



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

# AGENDA

Thursday, October 12, 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**

**OCTOBER COMMISSION MEETING  
AGENDA**

**Wednesday, October 11, 2017**

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**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE**

2101 East Coliseum Blvd  
Fort Wayne, IN 46805

*Parking available in Garage 2 (P2) and Lot 14*

**STUDENT SUCCESS AND COMPLETION COMMITTEE MEETING**

2:00 P.M. – 3:30 P.M.  
International Ballroom  
North Salon

**CALL IN INFORMATION:**

**DIAL:** 1 (605) 475-4700

**PIN:** 230295#

**CAMPUS TOUR**

4:00 P.M. – 4:45 P.M.  
Rhinehart Music Center

**RECEPTION AND DINNER**

5:45 P.M. – 8:00 P.M.  
Steel Dynamics Keith E. Busse IPFW Alumni Center  
1528 E. California Road  
Fort Wayne, IN 46825

**HOTEL ACCOMMODATIONS**

Holiday Inn Fort Wayne-IPFW & Coliseum  
4111 Paul Shaffer Drive  
Fort Wayne, IN 46825

***All events take place on EASTERN TIME***

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • [www.che.in.gov](http://www.che.in.gov)

**Thursday, October 12, 2017**

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**COMMISSION MEETING**

Indiana University–Purdue University Fort Wayne  
2101 East Coliseum Blvd  
Fort Wayne, IN 46805  
*Parking available in Garage 2 (P2) and Lot 14*

**COMMISSION MEMBER AND STAFF BREAKFAST**

8:00 A.M. – 9:00 A.M.  
International Ballroom  
South Salon

**WORKING SESSION**

9:00 A.M. – 11:30 A.M.  
International Ballroom  
North Salon

**CALL IN INFORMATION:**

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

**WORKING SESSION TOPICS**

- Credential Engine
- Demand Driven Workforce
- Dual Credit
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

11:45 A.M. – 1:00 P.M.  
Gates Athletic Center  
Room 246

**STAFF LUNCH**

11:45 A.M. – 1:00 P.M.  
International Ballroom  
South Salon

**BUSINESS MEETING**

1:00 P.M. – 3:00 P.M.  
International Ballroom  
North Salon

**CALL IN INFORMATION:**

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

**I. Call to Order – 1:00 P.M. (EASTERN TIME)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
**Commissioner’s Report**  
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**V. Old Business**  
**New Business**

**VI. Adjournment**

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The next meeting of the Commission will be on **December 14, 2017, in Indianapolis, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, September 14, 2017**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Vincennes University, 1500 Chestnut Street, Vincennes, IN with Chairman Chris LaMothe presiding.

**ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Jud Fisher, Lisa Hershman, Allan Hubbard, Chris LaMothe, Mika Mosier, Kathy Parkison, Beverley Pitts and Caren Whitehouse

*On the Phone:* Chris Murphy, Dan Peterson, John Popp and Alfonso Vidal

*Members Absent:* Dennis Bland and Jon Costas

**CHAIR'S REPORT**

Chairman Peterson began his report stating I would like to thank President Chuck Johnson and the Vincennes University leadership for your hospitality last evening and for hosting our meeting today.

The Commission announced yesterday that 16 grants totaling \$9,600,840 were awarded to organizations and colleges to support programs that recruit, prepare, place and retain educators in schools with teacher shortages in science, technology, engineering and math (STEM) subject areas. This is the third round of grants awarded through the STEM Teacher Recruitment Fund, which was created by the Indiana General Assembly in 2013.

The 2017 STEM Teacher Recruitment Fund Award Recipients are:

- Conexus
- Independent Colleges of Indiana (ICI)
- Nextech
- Purdue Research Foundation (three grants awarded)
- Teach for America
- University of Southern Indiana Foundation (two grants awarded)
- Project Lead The Way
- Hoosier STEM Academy
- University of Evansville
- University of Indianapolis
- Indiana University Foundation (three grants awarded)

The projects funded through this round of the grant include teacher training in STEM subjects, dual credit teacher credentialing, mentoring programs, and programs aiming to retain great teachers. We can expect some great work from these organizations in the near future.

## **COMMISSIONER'S REPORT**

Commissioner Lubbers began her report stating, the start of the school year is also accompanied by a flurry of activities, and we experienced this at the Commission, too. I'll highlight just a few of these today. Begin with an activity that's about to take place – a new baby for Liz Walker! Liz will be gone for a few months but will be back. Please join me in wish Liz, Brent and baby Evelyn the very best.

I concluded a series of meetings with our public college presidents, which was followed by a meeting convened by Governor Holcomb on August 28<sup>th</sup> with the same group, as well as Superintendent of Public Instruction Jennifer McCormick. She highlighted college and career readiness efforts underway at DOE – some of which we'll hear about in our Public Square. The presidents focused on institutional efforts and enrollment trends. I was asked to discuss our performance funding study which is underway. I also used this opportunity to talk about the roll-out and implementation of the Workforce Ready Grant.

In mid-August I attended the Ten Point Coalition Annual Luncheon which was keynoted by Vice President Pence. The Ten Point Coalition is a faith based organization focused on reducing violence among youth, especially between the ages of 12 to 24. Vice President Pence stressed our mutual responsibility to help these young people find a pathway out of poverty. I highlight this event because we know that this requires a pathway to education, including education and training beyond high school.

Last week we had the second meeting of the state's "The Future of Work" taskforce which I'm co-chairing with Pete Bitar, an Anderson entrepreneur whose company produces drones and other cutting edge technologies. Through You Can. Go Back. and the Workforce Ready Grant, we are reaching out to adults with the message that we will invest in you if you commit to attaining 21<sup>st</sup> Century skills/education. It's clear that this message must be accompanied by the reality that more than ever we must understand the work of the future and the evolving needs of employers. At the most recent meeting we were presented with the population and labor force trends, including sluggish population growth, greater diversity, and the challenge that a handful of metro areas are driving the population growth. Following this presentation we heard a provocative, compelling and sometimes concerning presentation from Mike Hicks, the Ball State economist who is frequently published or cited in discussions about the impact of automation and the need for lifelong learning. These discussions are so critically important to our state that we have decided to have "The Future of Work" as our theme for next year's Weldon Conference.

This work is also front and center for the charge of the state's new Secretary of Career Connection and Talent, Blair Milo. Blair traveled with us for the WRG roll-out and spent a couple hours with our senior leadership team on Monday. She's working across agencies, including DOE IEDC and DWD. As you probably know, DWD's commissioner,



Steve Braun recently resigned from that role and Gina Ashley is serving as the interim Commissioner.

Complementing the STEM Grant program that Chairman LaMothe mentioned is his remarks is the Next Generation Educator Scholarship program which is also administered by the Commission. 200 students took advantage of the up to \$30,000 scholarship this fall, and we have just started the process for picking next year's recipients. I mention these teacher recruitment and preparation efforts to recognize your vision in highlighting teacher preparation in the past three strategic plans.

Last month, Governor Holcomb joined me and other state agency and employer partners (including our own Chris Murphy and First Source Bank) at the Indianapolis Motor Speedway to officially kick off our Roadtrip Indiana initiative. Our three Indiana Roadtrippers criss-crossed the state – from Warsaw to Mt. Vernon, covering more than 800 miles in 14 days interviewing leading Indiana employers for a PBS documentary that will air next fall, titled: "A State of Change." Between now and next fall, we will be piloting the Roadtrip classroom resources in preparation for a statewide rollout to schools – and we're encouraging more employers to share the story of their changing industries and their personal career paths with Hoosier students and families via the online "Share Your Road" hub. Today, we wanted to share a glimpse of the exciting this to come with this quick video.

This really scrapes the surface of our busy August and September. Thanks for your continuing involvement in CHE's work. You always make the staff and work better.

## **CONSIDERATION OF THE MINUTES OF THE AUGUST, 2017 COMMISSION MEETING**

**R-17-06.1**      **RESOLVED:** That the Commission for Higher Education hereby approve the Minutes of the August, 2017 regular meeting (Motion – Fisher, second – Mosier, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Strengthening College and Career Readiness**

1. Matt Gandal, Education Strategy Group
2. Ryan Reyna, Education Strategy Group
3. Amanda McCammon, Indiana Department of Education

Commissioner Lubbers facilitated the public square discussion.

## **III. BUSINESS ITEMS**

### **A. Resolution to Strengthen Math Preparation in Indiana**

**R-17-06.2**      **RESOLVED:** That the Commission for Higher Education approves by consent the following resolution, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Pitts, unanimously approved)

**B. Resolution on Transcript Supplements to Document Experiential and Applied Learning**

**R-17-06.3**      **RESOLVED:** That the Commission for Higher Education approves by consent the following resolution, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Fisher, unanimously approved)

**C. Academic Degree Programs for Expedited Action**

1. Bachelor of Science in Intelligence Analysis to be offered by Indiana State University
2. Bachelor of Science in Biochemistry to be offered by Indiana University Purdue University Fort Wayne
3. Master of Science in Intelligent Systems Engineering to be offered by Indiana University Bloomington
4. Associate of Applied Science in Professional Flight to be offered by Ivy Tech Community College
5. Associate of Science in Psychology to be offered by Ivy Tech Community College

**R-17-06.4**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Fisher, unanimously approved)

**D. Academic Degree Programs for Expedited Action**

1. Master of Environmental Sustainability to be offered by Indiana University Bloomington

**R-17-06.5**      **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Hubbard, approved by majority)

**E. Capital Projects for Full Discussion**

1. Purdue University Northwest – Bioscience Innovation Building

Mr. Hahn presented this project.

Mr. Chase provided the staff recommendation.

**R-17-06.6**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Hubbard, unanimously approved)

2. Purdue University West Lafayette – Veterinary Medicine Teaching Hospital Phase I

Mr. Hahn presented this project.

Mr. Chase provided the staff recommendation.

**R-17-06.7**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Fisher, unanimously approved)

3. Indiana State University – Hulman Center Renovation

Diane McKee presented this project.

Mr. Chase provided the staff recommendation.

**R-17-06.8**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Pitts, unanimously approved)

**F. Capital Projects for Expedited Action**

1. Purdue University West Lafayette – Agricultural & Biological Engineering Building Renovation & Addition
2. Purdue University West Lafayette – Heine Pharmacy Building Student Collaboration & Study Space Renovation
3. Purdue University West Lafayette – Hillenbrand Residence Hall Bathroom Renovation & Sewer Replacement Phase I
4. Purdue University West Lafayette – Lynn Hall of Veterinary Medicine HVAC Renovation
5. Purdue University West Lafayette – Stewart Center HVAC Renovation
6. Purdue University West Lafayette – University Residences Bathroom Renovation Phase VII – Earhart Residence Hall
7. Indiana University System – Repair and Rehabilitation Capital Appropriation
8. Indiana University Purdue University Indianapolis – Tower Garage Renovation & Multi-Building Lighting Improvements

**R-17-06.9**      **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Whitehouse, second – Fisher, unanimously approved)

**IV. INFORMATION ITEMS**

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

**V. OLD BUSINESS  
NEW BUSINESS**

There was none.

**VI. ADJOURNMENT**

The meeting was adjourned at 3:22 P.M.

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Chris LaMothe, Chair

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Lisa Hershman, Secretary

## COMMISSION FOR HIGHER EDUCATION

Thursday, October 12, 2017

### PUBLIC SQUARE:

### Career Connections and Talent

#### Background

In July 2017, Governor Eric J. Holcomb appointed La Porte Mayor Blair Milo as Indiana's first Secretary of Career Connections and Talent, a new cabinet-level position charged with serving as the state's Chief Talent and Recruiting Official as well as Chief Executive Officer of the State Personnel Department. In this role, Secretary Milo is responsible for connecting Hoosiers with employers and filling the estimated one million job openings expected over the next 10 years in Indiana.

Strengthening the linkages between education, employment and economic development are foundational components of the Commission's *Reaching Higher, Delivering Value* strategic plan. To inform the agency's efforts in these areas, the Commission is pleased to engage in a discussion with Secretary Milo regarding the opportunities to strengthen Indiana's talent pipeline and to promote greater cross-sector alignment and collaboration.

#### Supporting Documents

Secretary Blair Milo Bio  
Press Release: *Governor Holcomb Appoints La Porte Mayor Blair Milo State's First Secretary of Career Connections (July 27, 2017)*



**Blair Milo**  
**Secretary for Career Connections and Talent**  
**State of Indiana**

Blair Milo currently serves as the State of Indiana’s first Secretary for Career Connections and Talent. Appointed by Indiana Governor Eric Holcomb into the position created by Executive Order in July of 2017, Secretary Milo serves as the state’s Chief Talent Officer as Indiana works to fill an estimated one million job openings over the next ten years.



Prior to her appointment to Governor Holcomb’s Cabinet, Secretary Milo served as Mayor of La Porte, Indiana after being first elected in 2011 and reelected in 2015. During her time in office, Mayor Milo focused her administration on building the most conducive climate for economic development growth, providing for sustainable infrastructure needs and fostering a community dedication toward positive lifestyle choices. During her time in office 1,100 new jobs and over \$260M in new investment were created. Major projects contributing to this were the 137-acre expansion with dual rail service to the Thomas Rose Industrial Park; the commercial redevelopment of NewPorte Landing, a brownfield in the center of the city; and the largest single jobs expansion project in La Porte’s history: the addition of a second plant at Alcoa Howmet. The new Alcoa (now called Arconic) plant makes La Porte home to the most advanced aeronautical manufacturing facility in the world. In early 2012 Mayor Milo formed a partnership with the City, La Porte County YMCA and IU Health La Porte Hospital to create “Fitness Fridays,” a community fitness program that included a weekly 5k walk/run with the Mayor. In 2014 Mayor Milo initiated “Step Up Saturdays” where she traveled to a city or town in all 92 counties across Indiana to initiate a similar free 5k walk/run program to help improve Indiana’s overall health. As a result, over 25% of participating communities intended to continue the concept and in early 2017 Mayor Milo was named “Elected Official of the Year” by the Indiana Parks and Recreation Association.

Initially appointed by former Indiana Governor, now Vice President Mike Pence, Secretary Milo serves on the State Workforce Innovation Council and has chaired the Career Counseling Task Force. In April 2017 she testified before the U.S. House of Representatives Republican Policy Committee on the challenges and opportunities before the American Worker. She is a member of Governing Magazine’s 2017 Women in Government Leadership Series made up of 25 elected women from across the country. Secretary Milo serves on the Indiana Advisory Alliance for the U.S. Global Leadership Coalition and the Board of Governors for the Richard G. Lugar Excellence in Public Service Series.

Prior to her roles in public service, Secretary Milo served as a Surface Warfare Officer in the U.S. Navy. She first served as the Anti-Submarine Warfare Officer then as Electrical Officer in USS Mason (DDG 87) from January 2005 until May 2007, completing two Persian Gulf deployments. She then transferred to the Destroyer Squadron 50 staff based in Manama, Bahrain and served as the Assistant Operations Officer, daily scheduler for the Northern Arabian Gulf battle space, Public Affairs Officer and as Tactical Watch Officer for the Commander. After serving in Bahrain and Iraq, Milo transferred to the Chief of Naval Operations staff at the Pentagon where she worked on the Navy’s newest stealth destroyer ship class, DDG-1000, in addition to serving as the Admiral’s Aide and Special Assistant to the Director of Surface Warfare. In July 2010, Milo transitioned from active to reserve duty where she first served as a

Surface Warfare subject matter expert at the Office of Naval Intelligence before transferring to the NATO Warfare Development Group in Great Lakes, IL. She holds the rank of Lieutenant Commander while serving in the Standby Reserve and was awarded the 2017 American Legion Military Person of the Year (Reserve Category) for the State of Indiana.

Blair Milo was born and raised in La Porte, Indiana and graduated from La Porte High School. She attended Purdue University where she earned a Bachelor of Arts degree in Political Science and a commission as an Ensign in the United States Navy in 2004. In 2010, she earned a Master's Degree in Legislative Affairs from the George Washington University.





## **Governor Holcomb Appoints La Porte Mayor Blair Milo State's First Secretary of Career Connections**

Thursday, July 27, 2017  
All Day (ET)

Stephanie Wilson  
[stepwilson@gov.in.gov](mailto:stepwilson@gov.in.gov)  
(<mailto:stepwilson@gov.in.gov>)

INDIANAPOLIS – Governor Eric J. Holcomb today signed an executive order creating a new cabinet-level position in state government to serve as Indiana's chief talent and recruiting official. The secretary of career connections and talent will be the chief executive officer of the State Personnel Department and will assume oversight of that agency and its director. This new secretary will be responsible for connecting Hoosiers with employers and filling the estimated one million job openings expected over the next 10 years in Indiana.

### **Agency Name:**

Governor

### **Entry Type:**

Press Release

### **IN.gov Category:**

Government

### **Entry Category:**

Announcements

The governor announced that he has appointed La Porte Mayor Blair Milo as the first secretary of career connections and talent.

“Our state’s unemployment rate has reached historically low levels. That means more Hoosiers are working, but it also presents talent challenges for our state’s employers, who need skilled and ready workers to keep their businesses thriving,” Gov. Holcomb said. “This new position will provide the urgent and focused attention required to position Indiana well long-term and ensure our state’s workforce is keeping pace with our economy as it grows and becomes more diverse. I can think of no one better suited than Blair Milo to lead this charge.”

Blair Milo was elected mayor of La Porte, Indiana in 2011. Under her leadership as mayor, La Porte entered a period of economic growth, with increased job opportunities for residents, improved infrastructure, streamlined government services, and higher reported levels of happiness and quality of life. Prior to serving as La Porte Mayor, Milo served five years in active duty with the U.S. Navy and was an intern for U.S. Senator Richard Lugar in Washington D.C.

"I'm honored to join Governor Holcomb's team to take on this important role. Connecting business leaders and employees has been at the forefront of both challenges and opportunities for all Hoosier communities as we continue to grow new numbers and types of jobs across the state," Blair Milo said. "We want to connect Hoosiers with a job they're passionate about, and we want our employers to know they can draw from a deep pool of talented, dedicated workers in every corner of the state. Collaborating with businesses, public officials, colleges and universities to assess, fill and preempt our workforce needs will be a critical step in taking Indiana to the next level."

As secretary of career connections and talent, Milo will collaborate with business, industry, trade groups and public officials to identify employment needs, identify workers and help them take advantage of training opportunities for high-demand, high-wage positions. The secretary will work in partnership with Indiana colleges, universities, and certificate and training providers to connect Hoosiers to high-demand jobs.

Beyond overseeing the state's personnel department, she will also work closely with other state agencies to connect employers and Hoosiers with the many training programs, grants and other opportunities available through the state of Indiana.

Indiana's first secretary of career connections and talent, Blair Milo, begins in this new role August 14.

 **Add to Favorites**

Attachments: **Biography\_BlairMilo.pdf**  
(<https://calendarmedia.blob.core.windows.net/assets/c2c91e9a-6666-4258-8c7e-b935e1eaefa4.pdf>)



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 12, 2017

**BUSINESS ITEM A:** **2017 Fall Enrollment Update and the Question of Educational Attainment in Indiana**

**Staff Recommendation** For discussion only.

**Background** Each fall, in the context of the Commission for Higher Education Data Submission System (CHEDSS) collection cycle, Indiana public higher education institutions submit fall enrollment data to the Indiana Commission for Higher Education. The data collection details current-term aggregate enrollment statistics for each institution, including headcount and full-time equivalency (FTE) enrollment. Institutions snapshot characteristics of the student population as of institutional census date. Some characteristics include student residency, student-level (graduate/undergraduate), degree-seeking status, and full-time/part-time enrollment intensity.

While fall enrollment trends vary by institution, statewide data show recent declines, mirroring postsecondary enrollment trends at the national level. Enrollment declines have been more pronounced at the two-year sector and within certain demographic groups. Enrollment trends at Indiana’s public postsecondary institutions only account for a portion of the complexities surrounding Indiana’s educational attainment rate, meriting future research into the factors that influence the state’s attainment level.

**Supporting Document** To be distributed.



**COMMISSION FOR HIGHER EDUCATION**

October 12, 2017

**BUSINESS ITEM B:**

**Approval of Fast Track Incentive for Frank O’Bannon Grant**

**Staff Recommendation**

That the Commission for Higher Education approve the creation of a new Frank O’Bannon incentive to assist students in accelerating their programs of study.

**Background**

The Commission for Higher Education discussed this incentive at its September 14, 2017 meeting and provided feedback to staff. This incentive, tentatively called Fast Track, is proposed to help meet a key strategy listed in Reaching Higher, Delivering Value, to “allow state financial aid to be used on an accelerated timeline for students in accelerated and competency-based degree programs.”

**Supporting Document**

2017-2018 Frank O’Bannon Grants Grid with Proposed Fast Track Incentive





# 2017-2018 FRANK O'BANNON GRANTS

Updated October 3, 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	\$1,250	\$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	Not Eligible for Frank O'Bannon Grant											
	Full-Time	\$2,900	\$2,650	\$2,150	\$1,650	\$1,150	\$650	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.

### ✓ FAST TRACK Up to 50% more aid for current award year

First, Second, Third Award Years: Complete 30 credits in current award year and then attempt at least 6 more credits.

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, October 12, 2017

**BUSINESS ITEM C-1:**

**Doctor of Public Health in Population Health to be offered by Indiana University Bloomington**

**Staff Recommendation**

That the Commission for Higher Education approve the Doctor of Public Health in Population Health, to be offered by Indiana University Bloomington in accordance with the background discussion in this agenda item and the Program Description.

**Background**

**Review Process.** The Academic Affairs and Quality Committee discussed this program at its September 18, 2017 meeting and reacted favorably to the proposal.

**Similar Programs in Indiana.** In the ***independent*** or private non-profit sector, there are no similar programs offered.

In the ***proprietary*** or private for-profit sector, there are no similar programs offered.

Within the ***public*** sector, there are no similar programs offered.

**Related programs at Indiana University.** During the period 2009-2011, the Commission for Higher Education authorized doctoral programs in Public Health for the IU Bloomington and IUPUI campuses, culminating in Commission authorization in October 2011 of a School of Public Health to be established on each campus. Since then, the School of Public Health at IU Bloomington and the Richard M. Fairbanks School of Public Health at IUPUI have become accredited by the Council on Education for Public Health (CEPH), the major accrediting body in this discipline.

**Program Focus.** Population health refers to the health outcomes of groups and the distribution of those outcomes within such groups. The field seeks to study patterns of health-related determinants and the health outcomes in populations to which they are linked by policy and practice. The proposed DrPH is a practice-oriented degree, which seeks to prepare individuals who will assume leadership positions in public and private organizations that have missions related to the delivery of prevention programs and health-care interventions, and who will influence organizational and policy structures in ways that promote public health in their communities.

**Collaboration.** When the Commission was considering Indiana University's requests for doctoral degree programs that were needed to establish two accredited schools of public health, the Commission raised the question of whether it would make sense to establish a single school of public health that would encompass both the Bloomington and IUPUI campuses, with the hope this could reduce administrative costs and ensure maximum collaboration between the two campuses in seeking external grants, coordinating efforts to improve the health of Indiana residents, etc. Largely because of obstacles that such an approach toward achieving CEPH accreditation would create, the University argued, and the Commission agreed, that two separate schools of public health should be established.

However, the University assured the Commission that the two schools of public health would collaborate and coordinate their activities. Given the earlier questions raised by the Commission, the University has agreed to provide a written progress report on how the School of Public Health at IU Bloomington and the Richard M. Fairbanks School of Public Health at IUPUI have been collaborating and present that to the Commission within the next several months.

**Supporting Document**

Program Description – Indiana University Bloomington Doctor of Public Health in Population Health

## Program Description

### **Doctor of Public Health (DrPH) Degree in Population Health Offered by Indiana University-Bloomington**

#### **1. Characteristics of the Program**

- |  |  |
|--|--|
| a. Campus Offering Program:                          | IU Bloomington                         |
| b. Scope of Delivery (Specific Sites or Statewide):  | Bloomington Campus                     |
| c. Mode of Delivery (Classroom, Blended, or Online): | Classroom                              |
| d. Other Delivery Aspects (Internships):             | Field and Final Integrative Experience |
| e. Academic Unit(s) Offering Program:                | School of Public Health-Bloomington    |

#### **2. Rationale for the Program**

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

Indiana University-Bloomington (IUB) has a long tradition of fostering an exceptional academic experience in order to nurture and train people who are on the forefront of innovation and ingenuity. This is reflected in the many prestigious national and international awards earned by the faculty, support for new and dynamic programs, and the diversity of high-ranking academic offerings. The proposed graduate program to be offered in the School of Public Health-Bloomington (SPH-B), the Doctor of Public Health (DrPH), will draw upon these strengths as well as reinforce their evolution in responding to needs of the 21<sup>st</sup> Century.

The DrPH will have a major in “population health.” Population health refers to health outcomes of groups and the distribution of those outcomes within such groups. An important direction for the public health field, population health seeks to study patterns of health-related determinants and the health outcomes in populations to which they are linked by policy and practice. As a practice-oriented doctoral degree, the DrPH at IUB will seek to train those who work in leadership positions in public and private organizations that have missions related to the delivery of prevention programs, health-care interventions, and who will influence organizational and policy structures in ways that support a more effective and efficacious approach to public health in their communities.

The goals of the DrPH are in alignment with Indiana University’s institutional commitment to the changing educational needs of the state, the nation, and the world, as it will provide students with the analytic and strategic skills for becoming the next generation of leaders in the public health workforce (IU Mission Statement). More specifically, the *Bicentennial Strategic Plan for Indiana University (Appendix I)* lists “Health Sciences Research and Education to Improve the State and Nation’s Health” as one of the cornerstones for future growth and distinction during the next 100 years (IU Bicentennial Strategic Plan). As stated in priority 6, point 4 of the plan:

*“IU will coordinate multiple schools, departments, campuses, medical centers, and faculty to develop new inter-professional degrees and special qualifications in the health sciences to better prepare professionals for future team-based and population-focused models of health care delivery.”* -Bicentennial Strategic Plan for IU

b. State Rationale

Keeping pace to meet educational needs of Indiana, the IU Bloomington School of Health, Physical Education, and Recreation was transformed into the School of Public Health-Bloomington in 2012. In June 2015, the school was awarded full accreditation by the Council on Education for Public Health (CEPH). Receiving CEPH accreditation validated the solid-foundation of SPH-B offerings and ample data collected during the self-study will help the school to expand its offerings based on national, state, and local needs.

In Indiana, the need for transformational leaders with evidence-based solutions for addressing public health determinants and improving health outcomes is clear. For example, the *United Health Foundation's America's Health Rankings 2015*, ranks Indiana 41st out of 50 states in overall health. As shown in Table 2.1, the surrounding states also fall in the bottom 50% for selected health determinants and outcomes with the exception of smoking, obesity, and premature mortality in Illinois and public health expenditure in Kentucky.

**Table 2.1. Rankings for Health Determinants and Outcomes for Indiana and Surrounding States, America's Health Rankings 2015\***

	<b>Indiana</b>	Illinois	Michigan	Ohio	Kentucky
Overall Health	<b>41</b>	<b>28</b>	<b>35</b>	<b>39</b>	<b>44</b>
Smoking	<b>44</b>	16	<b>42</b>	<b>39</b>	<b>49</b>
Obesity	<b>44</b>	23	<b>33</b>	<b>43</b>	<b>39</b>
Physical Inactivity	<b>41</b>	<b>34</b>	<b>39</b>	<b>36</b>	<b>45</b>
Diabetes	<b>32</b>	<b>27</b>	<b>31</b>	<b>42</b>	<b>45</b>
Cardiovascular Deaths	<b>39</b>	<b>32</b>	<b>42</b>	<b>40</b>	<b>43</b>
Cancer Deaths	<b>42</b>	<b>34</b>	<b>35</b>	<b>41</b>	<b>50</b>
Premature Mortality	<b>40</b>	19	<b>34</b>	<b>38</b>	<b>44</b>
Public Health Expenditure	<b>48</b>	<b>32</b>	<b>39</b>	<b>45</b>	25

\***Bold scores indicate bottom 50% ranking.**

According to the Association of Schools and Programs of Public Health (ASPPH) and CEPH, there are only two other accredited DrPH programs in universities within this 5-state region, at the University of Illinois at Chicago and the University of Kentucky. Since IUB attracts students from all of these states, there is potential for a reversal of these poor health outcomes with a new generation of public health experts trained in critical content areas. Focused on state and regional needs, graduates of the DrPH program will be positioned to transform public health practice with evidence-based practice and research.

i. National, State, or Regional Need

As stated in the Association of Schools and Programs of Public Health (ASPPH) frameworks document, *DrPH for the 21<sup>st</sup> Century*, the type of training offered through the DrPH will be increasingly valuable to meet the demands of health science sector in the 21<sup>st</sup> Century both at home and abroad. The vision for DrPH graduates is that they become transformative leaders who are able to address the complexity of population health approaches for improving health outcomes, lower health care costs, and address global outbreaks of infectious disease, among other challenges. SPH-B is committed to train these leaders as part of its mission “to promote health among individuals and communities in Indiana, the nation, and the world through integrated multidisciplinary approaches to research and creative activities, teaching, and community engagement.” (SPH-B Mission Statement).

As public health practitioners look increasingly towards health system strengthening in order to improve health outcomes and lower costs, DrPH graduates will be well-positioned to introduce evidence-based approaches across a complex network of stakeholders, maintain lines of communication between research and practice, and utilize diverse strategies for engagement in order to address the most pressing public health problems that face the nation, state, and regional population (ASSPH, 2016).

The DrPH graduates will contribute to the international, national, state and regional workforce through leadership positions in:

- State and local health departments, for example the Indiana State Health Department and Monroe, Marion, or Morgan County Health Department
- Federal government agencies such as the National Institutes of Health, Department of Health and Human Services, and the Centers for Disease Control and Prevention
- Private companies like Cook, Bristol-Myers Squibb, Chevron Corporation, Dow Corning Corporation, Dupont, and Eli Lilly and Company
- International agencies such as the World Health Organization and US Agency for International Development
- Consulting firms; and
- Medical centers and healthcare facilities

Appendix 3 contains links to national sources that to date are among the most influential in encouraging schools of public health to develop comprehensive DrPH degree programs.

i. Preparation for Graduate Programs or Other Benefits

In addition to supplying the workforce with leaders in public health practice, graduates from the DrPH will be prepared to fully engage in academic roles, influence policy, and translate research into governmental, non-profit, and private-sector settings (ASPPH, 2016).

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

According to the Indiana Department of Workforce Development, long term projections for job growth in occupations for which the DrPH graduates will be qualified are all increasing by 19 – 28% in Indiana. By 2020, this represents 6,815 total job openings projected in Indiana alone. Nationwide, openings for Environmental and Health Specialists are expected to grow by 10-19% by 2024. Leadership positions within the Medical and Health Service sector are projected to grow by 17% in the same period, resulting in 66,300 – 106,299 jobs across the sectors (U.S. Bureau of Labor Statistics).

iii. National, State, or Regional Studies

According to the Indiana Workforce Development Office’s Occupational Projections for US Future Demand, the 10 year projected growth in jobs for people with advanced degrees is the highest among all categories at 14.2% (Table 2.2).

Table 2.2. U.S. Job Opportunities by Educational Requirement, Projected for 2022

	Total	Less than H.S.	H.S. Diploma	Post-Secondary Certificate or Some College	Associate Degree	Bachelor’s Degree	Advanced Degrees
Opening for Replacement Jobs	3,396,670	546,827	1,209,967	504,489	238,096	551,505	285,771
Openings for New Jobs	1,659,060	175,065	515,468	297,065	158,847	294,092	194,752
10-Year Growth	10.8%	8.5%	9.6%	12.0%	13.1%	11.1%	14.2%

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

The DrPH trains individuals who will take key leadership positions in government, non-profit, and private-sector organizations. A 2016 search on the American Public Health Association (APHA) career website found 826 job postings with the title of “Director” out of a total 5,735 jobs listed on the site (about 14% of the jobs posted). The SPH-B conducts ongoing assessments of the state’s workforce needs, and present among the findings from such assessments over sustained periods of time are that public health professionals perceive the need for a workforce that is better prepared in areas related to organizational leadership, funding procurement, fiscal management, policy development and program evaluation.

v. Letters of Support

The proposed DrPH degree program has the support of leaders representing national, state, and local public health organizations and academic leaders of the health science schools on the IU Bloomington campus. Additionally, support has been documented by leadership of the Richard M. Fairbanks School of Public Health on the IUPUI campus given that both schools are proposing a DrPH program. Documentation of this support is provided in the form of letters from the following:

- IU School of Public and Environmental Affairs
- Richard M. Fairbanks School of Public Health, IUPUI
- IU Center for Interprofessional Health Education and Practice
- IU School of Nursing
- IU School of Optometry
- Indiana State Department of Health



IU Health  
 IU Bloomington Health Center  
 Indiana Public Health Association  
 US Centers for Disease Control and Prevention  
 Monroe County Health Department  
 Madison County Health Department

Appendix 5 contains copies of these letters of support.

**3. Cost of and Support for the Program**

- a. Costs
  - i. Faculty and Staff

Faculty

No new faculty hires will be necessary to support the school’s administration of the DrPH degree.

Table 3.1 provides a summary of the primary faculty in each of the five core public health knowledge areas for the last three years, including both those who are primary faculty for the MPH concentration associated with the core knowledge area as well as those who are members of the graduate faculty with responsibility for the respective doctoral degree aligned with three of the five areas (epidemiology, environmental health, and health behavior).

Table 3.1 Faculty Head Count for Core Public Health Knowledge Areas

Public Health Knowledge Area	2016-2017 Faculty Count
Social and Behavioral Sciences	17
Public Health Administration	5
Biostatistics	7
Epidemiology	8
Environmental Health	10

Staff

The IUB school of public health maintains a large population of professional and support staff (> 100.0 FTE) who play critical roles in the administration of the school’s academic programs.

Appendix 6 includes a list of all faculty for the above referenced public health core knowledge areas.

ii. Facilities

The DrPH will not require any renovation of existing facilities, request for new capital projects, or leasing of new space. The School of Public Health-Bloomington works with the Office of Space Planning and the Office of the Vice President for Capital Planning and Facilities to address issues related to space utilization and space allocation. These units maintain the official record of all buildings and rooms at the University. Table 3.3 includes a summary of space within the School of Public Health-Bloomington.

Table 3.3 Summary of SPH Space by Official IU Space Category Designation

School of Public Health Space	Total Square Feet
Lecture Auditorium	4,333
Traditional Classroom	3,759
Classroom Ancillary	1,127
Seminar Rooms	195
Teaching Labs	5,390
Research Labs	16,380
Distance Learning Classroom	727
Faculty Offices	20,913
Administrative Offices	11,742
Support Staff Offices	8,148
Other Offices*	21,822
Office Services**	12,377
Conference Space	5,083
Student Study Space	1,125
Gymnasium	95,643
Swimming Pools	30,597
Dance Studios (to be repurposed)	4,965
Locker Rooms	1,369
Handball/Racquetball Courts	16,131
Tennis Courts	48,036
Recreational/Athletic Activity	116,759
Bradford Woods	94,699
Miscellaneous***	4,600
Total	526,920

\* Other Offices includes centers and institutes located primarily at Showers. \*\* Office Services includes space like hallways, bathrooms closets, etc. \*\*\*Miscellaneous allows for rounding errors and space not otherwise accounted for.

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

The new program will not require any new equipment to be purchased.

b. Support

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

The nature of support for this program is existing. The reallocation of resources took place in 2012 when the School of Health, Physical Education, and Recreation was transformed into the IU School of Public Health-Bloomington. The school has the requisite faculty, staff, and facilities to fully implement the proposed program.

ii. Special Fees above Baseline Tuition

No special fees above baseline tuition are needed to support this program.

#### **4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

Currently, there are no other schools at Indiana University offering the DrPH, however we have consulted with the Fairbanks School of Public Health on the IUPUI campus regarding our mutual support for each other's development of DrPH degree programs. Our understanding is that the IUPUI Fairbanks School of Public Health has submitted a proposal for an online DrPH focused on Global Health Leadership, though that degree proposal was not shared with our faculty.

Since the DrPH is aimed at preparing professionals for "public health evidence-based leadership and practice-based research roles," rather than the narrowly defined areas typical of the PhD programs in Public Health, the DrPH programs will be unique within IU's current portfolio of advanced Public Health offerings (ASPH, 2009). The two Schools of Public Health will further distinguish the programs from each other by specialization in one of two areas, Population Health (SPH-B) and Global Health Leadership (Fairbanks).

b. List of Similar Programs Outside Indiana

According to the ASPPH and CEPH websites, there are only three DrPH programs in CEPH-Accredited universities in the Midwest (University of Illinois at Chicago, University of Kentucky, and East Tennessee State University). In total, 38 other institutions offer a DrPH degree.

c. Articulation of Associate/Baccalaureate Programs

No articulation agreements currently exist for this program.

d. Collaboration with Similar or Related Programs on Other Campuses

No specific collaborations currently exist with regard to this proposed degree program however the DrPH is well situated for future collaborations on the IUB campus, particularly with regard to the other health science schools (e.g., Medicine, Nursing, Social Work, Optometry). No barriers exist which would prevent regional campus course credits or transferred course credits from counting in this degree program, as long as the courses are at the 500 level, or above, and the minimum grades required for transferred courses are achieved.

## **5. Quality and Other Aspects of the Program**

### a. Residency Requirement.

Students are required to meet the SPH “residency” requirement. Doctoral students must document enrollment for a minimum of two consecutive semesters of full-time course work (minimum 8 credits per semester or minimum 6 credits per semester for students with academic appointments) on the Bloomington campus.

### b. Credit Hours Required/Time To Completion

Appendix 7 contains a summary of the requirements for the DrPH degree.

A minimum of 90 graduate-level credits will be required for this degree, and are individually prescribed by each student’s faculty advisory committee shortly after each student begins in this program. Program requirements, as approved by faculty in the SPH-B, and in compliance with accreditation requirements, are outlined in Appendix A. It is anticipated that completion of the DrPH for students who possess the MPH degree at time of matriculation, will be approximately three years of full-time study.

### c. Exceeding the Standard Expectation of Credit Hours

The DrPH will not exceed the standard expected credit hours for similar programs.

### d. Program Competencies or Learning Outcomes

*Foundational Knowledge.* The DrPH program will ensure that students attain the foundational public health knowledge competencies required by the Council on Education for Public Health (CEPH). These foundational competencies include the following:

#### Profession & Science of Public Health

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge factors.

#### Related to Human Health

7. Explain effects of environmental factors on a population’s health.
8. Explain biological and genetic factors that affect a population’s health.
9. Explain behavioral and psychological factors that affect a population’s health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health.

Additionally, the DrPH program will ensure student attainment of specific competencies unique to DrPH programs, including:

#### Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

#### Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.
7. Create a strategic plan.
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies.
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
12. Propose human, fiscal and other resources to achieve a strategic goal.
13. Cultivate new resources and revenue streams to achieve a strategic goal

#### Policy & Programs

14. Design a system-level intervention to address a public health issue.
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.
17. Propose interprofessional team approaches to improving public health.

#### Education & Workforce Development

18. Assess an audience's knowledge and learning needs.
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings.
20. Use best practice modalities in pedagogical practices.

Additionally, students will have competencies and learning objectives specific to the coursework that is selected by the student in collaboration with the doctoral advisory committee.

#### e. Assessment

The SPH-B maintains a comprehensive plan for the assessment of all student competencies. In accordance with this plan, the school will validate student competency development by a variety of means, including verifying the students' successful completion of a CEPH-accredited bachelor's program in public health or MPH degree, providing a test or other assessment tool that address the students' public health knowledge, and/or proving a course that incorporates the basic public health knowledge as its

learning objectives. All students will be assessed by faculty or other qualified individuals (preceptors) to document and validate successful achievement of each competency. Assessment may include group projects, written documents, simulations, presentations, etc. and occur in required courses common to all students or in other educational requirements outside of coursework.

Additional competency assessment highly focused on each individual student's career plans will occur through a series of field experiences, each of which will require articulated competencies and assessment of competency assessment by both faculty, students, and field experience personnel. All DrPH programs require an activity known as the Integrative Learning Experience, during which faculty will assess the student's ability to synthesize population health competencies and which must include a high-quality written product reviewed and accepted by faculty or other qualified individuals.

Consistent with all doctoral programs at Indiana University, all DrPH students will be required to successfully complete a doctoral comprehensive exam (including both oral and written components) and to successfully defend a dissertation that demonstrates their ability to individually complete a scholarly project focused on their unique area of expertise.

f. Licensure and Certification

Graduates with a DrPH may sit for the Certified in Public Health (CPH) exam, offered by the National Board of Public Health Examiners.

g. Placement of Graduates

In addition to professional mentoring during the DrPH program, the School of Public Health-Bloomington Office of Career Services offers individualized counseling to students during their search for employment. The Office also hosts a variety of expos, workshops, employer information sessions, and networking trips and events each year (<http://www.publichealth.indiana.edu/careers/index.shtml>). In addition, Indiana University and SPH-B has a strong alumni network with a variety of opportunities for personal and professional support after graduation.

The DrPH graduates will contribute to the international, national, state and regional workforce through leadership roles in:

- State and local health departments, for example the Indiana State Health Department and Monroe, Marion, or Morgan County Health Department
- Federal government agencies such as the National Institutes of Health, Department of Health and Human Services, and the Centers for Disease Control and Prevention
- Private companies like Cook, Bristol-Myers Squibb, Chevron Corporation, Dow Corning Corporation, Dupont, and Eli Lilly and Company
- International agencies such as the World Health Organization and US Agency for International Development
- Consulting firms; and
- Medical centers and healthcare facilities

#### h. Accreditation

In June 2015, the School of Public Health-Bloomington, and all its academic programs, became fully accredited by the Council on Education for Public Health (CEPH). This accreditation is in place for a five- year period, and this degree, if approved, would fall under the umbrella of that accreditation. The proposed program meets all standards required for accreditation.

## **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.



NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Bloomington  
 Program: Doctor of Public Health  
 Proposed CIP Code: 51.2208  
 Base Budget Year: 2015-16

	Year 1 <u>2017-18</u>	Year 2 <u>2018-19</u>	Year 3 <u>2019-20</u>	Year 4 <u>2020-21</u>	Year 5 <u>2021-22</u>
Enrollment Projections (Headcount)					
Full-time Students	4	9	14	15	15
Part-time Students	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	4	9	14	15	15
Enrollment Projections (FTE)					
Full-time Students	5	10	15	16	16
Part-time Students	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	5	10	15	16	16
Degree Completion Projection	-	-	4	5	5

CHE Code:  
 Campus Code:  
 County Code:  
 Degree Level:  
 CIP Code:



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 12, 2017

**BUSINESS ITEM C-2:**

**Master of Arts in Mental Health Counseling to be offered by Indiana University East, Kokomo, and Southeast**

**Staff Recommendation**

That the Commission for Higher Education approve the Master of Arts in Mental Health Counseling, to be offered by Indiana University East, Kokomo, and Southeast in accordance with the background discussion in this agenda item and the Program Description.

**Background**

**Review Process.** The Academic Affairs and Quality Committee discussed this program at its September 18, 2017 meeting and reacted favorably to the proposal.

**Similar Programs in Indiana.** In the ***independent*** or private non-profit sector, five institutions offer master's programs in this area (Grace College and Theological Seminary, Indiana Wesleyan University, Marian University, University of Saint Francis, and Valparaiso University).

In the ***proprietary*** or private for-profit sector, there are no similar programs offered.

Within the ***public*** sector, there are three institutions that offer master's degrees in Mental Health Counseling (Indiana State University, Indiana University Purdue University Indianapolis, and Indiana University Bloomington). In addition, there are two other institutions (Indiana University South Bend and Purdue University Northwest) that offer an M.S.Ed. in Counseling and Human Services, which include specializations that allow one to become a Licensed Mental Health Counselor Associate.

**Related programs at Indiana University.** The proposed program would be offered through the Department of Psychology at each campus. Each of the three campuses offers a baccalaureate program in Psychology; in FY2016, the three campuses together enrolled a total of 1,117 headcount or 758 FTE Psychology students and conferred a total of 191 degrees. IU East offers Social Work degrees at the baccalaureate and master's levels and in March 2016, the Commission authorized IU Southeast to offer a Master of Social Work degree. IU Southeast also offers an M.S.Ed. in Counseling, which in FY2016

enrolled 71 headcount or 36 FTE students and had nine students.

**Collaborative Nature of the Program.** Each of the three campuses will offer one-half of the required courses to students attending their campus. The remaining half of the courses will be offered through distance education in a coordinated, collaborative fashion, i.e. faculty on each campus will offer sufficient online courses so that together enough remaining courses will be offered for students to complete the program. There are currently no master's programs in Mental Health Counseling being offered in a fully hybrid manner.

Regional campuses offering programs in a coordinated, collaborative manner is precisely what the Commission called for when in December 2013 it approved the *Policy on Regional Campus Roles and Missions*, which included the following statement: "regional campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities for students."

**Licensure.** Because the proposed M.A. in Mental Health Counseling includes 1,000 hours of practicum and internship experience, it will prepare students to become Licensed Mental Health Counselor Associates through the Indiana Behavioral Health and Human Services Licensing Board. An additional 3,000 hours of post-graduate internship experience will allow graduates to become Licensed Mental Health Counselors.

## **Supporting Document**

Program Description – Indiana University East, Indiana University Kokomo, and Indiana University Southeast Master of Arts in Mental Health Counseling

## Program Description

Master of Arts in Mental Health Counseling  
Indiana University East, Indiana University Kokomo, Indiana University Southeast

### **1. Characteristics of the Program**

- a. Campus(es) Offering Program: Indiana University East, Indiana University Kokomo, Indiana University Southeast
- b. Scope of Delivery (Specific Sites or Statewide): Each campus (IUK, IUE, IUS) will host its face-to-face (F2F) courses for its cohort of students. The online courses will be shared across campuses so that students from each campus will enroll in one of two online sections being delivered.
- c. Mode of Delivery (Classroom, Blended, or Online): This program is a multicampus, collaborative hybrid degree program. This means approximately half of the degree credits will be offered in an online format, and half will be offered in F2F courses from each campus.
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Students are required to complete practicum (1) and internships (3) and an advanced internship (1) in addition to their coursework. This clinical training allows them to meet the state requirements for licensure upon completion of their degrees.
- e. Academic Unit(s) Offering Program: Indiana University East Department of Psychology, Indiana University Kokomo Department of Psychology, Indiana University Southeast Department of Psychology
- f. This program meets the first stage of the two stage licensure process in the state of Indiana for licensed mental health counselors. Namely it meets the educational and pre-degree clinical experience that will prepare students to sit for the licensure exam (National Counselor Examination as administered by the National Board for Certified Counselors) to enter the status of Licensed Mental Health Counselor Associate. After entering status as a LMHC-A students will need to complete a post degree work experience (full or part-time employment) to obtain the 3000 hours to become a Licensed Mental Health Counselor. This process is similar to licensing standards for social work and psychologists who often complete certain pre-degree requirements along with a set amount of post degree clinical experience to become fully vetted by their licensing board. More information about the licensing process for the LMHC title can be found with the Indiana Professional Licensing Agency via the Behavioral Health and Human Services Board at <http://www.in.gov/pla/3032.htm>.

### **2. Rationale for the Program**

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

Indiana University East: The degree program is compatible with the Mission, Vision and Initiatives of Indiana University East, as endorsed by the Faculty Senate. Two Faculty Senate Resolutions, passed 05/04 and 11/09, endorse graduate education as an appropriate component of

the mission of Indiana University East. Indiana University East has the mission of offering bachelor's degrees and selected master's degrees. The mission statement of Indiana University East is as follows: "Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options." IUE Mission Statement can be found at <http://www.iue.edu/chancellor/mission.php>

Providing opportunities for advancing graduate level work in Mental Health Counseling is crucial to the Indiana University East mission. A Counseling graduate program in the region offers a practical means for ongoing professional development for area secondary teachers in Psychology and an impetus for increasing aspirations for educators possibly changing to a counseling career. An M.A. in Counseling at Indiana University East would mean students would no longer be required to travel great distances in order to acquire a graduate degree. Without an Indiana University East M.A. in Counseling, students are deprived of a regionally accessible educational community that is engaged in research and practical learning and that has resources to support educational excellence.

Indiana University Kokomo: The Mission of Indiana University Kokomo reads:

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity and to strengthening the economic and cultural vitality of the region through a variety of partnerships and programs.

A Master of Arts in Mental Health Counseling degree accords with this mission in enhancing educational attainment of North Central Indiana residents, enhancing professional attainment of those we serve, and strengthening the region through economic development and community partnership. Many North Central Indiana residents who have come through the psychology and related programs at IU Kokomo have noted that a Master's level education in counseling, and/or licensure in counseling, would be beneficial to their professional advancement. Mental health service organizations in our region have also expressed a desire to see IU Kokomo develop and initiate this program (see Appendix 4: Employer Survey). Master's level education will also allow program graduates to teach at the undergraduate level in psychology, which benefits both our institution and the employment opportunities of those graduates.

Finally, our region, like many in the state, is seeking increased availability of mental health services to residents. Helping to support the well-being of the community through this program is very much in keeping with the institutional mission.

Indiana University Southeast: The Mission of IU Southeast reads:

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote

student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of baccalaureate degrees and a selected set of master's programs.

The campus is committed to offering educational programs and services which promote and support diversity in all its aspects. The faculty engage in research and creative activities which strengthen teaching and learning through inquiry into both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning. Finally, members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region.

*Appendix 1: Institutional Rationale, Detail (This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.)*

b. State Rationale

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

This program will allow the introduction of more trained mental health professionals to address the growing number of needs citizens of Indiana are presenting within medical and legal settings. Licensed mental health workers are in great demand throughout the state, from community mental health agencies to the Veteran's Administration. It will also allow our graduates to achieve a higher standard of living and provide more opportunities for themselves and their families.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?
  - The program is serving primarily a state/regional labor market need in each of our respective areas. However, as students are being trained to meet the standards of the major accreditation body, students can fill national labor needs if they pursue employment outside of the state of Indiana.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?
  - Students who would like to pursue a doctoral degree would have the foundational degree that most doctoral level programs require before

entering. Students will also be able to pursue licensure and/or certification upon graduation.

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

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?
  - According to the Indiana DWD, there are an average of 85 annual openings for Mental Health Counselors in the state. The projected growth rate is 850 jobs to be filled by 2024 – with a total employment of Mental Health Counselors in the state to be 2,325 by 2024. This represents a 24.7% 10 year growth rate.

*Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail (This appendix should contain the detailed tables, upon which the summary of the labor market demand is based.)*

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.
  - The projected growth rate in this field throughout both the state and the nation meets or exceeds twenty-five percent during the next five years. Per the report generated by Indiana University offices in preparation for the program proposal (see Appendix 3). Our report states that there will likely be at least 60 open positions annually throughout the state of Indiana but does not reflect the open and difficult to fill positions currently throughout the state. This number is lower than point iii (supported in Appendix 2) above likely because of the time lapse between the reports being generated.

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

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

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.
  - Both the student populations of our respective campuses and local employers that we contacted indicated high interest in the program due to a number of factors. Students are regionally bound and need a more cost effective option to pursue graduate training than online programs or relocation. They also indicated they would prefer to remain with professors they already knew and trusted to educate them. Employers indicated they are having trouble attracting licensed practitioners from



other areas and often have multiple positions open for mental health staff. Several have met with us to discuss these ongoing staffing needs and some have provided letters of support attesting to those issues and program need.

*Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail (This appendix should contain links to the surveys or analyses cited, or the documents themselves.)*

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.
  - Letters of support primarily came from community mental health agencies who are in our respective areas and are aware of staffing shortages in their agencies and local communities.

*Appendix 5: Letters of Support, Detail (This appendix should contain the letters of support for the program.)*

### **3. Cost of and Support for the Program**

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
  - While each campus will need to hire additional faculty to teach the program to our desired standards, we are staffed currently at levels to begin the program. Each campus additionally has supporting staff that would teach classes in the program but whose primary responsibilities would remain undergraduate teaching.
    - IU East currently has two of the three faculty they would like to focus on the program.
    - IU Kokomo currently has two of the three faculty they would like to focus on the program.
    - IU Southeast currently has three of the four faculty they would like to focus on the program.

*Appendix 6: Faculty and Staff, Detail (This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.)*

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.
  - There should be no impact on renovations or existing facilities outside of normal classroom usage.

*Appendix 7: Facilities, Detail (This appendix should contain additional information on major impacts on facilities caused by this program.). **NONE required***

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

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.
  - We are unaware of any capital costs, including purchase of equipment, needed for this program.

*Appendix 8: Other Capital Costs, Detail (This appendix should contain additional information on other capital costs associated with the program.) **NONE required***

b. Support

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

- Summarize what reallocation of resources has taken place to support this program.
  - No reallocation of resources has taken place beyond new faculty lines that either have been requested or will be requested.
- What programs, if any, have been eliminated or downsized in order to provide resources for this program?
  - No programs have been impacted by the development of this program.

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.
  - No special fees above baseline tuition have been proposed to support this program.

**4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

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

There are currently no fully hybrid programs being offered in the state of Indiana. There are three schools in the Indiana university system that offer campus based Master's degrees that lead to licensure.

The regional campuses of Indiana University noted in this proposal are the only public comprehensive universities in their respective service regions. Currently, there are no graduate level options that include any face-to-face instructional component available to students seeking advanced degrees in Mental Health Counseling at a public institution in our geographic area. Most students on these campuses live within commuting distance of the university and depend upon the comparatively low cost and convenient location of each regional campus.

IUPUI, IU Columbus, IU South Bend, and Ball State University offer the closest existing public university in-state programs to these campuses, but require minimally an hour commute, one way from each region. The nearest out-of-state programs include Miami University, The University of Dayton, the University of Louisville, Wright State University, and several private universities in the Louisville area. These institutions offer programs that would be significantly more expensive and require extensive travel time. There has been a consistent request from students, alumni, and area Psychology graduates for a master's degree in Mental Health Counseling to be offered at these regional campuses. This has been both from students, staff, and local community partners who are having staffing shortages of trained mental health workers. Some of that information is displayed in the survey that each of the three campuses distributed and can be viewed in Appendix 4.

Other students turn to low residency programs (for example, fully-online programs). However, through our needs assessment and interaction with potential students, we find that low residency programs are not a viable alternative for all. One particular challenge for students with such programs is that while they do meet Indiana licensure requirements for Mental Health Counseling, students often struggle to find placement sites locally as their programs are unknown to local employers which can create more expense and significant delays to degree completion. Additionally, required clinical and practicum hours vary by state so unless the student is aware of the licensing standards of Indiana they may not meet the stage one prerequisites to become licensed. These issues significantly reduce their employment prospects (as noted in our Needs Assessment Study and Analysis, Appendix 4).

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs*

*at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:
  - There are 165 institutions throughout the nation that offer programs that are similar to this program and 14 that are fully online.

## **5. Quality and Other Aspects of the Program**

a. Credit Hours Required/Time To Completion

- Credit hours required for the program and how long a full-time student will need to complete the program
  - The program is sixty (60) credit hours and should take two full years, six semesters, to complete.

*Appendix 10: Credit Hours Required/Time To Completion, Detail (This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study.)*

b. Exceeding the Standard Expectation of Credit Hours

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

*Appendix 11: Exceeding the Standard Expectation of Credit Hours, Detail (This appendix should contain detailed information on why it is necessary to exceed the*

*standard credit hour expectation, such as links to relevant licensure and/or accreditation standards the standards themselves.)*

c. Program Competencies or Learning Outcomes

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

This program will prepare students to work as licensed mental health counselors in the State of Indiana. Learning outcomes of this program will be consistent with the licensure requirements within the state and are:

01. Human growth and development
  - a. Explain the developmental changes in physical, mental, emotional, and social functioning from birth to death.
  - b. Demonstrate understanding of the appropriateness of various counseling interventions for clients at various developmental levels.
  - c. Tailor interventions according to developmental needs.
02. Social and cultural foundations of mental health counseling
  - a. Describe how social and cultural issues influence counseling.
  - b. Work positively and productively with people from diverse backgrounds.
  - c. Integrate awareness of one's own social and cultural biases into counseling practice.
03. Helping relationships
  - a. Adjust one's interpersonal style as needed to support positive client change in counseling.
  - b. Utilize effective counseling skills to facilitate client growth.
  - c. Demonstrate counseling techniques appropriate for use with individuals, couples, and groups of various ages and with diverse problems.
  - d. Evaluate client progress toward treatment goals.
04. Group dynamics, processes, counseling, and consultation
  - a. Explain the theoretical bases of counseling approaches used for groups.
  - b. Describe presenting issues that are and are not appropriate for intervention using group-based techniques.
  - c. Intervene with groups, to create dynamics and patterns of communication that promote growth of group members.
05. Career and lifestyle development
  - a. Describe how educational, career, and lifestyle choices of clients promote or impede mental health in individuals, families, and social groups.
  - b. Apply counseling techniques to career and lifestyle-related challenges of clients.
06. Assessment and appraisal of individuals
  - a. Explain the theoretical and empirical foundations of mental health appraisal in relation to counseling.

- b. Apply skills in assessing individuals, couples, and groups of diverse backgrounds and developmental levels.
  - 07. Research and program evaluation
    - a. Identify professional practice issues requiring research support and/or quantitative or qualitative evaluation.
    - b. Apply research findings to professional practice.
    - c. Read, critique, evaluate, and contribute to professional research literature.
  - 08. Professional orientation and ethics
    - a. Describe key features and issues within the counseling profession.
    - b. Describe one's own strengths, weaknesses, and biases as a helping professional.
    - c. Demonstrate knowledge of ethical principles and guidelines relevant to mental health counseling.
    - d. Provide counseling services within the ethical guidelines of the counseling profession.
  - 09. Foundations of mental health counseling
    - a. Explain major counseling theories in the context of individual, couples, and group counseling with clients from diverse backgrounds and developmental levels.
    - b. Identify one's own theoretical orientation as a guide for counseling practice
    - c. Apply this knowledge to the actual counseling process.
  - 10. Contextual dimensions of mental health counseling
    - a. Demonstrate understanding of major social and community factors impacting the mental health of clients and communities.
    - b. Describe community factors impacting the mission and function of institutions providing mental health services.
    - c. Appropriately consult with and outreach to community members as part of one's professional practice as a mental health counselor.
  - 11. Knowledge and skills for practice of mental health counseling
    - a. Demonstrate integrated knowledge of counseling through supervised mental health counseling practice.
    - b. Demonstrate theoretically, empirically, and ethically sound practice in mental health service settings.
- d. Assessment
- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

To graduate from the program, progress toward degree completion will be monitored in a number of ways:

A. Students must maintain a minimum grade point average of 3.0 (B) with no more than two grades of C throughout their coursework. A third C may result in probation or dismissal from the program.

B. Student papers and exams will be evaluated for the performance-based knowledge and skills outlined above as Program Learning Outcomes at key points in the program.

1. Examinations (ethics and comprehensive exams)

a. Ethics examination must be completed by the end of the first semester of the program and is meant to assess student understanding of ethical practice, the ethics codes for licensed mental health counselors, and guidelines set by the State of Indiana for mental health professionals. Passing this exam with a score of at least 80% is required for students to participate in their initial practicum experience. It is expected that students will achieve a passing score on their first attempt, but there will be two attempts allowed to pass the exam (second administration may be alternative form of first administration) prior to beginning practicum. If students are unable to pass the second time, the program faculty will discuss the possibility of remediation versus dismissal from the program.

b. Comprehensive exams will be administered during the final semester of study for students. Students must demonstrate a thorough understanding of the curriculum including, but not limited to, theories of counseling, ethics, treatment planning, specialty practice (children/drug and alcohol), and current issues within the field. This will be administered as a multiple-choice exam for the cohort. A score of 80% on each domain is required to pass the exam. If students score between 60-80% on two or fewer domains of the exam, but have passed all other domains, they will be given a chance to remediate the unpassed sections through research papers. Scores below 60% on more than two domains means a student must retake the exam in order to complete requirements for graduation.

2. Skills assessment

a. Students will be allowed to sit for their skills assessment as early as after completion of their second practicum experience and must complete it prior to graduation. The skills assessment will involve students creating a portfolio for the campus committee to review. It will contain at least two detailed case histories of clients that were seen for more than four sessions, one transcript of a session that has either been videotaped or audio recorded, the recorded session for review, and a report that shares the student's theoretical orientation, session management strategies, evaluation methods for a mock client that will be provided to them, a selection of case notes, and at least one paper from their courses to be reviewed.

C. Annual review of progress through meeting of campus faculty to assess coursework, practicum placement evaluations, involvement in (campus, regional and national) trainings or events that are beneficial to their professional development, feedback from their supervisors and other factors as they are relevant to the student. Feedback from these meetings will be shared with students so that they are able to make improvements as necessary and to allow them the opportunity to expand their knowledge and skills to become a competent, well-trained practitioner. Rubrics for these checkpoints will be established by a committee with representation from all campuses.

e. Licensure and Certification

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

- State License: Graduates will be eligible to apply for licensure as a Licensed Mental Health Counselor in the state of Indiana. Their degree requirements should meet licensure in other states as well.
- National Professional Certifications (including the bodies issuing the certification): Students may qualify for the National Counselor Certification if they choose to apply, but it would be superseded by state licensure which allows them to legally practice in each state.
- Third-Party Industry Certifications (including the bodies issuing the certification):
  - N/A

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.
  - Most graduates would likely be employed in counseling settings either in private practice, community agencies, hospitals or schools. Some graduates may work in non-profit agencies and others may seek careers in academia as lecturers or adjuncts.
- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.
  - The program is not primarily a feeder program for doctoral programs. The vast majority of students will stop with the terminal master's degree which will allow them to practice independently. However, some students may seek admissions in doctoral programs in the future.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
  - We will not be seeking accreditation with CACREP at this time. Regional accreditation will be sought through the Higher Learning Commission after program requirements have been met.
- Reason for seeking accreditation.
  - To vet the educational and training opportunities of the proposed program. This will allow us to continue to refine the program and provide additional confidence for future students that their training has been evaluated by outside standard bearers.



## **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.

See below.

**6. Projected Headcount and FTE Enrollments and Degrees Conferred**

Jul-17

	Year 1	Year 2	Year 3	Year 4	Year 5
Institution/Location: U Indiana University East					
Program: F Masters of Arts in Mental Health Counseling					
Proposed CIP Code 51.1508					
	Year 1	Year 2	Year 3	Year 4	Year 5
	FY2019	FY2020	FY2021	FY2022	FY2023
<b>Enrollment Projections (Headcount)</b>					
Full-Time	20	20	20	40	40
Part-Time	0	0	0	0	0
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>40</b>
<b>Enrollment Projections (FTE)</b>					
Full-Time	25	25	25	50	50
Part-Time	0	0	0	0	0
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>50</b>
<b>Degrees Conferred Projections</b>					
	0	20	0	20	20
CHE Code: 12-XX					
Campus Code: XXXX					
County: XXXX					
Degree Level: XXX					
CIP Code: Federal - 000000; State - 000000					

**6. Projected Headcount and FTE Enrollments and Degrees Conferred**

Jul-17

	Year 1 FY2019	Year 2 FY2020	Year 3 FY2021	Year 4 FY2022	Year 5 FY2023
Institution/Location: Indiana University Kokomo					
Program: Masters of Arts in Mental Health Counseling					
Proposed CIP Code 51.1508					
<b>Enrollment Projections (Headcount)</b>					
Full-Time	20	20	20	40	40
Part-Time	0	0	0	0	0
<b>Total</b>	20	20	20	40	40
<b>Enrollment Projections (FTE)</b>					
Full-Time	25	25	25	50	50
Part-Time	0	0	0	0	0
<b>Total</b>	25	25	25	50	50
<b>Degrees Conferred Projections</b>	0	20	0	20	20
CHE Code: 12-XX					
Campus Code: XXXX					
County: XXXX					
Degree Level: XXX					
CIP Code: Federal - 000000; State - 000000					

**6. Projected Headcount and FTE Enrollments and Degrees Conferred**

Jul-17

Institution/Location	Year 1 FY2019	Year 2 FY2020	Year 3 FY2021	Year 4 FY2022	Year 5 FY2023
<b>Institution/Location</b> Southeast					
<b>Program:</b> Masters of Arts in Mental Health Counseling					
<b>Proposed CIP Code</b> 51.1508					
<b>Enrollment Projections (Headcount)</b>					
Full-Time	20	20	20	40	40
Part-Time	0	0	0	0	0
<b>Total</b>	20	20	20	40	40
<b>Enrollment Projections (FTE)</b>					
Full-Time	25	25	25	50	50
Part-Time	0	0	0	0	0
<b>Total</b>	25	25	25	50	50
<b>Degrees Conferred Projections</b>	0	20	0	20	20
<b>CHE Code:</b> 12-XX					
<b>Campus Code:</b> XXXX					
<b>County:</b> XXXX					
<b>Degree Level:</b> XXX					
<b>CIP Code:</b> Federal - 000000; State - 000000					

**6. Projected Headcount and FTE Enrollments and Degrees Conferred**

Jul-17

Institution/Location	Year 1 FY2019	Year 2 FY2020	Year 3 FY2021	Year 4 FY2022	Year 5 FY2023
Summary of Indiana University East, Kokomo, and Southeast					
Program: Masters of Arts in Mental Health Counseling					
Proposed CIP Code 51.1508					
<b>Enrollment Projections (Headcount)</b>					
Full-Time	60	60	60	120	120
Part-Time	0	0	0	0	0
<b>Total</b>	60	60	60	120	120
<b>Enrollment Projections (FTE)</b>					
Full-Time	75	75	75	150	150
Part-Time	0	0	0	0	0
<b>Total</b>	75	75	75	150	150
<b>Degrees Conferred Projections</b>					
	0	60	0	60	60
<b>CHE Code: 12-XX</b>					
<b>Campus Code: XXXX</b>					
<b>County: XXXX</b>					
<b>Degree Level: XXX</b>					
<b>CIP Code: Federal - 000000; State - 000000</b>					



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 12, 2017

**BUSINESS ITEM D:**

**Academic Degree Programs for Expedited Action**

**Staff Recommendation**

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

- Bachelor of Science in Biomedical Informatics to be offered by Indiana University at Indiana University Purdue University Indianapolis

**Background**

The Academic Affairs and Quality Committee discussed this program at its September 18, 2017 meeting and concluded that the proposed program could be placed on the October 12, 2017 agenda for action by the Commission as an expedited action item.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action, September 18, 2017.





**Academic Degree Programs on Which Staff Propose Expedited Action**

September 18, 2017

**CHE 17-26 Bachelor of Science in Biomedical Informatics to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on September 5, 2017

CIP Code: 51.2706

Fifth Year Projected Enrollment: Headcount – 52, FTE – 40

Fifth Year Projected Degrees Conferred: 10

The proposed Bachelor of Science in Biomedical Informatics, an Indiana University program with three Specializations, would be offered through the School of Informatics and Computing. One of these Specializations, Bioinformatics, focuses on the storing, managing, retrieving, analyzing, and visualizing biological data. A second Specialization, Health Informatics, focuses on applying informatics theories and methods to real-life situations to improve health outcomes; for example, health informatics has improved medical care by standardizing medical records and making them electronically accessible to physicians and by better organizing clinical trials and identifying potential subjects. The third Specialization in the proposed degree is Premedical Bioinformatics.

The Bachelor of Science in Biomedical Informatics (IU) requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is no Transfer Single Articulation Pathway (TSAP) in Biomedical Informatics, the TSAP in Biology will work for the Premedical Bioinformatics Specialization. For the Bioinformatics Specialization, a full customized articulation has been developed, while for the Health Bioinformatics Specialization, a customized articulation is under development.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 12, 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 project:

- Ivy Tech Community College – Harshman Hall Renovation

**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**

Background Information on Capital Projects on Which Staff Proposes Expedited Action, October 12, 2017



**Capital Projects for Expedited Action**  
**October 12, 2017**

**F-0-17-2-04 Ivy Tech Community College – Harshman Hall Renovation**

The Trustees of Ivy Tech Community College request to proceed with the renovation of Harshman Hall. The renovation of Harshman Hall was Ivy Tech's Priority 4 capital request for the 2017-2019 biennium in the amount of \$16,942,880. The legislature appropriated \$3M in cash for urgent repairs to the facility. Harshman Hall was originally constructed in 1965 as part of the State of Indiana's Fort Wayne Hospital and Training Center campus. Ivy Tech acquired the building in 2007 from the State of Indiana as part of the State's closure of the Fort Wayne State Developmental Center campus. The funds for this project will be used for repairs, revisions, and replacements required to replace the mechanical, electrical and plumbing systems that have currently been identified as critical based on physical condition and impact on operations. Project costs also include immediately needed short term repairs to exterior window panels, piping supports in the existing steam tunnel and roofing. A portion of the funds will also be used to conduct planning work to establish the masterplan for building-wide space restructuring, to plan for the relocation of support services from other campus locations, and to give guidance for these initial critical repairs so that the current work will be in coordination with the renovation masterplan for the building.



**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, October 12, 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	Doctor of Public Health in Population Health	6/29/2017	On CHE Agenda for Action
02	Indiana University-East, Kokomo, and Southeast	Master of Arts in Mental Health Counseling	8/25/2017	On CHE Agenda for Action
03	Indiana University Purdue University Indianapolis	Bachelor of Science in Music Therapy (IU)	9/5/2017	Under Review
04	Indiana University Purdue University Indianapolis	Bachelor of Science in Biomedical Informatics (IU)	9/5/2017	On CHE Agenda for Action
05	Indiana University Northwest	Master of Science in Computer Information Systems	9/5/2017	Under Review
06	Indiana University Southeast	Master of Science in Management	9/5/2017	Under Review
07	Ball State University	Master of Social Work	9/18/2017	Under Review





**COMMISSION FOR HIGHER EDUCATION**  
 Thursday, October 12, 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	Ivy Tech Community College	Certificate in Construction Technician	9/18/2017	Eliminating a program
02	Ivy Tech Community College	Certificate in Electrical Specialist	9/18/2017	Changing the CIP code
03	Indiana University Purdue University Indianapolis	Undergraduate Certificate in Intergroup Dialogue (IU)	9/18/2017	Adding a certificate
04	Indiana University Southeast	Bachelor of Arts/Bachelor of Science in Journalism and Media	9/18/2017	Changing the name of the program
05	Indiana University Southeast	Post-Baccalaureate Special Education Initial Licensure	9/18/2017	Adding a certificate
06	Ivy Tech Community College	Certificate in Interdisciplinary Industrial Workforce	9/18/2017	Adding a certificate
07	Ivy Tech Community College	Technical Certificate in Interdisciplinary Industrial Workforce	9/18/2017	Adding a certificate
08	Ivy Tech Community College	Indiana Public Librarian Certificate	9/18/2017	Eliminating a certificate



**COMMISSION FOR HIGHER EDUCATION**

Thursday, October 12, 2017

**INFORMATION ITEM C:**

**Media Coverage**

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

**Indianapolis Business Journal**  
**'Reverse transfer' could be potent tool to bolster Indiana's college-attainment rate**  
**Hayleigh Colombo**  
**August 19, 2017**

Ivy Tech Community College has a new focus on transfer students in its latest quest to arm more Hoosiers with college degrees.

President Sue Ellspermann says she sees potential in expanding in Indiana what's known in the higher education world as "reverse transfer."

That's what happens when students are awarded associate degrees after combining credits they earned from both the community college where they started attending classes and the four-year college they transferred to—even if they hadn't completed enough credits at either institution individually to earn a degree.

Proponents, including Ellspermann, say the tactic could help college dropouts increase their pay or get better jobs because they'd have an associate degree on their resumes. Too often, she said, "life gets in the way" for people on their way to earning four-year degrees.

"Having an associate degree has value to your career," Ellspermann said. "They earn more than someone with just some college. At least if they have the associate degree, they can get a better job until life settles down enough that they can go back and finish that [bachelor's] degree."

Though it's more widely deployed in more than a dozen other states, reverse transfer is happening in Indiana on a small scale, typically at the request of individual students who want to use credits from

multiple institutions to earn associate degrees or through agreements inked out among some institutions.

Ivy Tech has awarded 270 associate degrees to students over the last two years using the method. Meanwhile, more than 20,000 students each year transfer credits from Ivy Tech to another institution. And the college says it has relationships with eight Indiana four-year institutions that make reverse transfer easier.

But Ellspermann said if the transfers happened automatically for Indiana students, more than 1,000 former Ivy Tech students each year could be awarded degrees.

"We know there are thousands of students who are not getting this opportunity because they don't know about it and don't understand how easy it really could be," Ellspermann said. "It's in the student's best interest. They have earned it. They deserve it, regardless of if they've moved on."

And there's a benefit for the state as well. Awarding degrees through reverse transfers would help increase the state's college-attainment rate—the number of people with college degrees or high-quality certificates. That rate currently stands at 41 percent; the state's goal is 60 percent by 2025.

“Several thousand additional associate degrees would measurably move and impact the 60 percent goal,” Ellspermann said.

The state is currently studying the issue at the behest of the Indiana General Assembly—and some four-year institutions have already endorsed the idea. But some issues still must be hashed out between two-year and four-year colleges, including how state funding for the schools would be affected.

House Bill 1281, passed this spring, charges the Indiana Commission for Higher Education to, by Nov. 1, “study and make recommendations regarding the benefits of a reverse transfer policy for Indiana students.”

Sean Tierney, the agency’s associate commissioner for policy and planning, told IBJ the study will “attempt to determine practices that best serve Indiana students while balancing costs and other constraints.”

“These are complicated processes that require audits of various data systems and strict protocols to ensure that student information is protected,” Tierney told IBJ in an email.

### **It’s trending**

Currently, the state has 750,000 residents with some college education but no degree. Tierney said the potential of helping those former students makes studying the idea worthwhile.

“Many Hoosiers may have all the skills and knowledge they need for workforce success, but without that piece of paper, they often cannot get their foot in the door or are passed over for promotions,” Tierney said.

Rep. Holli Sullivan, R-Evansville, who authored the bill calling for the study, said state lawmakers have “curiosity and the desire to fully understand” the issue.

“We’ve heard that there is a very strong potential to help Indiana increase educational attainment,” Sullivan said. “We need to put some more data behind” the proposal.

Nationwide, 16 states have adopted reverse transfer programs—some through state law and some through board policy, according to the national Education Commission of the States, a nonpartisan group that provides policy analysis and education research for all 50 states.

There was a big push for the expansion of reverse transfer in 2012 and 2013, according to Lexi Anderson, a policy analyst at the organization.

The National Student Clearinghouse estimates that some 2 million students nationwide could benefit from such policies.

In states that have uniformly implemented reverse transfer, the results are positive, but not usually dramatic.

A 2015 report from Credit When It's Due—a multistate initiative that supports reverse-transfer policies—found that programs in Arkansas, Maryland, North Carolina and Ohio contributed to an increase of 1 percent to 3 percent in the number of associate degrees awarded. In Minnesota, the average number of annual associate degrees increased 5 percent; in Hawaii, the increase was 18 percent.

“Folks looked at it as a way to help reach attainment goals and help students find a path forward,” Anderson said.

“It’s sort of like a stepping stone. Reverse transfer can work and I think it can be helpful, but you have to make sure you set it up for success for your state.

“There needs to be really good collaboration between the two-years and the four-years,” she said.

“Technology can always be an issue, depending on what’s available. Those are some hiccups that can make this difficult.”

### **Cooperation is key**

For Indiana, questions remain about how an expansion of reverse transfer would affect higher education funding. Colleges in Indiana are funded in part using a performance system, number of degrees conferred being one of the metrics.

Ellspermann said that’s the major hurdle in the reverse-transfer discussions.

“If Ivy Tech and Vincennes [University] were to claim hundreds or thousands more associate degrees, that would shift the performance funding pie so that less of the pie is left for the four-year institutions,” she said.

But Ellspermann is so sold on the idea of helping former students that she said Ivy Tech is willing to split credit for an associate degree “50-50” between the two institutions involved—or not claim any extra money at all.

“We’re not pushing reverse transfer for the money,” she said. “It’s the right thing to do for the student.”

The state’s four-year institutions also have to be on board.

Purdue University spokesman Brian Zink said Purdue has a long history of collaborating with Ivy Tech and Vincennes. Most of the time, when students transfer to Purdue, it is to achieve a bachelor’s degree.

“We are happy, however, to work with a student, at their request, to arrange appropriate transfers for them to receive an associate degree—if the requirements have been met and that is their desire,” Zink told IBJ in an email.

Indiana University spokeswoman Margie Smith-Simmons told IBJ the university looks forward to seeing the commission’s recommendations.

“We do support the reverse transfer process and have been deeply engaged with the commission and Ivy Tech on this issue,” Smith-Simmons said in an email.

John Beacon, senior vice president of enrollment management, marketing and communications for Indiana State University, said that, since 2011, 190 Ivy Tech students who eventually transferred to Indiana State have opted in to be considered for reverse transfer.

“It’s not a huge program, but if it’s going to encourage citizens to continue their education and complete bachelor’s degrees and earn associate degrees along that path, absolutely I’m in favor of it,” Beacon said. “It’s really a win- win situation.”

**The Elkhart Truth**  
**State of Indiana, Elkhart schools aim to close skills gap through education, grant program September 7, 2017**

Gov. Eric Holcomb has made closing the skills gap one of his main legislative agendas through programs like the recently announced Workforce Ready Grant.

Meanwhile, the Elkhart community has also tried on a local level to train both students and adults to meet the demands of an evolving workforce.

Holcomb’s Workforce Ready Grant program was announced last month and provides tuition assistance for adult learners who wish to go back to school at Vincennes University or Ivy Tech University for a degree in specific fields—namely, advanced manufacturing, IT and business services, building and construction, health and life sciences and transportation and logistics.

The program is designed to close the skills gap that is present across the state of Indiana, said Department of Workforce Development chief strategy officer Nick Goodwin. For example, there are an estimated 9,210 job openings in Elkhart and surrounding counties, according to data provided by the Department of Workforce Development.

“This is not an Indianapolis or Evansville or Fort Wayne problem, it’s a statewide problem, and Elkhart is not exempt,” Goodwin said.

This problem, Goodwin said, requires a shift in how the public views education. Similar to the state’s Workforce Ready Grant, Goodwin said education should be thought of as a lifelong pursuit, as adult learners may need to return to school to gain new skills to adapt.

“We’re going to have to focus on lifelong learning and there could be different types of post-secondary education or getting certificates while in high school,” Goodwin said. “It’s not a one-sized fits all approach.”

In Elkhart County, for example, Elkhart Community Schools Community Education provides several courses for adult learners, including HVAC, welding, AutoCAD and basic electricity courses.

Program manager for community education Darcey Mitschelen, who is responsible for overseeing the adult education program, said a lot of times adult learners have had negative experiences with education in the past, which makes them reluctant to return for schooling.

But Mitschelen said adults should have the ability to resume their education wherever they left off in order to gain the skills they need in today's workforce, and it's about shifting mindsets to accommodate adult learners.

"Learning is lifelong, it doesn't just stop—bam and we're done," Mitschelen said. "How do we in Elkhart County, how do we change that mindset—that once you're done, you're done?"

Mitschelen said the mission of Community Education is reconnecting adult learners to their dreams that they might have had when they were younger.

"If we can keep people connected to those dreams and tell them 'you can do it' regardless of what someone else says, if it's your passion and what's in your heart, we're here to support you to do that, we'll help you find those ways," she said.

Commissioner for higher education Teresa Lubbers said several things, like the Workforce Ready Grant, are being done to ensure employers' needs are being taught in the classroom. The Workforce Ready Grant, for example, was developed after conversations with employers.

"We have the jobs, but we don't have enough people who can meet the workforce needs for these jobs," Lubbers said. "Hearing from employers, we know that we had adults in the workforce who didn't have credentials."

Unsurprisingly, manufacturing is by far the most popular industry in the Elkhart area with 63,747 jobs in that sector in 2017. That number is expected to climb by 3 percent in the next ten years, according to data provided by the Indiana Department of Workforce Development.

**Applications open for teaching scholarship  
Greensburg Daily News  
Makenna Mays  
September 12, 2017**

When Meghan Yencer found out she had been awarded the Next Generation Hoosier Educators Scholarship, she was filled with gratitude.

"It is a lifted weight to know that you don't have to be responsible for paying that amount of money to go to school," said Yencer, a secondary English education major at Franklin College. "It makes things easier."

Yencer, of Bluffton, is one of 200 students who received a scholarship during its first year. Applications are now being accepted for the second year of the scholarship that provides \$7,500 each year, up to \$30,000. Students who receive the scholarship must commit to teaching in Indiana for five consecutive years after graduation.



During the first year, 642 students from 274 Indiana high schools applied. The General Assembly created the scholarship in 2016 with bipartisan support.

“This scholarship reflects our statewide goal of encouraging more high-achieving students to pursue a worthwhile and fulfilling career in the classroom,” House Speaker Brian Bosma, who authored the legislation, said in a statement.

The program is designed to attract top students. Applicants are required to have either scored in the top 20th percentile on the ACT or SAT, or graduated in the top 20 percent of their class. Applicants must be nominated by a teacher and submit a nomination form with their application.

“These scholarships have the potential to improve education around the state for generations to come,” Indiana Commissioner for Higher Education Teresa Lubbers said in a statement.

Yencer heard about the scholarship through her high school principal, who also happens to be her dad. She has been passionate about teaching since her senior year at Southern Wells Jr.-Sr. High School. She is thankful to see the state is helping future Hoosier teachers.

“I was really glad to see that the state is doing something like that to pull more kids in to get into education, because I think it’s really important,” said Yencer.

Students can apply at [ScholarTrack.IN.gov](http://ScholarTrack.IN.gov) until Nov. 30. Finalists will be interviewed early next year. Students are encouraged to complete the nomination form before starting the application.

“Highlight your best qualities,” Yencer said, “and let your talents shine.”

**Inside Indiana Business**  
**State Strategizes STEM Teacher Growth**  
**Kylie Veleta**  
**September 13, 2017**

Indiana education leaders acknowledge the state’s teacher shortage, and the vacancies are perhaps even more acute in STEM classrooms, says Indiana Commissioner for Higher Education Teresa Lubbers. She notes that growing the number of STEM teachers is a critical stepping stone for the state to bridge the skills gap, or lack of qualified middle-skill workers, which manufacturing leaders say is a top concern for the industry. With back to school season in full swing, a newly-formed statewide STEM council is meeting for the first time this month, and filling STEM teacher vacancies is a top assignment.

“We’re looking at what to do for students to have a stronger STEM-based curriculum, but this really hinges on the preparation of our teachers,” says Lubbers. “STEM careers are increasingly necessary for a strong economy. It benefits the state and the individual; STEM wages are double general occupation wages. The average wage for all STEM occupations is more than \$85,000, compared to \$47,000 outside of STEM.”

While the state is on a mission to grow the number of students taking STEM classes and pursuing such careers, Lubbers says ensuring Indiana has enough teachers to support that effort is a challenge.

“Because of the STEM teacher shortage, we’ve tried to figure out what we can do to recruit more people to teach in these fields and to actually retain them,” says Lubbers. “Part of the challenge in keeping STEM teachers, many times, is that these folks can sometimes make significantly more money working at other places. We have to find a way to recruit people who really have a commitment to education.”

During the 2017 session, the Indiana General Assembly created a STEM council, supported by \$2 million over a two-year period. The Commission for Higher Education, the Indiana Department of Education and other stakeholders comprise the council, which aims to build a K-12 statewide strategy to more comprehensively and equitably fund STEM education throughout the state.

“This is especially a challenge in rural areas of the state and poor urban areas, where we have a more difficult time recruiting and retaining teachers,” says Lubbers. “This is really a problem for rural Indiana, and we’ll be looking at strategies to address that.”

Lubbers believes one grant program in Indiana is evidence of progress. The STEM Teacher Recruitment Fund, a \$10 million grant program created by the General Assembly to recruit more people to teach in STEM fields, is seeing an increasing number of applicants. Lubbers says 16 organizations applied during the first year, but the number grew to 25 the second year.

“I remember, many years ago when I was still in the legislature, I think we licensed eight chemistry teachers in the state in one year and two physics teachers,” says Lubbers. “I’m sure that has changed, but it shows that this is a longstanding problem.”

The Commission for Higher Education, which is responsible for financial aid distribution in Indiana, has also created a student teaching stipend for high-need areas, which include math and science for both middle schools and high schools. Student teachers can earn a stipend of up to \$5,000.

Lubbers says the state is analyzing STEM strategies at every grade level in K-12, but underscores the importance of establishing a solid foundation.

“If you don’t get a good grounding in the early grades in science and math, you’re disadvantaged going forward,” says Lubbers. “Part of the problem we have in those early grades is a lot of elementary teachers haven’t, traditionally, been strong in math. We’ve talked about perhaps needing to have math specialists in those early grades; we expect our elementary teachers to teach it all.”

She believes the state also needs to increase its accountability metrics for science, which “haven’t had as much focus.” In middle school, she believes there should be opportunities for career exploration, in addition to academic preparation, and says high school is the time to “double down.”

“We need to make sure those who are moving into the world of work have some sort of industry certification in a high-need area, or if they’re going to college, they’re prepared to go there and not need remediation—and the subject they’re most likely to need remediation in is math,” says Lubbers. “We may have different challenges at elementary, middle and high school, but we don’t have the liberty of focusing on just one of the three.”

Lubbers says, in addition to growing the number of STEM teachers preparing the pipeline, the state and employers need to focus on “skilling up” working adults.

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Lubbers expects the Commission for Higher Education’s redesign of its former work-study program to increase the number of students pursuing STEM internships.

**The Flyer Group**  
**Teachers heading back to school?**  
**By 2022, dual-credit instructors must have master's degree**  
**Sue Loughlin**  
**September 23, 2017**

In During her fifth-hour anatomy and physiology class, teacher Katie Miller quizzed her Terre Haute South Vigo High School students on skull bones and bone markings.

“What is the name for the ridge under the eyebrow?” she asked. Students answered, “The supraorbital margin.” What about the eye cavities, she asked. “Orbits,” they responded.

Students used plastic skull models as they learned vocabulary terms, and she reinforced they will have to learn about 300 vocabulary terms in 12 days for the human skeleton, a chapter they had just begun.

It is Miller’s fourth-year to teach the dual credit class, in which students receive both high school and college credit through Indiana State University’s College Challenge program.

She enjoys working with students on the challenging content. “I think it’s fun to have students who want to work hard and learn more advanced material,” she said. “It makes me work harder as a teacher.” Many of the students have goals of entering the medical profession.

She recently finished her master’s in biology at Indiana State, and her coursework was funded through a math/science partnership grant and tuition assistance from ISU.

Miller’s tuition was fully covered, and she’ll also receive an increase in salary because of her advanced degree. It took her three years to complete her master’s. Without the financial support, “It would have taken a lot longer,” she said.

**New requirements**

In obtaining her master’s in biology, Miller has already met credentialing requirements that take effect in September 2022 that will require all teachers of dual credit classes in Indiana to either have a master’s degree in the content area being taught, or a master’s in a related area with 18 graduate credit hours in the content area.

If they don't have the credentials at that time, they will no longer be allowed to teach the dual credit courses.

The requirement comes from the Higher Learning Commission, a regional organization that accredits Indiana colleges. The HLC requirements apply to any high school -- public or private -- that partners with accredited college/universities for dual credit programs. The requirements apply to liberal arts courses, but not to career/technical education courses.

The requirement was to take effect this year, but Indiana asked for, and received, a five-year extension because in fall 2016, a survey indicated that about 2,000 dual credit teachers didn't meet those requirements, according to the Indiana Commission for Higher Education.

"Everybody in the state realizes this is an issue and are looking for different solutions," said John Johansson, Commission for Higher Education spokesman. "Currently we don't have one comprehensive program or package that would cover the cost, but we do see most of our colleges and universities offering incentives."

It's especially important for students and families, because dual credit courses can save money that would be spent on college tuition and also can shorten the time it takes to earn a college degree, he said.

"We have found that an additional year in college costs up to \$50,000 in tuition, fees and lost work opportunities," Johansson said. By taking dual credit coursework while in high school, students can potentially earn a bachelor's degree in three years and an associate degree in one year.

Indiana high schools are required to offer at least two dual credit courses under state law. Dual credit coursework "has proven benefits on Indiana students' college going rates, grades and likelihood to persist in college," Johansson said.

The Indiana Department of Education is aware of the issue and working to help address it, said Adam Baker, IDOE spokesman. "Our goal is to help find a solution" and help ease challenges teachers might face in meeting the requirements.

The state DOE will soon issue a request for proposals to colleges with the goal of offering an online "dual credit academy," in which teachers could take graduate-level courses to meet credentialing requirements. Potentially, federal Title 2 funds could be used to help pay for tuition and fees, he said. Jennifer McCormick, state superintendent of public instruction, has said the department is working on a plan that brings together state universities and other partners to devise a solution that can get teachers the extra credits they need while keeping cost and time to a minimum, according to an article in Chalkbeat, a nonprofit news organization that covers education. "It is not something we are being stagnant on, McCormick said.

### **Ivy tech also impacted**

It's not just universities paying attention.

As of this fall, Ivy Tech-Terre Haute reports 500 students taking dual credit classes at 28 high school schools in the area it serves. It is a concern, especially for smaller school districts in rural areas that may have a limited number of dual credit teachers, said Deanna King, vice chancellor of academic affairs at the Terre Haute campus.

This past spring, the college sent letters to all of its high school dual credit teachers informing them whether they would be credentialed under the new requirements. Those who won't meet the requirements were asked to sign a letter and to consult with Ivy Tech faculty before enrolling in coursework, King said.

Ivy Tech will review progress annually, but if teachers don't have the credentials by September 2022, "It would result in cancelling of the dual credit agreement" with the teacher, King said.

Statewide, Ivy Tech had 59,000 students taking dual credit courses at 434 high schools and career centers last year; those high school students earned 365,250 credits, which translates into \$50 million in savings for students and families, said Sue Ellspermann, Ivy Tech president. The savings is based on Ivy Tech's credit hour cost, while its dual credit courses for high school students are free.

Ivy Tech accounts for about 60 percent of the state's dual credit enrollment, Ellspermann said, although about 60 percent of that is career-technology education.

Progress must be made in ensuring dual credit teachers have credentials or "it would absolutely impact the number of students who have access to dual credit," Ellspermann said. To this point, the state has not passed a comprehensive approach to address the challenge, she said.

Lawmakers passed a bill in 2016 that created a "dual credit teaching" fund to help support teachers pay for more credentials, but when the budget was created in 2017, the fund received no money, Chalkbeat reported.

### **Dual credit and accountability**

Dual credit classes are important for high schools to meet state accountability requirements and are one of the measures they can use to meet college and career ready requirements.

The dual credit measure enables Vigo County high schools to earn the maximum points available for college and career readiness, which is a factor in a school's A to F grade, said Karen Goeller, Vigo County schools deputy superintendent.

As early as 2013, the Vigo County School Corp. and ISU saw the writing on the wall and took action. The school district has partnered with ISU through the College Challenge program to ensure its dual credit teachers have what's required or are working toward it.

"We worked together on an innovation grant when we realized dual credit credentialing was going to be a problem," Goeller said. In 2013-14, the district received a \$360,000 state innovation grant.

The grant “allowed us to bring existing College Challenge [dual credit] teachers up to speed with regard to the credentialing piece, if they were lacking in the area of graduate courses,” said Jill Blunk, ISU’s College Challenge [dual credit] director.

The district also received two state math/science partnership grants totaling \$590,000 to help math and science teachers achieve the necessary credentials.

In addition, ISU has contributed funds to provide tuition assistance for teachers to help them meet credentialing requirements; in return, the teachers commit to teaching College Challenge courses for at least three years.

The partnership with ISU has helped put the school district “very much ahead of the curve,” Blunk said. Ensuring dual credit teachers meet the new requirements “is a huge problem statewide, but it is not a problem in Vigo County.”

According to Blunk, the HLC requirements did not actually change in 2015. “They were really just communicated in a stronger manner, with greater accountability placed on the part of the high schools and colleges/universities to align to the master’s level credential requirements,” she said.

ISU works with 26 high schools in other communities as well through its “College Challenge” program; nearly all ISU dual credit courses transfer to the state’s other public institutions. High school students pay \$25 per credit hour.

At this point, the Vigo County School Corp. has 40 College Challenge teachers, and all but two are credentialed — and those two are working on the required coursework, Blunk said.