reflects course releases for the Director of the program and the .5 responsibility of the Associate Director to the Interior Design Program. Total hiring need is mitigated by the 1.5 faculty presently available to teach and the contributions of other IUB faculty.*

Descriptions

- *Core Design Faculty.* Responsible to teach the fundamentals of architectural design in design studio courses. This faculty will possess specialization in areas of visual studies, digital fabrication, energy/sustainability and technology/ construction to supply seminar courses in these areas.
- *Professors of Practice.* Responsible to teach core fundamentals of architectural design in studio design courses, bringing the knowledge of their professional practice in architecture to inform design education. These faculty will be relied upon to provide professional instruction in seminar, including community oriented service to Columbus.
- *Visiting Faculty.* Responsible to provide studio instruction at the advanced level. These faculty demonstrate a significant level of expertise and knowledge through the practice of architecture, and introduce students and faculty to alternate practices and approaches within the field of architecture.
- *Administration/Staff.* A professional librarian to manage library operations and provide faculty support as needed; in subsequent years, an additional dedicated full-time staff member will need to be hired.
- *IT/Shop Technician.* Develops and maintains the body of digital fabrication equipment and software along with the wood and metal shop equipment.

Appendix 7: Facilities, Detail

Not applicable.

Appendix 8: Other Capital Costs, Detail

Academic Year	2017-2018	2018-2019	2019-2020
IT/Software	\$10,000	\$10,000	\$10,000
Shop/Fabrication	\$250,000	\$250,000	\$500,000
Digital Plotters	\$5,000	\$5,000	\$5,000
Telecommunication/Visualization	\$40,000	\$5,000	\$5,000
Furniture	\$40,000	\$40,000	\$40,000
Library	\$100,000	\$50,000	\$50,000

Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail

Not applicable.

Appendix 10: Credit Hours Required/Time to Completion

Semester-by-semester Curriculum Map (3 Year Program)

Year	Semester	Course No.	Course Name	Credit Hours	Curriculum Map Description	
Year 1	Semester 1	501	Architectural Studio 1	6 cr.	Basic Skills and Concepts	
		521	Visual Studies Studio 1	6 cr.	Visual Studies for Architecture: 2D/3D/Digital Fabrication	
		541	Built Environment 1	3 cr.	Theory, Synthesis and Analysis	
		531	Structures 1	3 cr.	Steel and Wood	
	Semester 2	502	Architectural Studio 2	6 cr.	Intermediate Skills and Concepts	
		522	Visual Studies Studio 2	6 cr.	Visual Studies for Architecture: 2D	
		542	Built Environment 2	3 cr.	Theory, Synthesis and Analysis	
		532	Structures 2	3 cr.	Concrete and Lateral Forces	
	Summer	600	Architectural Studio 3	3 cr.	Based in Rome or Community Building Based in Columbus	
	Year 2	Semester 1	601	Architectural Studio 4	6 cr.	Advanced Skills and Concepts
			621	Visual Studies Studio 3	6 cr.	Visual Studies for Architecture: 2D
631			Energy/Environmental Systems 1	3 cr.	HVAC Systems/Sustainability	
661			Coalition and Community Building	3 cr.	Columbus-based Practicum	
Semester 2		602	Architectural Studio 5	6 cr.	Advanced Skills and Concepts	
		622	Visual Studies Studio 4	3 cr.	Visual Studies for Architecture: 2D/3D/Digital Fabrication	
		633	Professional Practice	3 cr.	Contracts, Contract Documents, Construction Phase Services and the Office	
		632	Energy/Environmental Systems 2	3 cr.	Electrical/Plumbing/Sustainability	
		643	Built Environment 2	3 cr.	Synthesis and Analysis	
Year 3	Semester 1	603	Architectural Studio 6	6 cr.	Nomadic Studio (8 weeks)	
		623	Visual Studies Studio 5	3 cr.	Visual Studies for Architecture: 2D/Nomadic Studio Sketchbook (16 Weeks)	
		662	Urbanism	3 cr.	Urban Form and Culture in a Global, Nomadic Context (8 weeks)	
		644	Built Environment 3	3 cr.	Synthesis and Analysis in a Global, Nomadic Context (8 weeks)	
		645	Theory	3 cr.	Ideas driving urbanism, architecture, design, art in Global, Nomadic Context (8 weeks)	
	Semester 2	604	Architectural Studio 7	6 cr.	Capstone Studio	
		624	Visual Studies Studio 6	3 cr.	Self-directed study	
		68X	Elective	3 cr.	TBD	
		68X	Elective	3 cr.	TBD	
Degree Total: 108 cr.						

Semester-by-semester Curriculum Map (2-Year Program)
(for students who enter with Advanced Standing)

Year	Semester	Course No.	Course Name	Credit Hours	Curriculum Map Description
Year 1	Semester 1	601	Architectural Studio 4	6 cr.	Advanced Skills and Concepts
		621	Visual Studies Studio 3	6 cr.	Visual Studies for Architecture: 2D
		631	Energy/Environmental Systems 1	3 cr.	HVAC Systems/Sustainability
		531	Structures 1	3 cr.	Steel and Wood
	Semester 2	602	Architectural Studio 5	6 cr.	Advanced Skills and Concepts
		622	Visual Studies Studio 4	3 cr.	Visual Studies for Architecture: 2D/3D/Digital Fabrication
		532	Structures 2	3 cr.	Concrete and Lateral Forces
		632	Energy/Environmental Systems 2	3 cr.	Electrical/Plumbing/Sustainability
		643	Built Environment 2	3 cr.	Synthesis and Analysis
	Year 2	Semester 1	603	Architectural Studio 6	6 cr.
623			Visual Studies Studio 5	3 cr.	Visual Studies for Architecture: 2D/Nomadic Studio Sketchbook (16 Weeks)
662			Urbanism	3 cr.	Urban Form and Culture in a Global, Nomadic Context. (8 weeks)
644			Built Environment 3	3 cr.	Synthesis and analysis in a global, nomadic context (8 weeks)
645			Theory	3 cr.	Ideas driving urbanism, architecture, design, art in global, nomadic context (8 weeks)
Semester 2		604	Architectural Studio 7	6 cr.	Capstone Studio
		624	Visual Studies Studio 6	3 cr.	Self-directed study
		661	Coalition and Community Building	3 cr.	Columbus-based Practicum
		633	Professional Practice	3 cr.	Contracts, Contract Documents, Construction Phase Services and the Office
Degree Total: 69 cr.					

Notes on the Curriculum

In architecture, the professional accrediting boards establish common standards for academic programs, yet try to avoid “standardization.” Each professional program is encouraged to articulate its own mission and to recognize that accreditation requirements can be met in different ways. Learning in architecture typically offers students diverse experiences which encourage both the development of speculative intelligence and practical know-how. Like academic programs in medicine and law, the proposed graduate degree in architecture is a full time professional degree where the studio, rather than the examination room or the moot court, is the center piece of the curriculum.

The proposed program seeks to incorporate a wider array of studio experiences than is found in the traditional architectural program. At every level in the studio sequence, a Visual Studies Studio will be integrally linked with the traditional Architectural Design Studio. Projects in the studio sequence will increase in scale and complexity as a student advances through the program. Support courses including structures, theory based in design analysis, sustainability, environmental controls and energy are strongly linked in content to the studio course sequence. Faculty will be called upon to teach both studio courses and a specialized support courses that link closely to studio projects.

An innovative international program will maintain strong global connections in the form of the Rome Summer Studio after the first year and the Nomadic Studio found later in the curriculum sequence. Then, too, the program will leverage the uniqueness of Columbus Indiana. Studio projects will be linked to the local world renowned modern architecture in Columbus. The study of urbanism and the Coalition Building Process unique to Columbus will serve as springboards to the development of community based studio projects. Hands on applied research and development in architecture will form a large component of the curriculum and will leverage both the onsite state of the art Fab lab equipped with large robotic arms and the fabrication potential of Columbus's significant industrial/engineering base. In summary, the program will encourage the development of multiple design intelligences and approach "hot button" issues in a humanistic and innovative way.

Description of the Design Studio

Studio: 3 semesters of core studio followed by 3 semesters of options studios; studio 2x/week, 4 hrs each class. Students are expected to provide 3.5/4 hours of work outside of class for every hour of design studio instruction to acquire design competency.

Core Design Studio is assignment-driven instruction, with a focus on 2-3 design problems fundamental to architecture each semester with studio instruction/critique given either individually or in group in each studio meeting. Core Design Studio covers the basic issues of program, context, form and meaning; with each project, as with each semester, the scale and complexity of the design problems increase. The third semester core studio addresses the more complex issues of aggregate form in architecture as articulated with issues of housing and community. Design education is uniquely cumulative, as concepts of structure, spatial composition and sequence, movement, the admission for light and air, energy consumption and sustainability, building surface and skin, and materiality and assembly, are interwoven with the problems of context and program. All of these topics and core objectives are composed *in toto* to address the creation of meaningful form. Initial design problems in core studio address the multiple issues of architecture, giving priority to the composition of space to meaningfully accommodate programmatic requirements. Subsequent design problems require increased specificity to address the aforementioned issues.

Options Design Studio is an advanced studio that identifies topical and theoretical issues for architecture, taught by both core faculty and visiting faculty, and usually involves a semester-long design problem with a research component.

Description of Visual Studies

Visual Studies (VS): 6 semesters of VS: VS will be taught 2x/week, 4hrs duration, semesters 1 and 2. Semesters 3, 4, 5 and 6 will be taught 1x/week, 4hrs duration. Students are expected to provide 1 hour of work outside of class for each hour of instruction to gain visual literacy in design.

VS is taught in a studio environment where issues of visual formulation, visual structure, and perception are taught through the combined agency of drawing, painting, and three-

dimensional assembly as they pertain to and are related to the issues and concepts of architectural formulation. Fundamentals in drawing: measurement, proportion, cadence, depth and compression clues, mark making, line quality, and tonal structure are introduced with the problem of learning 'ensemble', i.e., visual completeness and visual order. Each of these formal issues is substantial to the formulation of a complete architectural proposal.

Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail

Not applicable.

Appendix 12: Additional Accreditation Information

The following is excerpted from the 2014 Conditions for Accreditation (pp. 15-18) published by the National Architectural Accreditation Board (NAAB). The full document is available at http://www.naab.org/accreditation/2014_Conditions.

An accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:

- Understanding—the capacity to classify, compare, summarize, explain, and/or interpret information.
- Ability—proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

Student Performance Criteria (SPC)

The NAAB is the organization which accredits professional architectural programs. It establishes SPC to help accredited programs prepare students for the profession while encouraging educational practices suited to the individual degree program. The SPC are organized into realms to more easily express the relationships between each criterion.

Realm A: Critical Thinking and Representation

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

In addition, an accredited degree program must demonstrate that each graduate possesses the following:

- A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
- A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use

abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

- A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
- A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
- A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
- A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
- A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.
- A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices, Technical Skills, and Knowledge

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, graduates should be fully prepared to measure the impact of such decisions on the environment.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems
- Comprehending constructability
- Integrating the principles of environmental stewardship
- Conveying technical information accurately

This program will demonstrate that each graduate possesses skills in the following areas:

- B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.
- B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

- B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.
- B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
- B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.
- B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.
- B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
- B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.
- B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.
- B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Realm C: Integrated Architectural Solutions.

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process
- Evaluating options and reconciling the implications of design decisions across systems and scales
- Synthesizing variables from diverse and complex systems into an integrated architectural solution
- Responding to environmental stewardship goals across multiple systems for an integrated solution

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

- C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

- C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Realm D: Professional Practice.

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction
- Discerning the valuable roles and key players in related disciplines
- Understanding a professional code of ethics, as well as legal and professional responsibilities

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

- D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.
- D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
- D.3 Business Practices: *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
- D.4 Legal Responsibilities: *Understanding* of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.
- D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

Appendix 13: Additional Licensure Information

National Council of Architectural Registration Boards (NCARB)

(See <http://www.ncarb.org/Reg-Board-Requirements#sthash.btYDqgy2.dpu>)

Each jurisdiction (state) sets its own requirements for initial registration, examination, and corporate practice. The information presented here was submitted to NCARB by each registration board in response to NCARB's 2013 Member Board Requirements survey. Because each jurisdiction may change its rules, statutes, and regulations at any time, it is always advisable to check with the individual board to verify registration and practice requirements.

NCARB does not set national requirements. However, you may view the NCARB position on each requirement, based on requirements specified in the [*Education Guidelines*](#), [*Rules of Conduct*](#), and [*Legislative Guidelines and Model Law/Model Regulations*](#).

Architectural License State of Indiana
(See <http://www.in.gov/pla/2674.htm>)

IC 25-4-1-6
Application for certificate of registration
Sec. 6.

- (a) A person desiring to engage in the practice of architecture:
 - (1) shall apply to the board for a certificate of registration in compliance with this chapter;
 - (2) shall submit evidence to the board that the person is qualified to engage in the practice of architecture in compliance with the requirements of this chapter, including evidence that the person:
 - (A) graduated with a professional degree from a school or college of architecture accredited by the National Architectural Accrediting Board, Inc., or its successor;
 - (B) successfully completed the required examination; and
 - (C) successfully completed the intern development program required under section 7.5 of this chapter; and
 - (3) must not have been convicted of:
 - (A) an act that would constitute a ground for disciplinary sanction under IC 25-1-11; or
 - (B) a felony that has direct bearing on the applicant's ability to practice competently.
- (b) The application for a certificate of registration shall be:
 - (1) made on a form prescribed and furnished by the board;
 - (2) verified; and
 - (3) accompanied by a fee established by the board under IC 25-1-8-2.

(Formerly: Acts 1929,c.62, s.6.) As amended by Acts 1982, P.L.154, SEC.11; P.L.194-2005, SEC.13; P.L.105-2008, SEC.9.)

Interior Design Registry State of Indiana
(See <http://www.in.gov/pla/3698.htm>)

In order to become a Registered Interior Designer you must hold either an active National Council of Interior Design Qualifications (NCIDQ) certificate or active Indiana Architect license number.

A person may not use the title "registered interior designer" or any title designation sign, card, or device indicating that the person is a registered interior designer unless the person is registered with the agency under IC 25-1-5.5.

Appendix 14: List of Significant Modern Buildings and the Associated Architects Located in Columbus and Bartholomew County

First Christian Church (1942), 531 Fifth Street
Architect: Eliel Saarinen (1873-1950), Saarinen and Saarinen National Historic Landmark, 2001

Columbus Village (1951)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Bassett House (1951)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Lauther House (1953)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Irwin Union Bank (1954), 500 Washington Street
Architect: Eero Saarinen (1910-1961), Eero Saarinen and Associates, Architects National Historic Landmark, 2000

Boys and Girls Club (1954, demolished 1988)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Miller House (1957)
Architect: Eero Saarinen (1910-1961), Eero Saarinen and Associates, Architects Landscape
Architect: Dan Kiley 1912-2004
National Historic Landmark, 2000

Lillian C. Schmitt Elementary School (1957), 1057 27th Street Architect: Harry Weese (1915-1998), Harry Weese and Associates

Lincoln Center (1958), 2501 25th Street
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Irwin Union Bank, Hope Branch (1958)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Bartholomew County Home (1959), 2525 Illinois Street
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Mabel McDowell Elementary School (1960), 2700 McKinley Avenue Architect: John Carl Warnecke (1919-2010)
National Historic Landmark, 2001

Northside Junior High School (1961), 2700 Maple Street (Northside Middle School)
Architect: Harry Weese (1915-1998), Harry Weese and Associates

Irwin Union Bank Eastbrook Branch (1961)
Architect: Harry Weese (1915-1998), Harry Weese and Associates
Columbus High School Landscape (c. 1962) Landscape Architect: Dan Kiley (1912-2004)

Hamilton Cosco Office Building (1962) 2525 State Street Architect: Harry Weese (1915-1998), Harry Weese and Associates Landscape Architect: Dan Kiley (1912-2004)

Parkside Elementary School (1962) 1400 Parkside Drive
Architect: Norman Fletcher (1917-2007), The Architects Collaborative

Bartholomew County School Corporation Administration Building (1963), 2650 Home Avenue
Architect: Norman Fletcher (1917-2007), The Architects Collaborative

Hamilton Garden (1963-1974)
Landscape Architect: Dan Kiley (1912-2004)

North Christian Church (1964), 850 Tipton Lane
Architect: Eero Saarinen (1910-1961), Eero Saarinen and Associates, Architects

Otter Creek Golf Course and Clubhouse (1964), 11522 East 50 North Architect: Harry Weese (1915-1998), Harry Weese and Associates Landscape Architect: Dan Kiley (1912-2004)
Golf Course Designer: Robert Trent Jones

Newlin House (1964)
Architect: Harry Weese (1915-1998), Harry Weese and Associates Landscape Architect: Dan Kiley (1912-2004)

First Baptist Church (1965), 3300 Fairlawn Drive
Architect: Harry Weese (1915-1998), Harry Weese and Associates Landscape Architect: Dan Kiley (1912-2004)
National Historic Landmark, 2000

W.D. Richards Elementary School (1965), 3311 Fairlawn Drive Architect: Edward Larrabee Barnes (1915-2004)

Washington Street Storefront Renovations and Signage (1965) Designer: Alexander Girard

Foundation for Youth (1966), 400 N. Cherry Street Architect: Fisher & Spillman

Fire Station No. 4 (1967), 4730 25th Street
Architect: Robert Venturi (1925-), Venturi & Rauch

Four Seasons Retirement Center (1967), 1901 Taylor Road
Architect: Norman Fletcher (1917-2007), The Architects Collaborative

Lincoln Elementary School (1967), 750 5th Street Architect: Gunnar Birkerts (1925-)

Cummins Engine Company Technical Center (1968), 1900 McKinley Avenue Architect: Harry Weese (1915-1998), Harry Weese and Associates

Cummins Engine Company Main Engine Plant Renovation (1968), Architect: Harry Weese (1915-1998), Harry Weese and Associates

Cleo Rogers Memorial Library (1969), 536 5th Street Architect: I.M. Pei (1917-), I.M. Pei and Partners

L. Frances Smith Elementary School (1969), 4505 Waycross Drive Architect: John M. Johansen (1916-)

Southside Junior High School (1969), 1320 West Road 200 South (Southside Elementary School)
Architect: Eliot Noyes (1910-1977)

Renovation and interior design of 301 Washington Street (c. 1970) Designer: Alexander Girard (1907-1993)
National Register of Historic Places

Renovation and interior design of Cummins Engine Company Headquarters (c. 1970), 434 Washington Street
Designer: Alexander Girard (1907-1993) National Register of Historic Places

Columbus Post Office (1970), 450 Jackson Street
Architect: Kevin Roche (1922-), Roche Dinkeloo & Associates

Cummins Engine Company Warehouse (c.1970), 983 South Marr Road Architect: Bruce Adams

Renovation of St. Bartholomew Church (c. 1970) Architect: Bruce Adams

The Republic (1971), 333 2nd Street
Architect: Myron Goldsmith (1918-1996), Skidmore, Owings & Merrill

Columbus East High School (1972), 230 South Marr Road Architect: Romaldo Giurgola (1920-), Mitchell-Giurgola

Mt. Healthy Elementary School (1972), 12150 South SR 58
Architect: Hugh Hardy (1932-), Hardy Holzman Pfeiffer Associates

Quinco Consulting Center (1972), 2975 Lincoln Park Drive (Columbus Regional Hospital Mental Health Center)
Architect: James Stewart Polshek (1930-), James Stewart Polshek & Partners

Cummins Occupational Health Association (1973), 605 Cottage Avenue Architect: Hardy Holzman Pfeiffer

Cummins Midrange Engine Plant (1973), 450 South SR 58, Walesboro Architect: Kevin Roche (1922-), Roche Dinkeloo & Associates

Fodrea Community School (1973), 2775 Illinois Street Architect: Paul Kennon (1934-1990), Caudill Rowlett Scott

The Commons/Courthouse Center (1973, portions demolished 2008), 4th & Washington Streets
Architect: Cesar Pelli (1926-), Gruen Associates

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM C:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Interdisciplinary Studies in Arts and Humanities to be offered by Indiana University Southeast
- Bachelor of Science in Health Informatics and Information Management to be offered by University of Southern Indiana

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its February 24, 2017 meeting and concluded that the Bachelor in Interdisciplinary Studies in Arts and Humanities to be offered by Indiana University Southeast and the B.S. in Health Informatics and Information Management to be offered by the University of Southern Indiana should be placed on the Commission's March 9, 2017 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, March 9, 2017.

Academic Degree Programs on Which Staff Propose Expedited Action
March 9, 2017

CHE 16-36 Bachelor of Interdisciplinary Studies in Arts and Humanities to be offered by Indiana University Southeast

Proposal received on December 13, 2016
CIP Code: 24.0101
Fifth Year Projected Enrollment: Headcount – 42, FTE – 38
Fifth Year Projected Degrees Conferred: 14

The proposed Bachelor in Interdisciplinary Studies (B.I.S.) in Arts and Humanities would be offered through academic units within the School of Arts and Letters: Fine Arts, Theatre, Communication, Philosophy, English, Music, and Modern Languages. There are no new instructional costs incurred by this program, since no new courses would be added as a result of offering this program. Students pursuing the B.I.S. select three concentration areas and take courses in support of those selections.

The B.I.S. in Arts and Humanities requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. Because the B.I.S. program is tailored to the unique interests of the student, it is not possible to develop a set articulation with a related associate degree. However, the B.I.S. is thought to represent a good option for military and transfer students, many of whom have taken courses from different institutions and/or different majors.

CHE 17-02 Bachelor of Science in Health Informatics and Information Management to be offered by University of Southern Indiana

Proposal received on February 10, 2017
CIP Code: 51.0706
Fifth Year Projected Enrollment: Headcount – 70, FTE – 66
Fifth Year Projected Degrees Conferred: 60

The proposed B.S. in Health Informatics and Information Management will be offered through the College of Nursing and Health Professions. Students completing this program will be eligible to complete one of two professional certifications that are valued by employers: (1) Registered Health Information Administrator (RHIA) available from the American Health Information Management Association (AHIMA) and (2) Certified Associate in Healthcare Information and Management Systems (CAHIMS) available from the Healthcare Information and Management Systems Society (HIMSS).

The B.S. in Health Informatics and Information Management requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University affirms that the proposed program is consistent with the Transfer Single Articulation Pathway (TSAP) for Information Technology and Informatics, meaning it fully

articulates with related associate degrees at Ivy Tech Community College and Vincennes University, thus allowing graduates of these institutions to apply 60 transfer credit hours toward meeting B.S. degree requirements. Students holding a related associate degree will be able to complete the B.S. degree fully online, and for this reason the program will also be listed in the Commission's Academic Program Inventory as available through distance education.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM D-1:

Parking Garage / Office Building – Indiana University

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Parking Garage / Office Building – Indiana University

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$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.

Supporting Document

Parking Garage / Office Building – Indiana University

Parking Garage / Office Building – Indiana University

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests approval to proceed with the construction of a new 675 space parking garage with an attached 57,000 gross square foot academic/administrative office building located on the Bloomington campus. This facility will provide additional parking in this growing campus neighborhood as well as needed academic/administrative office space. Also included in the overall project are demolitions of two existing buildings on the site, relocation of their campus units to other facilities, construction of an addition to the Fine Arts Studio Building, and relocation of temporary office occupants in Eigenmann Hall and conversion of that space back to student housing.

Comparable Projects: Construction of the Neurosciences Research Building and related parking garage at IUPUI was estimated in 2009 at \$188/gsf. Construction of the IUB Henderson Parking Garage was estimated in 2006 at \$53/gsf.

Funding: This project is estimated to cost \$35,000,000 (\$104/gsf) and will be funded with debt financing in the form of auxiliary revenue bonds under IC section 21-35-3, which would be repaid from campus funds and revenues generated from Parking Operations on the Bloomington campus.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
PARKING GARAGE/OFFICE BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-10
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

20165057

Project Summary Description:

Indiana University will construct a new 675 space parking garage with an attached 57,000 gross square foot academic/administrative office building. This facility will be located north of 11th Street between Forrest Avenue and Walnut Grove Street on the Bloomington Campus, near the new Luddy Hall. As highlighted in the 2010 Bloomington Campus Master Plan, this facility will provide additional parking in this growing campus neighborhood as well as needed academic/administrative office space. Related demolitions of two existing buildings (Arts Annex and Graduate Printmaking) on the site and relocation of their campus units to other facilities, and construction of a new 40,000 gsf addition to the current Fine Arts Studio Building at Woodlawn Avenue and 13th Street, also are included in the overall project.

Summary of the impact on the educational attainment of students at the institution:

This project will help address the need for additional office space on the Bloomington campus, primarily for academic use, with some administrative needs also included. Construction of the Office Building also will allow conversion of temporary office space in Eigenmann Hall back to student residence use. The parking garage was proposed in the 2010 Bloomington Campus Master Plan at this site to service growth in this campus neighborhood, and help redistribute traffic off of 10th Street. Also, new studio space will be constructed as an addition to the Fine Arts Studio Building for programs in Fine Arts. With the establishment of the School of Art and Design, suitable collaborative and consolidated studio space is needed. Construction of this addition will allow for location of faculty and students into studios with flexible scheduling anchored by interdisciplinary workshop facilities.

Project Size:	337,000 GSF	183,950 ASF*	55% ASF/GSF	
Net change in overall campus space:	304,887 GSF	158,567 ASF		Net change is project sf less terminate sf

*project includes approximately 114,750 asf for parking and 69,200 Acad/Admin space

Total cost of the project (1):	\$ 35,000,000	Cost per ASF/GSF:	\$ 103.86 GSF
			\$ 190.27 ASF

Funding Source(s) for project (2):	\$ 35,000,000	Auxiliary Revenue Bonds (IC 21-35-3)

Estimated annual debt payment (4):	\$ 2,989,822
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Are all funds for the project secured:	N/A
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Estimated annual change in cost of building operations based on the project:	\$ 572,963
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Estimated annual repair and rehabilitation investment (3)*:	\$ 151,116
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*based on gsf for Office Building and Arts Addition only

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 - (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
PARKING GARAGE/OFFICE BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-10
Campus: 20165057	Bloomington	Institutional Priority:	

Description of Project

This project will construct a new 675 space parking garage with an attached 57,000 gross square foot academic/administrative office building. This facility will be located north of 11th Street between Forrest Avenue and Walnut Grove Street on the Bloomington Campus, near the new Luddy Hall. As highlighted in the 2010 Bloomington Campus Master Plan, this facility will provide additional parking in this growing campus neighborhood as well as needed academic/administrative office space. Related demolitions of two existing buildings (Arts Annex and Graduate Printmaking) on the site and relocation of their campus units to other facilities, and construction of a new 40,000 gsf addition to the current Fine Arts Studio Building at Woodlawn Avenue and 13th Street, also are included in the overall project.

Relationship to Other Capital Improvement Projects: Arts Annex and Graduate Printmaking will be demolished and their programs relocated to other campus facilities, including new studio space to be constructed as an addition to the existing Fine Arts Studio Building. Occupants of current temporary office space in Eigenmann Hall also will be relocated to enable conversion of that space back to student housing.

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

Alternatives Considered: This site was reserved for a parking facility as part of the 2010 Bloomington Campus Master Plan. New construction at this site and demolition of the existing poorly-functioning buildings was determined to be the most fiscally-responsible approach.

Relationship to Long-Term Capital Plan for Indiana University: This project is included in the university's ten-year plan and the Bloomington Campus Master Plan.

Need and Purpose of the Program

This project will help address the need for additional office space on the Bloomington campus, primarily for academic use, with some administrative needs also included. Construction of the Office Building will allow for relocation of temporary office space occupants in Eigenmann Hall and conversion of these Eigenmann Hall spaces back to student residence use. The parking garage was proposed in the 2010 Bloomington Campus Master Plan at this site to provide service for growth in this campus neighborhood, and to help redistribute traffic off of 10th Street, the main east-west thoroughfare through campus. Also, new studio space will be constructed as an addition to the Fine Arts Studio Building for programs in Fine Arts, including those displaced by the demolition of Arts Annex and Graduate Printmaking. With the establishment of the School of Art and Design, suitable collaborative and consolidated studio space is needed. Construction of this addition will allow for location of faculty and students into studios with flexible scheduling anchored by interdisciplinary workshop facilities.

Space Utilization

This project will create a parking facility and academic/administrative office space. New studio space will be constructed as an addition to the Fine Arts Studio Building.

Comparable Projects

Construction of the Neurosciences Research Building and related parking garage at IUPUI was estimated in 2009 at \$188/gsf. Construction of the IUB Henderson Parking Garage was estimated in 2006 at \$53/gsf.

Background Materials

The IU Board of Trustees approved this project at its December 2016 meeting. Project construction will be funded with debt financing in the form of auxiliary revenue bonds under IC section 21-35-3, which would be repaid from Campus Funds and revenues generated from Parking Operations on the Bloomington campus. The cost of the lease will be \$35,000,000, with annual payments of \$2,989,822 based on 20 years at a 5.75% interest rate.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (PARKING GARAGE/OFFICE BUILDING)

PARKING GARAGE/OFFICE BUILDING A-1-17-1-10	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated (3)	New Space in Capital Request	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	411,099	8,990		420,089		-	420,089
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861	21,316	35,000	476,545
Non-class Lab (250 & 255)	549,422	0		549,422		-	549,422
Office Facilities (300)	1,833,674	63,978		1,897,652	4,067	34,200	1,927,785
Study Facilities (400)	583,662	1,976		585,638		-	585,638
Special Use Facilities (500)	369,375	16,417		385,792		-	385,792
General Use Facilities (600)	479,291	40,784		520,075		-	520,075
Support Facilities (700)	287,475	1,633		289,108		114,750	403,858
Health Care Facilities (800)	23,719	0		23,719		-	23,719
Resident Facilities (900)	54,734	0		54,734		-	54,734
Unclassified (000)	202,040	11,750		213,790		-	213,790
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	5,243,502	159,378	-	5,402,880	25,383	183,950	5,561,447

Notes:

- (1) Figures reflect IUB campus academic asf
 - (2) Represents Luddy Hall School of Informatics & Computing 81,250 asf; Kelley School of Business Career Services 20,780 asf; Memorial Stadium Excellence Academy 49,590 asf; Wells Quad-Goodbody Addition, 7,758 asf.
 - (3) Includes BL413 and BL413A Arts Annex and Graduate Printmaking
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
PARKING GARAGE/OFFICE BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-10
Campus:	Bloomington	Institutional Priority:	

20165057

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	May	2017
Start Construction	June	2017
Occupancy (End Date)	December	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 2,070,000		\$ 2,070,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 15,773,000		\$ 15,773,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 7,865,000		\$ 7,865,000
c. Electrical	\$ 5,608,000		\$ 5,608,000
<u>Movable Equipment</u>	\$ 770,000		\$ 770,000
<u>Fixed Equipment</u>	\$ 36,000		\$ 36,000
<u>Site Development/Land Acquisition</u>	\$ 530,000		\$ 530,000
<u>Other (Contingency, Admin. & Legal Fees)</u>	\$ 2,348,000		\$ 2,348,000
TOTAL ESTIMATED PROJECT COST	\$ 35,000,000	\$ -	\$ 35,000,000

(1) Cost Basis is based on current cost prevailing as of: (JANUARY 2017)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: PARKING GARAGE/OFFICE BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-10
Campus:	Bloomington	Institutional Priority:	

20165057

GSF OF AREA AFFECTED BY PROJECT **337,000**

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -		
2. Maintenance	\$ 0.95	\$ 319,706		
3. Fuel	\$ 0.24	\$ 80,848		
4. Utilities	\$ 0.51	\$ 172,409		
5. Other	\$ -	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 1.70	\$ 572,963	\$ -	\$ -

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

[Redacted area]

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM E:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Indiana University Southeast – Housing Lodge
- Vincennes University – Vigo Residence Hall

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Capital Projects for Expedited Action, March 9, 2017

Capital Projects for Expedited Action
Thursday, March 9, 2017

- A-9-17-1-09** **Indiana University Southeast – Housing Lodge**
Indiana University and its Board of Trustees request to proceed with the financing and construction of the Housing Lodge on the Southeast campus. This new, two-story, 34,741-gross square foot student residence lodge will be located to the south of Grove Lodge, becoming the sixth lodge in the existing five-lodge student housing complex. The building will consist of 87 beds located in 24 apartment style units. This project is estimated to cost \$6,700,000 and will be funded through gifts through the Indiana University Foundation, Residence Life and Housing Reserves, and Residence Life and Housing Revenues.
- E-1-17-2-03** **Vincennes University – Vigo Residence Hall**
Vincennes University and its Board of Trustees request to proceed with the renovation of Francis Vigo Residence Hall, which contains 101,667 gross square feet and was constructed in 1981. The renovation of the building will include a complete upgrade of the HVAC system to improve air quality, control, and comfort. The project will also include new energy efficient LED lighting and related work to improve the finishes as needed for the upgrades. The project is estimated to cost \$5,850,000 and will be funded with Housing Operating Reserves.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

BUSINESS ITEM F:

2017-2018 Frank O’Bannon Schedule of Awards

Staff Recommendation

Adopt the amounts as set in the attached schedule of awards, which represent increased award amounts compared to the current schedule of awards.

Background

IC 21-12-1.7-3(a) requires the Commission to annually adopt a schedule of award amounts for the Higher Education Award (HEA) and Freedom of Choice grant (FOC). The schedule must provide award amounts on the basis of the student’s Expected Family Contribution (EFC) and the type of institution the student is attending. Per IC 21-12-1.7-3(c), when renewing HEA or FOC, a student earning at least 30 credit hours or the equivalent in the year the student last used aid must receive a larger award. This larger award is referred to as the “On-Time” amount. First-time recipients are initially eligible for the larger award. Students earning less than 30 credit hours, but more than 24 credit hours are eligible for a reduced amount. The reduced award is referred to as the “Full-Time” amount.

Indiana Code also requires the Commission establish performance incentives for:

- “Academic honors,” which is defined, as a first-year student who graduated from high school with an academic honors or technical honors diploma or a returning student that maintains the equivalent of a cumulative grade point average of 3.0 on a 4.0 grading scale.
- “Accelerated progress” which is defined as completing at least 39 credit hours or the equivalent during the student’s first or second academic year.
- Received an associate degree **prior to** enrolling in a baccalaureate program.

Supporting Document

Financial Aid Schedule of Awards

2017-2018 FRANK O'BANNON GRANTS

Updated February 20, 2017

BASE AWARD

INSTITUTION TYPE	EXPECTED FAMILY CONTRIBUTION (EFC)																			
	\$0	\$1 to \$500	\$501 to \$1,000	\$1,001 to \$1,500	\$1,501 to \$2,000	\$2,001 to \$2,500	\$2,501 to \$3,000	\$3,001 to \$3,500	\$3,501 to \$4,000	\$4,001 to \$4,500	\$4,501 to \$5,000	\$5,001 to \$5,500	\$5,501 to \$6,000	\$6,001 to \$6,500	\$6,501 to \$7,000	\$7,001 to \$7,500	\$7,501 to \$8,000	\$8,001 to \$8,500	\$8,501 to \$9,000	
Private	On-Time	\$9,000	\$8,750	\$8,250	\$7,750	\$7,250	\$6,750	\$6,250	\$5,750	\$4,750	\$4,250	\$3,750	\$3,250	\$2,750	\$2,250	\$1,750	\$1,250	\$750	\$0	\$0
	Full-Time	\$7,400	\$7,150	\$6,650	\$6,150	\$5,650	\$5,150	\$4,650	\$4,150	\$3,150	\$2,650	\$2,150	\$1,650	\$1,150	\$650	\$150	\$0	\$0	\$0	\$0
Public	On-Time	\$4,500	\$4,250	\$3,750	\$3,250	\$2,750	\$2,250	\$1,750	\$0	\$0	Not Eligible for Frank O'Bannon Grant									
	Full-Time	\$3,700	\$3,450	\$2,950	\$2,450	\$1,950	\$1,450	\$950	\$0	\$0	Not Eligible for Frank O'Bannon Grant									
Proprietary or Ivy Tech	On-Time	\$3,400	\$3,150	\$2,650	\$2,150	\$1,650	\$1,150	\$650	\$0	\$0	Not Eligible for Frank O'Bannon Grant									
	Full-Time	\$2,900	\$2,650	\$2,150	\$1,650	\$1,150	\$650	\$0	\$0	Not Eligible for Frank O'Bannon Grant										

- Students in their **first award year** will receive the **on-time** award amount.
- To renew an **on-time** award, students must complete at least **30 credit hours*** during their 12-month award year.
- Students failing to complete **30 credits hours*** during their 12-month award year, but completing at least **24 credit hours*** may receive a **full-time** amount.
- Credit hours earned in excess of 30 during an award year may be counted toward future credit completion requirements. Students may also use international baccalaureate, advanced placement or dual credit hours to meet credit completion requirements.

*or the equivalent.

BASE AWARD + STUDENT PERFORMANCE INCENTIVE(S) = TOTAL STATE FINANCIAL AID AWARD

STUDENT PERFORMANCE INCENTIVES

✓ ACADEMIC HONORS \$800

First Award Year Only:
Graduate high school with Academic or Technical Honors diploma.

Second, Third, Fourth Award Years: Earn at least a 3.0 cumulative GPA through end of previous award year.

✓ ASSOCIATE DEGREE \$800

First, Second, Third, Fourth Award Years: Earn an associate degree before enrolling in baccalaureate program.

✓ ACCELERATED SCHEDULE \$1300

Second, Third Award Years: Complete at least 39 credit hours during the last award year.

Student with financial need may earn student performance incentives even if his or her base award is \$0.



INDIANA COMMISSION
for
HIGHER EDUCATION

COMMISSION FOR HIGHER EDUCATION
Thursday, March 9, 2017

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Bloomington	Master of Architecture	6/28/2016	On CHE Agenda for Action
02	Indiana University Southeast	Bachelor of Interdisciplinary Studies in Art and Humanities	12/12/2016	On CHE Agenda for Action
03	University of Southern Indiana	Bachelor of Science in Health Informatics and Information Management	12/23/2016	On CHE Agenda for Action
04	Indiana State University	Bachelor of Science in Engineering	2/10/2017	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, March 9, 2017

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ball State University	Certificate in Early Childhood Education, Master Teacher		Adding a certificate
02	Ivy Tech Community College	Certificate in Business Administration		Adding a certificate
03	Purdue University West Lafayette	Landscape Management and Turf Management Certificate		Adding a certificate
04	Purdue University Northwest (Hammond)	Graduate Certificate in Expressive Arts Counseling		Adding a certificate
05	Indiana University Purdue University Fort Wayne	M.S. in Computer Science		Changing the name of the program

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

INFORMATION ITEM C:

Capital Projects Awaiting Action

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.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, March 9, 2017

INFORMATION ITEM D: Media Coverage

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

Hendricks County Flyer
Future teachers flock to new state scholarship
January 30, 2017

More than 600 Hoosier students have applied for a new college scholarship that pays up to \$7,500 annually for 200 individuals who commit to teaching in Indiana for five years after graduation.

Authored by House Speaker Brian Bosma, the Next Generation Hoosier Educators Scholarship was established with bipartisan support by the 2016 Indiana General Assembly.

A total of 643 students applied for the Next Generation Hoosier Educators Scholarship with applications coming from 273 high schools in 84 of the state's 92 counties. About two-thirds of applicants were Indiana high school seniors with the remainder comprised of current college students.

"Today's news is promising as it reflects the interest and excitement of those students looking for a rewarding career in education," Bosma said. "This also marks a great first step toward our goal of having more of our top-performing students teach in Hoosier classrooms, and I'm thankful for the work of the Indiana Commission for Higher Education to implement and promote this opportunity."

To qualify for the scholarship, students must either graduate in the highest 20 percent of their high school class or earn a score in the top 20th percentile on the SAT or ACT. To continue earning the scholarship in college, students must earn a 3.0 cumulative GPA and complete at least 30 credit hours per year.

The 200 Next Generation Hoosier Educators Scholarship recipients will be selected through a competitive process based on academic achievement, a teacher nomination and an in-person interview. Finalists will be interviewed at eight regional sites across the state. Students selected to receive the scholarship will be notified by April 15, 2017.

For more information, visit the website at LearnMoreIndiana.org/NextTeacher.

Herald Arugs
Get help filing out FAFSA at 'College Goal Sunday'
February 2, 2017

Applying for college financial aid is not complex and can be extremely beneficial.

That's the message of College Goal Sunday, a free, financial aid application assistance program, scheduled at 2 p.m., Feb. 12 at Purdue University Northwest's Hammond and Westville Campuses and dozens of other Indiana locations. A complete list of sites can be accessed at www.collegegoalsunday.org/.

The Purdue Northwest program takes place at the Hammond Campus in Room 200 of the Student Union & Library, 2233 173rd St. At the Westville Campus, the program is scheduled in Room 265 of the Technology Building, 1401 S. U.S. 421.

During each program, university financial aid experts and service organizational specialists will assist prospective fall 2017 college students and their parents accurately complete the Free Application for Federal Student AID (FAFSA) for submission to the federal processor.

New this year, the FAFSA can be completed and submitted by using 2015 tax information. The FAFSA submission deadline is March 10 for Indiana financial aid consideration.

“To be considered for federal and state grants, student loans and many scholarships at most colleges, universities and vocational/technical schools, students must complete the FAFSA,” Purdue Northwest Director of Financial Aid Brad Remmenga said. “Knowledgeable assistance will be provided to students and parents who need help completing the FAFSA at College Goal Sunday.”

In its 29th year, College Goal Sunday has helped more than 90,000 Indiana students and their families complete the FAFSA properly and on time.

Students 23 or younger should attend College Goal Sunday with a parent(s) or guardian(s) and bring their family’s completed 2015 IRS 1040 tax return or a draft. Students who worked during 2015 also should bring their income information.

Students age 24 or older may attend alone and bring their own completed 2015 IRS 1040 tax return/draft.

Students and parents also are encouraged to use the IRS Data Retrieval Tool to obtain 2015 tax information.

Any student who attends College Goal Sunday and submits a completed evaluation form will be entered in a drawing for a scholarship.

For more information, individuals may visit the College Goal Sunday web site or phone the toll free help line: (800) 992-2076.

Financial aid information also can be obtained at Purdue Northwest by visiting the university’s financial aid web site; e-mailing the Office of Financial Aid at finaid@pnw.edu; or phoning the office at (219) 989-2301 or at (219) 785-5460.

College Goal Sunday is a charitable collaboration involving the Indiana Student Financial Aid Association (ISFAA), in cooperation with the Indiana Commission for Higher Education. College Goal Sunday is co-funded by Lilly Endowment Inc., NCAN, and the Indiana Secondary Market for Education Loans Inc.

The Hechinger Report
Tuition cooperatives: a new idea to tempt colleges to give discounts
Mikhail Zinshteyn
February 6, 2017

What if paying for college were more like shopping at Costco?

The retail giant known for squeezing deeper discounts out of the products it sells is a model for one audacious proposal by two higher-education experts to lower the cost of college.

In short, prospective students would band together as cooperatives, pooling their federal, state and personal financial aid to get colleges to enroll those students in bulk at discounted rates. Colleges that participate would get to enroll more students in one fell swoop – manna for institutions hurting for more enrollees. Students, in turn, would take advantage of the savings that come with entering a defined set of schools as one large group, driving down the price of attendance (though the number of students needed for the plan to work is still unclear).

Sean Tierney, an associate commissioner at the Indiana Commission for Higher Education and one of the two analysts behind this idea, said a key motivation is using public financial aid dollars to compel colleges to be more affordable. “If we’re investing a lot of either federal or state funds into the higher education system,” he said, “can we use it not just to cover the cost, but also to leverage higher education providers to do other things as well?”

The model has its limitations. Top private and public colleges, such as the University of Virginia or Stanford University, wouldn’t have much incentive to participate in a cooperative model, because student demand for those schools far exceeds the number of seats available, explained Audrey Peek, a researcher at the American Institutes for Research and the other analyst behind the cooperative plan.

“This could be something that’s applied specifically to non-accredited, career-focused schools, like those coding boot camps that we see popping up all over California,” said Peek, “or to some for-profit institutions that wouldn’t necessarily be covered by a free college plan.”

The tuition cooperative, which Peek and Tierney envision as a nonprofit organization, would need to juggle multiple tasks. It would group prospective students with similar academic interests and goals – coding boot camps or vocational programs in auto mechanics, for example – and pool their taxpayer-based aid plus their personal savings.

The cooperative would then negotiate with a batch of academic institutions to both bring down the price of the degree program and pre-purchase the spots for a minimum number of students – a boon for institutions in need of guaranteed income. The cooperative would negotiate with multiple institutions per student group, thus giving the students a set of options from which to choose a college or set of colleges fitting their needs. Students whose needs aren’t reflected in the batch of schools the cooperative picks could opt out.

Outside of education, Peek and Tierney note, there are models for bulk purchasing to drive down costs. Large companies use their greater buying power to lower the price of health insurance for their

employees. Through the federal General Services Administration, a program called the Cooperative Purchasing Program organizes state and local governments to purchase expensive technology in groups for deeper discounts.

The cooperative would also function as a repository for student records. Peek and Tierney say this would be particularly useful for students enrolled in multiple schools who'd like to go on to graduate school or transfer to another school and would otherwise need to collect all their transcripts from each school they attended – a nettling experience for some students.

Cooperatives could also exclude poor-performing colleges, pressuring certain colleges to improve their academics – a market-oriented admonishment similar to the federal government's sanctions on some for-profit colleges. Peek and Tierney also foresee cooperatives functioning as mentoring services for low-income or first-generation students who lack the critical know-how of the college-going shuffle.

Their plan is still in its infancy. Rules on distributing federal aid would likely need to be rewritten and regulatory bodies would need to learn how to hold the cooperatives accountable, and those are some of the major changes needed for the model to get off the ground.

“Both Republicans and Democrats alike ... would agree that we need something that allows students to manage the affordability crisis in a simpler, easier way,” said Peek. “We think cooperatives are a good solution to that problem.”

The Republic
Officials consider BSU, IU proposal
Kirk Johannesen
February 8, 2017

Indiana University's proposal to launch a master's program for architecture in Columbus will have to wait a bit longer for possible state approval.

The proposal is on the Indiana Commission for Higher Education's agenda for its working session today instead of being up for a vote during the business session. Officials from Indiana University and Ball State University want to share with commission members an agreement struck between the two schools about the degree program.

John Burnett, president and CEO of the Columbus-based Community Education Coalition, the organization that contacted IU about two years ago about starting the Master of Architecture program, said that Ball State has expressed concerns for months about IU's proposal and how it would impact its longstanding architecture program.

IU's proposed three-year program would be administered at the IU Center for Art + design in Columbus, with students using the city and its more than 65 examples of Modern architecture as a living lab.

Kelly Wilson, the Director of the Indiana University Center for Art and Design, addresses the audience at a ceremony to debut a Wishing Forest sculpture at Columbus City Hall, Wednesday, May 18, 2016. Third

and fourth grade students from CSA Lincoln worked with Wilson on the project. The sculpture consists of a river made of clear, plastic bottles containing different

“We have been working diligently with our counterparts at Ball State University to see if we could reach a mutual agreement that assuaged their concerns. I believe we have reached such an agreement, and we will be sharing that with the commission,” IU Provost and Executive Vice President Lauren Robel said.

Robel, who will speak on behalf of IU at today’s meeting, declined to share details of the agreement ahead of the meeting. Likewise, Ball State declined to discuss the agreement ahead of the meeting.

Ball State spokeswoman Joan Todd said the university has been in contact with IU since the introduction of the proposal.

The two universities requested that the Indiana Commission for Higher Education hear the agreement before voting, and a formal vote is expected to take place at the commission’s March meeting, ICHE spokeswoman Kaylee Showers said.

Columbus and IU leaders are hopeful that approval will be granted.

“We’d be sorely disappointed if it didn’t happen,” Burnett said.

Expanding relationship

Approval of the degree program would represent an expansion of a longstanding relationship between IU and Columbus that includes the creation of Indiana University-Purdue University of Columbus in 1970, and the opening of the IU Center for Art + Design in 2011.

IU President Michael McRobbie announced the proposed architecture program in August at the Greater Columbus Economic Development Corp.’s annual meeting. The program would be offered through the new IU School of Art and Design, but classes would be taught in Columbus. If approved, the program likely would begin in the fall of 2018.

McRobbie said then that Columbus’ Modern architecture, size, fabrication technology at local companies and emphasis on coalition building are assets that would benefit the proposed architecture program.

Columbus education and city leaders are excited about the possibility of starting the architecture program in Columbus and the potential benefits.

Community Education Coalition leaders have stated that the architecture program would align with its push for more higher education in the region to make a difference in people’s lives.

Rick Johnson, a Community Education Coalition board member, said it would tie into the city’s history of using world-renowned architects to design buildings — a process started by the late Cummins Chairman J. Irwin Miller.

Local leaders see economic benefits, too.

“The architectural degree program would be a catalyst for this community — it would be a completely different playing field,” Mayor Jim Lienhoop said. “IU has an international reputation as a research institution and, to me, this could have an economic development impact on more than Columbus — it could be beneficial to the state.”

Lienhoop also said that IU has already talked with Columbus leaders about programs that will help focus attention on iconic structures that could lead to additional interest in architecture in the city, and some help with preservation of the aging architectural works.

“It’s clear that our community wants this to happen,” Burnett said.

The approval process has required patience, though.

“It’s been a bit more of a struggle than we thought it would be,” Johnson said.

Deliberate process

The proposed architecture program first came before the Indiana Commission for Higher Education in October during a subcommittee meeting. It then was on the commission’s work session agendas for November and December. Each time Ball State was present for the discussion.

Burnett said Ball State’s position was that another architecture program at a public university in Indiana was not needed.

While Ball State has raised concerns, IU and Columbus officials believes that the proposed program is different enough not to be a conflict, Johnson said.

However, Johnson said he understands why the commission has moved deliberately in order for all issues to be addressed and for the two schools to have time to reach a mutual agreement.

Lienhoop, Johnson and Burnett plan to represent the city at the Indiana Commission for Higher Education’s work session today.

Inside Indiana Business
Lubbers address targets work force
Dan McGowan
February 8, 2017

Indiana Higher Education Commissioner Teresa Lubbers used her 2017 State of Higher Education Address to focus on boosting the connection between education and work force needs. She said the future of the state depends on preparing current and future employees with the right set of skills. "Those who grasp the need for increased education and greater adaptability will thrive. Those who do not will be left behind."

Lubbers also talked about increasing the number of Hoosiers receiving professional certifications and simplifying the financial aid process. "We must embrace more opportunities - like the Workforce Ready Grant - to adapt our approaches to the needs of working Hoosiers and employers," she said. The grant is being considered by state legislators and would cover tuition costs for high-demand career certifications. It is estimated that some 1.4 million Hoosier professionals could benefit from a post-secondary credential.

An online program called ScholarTrack was also just launched, integrating state financial aid programs and tracks completion steps for students involved in the Scholar Success Program. ScholarTrack is slated to be expanded for all Hoosier students from 7th grade this fall.

Lubbers also updated progress of several high-profile initiatives, including:

- An estimated 41 percent of Hoosiers now have a degree or credential beyond high school, drawing the state closer to the commission's goal of 60 percent by 2025.
- Following the launch of Indiana's You Can. Go Back. campaign in 2016, more than 9,000 former students with incomplete degrees re-enrolled in school.
- Hoosier students will be featured in a new, nationally-inspired program called Roadtrip Indiana, which will begin this spring and follow students as they explore potential careers throughout the state.

You can connect to more about the Indiana Commission for Higher Education, its strategic plan and Lubbers' address by clicking [here](#).

WBIW
State higher education chief charts path forward at annual address
February 10, 2017

Indiana must adapt to changing times and strengthen connections between educators and employers: That was the focus of Indiana Commissioner for Higher Education Teresa Lubbers' remarks at the 2017 State of Higher Education Address.

Lubbers offered her fifth-annual address at Ivy Tech Community College in Indianapolis, before an audience of education, government, business and community leaders. Her remarks stressed more intentional partnerships between employers and educators and the need to remain adaptable in a 21st Century economy.

"Indiana's success and the well-being of our citizens depend on getting this right--preparing more people for the jobs of today and of the future," said Commissioner Lubbers. "Those who grasp the need for increased education and greater adaptability will thrive. Those who do not will be left behind."

Reaching the Big 60% Goal

Commissioner Lubbers shared statistics showing Indiana is making progress toward meeting the big goal of 60 percent of Hoosiers having a quality degree or credential beyond high school by 2025. Since setting the goal in 2012, our higher education attainment rate has increased by more than 100,000

Hoosiers--reaching 41 percent. Indiana is also moving the needle on certificate completion, with a 32 percent increase in the last five years.

Commissioner Lubbers shared results from the first year of Indiana's You Can. Go Back. campaign, a targeted effort to reach Hoosier adults that have completed some college education, but haven't earned a degree. Through direct outreach over the last year, more than 9,000 former students have re-enrolled in college. In addition to Indiana's colleges stepping up and welcoming these students back to campus, many employers are offering incentives. Employers have found that offering incentives for their employees not only helps them skill up, it's an effective way to fill their workforce demands.

Intentional Career Exploration and Workforce Preparedness

In her remarks, Commissioner Lubbers unveiled two new initiatives aimed at connecting Hoosiers with career opportunities--Roadtrip Indiana and the Workforce Ready Grant--and called for expanding new requirements for 21st Century Scholars to all Hoosier students.

Roadtrip Indiana, a spinoff of the PBS Roadtrip Nation program, is set to roll out this spring. This program will follow the journey of Hoosier students as they explore their career interests with employers across the state. Not only will this program give these students the opportunity of a lifetime, it will provide career-focused curriculum and classroom materials for Indiana schools, highlight the state's diverse workforce, and show 70 million viewers nationally what Hoosier innovation is all about.

The Commission is partnering with Governor Eric Holcomb and Indiana's Department of Workforce Development to create a new financial aid opportunity: the Workforce Ready Grant. This grant, currently under consideration by the General Assembly, is aimed at the 1.4 million Hoosier adults who would benefit from a high-need credential. The Workforce Ready Grant will ensure a student's tuition costs for a high-demand certificate are covered.

"We must embrace more opportunities--like the Workforce Ready Grant--to adapt our approaches to the needs of working Hoosiers and employers," said Lubbers.

Encouraging First-Generation and Low-Income Students to Complete College

Lubbers touted the success of Indiana's 21st Century Scholars program as a national model for promoting college and career readiness. In 2012, the Commission strengthened the program with new expectations for career exploration and workplace experience alongside standards for academic preparation and college planning. The new Scholar Success Program requirements took effect beginning with the graduating class of 2017, which is on track to outpace the historical average of students earning the Scholarship.

"It's clear that more Hoosier students would benefit from these same experiences and expectations, which is why the Commission is advocating that the Scholar Success Program be extended to all high school students," said Lubbers. "I look forward to working with Superintendent McCormick and the State Board of Education to revisit Indiana's high school diploma standards and their alignment with the expectations of employers and higher education."

Lubbers also noted that the Commission launched a new-and-improved version of the state's ScholarTrack system this week that seamlessly integrates all state financial aid programs and tracks student completion of the Scholar Success Program. This fall, the Commission intends to open ScholarTrack to all Hoosier students as early as 7th grade to help more families and schools to keep their students on track for college and career success.

Learn more about the Indiana Commission for Higher Education and its "Reaching Higher, Delivering Value" strategic plan at www.che.in.gov.

The Star Press
BSU, IU resolve architecture anxiety
Seth Slabaugh
February 16, 2017

Ball State University's apprehension over Indiana University's plans to start an architecture program has been resolved through a partnership.

BSU and the University of Notre Dame are home to the only two architecture programs in Indiana accredited by the National Architectural Accrediting Board.

Ball State, whose architecture department has earned a range of national awards, honors, and rankings, raised concerns when IU proposed to establish a master's degree program in architecture at Columbus, which has been called "a small-town architectural mecca" and "one of the world's best cities for architecture lovers."

"In the past few decades there has been only minimal academic collaboration between our two institutions," IU President Michael McRobbie and Ball State Interim President Terry King wrote in a letter to the Indiana Commission for Higher Education (ICHE). "What we have agreed here decisively turns a new page in this regard, one that will have great and lasting benefits for the State of Indiana."

The partnership stipulates that:

- "BSU will not raise further concerns" regarding IU's proposed school in Columbus.
- "IU will not offer a master's degree program in architecture in any other community in Indiana nor online ... IU additionally affirms that IU will not seek to establish an undergraduate architecture program on any of its campuses. The bachelor degree would remain an exclusive offering of BSU, subject to ICHE approval.
- IU will consider providing space on the IUPUI campus for Ball State to offer classes that are part of its programs in architecture. "IU will integrate the BSU students, faculty, and staff working on the campus into the IUPUI campus community, for example ... library access, access to the IUPUI Student Center ... internet connectivity, parking, access to recreational facilities, etc."
- IU and BSU will explore establishing a joint architectural research center in Columbus. The two schools will work to identify reciprocal opportunities for IU and BSU students to take course and study at the IU facilities in Columbus and Indianapolis."
- IU will work with Ball State to create a partnership with Columbus Indiana Architectural Archives, potentially to be housed in an IU facility in Columbus.

There are 199 undergraduate students and 74 graduate students currently enrolled in Ball State's architecture department, as well as 18 graduate students in the department's historic preservation program.

The Republic newspaper in Columbus quoted Mayor Jim Lienhoop as saying, "I think we're going to have a collaboration between the two universities that will serve as an example for others."

The partnership was discussed by ICHE board members last week and is expected to come back to the board for consideration in March, Jason Bearce, associate commissioner at ICHE, told The Star Press.

Hendricks County Flyer
State sees gain in graduates earning workforce certificates
February 17, 2017

Indiana is making progress toward meeting the state's big goal of 60 percent of Hoosiers having a quality degree or credential beyond high school by 2025, thanks in part to a significant increase in postsecondary certificates that has outpaced the national average in recent years.

A new report by the Indiana Commission for Higher Education shows that certificate production has increased by nearly a third (32 percent) since 2012, with 70 percent of certificates awarded by the state's public colleges.

Nearly three-quarters of these certificates took students more than one year, but less than two years to complete. Short-term certificates also saw significant growth since 2012.

"We understand that a two- or four-year degree is not the best fit for everyone, and that many Hoosiers need a shorter-term credential to get ahead," Commissioner Teresa Lubbers said. "A high-demand certificate can be a win-win option that means higher earnings for individuals and more highly-skilled workers for employers."

Certificates account for the largest growing type of credential earned by Indiana college graduates. Nearly 12,000 certificates were awarded in 2016 — more than double the amount earned in 2011. The most popular areas of study for Indiana's certificate earners were business- and health-related programs, accounting for more than half (55 percent) of certificates awarded.

The majority of Indiana's certificate programs are designed to be stackable — meaning credits earned can apply toward an associate or bachelor's degree. More than half (55 percent) of the state's certificate earners went on to complete an associate degree and a quarter (25 percent) earned multiple certificates in the same year.

To help more Hoosiers complete high-demand certificates, the Commission is partnering with Gov. Eric Holcomb, the Indiana Department of Workforce Development and the Indiana General Assembly to create a new financial aid opportunity for adult students: the Workforce Ready Grant.

Currently under consideration as part of House Bill 1008, the Workforce Ready Grant would pay the cost for adults to earn a certificate in high-demand areas aligned with the state's economy.

“We’re sending a clear message to working-age Hoosiers: If you enroll in a high-demand certificate program, Indiana will make sure your costs are covered,” Lubbers said.

For more information, visit the website at www.che.in.gov.

Chicago Tribune
Workforce ready grant will help prepare more Indiana workers
Teresa Lubbers
February 18, 2017

Across Indiana, employers are reporting the same problem: not enough qualified candidates to meet workforce demands. Gone are the days of high-paying jobs with only a high school diploma. To thrive in today's dynamic economy, Hoosiers need a quality degree or workforce credential.

Over half of Indiana's jobs are middle-skill — requiring education and training beyond high school but less than a four-year degree. There are 1.4 million working-age adults in Indiana who have a high school education or less, and 750,000 more with some college but no degree or certificate. That's 59 percent of our state's workforce.

On average, Hoosiers lacking these requisite skills have seen their wages decline and their employment prospects shrink. Today their situation is more dire than ever.

They have bills to pay. They have people depending on them. They don't have the luxury of time.

At the Commission for Higher Education, we understand that a two- or four-year degree is not the best fit for everyone. Many Hoosiers need a shorter-term credential to get ahead. With that in mind, we're partnering with Gov. Eric Holcomb, the Department of Workforce Development and the General Assembly on a new program designed specifically for working-age adults: the Workforce Ready Grant.

Currently under consideration as part of House Bill 1008, the Workforce Ready Grant will be a first-of-its-kind opportunity with a clear message for Hoosiers: If you enroll in a high-demand certificate program, Indiana will make sure your costs are covered.

Last year, Indiana launched the "You Can. Go Back." campaign to encourage more adults to skill up through direct outreach from the commission, support from Indiana colleges and the assistance of \$1,000 Adult Student Grants. The result: More than 9,000 Hoosier adults have already re-enrolled in school.

The Workforce Ready Grant builds on this momentum — helping more Hoosiers earn short-term credentials that can change their lives and that of their loved ones.

We cannot afford to be complacent at a time when rapid economic, social and technological changes are disrupting entire industries and radically shifting what workers must know and be able to do. The skills needed for most jobs today likely won't be enough tomorrow. For many, success will require stacking several of these credentials over the course of their careers.

The Workforce Ready Grant reflects Indiana's commitment to creating education options and a state economy that works for everyone — now and in the future.

WBAA

Report: Indiana colleges issuing more career prep certificates

Annie Ropeik

February 20, 2017

A new report from the Indiana Commission for Higher Education says a rising number of people are getting educational certificates from two-year Indiana colleges, which may help fill the state's open manufacturing jobs.

The CHE report focuses on credit-bearing certificates – the kind college students can earn in less than one or two years, from programs that “commonly have a career or occupational focus.”

In Indiana, CHE found a 32 percent increase in production of these certificates since 2012, mostly from two-year public schools like Ivy Tech Community College.

More than half of the certificates were in business or health. Skilled trades ranked next, with science, technology, engineering and math (STEM) fields following.

Lobbyist Stephanie Wells of the Indiana Manufacturers Association says that's promising for factories where many skilled, long-time workers are nearing retirement.

“We believe that we may not be able to fill up to two-thirds of our positions over the next decade, due to a misalignment between the education system and what our workforce needs are for our members,” Wells says. “So this is wonderful news.”

But she says credit-bearing certificates are just one piece of the puzzle. Some jobs require associate's degrees, for example, or licenses earned outside of college.

The CHE report says a majority of students did continue into degree programs within a few years of earning a credit-bearing certificate.