Indiana Commission for Higher Education

AGENDA MATERIALS

June 13, 2013

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INDIANA COMMISSION FOR HIGHER EDUCATION
101 West Ohio Street, Suite 550
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WORKING SESSION AGENDA
Thursday, June 13, 2013
9:00 – 11:30 a.m. (Eastern Daylight Time)

Indiana University Purdue University Fort Wayne
2101 Coliseum Blvd, East
Fort Wayne, IN 46805-1499
Walb Student Union, Room 149 South Salon

DISCUSSION TOPICS

- Operational Budget presentation in anticipation of new fiscal year
- Marian primary care scholarship FYI
- Discussion of SFA Award Maxima
- IN-OH reciprocity agreement
- Update on university target-setting
- Introduction to Quality – terms and players
- Discussion of resolution to become a LEAP state

A G E N D A

Commission for Higher Education

COMMISSION MEETING

Site
Indiana University Purdue University Fort Wayne
2101 Coliseum Blvd, East
Fort Wayne, IN 46805-1499

Thursday, June 13, 2013

Purpose
Reaching Higher, Achieving More calls for a system of higher education that is student-centered, mission-driven and workforce-aligned. The Commission's work will focus on the following three challenges.

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

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

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

I. Call to Order – 1:00 p.m. (EDT)
Roll Call of Members and Determination of a Quorum
Chair's Remarks
Commissioner's Report
Consideration of the Minutes of the May 9, 2013 Commission meeting..... 1

II. The Public Square
A. Defining and Measuring Quality.....13

III. RHAM Decisions and Other Decision Items

IV. Reports

V. Information Items

VI. Old Business
New Business

VII. Adjournment

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The next meeting of the Commission will be on August 8, 2013, in Westville, Indiana.

State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, May 9, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Southeast, 4201 Grant Line Rd., New Albany, IN 47150, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko (via conference call), Dennis Bland, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith.

CHAIR'S REPORT

Ms. Moran-Townsend on behalf of the whole Commission expressed gratitude to Jason Dudich, Associate Commissioner and CFO, who had accepted a job as a Controller of the City of Indianapolis, and for whom this would be his last Commission meeting. Ms. Moran-Townsend said that Mr. Dudich had shown a tremendous amount of talent and skills in his work; he brought a lot of credibility to the process of budgeting, as well as addressing the Commission's issues of productivity. Mr. Dudich had also shown a great sense of responsibility and allegiance for the Commission by staying through the entire process of the legislature and not leaving until today, starting his new job on Monday. Commission has benefited from his service, and wants to show its great appreciation for everything he had done.

Ms. Moran-Townsend informed the Commission that she has appointed the Nominating Committee for the election of the officers; and, as it has been the Commission's custom, members of the Nominating Committee will be represented by a member of each class; so representing a class 2013 – Chris LaMothe, 2014 – Chris Murphy, 2015 – Jud Fisher, 2016 – Dan Peterson. The Nominating Committee will meet between this and June's meetings, and will come back with recommendations at the June meeting, on time for the officers' elections.

COMMISSIONER'S REPORT

Ms. Lubbers invited Dr. Sandra R. Patterson-Randles, Chancellor of Indiana University Southeast, to give welcoming remarks.

Dr. Patterson-Randles said that she is very proud of this campus, which in eleven years of her tenure has come a long way. They have had three consecutive years, 2009-2012, of enrollment increase, but more importantly, this year, previous and the year before that they had the highest graduating classes ever in history of this institution. They have increased their minority enrollment from 5 percent to 12.4 percent in recent years. Dr. Patterson-Randles congratulated the Commission for coming up with goals that will lead Indiana to a bright future and welcomed the Commission to the campus.

Ms. Teresa Lubbers, Commissioner, said that while the legislative session is over, the work is just beginning as the Commission takes on at least 15 new responsibilities assigned to it by the General Assembly. This reflects the increasing attention legislators are paying to issues related to higher education and student success. Many of these new laws also address the relationship between K-12, higher education, workforce development and economic development – for example, the establishment of the Indiana Career Council and regional Work Councils. Today's meeting is focused on remediation and is also aligned with the legislative focus on earlier identification of those students who are not career or college ready.

Ms. Lubbers mentioned the release sent to the Commission members on the previous day. The press release highlighted yesterday's event that recognized county leaders from the Commission's College Success Coalitions. 26 of the 50 Coalitions that are operational were represented at the Statehouse event. Ms. Lubbers explained that these coalitions are part of a growing statewide network of local organizations working to increase the percentage of Hoosiers with education and training beyond high school. Collectively, these county coalitions have recruited more than 1400 member organizations and implemented almost 2,000 targeted activities designed to increase college access and completion. To earn the Indiana College Success County award, member organizations created a data-driven strategic plan. In recognition of their efforts, each of the 26 counties will receive a road sign proclaiming it an Indiana College Success County to be displayed prominently on a major road as people enter the county.

Ms. Lubbers told the Commission members that Indiana was selected as one of a dozen states invited last month to participate in a convening on competency based education. Held in Washington, D.C. and hosted by Lumina, The Gates Foundation, The Joyce Foundation and the Kresge Foundation, it highlighted innovative policy options for competency based education and ways to measure competency in ways other than the traditional credit hour. These efforts align with Indiana's work on innovation and learning as included in *Reaching Higher, Achieving More*.

In conclusion, Ms. Lubbers acknowledged the extraordinary service that has been provided by Jason Dudich, the Commission's Chief Financial Officer and Associate Commissioner. Jason's talents have landed him a new position as Controller for the City of Indianapolis, where he previously worked as Deputy Controller. It is not surprising, said Ms. Lubbers, that Jason would be asked to take on this new responsibility. He finished the state budget process just in time to begin the city's budget development, which he will begin on Monday. The Commission has been extremely fortunate to have Jason share with it a portion of his career. The Commission is stronger for his service and well positioned to move forward. Ms. Lubbers expressed her deep personal thanks and best wishes to Jason, adding that he will be missed.

Mr. Dudich thanked the Commission for allowing his a great opportunity to work for the Commission since 2010. He said it was a very exciting experience, and again thanked the Commission members and staff for all their support.

CONSIDERATION OF THE MINUTES OF THE MARCH 2013 COMMISSION MEETING

Ms. Rozow noted that Ms. Lubbers' name was misspelled on page 5 of the Minutes.

R-13-03.1 **RESOLVED:** That the Commission for Higher Education hereby approves with correction the Minutes of the March, 2013 regular meeting (Motion – Fisher, second – LaMothe, unanimously approved)

II. Reports

A. College Readiness Reports

Dr. Molly Chamberlin, Associate Commissioner for Information and Research, presented the reports. She said that these reports will reflect a school year 2011-12. Dr. Chamberlin pointed out that for the first time this year the Commission was able to get some data from Department of Education, from the College Board, and the Advanced Placement information. Dr. Chamberlin added that she received some socio-economic status data on diploma types from DOE, as well as the information regarding graduation waivers. The Commission provided some additional disaggregations for the 21st Century Scholars. Also, for the first time this year it was possible to augment the Indiana public college data with the data received from the National Student Clearinghouse.

Dr. Chamberlin mentioned information regarding the remediation success, also provided in the reports. She spoke of the User Guide, which is posted along with the reports, and which will be helpful to the principals, superintendents and guidance counselors of high schools. Dr. Chamberlin said that the Commission received some good feedback from schools and from media regarding the reports.

In response to Mr. Bland's question regarding the ways of disseminating this data, Dr. Chamberlin said that it is posted on College Readiness link on the CHE website; and Learn More Indiana usually disseminates these reports. Ms. Lubbers added that these reports are provided to the schools, as well.

Mr. Bland suggested that the Commission take an opportunity to make this information widely known, in order to begin educating people as early as possible. Dr. Chamberlin agreed.

Ms. Lubbers said that this can be done with the Success Coalitions, to which Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, added that this is already being done. Teachers in the Coalition have a specific web page that has the data for the whole county, as well as for the school districts within that county.

Responding to Mr. Murphy's question about the possibility of following the data through the college, Dr. Chamberlin confirmed that the plan is to look into graduation rates in four years in order to provide this information back to the schools.

Mr. Smith made a comment on the importance of this data and its broad distribution. He also said that ISTEP scores should be seen as a pre-cursor to this data, to which Dr. Chamberlin responded that the Commission is partnering with American Institute for Research, a grantee for Midwest Regional Education Laboratory. They are doing a study on predictors of college readiness, using link data from DOE and CHE. They are also going back to match the eighth grade ISTEP scores, as well as some other K-12 data points, like attendance, Graduation Qualifying Exams/End of Course Assessment; and discipline information. They also look at APSAT/ACT results and at freshman/sophomore years in college, in an effort to find out whether it is possible to check on a seventh or eighth grader's being on track.

In response to Ms. Duarte De Suarez' question regarding tracking data on the waivers, Dr. Chamberlin confirmed that part of the college readiness study is going to look at students getting a waiver diploma and going into college.

Responding to a comment from Ms. Rozow that neither of the group is earning an average of 30 credit hours, Dr. Chamberlin explained that the reports include both part-time and full-time students. However, when the data was disaggregated and showed the full-time freshmen only, an average number of credit hours was 21-25. Dr. Chamberlin added that almost 40 percent of the students in graduating class of 2011-12 were bringing some kind of college credits with them.

In response to a request from Mr. Bland, Dr. Chamberlin assured him that it is possible to disaggregate by 21st Century Scholars, who graduate with waiver diplomas.

III. Discussion Items: The Public Square

A. Remediation Redesign

Ms. Moran-Townsend invited Ms. Lubbers to facilitate the panel.

Ms. Lubbers said that topic of remediation received considerable consideration during the legislative session; it exemplifies the need to use the information the Commission has to change the strategy in delivering education.

Ms. Lubbers introduced the panelists: Mr. Stan Jones, former Commissioner of Higher Education, current President, Complete College America; Mr. Thomas Snyder, President, Ivy Tech Community College; Ms. Jaclyn Down, Deputy Commissioner of Policy, Education and Training, Indiana Department of Workforce Development; and the Honorable Ed Clere, State Representative, House District 72.

Ms. Lubbers began the discussion by asking each panelist the same question, the answer to which should be a "Yes" or a "No". The question was: are more Indiana students in need of remediation than a decade ago? Mr. Jones and Mr. Snyder responded "No"; Ms. Dowd and Mr. Clere responded "Yes".

Ms. Lubbers said that remediation is a big stumbling block, especially for the first generation college going students. She asked Mr. Jones what he has learned in Complete College America (CCA) about the causes of the problems, and whether he has any suggestions on how to reverse this trend. Mr. Jones responded that one of the surprises in a data that CCA collected from 30 states is that high school students are as likely to need remediation as returning adults. At any community college in the country 60 percent of the new students will need remedial courses. Mr. Jones mentioned the report called "Remediation: Bridge to Nowhere", which will be released soon and will have related information.

Next, Ms. Lubbers asked Representative Clere why this year he sponsored the bill that deals with this issue and what he hoped to accomplish. Rep. Clere responded that there is growing consensus that remediation is a gigantic problem, and this is a legislative acknowledgement of this problem. It is an attempt to better align the use of resources and focus them where the remediation should be occurring.

Representative Clere said that almost 30 percent of high school graduates from both high schools in his district required remediation when they went to a state college or university. Rep. Clere added that graduates did not get from their high schools what they needed to be successful in college.

Ms. Lubbers said that Ivy Tech Community College is the largest provider of remediation in Indiana. She noted that Ivy Tech has been gaining a lot of national attention for its willingness to entertain a new delivery system. Ms. Lubbers asked Mr. Snyder about changes that are happening in Ivy Tech.

Mr. Snyder presented a series of slides regarding the subject of remediation. The reason for a change in remediation is that there has been increasing college going rate both in adults and young people, as well as in low-income adults. Mr. Snyder showed a chart with degree attainment rates among Indiana adults. He spoke about Lumina Gap, and presented a chart that showed that Indiana needs 633,000 new graduates, and only 332,000 complete college; thus, the gap is more than 300,000.

Mr. Snyder spoke about Ivy Tech's initiatives for remediation, among which are: gathering the data with "Achieving the Dream" and creating math pathways to help students with math remediation. 65 percent of Ivy Tech students this fall required two math remediation courses; 30 percent required writing remediation, and 29 percent – reading course remediation. Students who had passed certain tests, like PSAT, SAT, ACT, and Accuplacer were not required to take remediation courses. Mr. Snyder explained that within the last years Ivy Tech completely redesigned math, and now they have three required math courses. In conclusion, Mr. Snyder showed the core principles for a new approach for ensuring that all students are ready for college and can successfully complete college-level work.

Responding to a question from Ms. Moran-Townsend regarding the required math courses, Mr. Snyder said that for those students who came with their SAT scores, Ivy Tech is trying to develop college pathways that would help these students to find out what math course they need to take for certain programs.

In response to Mr. Smith' question about 633,000 of new graduates needed, Mr. Snyder explained that this is the number Lumina gives to the 48 states. Mr. Smith pointed out that this speaks of the need to bring the adult learners back into the system. Mr. Snyder confirmed that about a half of Ivy Tech's first-time students are adults.

Ms. Lubbers said that there are two sides of adult population: those, who go immediately to Community College, and those who enter through the adult basic education or workforce preparation. Ms. Lubbers asked Ms. Dowd to speak about the DWD's partnerships, providers around the state, relationship with Ivy Tech, and what DWD is doing to change the way adult basic education is being delivered to adult learners.

Ms. Dowd said that traditionally adult education exists within the K-12 system across the country or in community college systems. She explained that adult education was moved over to DWD to align basic education with workforce training. Now Indiana is one of the seven states that have adult education and labor in Workforce Development. Ms. Dowd said that performance funding urges providers to develop

accelerated curriculum to help students with professional training. Ms. Dowd explained that high schools are not the only providers and fiscal agents. DWD has set a consortium model, and they are partnering with postsecondary organizations, and economic achievers in commerce. Ms. Dowd said that adult students, who are getting their GED, can get their occupational training certification, as well. Ms. Dowd pointed out that one in six people who come to DWD do not have high school diploma or GED; one in three does not have any industry recognized credentials.

Ms. Dowd added that there are students who have high school diploma, but still need remediation, and DWD also provides it. These students need good counseling and assessment of their aptitudes, so that they could be placed both on the educational track and on the training for the career track. Ms. Dowd said that Ivy Tech works with DWD on the local level to open up the classrooms, and offer time and instructors; as well, as transitional counselors and financial aid advisors. Ms. Dowd explained that having a GED is no longer enough to get a good job. She added that 65 percent of their students will need not only academic credentials, but some occupational training skills to get a job.

Responding to a question from Mr. Smith regarding funding, Ms. Dowd explained that DWD just received $9.5 million from the federal government; $14 million from the state for the programs in adult education; and there is also the Work Indiana program, which is occupational training. Ms. Dowd added that the state legislature agreed to give DWD $5 million each year for two years to put to this programming, and this will help DWD to have three times more students than they have today.

In response to Mr. Smith question regarding the number of participants in this program at present, Ms. Dowd said that last year they served 28,700 individuals; they have 17 percent increase in GED in previous year, and 44 percent increase in level gain in learning, which is $1,112 per level gain. A level gain equals two grade levels at a traditional school.

Responding to Mr. Smith' request, Ms. Dowd explained that DWD has about 270 locations that deliver adult education curriculum across the state, as well as about 500 teachers, administrators and educators.. Part of the DWD's state and federal funding goes toward a professional development.

Ms. Dowd also talked about Work One. She said that one sub-system in Work-One is to deliver a number of resources and services to unemployed and underemployed. They also work with returning veterans. DWD is aligning the in-school – out-of-school JAG model with DWD's out-of-school model for dropout young adults. This year 47 percent of the individuals served in adult education were under the age of 24; 19 percent were 16-18 years old. This program is supported by federal funding, and received between $49 and $52 million.

In response from Ms. Duarte De Suarez about the delivery of education via web-based tools, Mr. Jones responded that a recent research report done by the Community College Research Center showed that distance education was a complete disaster for low-achieving students, because they need a school structure and teachers in classrooms. Even though distance education is important, the students have to be self-disciplined and know about the computers. Ms. Dowd added that students can

be helped to use distance learning. Mr. Snyder said that this is a very important tool, and Ivy Tech is trying to do a better job in preparing students to work on-line.

Responding to Mr. Murphy's question about a difference between the remediation of adults and high school graduates, Mr. Snyder said that 17-18 year olds are less likely to have a clear picture of their future, while an adult returning to school knows exactly what he wants to do. Mr. Snyder showed an article that says that college algebra is not for everybody, and pushing students into taking Algebra II at the eighth grade does not help them understand math in a broad way.

Mr. Jones echoed this remark by saying that there needs to be a more differentiated approach to serve the students. Some of these students are headed to a new program, and there will be math embedded in this program; others need to go to a transferrable academic program to a four-year college; and yet currently they take the same placement test and same remediation.

Mr. Murphy asked whether there should be programs for eighth or ninth graders to direct them in the area in which they can get more engaged. Mr. Snyder said that if there is no intention to educate everybody to be an engineer, the question is whether students are being relegated to underperforming in what they want to do. Mr. Snyder added that it is necessary to elevate career and technical education as invaluable way to middle class, and this has not been done in at least 20 years.

Mr. Jones pointed out that this calls for a different strategy, Guided Pathways to Success. The idea behind it is to have the clear pathways for students, where the courses are clearly outlined, the students get help in picking majors, and the programs are more descriptive. But one of the features, called meta-majors, is really helping students choose their major and being more broadly educated for the first semester.

Ms. Rozow asked about transferring math classes and the need of taking certain math courses for certain programs. Mr. Snyder responded that in Ivy Tech everybody is required to take Algebra II, and this is also required in some colleges. Mr. Jones added that if a student wants to transfer to Purdue University or Indiana University, they will need to have college algebra.

Mr. Bland said that it seems there is some missed earlier opportunity. He asked Ms. Dowd whether she sees a more fundamental opportunity to address this problem. Ms. Dowd talked about JAG, which is a dropout prevention program, and shows tremendous results. Ms. Dowd said that DWD has 88 percent graduation rate among the students who were likely to dropout. Ms. Dowd added that it is also important to identify these students early on, and that strong academic and counseling support is needed.

Dr. Scheller expressed his opinion on the need of remediation. One issue is that students are expected to remember math from high school, and it is unreasonable. Second issue is that there is an opinion that the students need to know more now than they needed some time ago, and this may not always be the case.

Mr. Jones responded that nationwide there is a failure of remediation on college level. A huge number of students, including high school students, have to take the

same course that they just took the previous year. Mr. Snyder added that now every parent starts to realize that the Math Core may not be the answer to everything.

Representative Clere said he has tried to elevate this issue and have a solution for it. He mentioned a major media story in "Indianapolis Star" back in January, the focus of which was taking financial aid away from the students; however, there has never been a desire to do this. This was an attempt to make sure that the resources are being used in the best way. Representative Clere added that there have to be broader ways of remediation and stability.

In response to Mr. Smith's question on how adequately Indiana is investing or how far behind it might be on a per capita basis, Ms. Dowd said that if based on the dollar amount being spent on each student, Indiana is on a low side.

Mr. LaMothe expressed concern regarding accommodating the remediation needs in higher education system; whether it is building a world quality higher education system going forward. Mr. LaMothe also made an observation that the source of the problem is K-12 system and some significant issues in this system. He was worried that if they are not dealt with now, 20 or 30 years from now there will be a massive quality problem with a whole set of unintended consequences.

Mr. Jones said that every year ACT results show that only one third of our graduating seniors are college ready; and two thirds of the graduates who go to college are not. Mr. Jones pointed out that students are to be pushed to a much higher level, and they need to meet much higher standards. He added that another problem is that even if students are not ready, they are still going to come to college, and colleges are still going to take them.

Ms. Moran-Townsend thanked the panelists.

IV. DECISION ITEMS

Ms. Moran-Townsend read a Resolution to Redesign Remediation in Indiana.

A. Resolution to Redesign Remediation in Indiana

R-13-03.2

WHEREAS, nearly a third of recent Indiana high school graduates and more than two-thirds of the state's community college require postsecondary remediation in English or mathematics;

WHEREAS, less than one in five Indiana college students in postsecondary remediation will graduate within six years;

WHEREAS, the annual cost of postsecondary remediation to Hoosier students and taxpayers is estimated to exceed $35 million at Indiana's community college alone;

WHEREAS, Indiana's K-12 and higher education systems must strengthen efforts to reduce the number of high school graduates,

who require postsecondary remediation through increased academic preparation and early intervention;

WHEREAS, Indiana must promote instructional practices that reduce the time college students spend in remediation and accelerate their successful transition to college-level coursework;

WHEREAS, research has shown that many students identified as needing postsecondary remediation can succeed in credit-bearing, gateway college courses when given the opportunity and additional support;

WHEREAS, Indiana's community college has shown promising success at delivering remediation through a co-requisite model that places students in college-level courses with supplemental support; and

WHEREAS, the Indiana Commission for Higher Education is committed to championing state policies and practices that increase college completion, productivity and academic quality,

NOW THEREFORE BE IT RESOLVED,

I. **Early Intervention:** The Commission endorses common college-readiness standards, assessments and supplemental instruction in high school as the optimal method of ensuring students are prepared to succeed in postsecondary education;

II. **College Remediation:** The Commission endorses the co-requisite model as a statewide best practice for postsecondary remediation and affirms Ivy Tech Community College's goal of delivering 100 percent of its remedial coursework through the co-requisite model by 2014; and

III. **Comprehensive System:** The Commission is committed to developing a well-coordinated and aligned statewide remediation strategy by 2015 in partnership with the Indiana Department of Education and Indiana Department of Workforce Development that increases student success and education attainment (Motion – Murphy, second – Peterson, approved with editions by consensus).

Mr. Murphy suggested adding the word "preferred" to "optimal method" in resolution 1, to read "optimal and preferred method".

Mr. LaMothe asked whether the phrase in number 3, that reads "well-coordinated and aligned statewide remediation strategy" should read "well-coordinated and aligned statewide education strategy". Mr. Lubbers explained that in this case this wording can

be used. The Commission was specifically using the word "remediation"; even though the preferred way is in high school, the students will get their remediation in Community College System. Ms. Lubbers added that the Commission is talking about the strategy that will help directing the students to the places where they are most likely to be successful. Mr. LaMothe withdrew the suggestion, and expressed hope to discuss the issue of an aligned education system that solves these problems in the next decade.

B. Academic Degree Programs on Which Staff Proposes Expedited Actions

Dr. Ken Sauer presented this item.

R-13-03.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program(s), in accordance with the background discussion in this agenda item and the Program Description:

- *Bachelor of Science (B.S.) in Civil Engineering* to be offered by Purdue University North Central at Westville (Motion – Scheller, second – Fisher, unanimously approved)

C. Policy on Rates for Dual Credit Courses Taken in a High School Setting

Mr. Dudich presented this item.

R-13-03.4 **RESOLVED:** That the Commission for Higher Education approves the *Policy on Rates for Dual Credits Courses Taken in a High School Setting* (Motion – Smith, second – Rozow, unanimously approved).

D. Adoption of Non-Binding Tuition and Mandatory Fee Targets for 2013-14 and 2014-15.

Mr. Dudich presented this item.

R-13-03.5 **RESOLVED:** That the Commission for Higher Education adopts the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana's public postsecondary institutions for 2013-14 and 2014-15, consistent with this agenda item (Motion – Smith, second – Rehnquist, one abstained, approved by the majority of votes)

E. Indiana-Kentucky Reciprocity Agreement

Ms. Sara Appel, Academic Programs Manager, presented this item.

R-13-03.6 **RESOLVED:** That the Commission for Higher Education approves the *Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity*, dated May 9, 2013 (Motion – Smith, second – Bland, unanimously approved.)

F. Program Participation Agreements Approval

Ms. Mary Jane Michalak, Associate Commissioner, Division of Student Financial Aid, presented this item.

R-13-03.7 **RESOLVED:** That the Commission approves the program participation agreements (PPA) for each school type (Motion – Smith, second – Duarte De Suarez, unanimously approved)

Mr. Smith expressed concern regarding the way some universities abuse the state financial aid policy and withhold financial aid that should be provided to the students along with the federal and state aid. Mr. Smith added that he would like to have some future discussion on the Commission's involvement with the institutional aid policies.

Ms. Lubbers responded that the Commission has the College Cost Estimator that shows all institutional aid and scholarships provided to the students. Mr. Smith said that it doesn't show how the financial aid is administered.

Ms. Michalak assured Mr. Smith that there will be an opportunity to make changes to the agreements, and the process will be modernized in the future. At present, there is no termination dates on these agreements, so some modifications will be made in the future. All institutions that currently provide financial aid to the students will be brought together on to the same level. Ms. Michalak also assured Mr. Smith that Independent Colleges of Indiana would be invited to the Commission's future meetings to have a discussion.

G. Adoption of Electronic Meeting Policy

Ms. Moran-Townsend asked for a motion to approve this item.

R-13-03.8 **RESOLVED:** That the Commission for Higher Education approves the *Electronic Meeting Policy for Commission Meetings*, dated May 9, 2013 (Motion – Murphy, second – Costas, unanimously approved)

H. Resource Development and Implementation Support for Indiana's 21st Century Scholars Program

Ms. Moran-Townsend asked for a motion to approve this item.

R-13-03.9 **RESOLVED:** That the Commission for Higher Education authorizes staff to contract for supplemental services to support the development and implementation of resources that equip 21st Century Scholars to meet new Scholar Success Programming requirements (Motion – Peterson, second – Rozow, unanimously approved)

V. INFORMATION ITEMS

A. Status of Active Requests for New Academic Degree Programs

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

C. Capital Improvement Projects on Which Staff Have Acted

D. Capital Improvement Projects Awaiting Action

VI. NEW BUSINESS

Ms. Moran-Townsend welcomed Mr. Jon Costas back to the Commission.

Ms. Moran-Townsend introduced Ms. Melinda Merony, a new Administrative Assistant/Event Manager on the Commission, and Ms. Rachel Meyer, Student Financial Aid Advisor for the Division of Student Financial Aid.

Ms. Moran-Townsend asked for a motion to approve hiring these two new employees.

R-13-03.10 **RESOLVED:** That the Commission for Higher Education approves hiring Ms. Melinda Merony and Ms. Rachel Meyers (Motion – Smith, second – Murphy, unanimously approved)

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.

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Marilyn Moran-Townsend, Chair

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Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DISCUSSION ITEM : **Public Square – Defining and Measuring Quality**

Background

Reaching Higher, Achieving More calls for Indiana's colleges and universities to adopt and implement a nationally benchmarked assessment of student learning and publicly report learning gains made from the time students enroll and graduate by 2015. Over the next three months, we will use the Public Square to examine methods of defining quality and identifying quantitative measures of quality. In this particular discussion, we will look at one approach that focuses on student work product (e-portfolios). AAC&U has done groundbreaking work in this area through its LEAP initiative.

Our panel will include:

- Carol Geary Schneider, President, Association of American Colleges and Universities
- Kathy Johnson, Associate Vice Chancellor for Undergraduate Education and Dean of University College, IUPUI
- Frank Moman, Vice Chancellor for Academic Affairs, Ivy Tech Community College, Indianapolis
- Karen Schmid, Vice Chancellor for Academic Affairs, Purdue University, North Central

Supporting Document Glossary of Terms for the LEAP Initiative

Panelist Bios

Carol Geary Schneider, President
Association of American Colleges and Universities

Carol Geary Schneider is president of the Association of American Colleges and Universities. Under her leadership, AAC&U launched *Liberal Education and America's Promise* (LEAP), a public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century. AAC&U has become widely recognized as both a voice and force for strengthening the quality of student learning in college for all students and especially those historically underserved in U.S. higher education; it is working with hundreds of colleges and universities and numerous state systems to expand the benefits of liberal education across the entire curriculum, through new integration between the core outlines of liberal education and student learning in their major fields.

Dr. Schneider has published extensively on all the major areas of her educational work and has taught at the University of Chicago, DePaul University, Chicago State University and Boston University.

Dr. Schneider is a graduate of Mount Holyoke College with a bachelor's degree in history. She studied at the University of London's Institute for Historical Research and earned the Ph.D. in history from Harvard University. She has received numerous awards and recognitions for her efforts to restore the centrality of liberal education, including eleven honorary degrees, a Mina Shaughnessy award from the U.S. Department of Education, and the 2013 Boyer award from the National Association of Colleges and Universities.

FRANK MOMAN, Ph.D., Vice Chancellor of Academic Affairs
Ivy Tech Community College-Central Indiana

Dr. Moman is currently serving as vice chancellor of academic affairs at the Central Indiana region of Ivy Tech Community College. In the position of vice chancellor, Dr. Moman provides academic leadership and guidance to Ivy Tech's largest region, serving more than 26,000 students, as well as 190 full-time faculty and more than 700 adjunct faculty.

In his 15 years with Ivy Tech, Dr. Moman has held several positions of leadership within the college. He previously served as dean of the School of Business. Prior to this position, Dr. Moman served as chair of the Business Administration program and associate professor/assistant program chair of the Computer Information Systems program. He was also a Computer Information Systems faculty member for five years and chair of the Business Administration program and Logistics program for three years. Prior to his present profession as educator, he served 27 years in the U.S. Army. In the Army, Dr. Moman served in successive positions of leadership from lieutenant to colonel.

Dr. Moman earned his doctoral degree in educational leadership from Indiana State University. He has a bachelor of science degree in mathematics and minor in chemistry. Frank also has a master's degree in management from Oakland City University. His military education includes leadership schools starting with the United States Army Ranger School and culminating at the United States Army War College.

Karen Schmid, Vice Chancellor for Academic Affairs
Purdue North Central

Karen Schmid has been Vice Chancellor for Academic Affairs at Purdue North Central for five years. Previously she served as Associate Vice President for Academic Affairs at Indiana State University. Dr. Schmid is professor of Child Development and Family Studies and earned her B.S. and Ph.D. from the University of Minnesota.

Kathy Johnson, Associate Vice Chancellor for Undergraduate Education and Dean of University College
Indiana University Purdue University Indianapolis

Dr. Kathy Johnson is Associate Vice Chancellor for Undergraduate Education and Dean of University College, as well as Professor of Psychology at Indiana University-Purdue University Indianapolis. She is responsible for providing leadership to precollege, transition to higher education, and ongoing undergraduate academic support programs in University College and for providing campus-wide leadership related to undergraduate education. She teaches first year seminars, seminars on research techniques and undergraduate level courses in psychology, and serves on numerous committees and advisory boards related to college student learning and success.

Association of American Colleges and Universities (AAC&U): AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises nearly 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U organizes its work around four broad goals:

1. LEAP: Liberal Education as a Global Necessity
2. Quality: 21st Century Markers for the Value of US Degrees
3. Equity: Innovation, Inclusive Excellence, and Student Success
4. Social Responsibility: Integrative Liberal Learning for the Global Commons

Comparable assessments: use common metrics and competencies to gauge learning.

Degree Qualifications Profile (DQP)*:* or qualifications framework – illustrates clearly what students should be expected to know and be able to do once they earn their degrees at any level.

Essential Learning Outcomes (ELO): AAC&U has developed a set of rubrics to assess many of the following learning outcomes. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

LEAP Campus Action Network: Currently comprising more than 300 colleges and universities in every region of the country, the LEAP Campus Action Network brings together academic and student affairs leaders to share best practices in undergraduate education, strengthen educational achievement on their own campuses, and improve their abilities to communicate about the value of a liberal education in today's world. The LEAP Campus Action Network sponsors communications workshops, publishes tools for campus analysis and communications capacity building, and helps educational reformers across the country advance their work. Nine of Indiana's public campuses/institutions are participants in this network.

LEAP State: brings AAC&U and member campuses into intentional work together toward systemic change. Through local campus and public policy leadership, the initiative supports public advocacy and curricular renewal for liberal education. The initiative builds platforms for campus action and frameworks to advance essential learning outcomes in general education and across institutional operations. Through targeted, system-based work, the initiative fosters cross-campus collaborations to raise levels of inclusion and success for all students.

The current activities of the LEAP States Initiative are focused on the *Quality Collaboratives*, two- and four-year campus transfer partners working together in eight states to align transfer policy and practice around the authentic assessment of student competencies. Campus- and system-level teams in each LEAP State are collaborating over the next three years to test degree frameworks and to develop policy recommendations and assessment tools to serve this goal.

Learning outcomes*:* statements of education achievement and are expressed in terms of what the learner is expected to know, understand and be able to do on completion of the award or module.

Liberal Education and American's Promise (LEAP): Launched in 2005, Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

Quality Collaboratives: Assessing and Reporting Degree Qualifications Profile Competencies in the Context of Transfer: a three-year project launched with support from the Lumina Foundation and the William and Flora Hewlett Foundation as a part of AAC&U's ongoing Liberal Education and America's Promise (LEAP) initiative. Beginning in October 2011, AAC&U engaged teams of educational, assessment, and policy leaders in California, Indiana, Kentucky, Massachusetts, North Dakota, Oregon, Utah, Wisconsin, and Virginia. Two- and four-year institutions in each of these states have already been working extensively within the LEAP network of projects, states, and institutions on issues of learning outcomes, curricular change, high-impact practices, and assessment. They will build on these prior efforts to clarify, map, assess, and improve the achievement of learning outcomes essential for success in life, work, and citizenship in the twenty-first century.

Tuning: is a faculty-driven process to articulate what a student knows and is able to do in a given discipline at the point of degree. Typically, faculty from four-year and two-year colleges and universities within a state meet by discipline to work through the Tuning process. Both public and private institutions within a state/region are included in the Tuning process, though participation is voluntary. Faculty members meet in their respective discipline groups to generate

competencies and outcomes for their respective degrees. Tuning involves creating a framework that establishes clear learning expectations for students in each subject area and sets forth clear responsibilities for institutions to invite all stakeholders (faculty, students, recent graduates, and employers) to have input into the process. It is critically important, however, that all programs being tuned retain their academic autonomy.

Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics: diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions drafted and revised institutional-level rubrics (and related materials) to correspond with the AAC&U Essential Learning Outcomes. Each VALUE rubric (listed below) contains the most broadly shared criteria or core characteristics considered to be critical for judging the quality of student work in a particular outcome area.

VALUE Rubrics:

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

Integrative and Applied Learning

- Integrative and applied learning

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM A: **Resolution on Indiana Becoming a LEAP State**

Staff Recommendation That the Commission adopt the *Resolution on Indiana Becoming a LEAP State*.

Background Founded in 1915, the Association of American Colleges and Universities (AAC&U) is a leading national association concerned with the quality and vitality of undergraduate education, and is therefore well positioned as a constructive resource in helping Indiana to realize the Quality goals that are part of *Reaching Higher, Achieving More*.

Indiana institutions, as well as the Commission for Higher Education, have been active participants in many AAC&U projects and initiatives (see Attachment 2 for a glossary that identifies some of these initiatives and defines related terminology). There are currently 17 public and independent Indiana institutions or university campuses that are members of the AAC&U LEAP Campus Action Network, and Indiana is one of nine states participating in the AAC&U Quality Collaboratives project.

The Commission and the institutions have already utilized the AAC&U Essential Learning Outcomes and VALUE Rubrics as reference points in developing the Statewide Transfer General Education Core. Looking to the near future, AAC&U's expertise and on-going projects in related areas should also assist Indiana in developing the Single Articulation Pathways (newly mandated by SEA 182-2013), further refining the Statewide Transfer General Education Core, and exploring assessment approaches to demonstrate student mastery of competencies and learning outcomes.

By joining the LEAP States Initiative, Indiana will have the benefit of working with other large-scale efforts designed to improve teaching and learning, emphasize learning outcomes and assessment, and produce not just more college graduates, but college graduates with a skill set aligned with the demands of the 21st Century workforce. There are currently eight states, including two in the Midwestern Higher Education Compact (MHEC), that are part of the LEAP States Initiative: California, Kentucky, Massachusetts, North Dakota, Oregon, Utah, Virginia, and Wisconsin.

Supporting Document *Resolution on Indiana Becoming a LEAP State*, June 13, 2013

Resolution on Indiana Becoming a LEAP State

June 13, 2013

WHEREAS, *Reaching Higher, Achieving More* embraces the proposition that Indiana's completion, productivity, and quality goals are not mutually exclusive, and that our State's success depends on achieving all three;

WHEREAS, the Quality section of *Reaching Higher, Achieving More* emphasizes the need to clearly articulate the learning outcomes associated with a college education and calls for the adoption of "comparable assessments that use common metrics and competencies to gauge learning";

WHEREAS, the core activities of the Association of American Colleges and Universities (AAC&U), and in particular, its LEAP States Initiative and its Quality Collaboratives project, comprise an extraordinary set of resources – including research-based best practices derived from nearly 1,300 member two- and four-year institutions – that can aid the Commission in meeting its Quality-related goals;

WHEREAS, AAC&U's national 2013 survey of employers, the latest in a series commissioned since 2005, provides key insights into the competencies that employers value in college graduates;

WHEREAS, Indiana institutions enjoy a long history of involvement in AAC&U activities, as exemplified by IUPUI, whose Principles of Undergraduate Learning served as an important influence on the development of AAC&U's LEAP Vision for Learning and its Essential Learning Outcomes;

WHEREAS, nine of Indiana's sixteen public two- and four-year institutions and campuses, including six Indiana University and Purdue University regional campuses, as well as eight Indiana independent institutions, are presently members of the LEAP Campus Action Network;

WHEREAS, Indiana is one of nine states participating in AAC&U's Quality Collaboratives project, which if focused on the Degree Qualifications Profile and authentic assessment of student learning; and

WHEREAS, the Indiana Commission for Higher Education is committed to promoting approaches and supporting campus practices that lead to demonstrated student mastery of the intellectual and practical skills needed for Indiana's workforce to be innovative, entrepreneurial, and internationally competitive in the 21st Century,

NOW THEREFORE BE IT RESOLVED,

I. **Best Practices:** The Commission endorses Indiana joining the Association of American Colleges and University's LEAP States Initiative to collaborate with other states in identifying and advancing best practices that result in Indiana colleges graduating more students with the 21st Century knowledge and skills to succeed as lifelong learners and members of the workforce;

II. **System Coherence:** The Commission uses the opportunity of becoming a LEAP State to bring together Indiana's various state-level and campus initiatives in an integrated way to reinforce one another and amplify their impact on student learning; and

III. **Transformational Change:** The Commission, the institutions, and the business community commit to a strategic, comprehensive agenda to bring to scale innovative models that enhance teaching and learning, so that all students graduate with the knowledge and skills needed to be successful participants in the 21st Century workforce.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM B-1: **Bachelor of Science/Bachelor of Art in Anthropology To Be Offered by The University of Southern Indiana at Evansville**

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science/Bachelor of Art in Anthropology to be offered by the University of Southern Indiana at Evansville, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on May 8, 2013 reacted favorably to the proposal. Committee members and staff felt it appropriate to bring the program to the Commission for action as an expedited item.

Similar Programs in Indiana. According to the Independent College of Indiana (ICI) web site, there are seven Anthropology programs at the baccalaureate level in the ***independent*** or private not-for-profit sector (Hanover College, University of Indianapolis, University of Notre Dame, Butler University, Earlham College, Goshen College, Manchester University).

The Board for Proprietary Education (BPE) data base indicates there are no baccalaureate-level Anthropology programs in the ***proprietary*** or private for-profit sector.

Within the ***public*** sector, there are seven Anthropology programs at the baccalaureate level, which graduated a total of 113 students in FY2012.

Campus	FY2012 Bachelor's Graduates
Ball State University	17
Indiana State University	6
IU Bloomington	53
IU Northwest	6
IUPUI	10
IU South Bend	3
IPFW	18
Total	113

IWIS Analysis. Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from public university Anthropology programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year after graduation for these graduates was $21,358, whereas the average annual earnings one year after graduation for graduates in all baccalaureate programs was $35,027.

Standard Credit Hour Expectation. This program requires students to complete a total of 120 semester credit hours, which meets the standard credit hour expectation for baccalaureate programs.

Concluding Points. Adding this program is consistent with the mission of USI.

Supporting Document *Program Description – February 12, 2013*

Program Proposal
Bachelor of Science / Bachelor of Arts Degree in Anthropology
University of Southern Indiana

Submitted Fall 2012

1. Characteristics of the Program

a. Campus(es) Offering Program

University of Southern Indiana, Evansville

b. Scope of Delivery (Specific Sites or Statewide)

Specific Site, University of Southern Indiana, Evansville

c. Mode of Delivery (Classroom, Blended, or Online)

The degree will require classroom and laboratory instruction, with some courses available through hybrid and online delivery.

d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.)

Students have the option to participate in Archaeology Field School (ANTH 397), field internships and placements administered by the department, and laboratory practicums in the forensics, physical anthropology, and laboratory methods courses. The field school has been offered nearly every summer since 2008, with excavations at nearby New Harmony, Indiana. Students who have taken this course gain hands-on experience in archaeological excavation techniques and field methods. The field school is coupled with the Anthropology Lab Methods course (ANTH 401), which is designed as a practical course in artifact identification and analysis. Students taking both of these courses will have all the basic skills for an entry-level position in archaeology.

In the past, anthropology students have participated in internships as part of their training. The department anticipates these opportunities will continue and expand. Internships provide valuable "real-world" job training and experience not otherwise available in the university setting. The presence of an internship on a job application also greatly increases the employability of our graduates. Students have participated in paid internships at Cultural Resource Analysts, Inc., a contract archaeology firm with offices in downtown Evansville. In the present day, most archaeologists work at for-profit firms such as this one, and students will continue to benefit greatly by observing and participating in the day-to-day activities of working archaeologists.

Internships have also been arranged with the Indiana State Museum in Indianapolis and Angel Mounds State Historic Site in Evansville. In summer 2011, for example, a student worked in the collections area of the state museum, learning the basics of artifact curation, conservation, and artifact restoration. This is another field in which archaeologically-trained students can find employment.

In summer, 2013, the department will be offering a three-week summer study abroad program in the Peruvian Amazon. This course will provide anthropology students with first-hand field experience while studying human adaptation to the Amazonian environment.

e. Academic Unit Offering Program

USI Department of Sociology, Anthropology, and Criminal Justice Studies, College of Liberal Arts.

2. Rationale for Program

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

The proposed program supports the University of Southern Indiana's mission by promoting civic and cultural awareness through courses designed to enhance student understanding of diversity. The following courses are representative of the offerings in the curriculum that promote these goals: Introduction to World Cultures, Introduction to Archaeology, Introduction to Physical Anthropology, Native Peoples of North America, Peoples of Asia, Peoples of Latin America, Peoples of Africa, Human Variation, and Archaeology of Greece. The holistic perspective and global approach embodied by anthropology correspond to the mission statement of the University and the focus on preparing students to live as members of a global community.

The proposed program also provides unique opportunities for community outreach and awareness on a local and international scale. New Harmony, a historic town only ½ hour from the University campus, was home to two 19th century experimental utopian communities. Since 1985, the University of Southern Indiana has been partnered with the Indiana State Museum and Historic Sites in encouraging cultural and educational programs in keeping with the town's utopian background. From 2008 – 2012, anthropology faculty and students have been actively working on archaeological excavations and research as an active part of USI's commitment to Historic New Harmony. Furthermore, in summer 2013, anthropology students will be participating in a summer study abroad program to the Peruvian Amazon.

Students will be provided with a comprehensive undergraduate education in

anthropology through an academically rigorous program of study in the tradition of the Liberal Arts. The curriculum integrates anthropological methods and theory in the three major subfields (cultural anthropology, archaeology, and physical anthropology). The overall goal is to provide students with a variety of skills, whether they choose to seek employment immediately after graduation or pursue graduate studies in anthropology. Many of these skills will be of immediate use and are marketable in today's workplace. Anthropology students are adept, for example, at interacting with people from diverse cultural backgrounds and/or adapting marketing and public relations to different population groups.

In addition, from the perspective of archaeological education and research, the Ohio River valley is one of the most archaeologically-rich areas of Indiana, both in terms of Native American sites and later historic period occupations (e.g., New Harmony). Two of the largest archaeological sites in Indiana, Angel Mounds State Historic Site and the Mann site, are located within a few miles of the University of Southern Indiana. Over 1,200 documented prehistoric sites are located in Posey County alone, just two miles from the University (Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology, 2012).

b. State Rationale

The University of Southern Indiana will be the only public institution in the southwest region to offer a Bachelor of Arts/Bachelor of Science in Anthropology degree. Indiana University (Bloomington) and Indiana University-Purdue University Indianapolis are the nearest public institutions to offer undergraduate anthropology degrees. However, the closest public institution, Indiana State University (Terre Haute), does not offer a bachelor's degree in anthropology. USI is the only public university that services the southwest region of Indiana.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The University of Southern Indiana serves the entire state of Indiana in general and the southwest portion of the state, in particular. The Indiana Department of Workforce Development defines this area as "Region 11," which includes Knox, Pike, Dubois, Perry, Spencer, Warrick, Gibson, Posey, and Vanderburgh counties. The University of Southern Indiana will be the only public institution in southern Indiana to offer a degree in anthropology.

The anthropology program is designed to prepare students for direct entry into social science, community service, military, for-profit and not-

for-profit business occupations as well as advanced graduate study. Nationwide, approximately thirty to forty percent of Bachelor of Arts/Bachelor of Science graduates in anthropology pursue post-graduate education in anthropology and related disciplines (National Association for the Practice of Anthropology, American Anthropological Association). In general, cultural and linguistic anthropologists work in federal, state and local government (including branches of the military), international agencies, healthcare centers, not-for-profit associations, research institutes and marketing firms. Physical anthropologists work in biomedical research, human engineering, private genetics laboratories, and pharmaceutical firms. Archaeologists work in environmental projects, human-impact assessment, and for-profit contract archaeology (i.e., "cultural resource management"). Table 2 lists anthropological occupations, as compiled by the American Anthropological Association, the leading professional organization in the United States.

ii. Preparation for Graduate Programs or Other Benefits

According to the American Anthropological Association, thirty to forty percent of anthropology majors pursue graduate degrees in anthropology, archaeology, medicine, and related fields. The Association of American Medical Colleges reports that over fifty percent of anthropology majors are successful in their applications to attend medical school, a rate far higher than any other social science (Association of American Medical Colleges, 2011). With required courses in all anthropological subfields, and a curriculum emphasis on theory, research, and experiential learning, students will be well prepared for graduate study.

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

According the Bureau of Labor Statistics' Occupational Handbook 2010-11 edition, employment for social scientists is projected to grow much faster than average:

> "Overall employment of anthropologists and archaeologists, geographers, and historians is expected to grow by 22 percent from 2008 to 2018, which is much faster than the average for all occupations. Anthropologists and archaeologists, the largest specialty, is expected to grow by 28 percent, driven by growth in the management, scientific, and technical consulting services industry. Anthropologists who work as consultants will be needed to apply their analytical skills and knowledge to problems ranging from economic development to forensics. A growing number of

> anthropologists also will be needed in specific segments of the Federal Government, such as the U.S. Department of Defense, to assess the regional customs and values—or "cultural terrain"—of a particular society in specific parts of the world. Employment growth of archaeologists will be driven by higher levels of overall construction, including large-scale transportation projects and upgrades to the Nation's infrastructure. As construction projects increase, more archaeologists will be needed to ensure that Federal laws related to the preservation of archaeological and historical sites and artifacts are met." (Bureau of Labor Statistics, 2010)

Locally, the projected long-term job growth for social science and related occupations in Region 11 will outpace that of the state, with 23.8% and 20.3% projected growth, respectively (Indiana Department of Workforce Development, 2010). Table 1 reports the projected job growth for Region 11, the state, and U.S. for anthropology related careers.

iv. National, State, or Regional Studies

Survey data gathered from individuals holding an undergraduate degree in anthropology indicate that anthropology majors have entered into employment in a diverse number of fields. Graduates with an anthropology degree gain employment as sales representatives, business managers, operations clerks, nurse administrators, archivists, case examiners, intelligence analysts, sales managers, teachers, social workers, environmental analysts, quality control technicians, counselors, education coordinators, field archaeologists, publications associates, media services coordinators, grants managers, laboratory directors, marketing consultants, and numerous other careers (Ferraro, 2011; Camenson, 2005; Omohundro, 1998).

<u>Cultural and Linguistic Anthropology</u>:
The need for cultural anthropologists in both domestic and international business has been increasing since the 1980s (Ferraro, 2009; Dipak &; Becker, 2003; Alberi, 1997; Chapman, 1997; Kane, 1996). There is particular growth in marketing and management consultation services:

> "...More ethnographers are heading into boardrooms...bringing new insights to a less exotic, but just as complex, tribe: consumers. And why not? The U.S. consumer market is made up of thousands of individual little cliques, subcultures, really, that all have their

> unique way of looking at life. An anthropologist...studies consumers for clients like Kodak, Campbell's Soup, and Guinness beer. Consumer groups have their own language, rituals, symbols, and values. Crack the code, and you can develop new brands, products, and services that more effectively serve your unique tribe of customers." (Wellner, 2003)

Corporations employ anthropologists to study their customers and product production. Additionally, anthropologists are used to help companies understand cultures and market products in other countries, and help different corporate "cultures" or departments understand each other. Yahoo!, Microsoft, Zynga, Intel, Motorola, Xerox, General Motors, Media One, and Procter and Gamble are just a few of the notable large corporations that maintain a staff of cultural anthropologists (Ferraro, 2009). Anthropology graduates also find ready employment in advertising and marketing agencies throughout the region, state and country.

Locally, employment positions include local, state, national and international business as well as national/state parks, museums, historical sites, environmental conservation and agricultural firms, local/state government, and other social science and service occupations. Table 1 lists specific occupations along with projected job growth.

Archaeology:
For graduates interested in pursuing a career in archaeology, there are a number of international, national, state and local opportunities. Anthropologists have knowledge of cultural history and archaeology, and a skill set that includes aspects of artifact curation and historic preservation. Many archaeologists work at the federal level (e.g., the U.S. Forest Service, National Park Service, Bureau of Land Management, the U.S. Army Corps of Engineers, and the National Resource Conservation Service). Additionally, every state has a State Historic Preservation Office with one or more archaeologists on staff. Archaeologists are also employed with the State of Indiana in the Division of State Parks and Reservoirs and INDOT.

Region 11 is also home to two of the largest and most significant archaeological sites in Indiana, Angel Mounds State Historic Site and the Mann site. Both are located within a few miles of the University of Southern Indiana. Over 1,200 additional documented sites are located in Posey County alone, only two miles from the University (Indiana

Department of Natural Resources Division of Historic Preservation and Archaeology, 2012).

Today, the majority of professional archaeologists work for for-profit firms that conduct Cultural Resource Management (CRM) investigations as required by Federal historic preservation law. CRM firms hire additional field archaeologists as temporary staff to assist with field investigations. Additionally laboratories, engineering and environmental companies, companies specializing in archaeological investigations, and private consultants employ entry-level archaeologists.

Physical Anthropology:
Career paths in physical anthropology include the automotive and aerospace industries, private consulting firms, the U.S. military, museums of natural history/science, zoological management and/or breeding, medical examiners and coroners, police departments, and public health departments. Additionally, hospitals, regional primate centers, and private biomedical oriented research laboratories employ trained physical anthropologists. For most careers in physical anthropology, graduate training is required. The Association of American Medical Colleges reports that over fifty percent of anthropology majors are successful in their applications to attend medical school, a rate far higher than any other social science (Association of American Medical Colleges, 2011). Entry-level laboratory, exhibition assistant, technician, public education and outreach, and research assistant positions are available for Bachelor of Arts/Bachelor of Science graduates.

Table 1: Projected Growth of Anthropology-Related Careers
[Source: Indiana Department of Workforce Development, 2010]

Occupations	Long-term Project Growth to 2018		
	Region 11	Indiana	U. S.
Advertising, Marketing, Promotions, Public Relations, and Sales Managers (total)	10.8%	10.3%	12.9%
Administrative Services Managers	9.9%	9.8%	12.5%
Human Resource Managers	3.8%	5.8%	9.6%
Life, Physical, and Social Science Occupations	8.8%	16.2%	19.0%
Conservation Scientists	n.d.	9.3%	11.9%
Social Scientists and Related Workers	23.8%	20.3%	21.3%
Market Research Analysts	n.d.	23.3%	28.1%
Survey Researchers	n.d.	28.2%	30.3%
Urban and Regional Planners	n.d.	18.1%	19.0%
Historians	n.d.	32.2%	11.6%
Social Scientists and Related Workers, All Other	n.d.	22.0%	22.5%
Life, Physical, and Social Science Technicians (total)	5.1%	9.9%	12.4%

Table 1: Projected Growth of Anthropology-Related Careers [Source: Indiana Department of Workforce Development, 2010]			
Occupations	Long-term Project Growth to 2018		
	Region 11	Indiana	U. S.
Environmental Science and Protection Technicians	n.d.	26.9%	28.9%
Forensic Science Technicians	n.d.	21.8%	19.6%
Life, Physical, and Social Science Technicians, All Other	5.1%	13.5%	13.3%
Community and Social Services Occupations (total)	16.4%	18.9%	16.5%
Counselors, Social Workers, and Other Community and Social Service	17.0%	19.3%	18.0%
Social and Human Service Assistants	21.5%	24.3%	22.6%
Community & Social Service Specialists, All Other	13.2%	16.8%	15.7%
Librarians, Curators, and Archivists	7.3%	8.6%	9.4%
Archivists	n.d.	7.1%	6.5%
Curators	n.d.	23.6%	23.0%
Museum Technicians and Conservators	n.d.	26.4%	25.6%
Social and Community Service Managers	12.7%	11.9%	13.8%

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

The USI Admissions Office does not currently code new student applications for anthropology, so no exact figures can be determined as to the number of new students who will choose anthropology as their major. However, a Liberal Arts survey conducted in 2007-2008 revealed that 13.1% of Liberal Arts students would have "Seriously Considered" an anthropology major if one had been available. The same survey also showed a significant majority (55%) of students believed the anthropology major program would be "Good for USI" (N=497 students). The department has documented five students who have left USI during 2009 to 2011 to pursue a degree in anthropology elsewhere. Those students, along with the others who do not inform us of their decision, will be retained if we had an anthropology major.

Table 2.: List of Occupations that Employ Anthropologists [Source: The National Association for the Practice of Anthropology, 2011]	
Agricultural Development	Information Technology – Human Factors Engineering
Archaeological Technician	Information Technology – Localization and Globalization
Architectural Historian	Information Technology – Network Design and Administration

Table 2.: List of Occupations that Employ Anthropologists [Source: The National Association for the Practice of Anthropology, 2011]	
Archivist	Land Use Specialist
Business - International Development, Inter-Regional & Global	Law Enforcement – Forensics
Business - International Trade	Legal Practices
Business – Product Design	Medical – Health Care
Business – Project Management	Medical – Public Health
Business – Program Management	Museum - Archeologist
Business – Research and Development	Museums – Curation
Census Analyst	Museums – Program Managers
City Planning/Regional Development	National Park Service Nonprofit – Grant Writing
Communication Specialist	Nonprofit – Management
Computer Science – Database Design and Development	Nonprofit – Policy Organizational Management
Computer Science – Software Design and Development	Preservation Planner
Computer Science – User Interface Design	Public Health Foundation
Community Development	Public Historian Research Associate
Community Health Program Manager	Public Health Monitoring and Evaluation
Community Health Interventionists/planner/researcher	Public Health Epidemiologist (Assistant/Technician)
Consultant, Planning & Management Training	Real Estate Appraisers, Researchers
Cultural Resource Management	Social Anthropologist, National Marine Fisheries Service
Education and Training	Social Services
Environmental Analyst	Social Systems Analysis Firms
Environment – Management	Socio-Epidemiology Researcher
Environment – Policy	Transportation Analyst - Airlines & Shipping
Forensic Anthropology Consultant	Travel Agencies/Promotion
Geographic Information System Analyst or Technician Government – Local/Regional/Federal	US Army Operations
Government – Military	US Army Corps of Engineers

Table 2.: List of Occupations that Employ Anthropologists [Source: The National Association for the Practice of Anthropology, 2011]	
Government – International Policy	US Dept of Health & Human Services
Health Data Manager/Researcher	US Dept of the Interior
Historic Structure Review Specialist	USAID - Nutrition Advisor
Human Resources Administration	USDA, Forest Service

vi. Letters of support

Letters of support from Andrew Martin (Cultural Resource Analysts, Inc.), Lori Reed (Habitat for Humanity, Evansville), and Susan Ellsperman (Lieutenant Governor, elect) are attached below.

cra
cultural resource analysts, inc.

May 8, 2012

Michael Strezewski, Ph.D
Assistant Professor of Anthropology
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712

RE: USI Anthropology Program

Dear Dr. Strezewski:

Cultural Resource Analysts, Inc. (CRA) is a leading, full-service, historic preservation company that has been in business for almost three decades. In this time, CRA has been conducting cultural resource management services for both public and private sector clients for a variety of development types across the country. Since we opened our Evansville, Indiana office in 2009, I am thankful for the collaboration the University of Southern Indiana (USI) has given in support of our goal to provide high quality archaeological and historical work in the tri-state region. And, I was excited to hear that USI would be introducing an Anthropology degree to their curriculum and wanted to congratulate you on this accomplishment and offer any assistance that I can provide.

We have previously collaborated through our internship program, where USI students have aided CRA with project fieldwork and reporting while gaining practical experience with professional archaeologists and historians. We also began collaborating with USI to store artifacts recovered from projects conducted in the region. As you know, in 2011 we delivered hundreds of stone artifacts recovered from university property to the USI archaeology laboratory, where they will be kept for future research. You've also served as a resource for information on late prehistoric cultures in the lower Ohio Valley and historic redware pottery research in the Midwest.

Indiana Office
201 NW 4th Street, Suite 204
Evansville, IN 47708
office 812.253.3009
fax 812.253.3010
www.crai-ky.com

With the founding of an Anthropology program at USI, I look forward to more opportunities for us to work together through internships and collaborative projects. And, with more students receiving a formal education in anthropology and archaeology, I anticipate more USI graduates having employment opportunities with our firm in a wide variety of fieldwork and laboratory positions. In fact, considering the comprehensive training in archaeology that I know you will provide, I would regard graduates of this program highly employable as field archaeologists at cultural resource management firms throughout the Midwest. I also think the establishment of an Anthropology program at USI is important since there are no other universities in Evansville, or in the tri-state region, currently offering a comparable degree. Considering this, I foresee the USI Anthropology students and faculty furthering education and research on the rich cultural history of the region.

Overall, I am pleased with the plans to establish an Anthropology program at USI and am looking forward to additional opportunities to work with you, your students, and future graduates from USI's Anthropology program.

Sincerely,

Andrew Martin, MA, RPA
Director of Operations - Indiana

Habitat for Humanity® of Evansville

Building houses, building hope

June 13, 2012

Dear Indiana Commission on Higher Education Members,

I am writing to express support of adding the new Major in Anthropology at the University of Southern Indiana.

Habitat for Humanity has hired cultural anthropologists to conduct community research and neighborhood assessments. Habitat utilizes this research and assessments to better understand the neighborhoods or markets in which we are building. Employers like Habitat are looking for students with these types of research skills that can successfully interact, facilitate, and study diverse populations.

The skills needed for research and assessment are quite similar to those needed in the fundraising profession. A critical mass of professionals with the ability to help people understand and express their philanthropic aspirations is desperately needed in this region. Though it may not the most obvious connection, the entire non-profit community would benefit from individuals trained to understand the giving culture and society with the goal of further engaging individuals in philanthropy.

Habitat engages in extensive work to bring people together from all walks of life to build entire communities. Individuals with the skills and ability to listen and gain an understanding of how best to do this are a rare find. Beyond specific research and assessments, Habitat needs employees that can do this. Students with a social science degree in Anthropology would bring a unique skill set to the community development marketplace and the non-profit world.

Respectfully,

Lori Reed
Executive Director

1401 N. Fares Avenue
Evansville, IN 47711
(812) 423-5623
Fax: (812) 423-3362
www.evansvillehabitat.org

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Sue Ellspermann
Indiana State House
200 W. Washington St.
Indianapolis, IN 46204
website: www.in.gov/h74

COMMITTEES:
Employment, Labor & Pensions, Vice Chair
Commerce, Small Business & Economic Development
Elections and Apportionment

May 28, 2012

Dear Indiana Commission on Higher Education Members,

The University of Southern Indiana has worked diligently to provide higher education programs focused on meeting the needs of the southwest Indiana region and our state. At this time, USI is pursuing the creation of a major in anthropology.

The anthropologist is an applied social science professional who does meet a marketplace need. In particular, anthropologists are skilled in performing social measurement, community assessment and how to train diverse populations. I have had the pleasure over the past several years to work on projects in which USI supported community development initiatives such as the Glenwood Initiative and Engage Henderson. USI faculty, along with students, has provided the assessment tools and social measurement needed to understand and craft meaningful strategies for helping these communities move forward. Further, the leaders of these efforts understand the ongoing need to assess and measure progress over time.

This community level work is also needed for our smaller communities. Indiana's Office of Community and Rural Affairs hosts a program called Indiana HomeTown Competitiveness in which nearly 20 communities have needed these community assessment tools and have, again, partnered with USI, Ball State and Purdue to gain assistance. Service providers and communities are looking for students with skill sets that allow them to interact, facilitate and study diverse populations.

I recognize beginning new majors must be considered carefully. It is my understanding that USI already has the faculty expertise, headcount, and resources to launch this major. I wish to encourage you to support their efforts in ensuring we have a trained workforce with the skills needed to assist in community development across Indiana.

Sincerely,

Sue Ellspermann
State Representative, District 74

SE:tf

3. Cost of and Support for the Program

a. Costs

Given the anthropology faculty currently employed at USI, established laboratories and other physical resources, the anthropology program is sufficiently equipped with regard to learning resources.

i. Faculty and Staff

The major in anthropology will require three full-time faculty and one part-time faculty.

The current administrative and faculty structure will support the new program. No additional support is necessary at the present time.

ii. Facilities

The major in anthropology will require sufficient library holdings, dedicated general laboratory space, a dedicated classroom, and a computer laboratory.

The current physical facilities are sufficient to support a major program in anthropology.

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

The program will require teaching artifacts, archaeological, physical, and curating equipment, specialized analysis software and student workstation computers.

Given the anthropology faculty currently employed at USI, established laboratories, current library holdings and other physical resources, the anthropology program is sufficiently equipped with regard to learning resources.

b. Support

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

Faculty and Administration: The following table lists the name, rank, areas of specialization as related to the anthropology program, types of appointment, and highest academic degree for the administrators and faculty directly involved in the anthropology program.

Name	Rank	Areas of Specialization in Anthropology	Appointment	Degree
Mr. Michael Aakhus	Full Professor and Dean, Liberal Arts	Administrator	Full-Time Tenured	MFA
Dr. Ronda Priest	Associate Professor, Department Chair	Administrator, Social Science Research Methods	Full-Time Tenured	Ph.D. Sociology
Dr. Michael Strezewski	Associate Professor	Prehistoric and Historic Archaeology, Midwestern U.S.	Full-Time, Tenured	Ph.D. Anthropology
Dr. Daniel Bauer	Assistant Professor	Cultural Anthropology, Latin America	Full-Time, Tenure-Track	Ph.D. Anthropology
Dr. Niharika Banerjea	Assistant Professor	Globalization, Ethnography, India/Asia	Full-Time Tenure-Track	Ph.D. Socio-Anthropology
Dr. Susan Spencer	Contract Assistant Professor	Physical Anthropology	Full-Time Contract	Ph.D. Anthropology
Dr. Anna Stroulia	Instructor	Archaeology, Prehistory, Europe, Greece	Part-Time	Ph.D. Anthropology
Dr. Chad Ryan Thomas	Instructor	Culture, Archaeology, Physical (generalist)	Part-Time	Ph.D. Anthropology
Dr. Amanuel Beyin	Instructor	Physical Anthropology	Part-Time	Ph.D. Anthropology

Of the full-time faculty, three will teach full time in the anthropology major (eight courses per year each) and one will teach half time in the program (four courses per year). Additional courses will be provided by the faculty in the classical and modern languages programs, contributing one to four courses per year. Archaeology Field School, taught each summer term, is not counted in the totals above and is an additional offering of six credit hours.

Three part-time faculty have taught regularly at the University for the past six years and hold Ph.D.'s in anthropology. Given the university's prime location near several historic sites, doctoral students in

anthropology regularly inquire about part-time anthropology teaching positions in the Department.

No new faculty positions will be required in the short term (five years).

Physical and Learning Resources: The current holdings within the David L. Rice Library are sufficient to serve the needs of the proposed anthropology program. Top peer-reviewed journals within the fields of anthropology such as *American Anthropologist*, *Current Anthropology*, and *American Antiquity* are available electronically through the Rice Library. Overall, access is available to a total of 51 anthropology journals and 44 archaeology journals. At least 200 other journals are available from related fields such as African, Asian, Middle Eastern, American Indian, and Latin American studies. In the past five years, considerable efforts have been made to increase the library's holdings of volumes that will be of use to anthropology students.

Additional established learning resources include:

a) The Sociology, Anthropology, and Criminal Justice Studies Department maintains and manages the Anthropology/Archaeology lab. The lab is located in the security building, adjacent to the Liberal Arts Center. The Department maintains archaeological collections from over 350 archaeological sites in the tri-state area housed in this space. The laboratory contains curation, equipment storage, artifact washing, and analysis space for the use of USI faculty and students. The greater part of these collections originates from well-documented excavations, with significant and largely untapped research potential. Over the past four years, twelve students have undertaken research projects involving these collections, and at least two of these projects have resulted in publishable research. The archaeology laboratory also houses all the necessary field equipment to undertake a full-scale archaeological investigation. This equipment has been utilized for the instruction of ANTH 397 (Field School in Archaeology) in summers 2008, 2009, 2010, and 2012. The lab also houses an extensive collection of anthropology journal back issues (e.g., *American Antiquity*, *Current Anthropology*, *American Anthropologist*), photographic equipment, and a digital microscope for use by students engaged in research projects.

b) The anthropology classroom in Rice Library (RL0009) is home to a collection of teaching artifacts and skeletal casts. Our collection of casts encompasses all of the major hominid and primate species necessary for the instruction of human evolution and variation. This valuable teaching collection is an integral part of instruction in ANTH 131 (Introduction to Physical Anthropology), ANTH 211 (Forensic

Anthropology), and ANTH 353 (Human Evolution).

c) The Sociology, Anthropology, and Criminal Justice Studies Department owns NVivo, a software program for qualitative data analysis. In addition, the Department has a transcription machine, two digital recorders, and a digital video camera, all of which are useful for conducting different kinds of qualitative research including ethnography. The research room (LA 3013) provides an excellent venue to conduct interviews and focus group analyses, if required.

d) The department maintains license for ArcView Geographic Information Systems (GIS) Software for faculty and the department laboratories. GIS is a spatial analysis database program used extensively in anthropological/archaeological research and community engagement. GIS systems expedite analyzing and managing large amounts of spatial data, and can improve mapping and analysis of site- or artifact-based datasets. It is also used extensively in community-based research. Students have ready access to this software through the department's computer lab and research space.

e) The Department manages its own computer lab on the first floor of the Liberal Arts Center (LA room 1010) which houses 24 student workstations, one teaching station with a tablet PC, and a printer. Each computer is equipped with ArcView Geographic Information Systems (GIS), Microsoft Office, SPSS (a statistical database package), and high-speed internet access. The space is used as both a teaching facility and a student laboratory. The department has funding to hire one student lab worker each semester for fifteen hours per week to provide open access and assistance for students. Moreover, there are currently 50 additional computer labs on campus encompassing 1,165 computers, of which 306 computers are located in eleven open-access labs. These labs offer the latest computers with access to Microsoft Office products, other software programs, and high-speed internet access. Most of these labs have printers available. The departmental lab (LA1010) is also equipped with a LCD projector, a document projector, and a DVD and VCR player to facilitate teaching. Additionally, the department maintains two bookcases full of donated social science texts and journals that are freely available for student use.

ii. Special Fees above Baseline Tuition

The program will not require any additional fees.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

Similar Programs at Other Institutions:

The University of Southern Indiana will be the only public institution in the southwest region of the state to offer a Bachelor of Arts/Bachelor of Science degree in anthropology. Indiana University (Bloomington) and Indiana University-Purdue University Indianapolis are the nearest public institutions to offer undergraduate anthropology degrees. Both are over 2 ½ hours from Evansville. The closest public institution, Indiana State University, in Terre Haute, does not offer a bachelor's degree in anthropology. USI is the only public university that services the southwest region of Indiana.

The nearest private institutions to offer an anthropology major are Hanover College and DePauw University. Both are more than 2 ½ hours from Evansville. The anthropology course offerings at Hanover and DePauw are limited almost exclusively to only one of the four anthropological subfields, cultural anthropology.

Related Programs at the Proposing Institution:

The proposed program presents little overlap with currently offered major programs at USI. The University currently offers a major in International Studies. While courses in cultural anthropology (one of the three subfields) are a minor part of the International Studies curriculum, the majority of required courses and electives in the major lie in the fields of economics, history, and political science.

A minor program in anthropology is offered at USI. A major would retain those students wishing to pursue their degree in anthropology.

b. List of Similar Programs Outside Indiana

There are no nearby out-of-state institutions, public or private, that currently offer an anthropology major. The nearest institutions to offer such a major are Western Kentucky University, Southern Illinois University, Carbondale, and the University of Louisville. All are at least 2 hours from Evansville, Indiana.

c. Articulation of Associate/Baccalaureate Programs

Articulation and/or "Two-Plus-Two" agreements with Ivy Tech Community Colleges and Vincennes University are in place for Associate of Science and

the Associate of Arts in Liberal Arts. Students can complete a two year Associate Degree at such institutions and complete the Bachelor of Arts/Bachelor of Science degree in anthropology at USI with two more years of course work.

d. Collaboration with Similar or Related Programs on Other Campuses

None are planned at the present time.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The proposed anthropology major includes 33 hours of anthropology-related coursework with a total of 120 hours necessary for graduation (see Appendices 2 and 3). Students are required to take courses in all of the major subfields, with the ability to concentrate in specific areas of interest. Full-time students can reasonably be expected to graduate within a four-year period.

b. Exceeding the Standard Expectation of Credit Hours

The proposed program does not exceed the standard expectation of 120 credit hours.

c. Program Competencies or Learning Outcomes

The specific anthropology program objectives are intended to ensure a rigorous and academically substantial program that focuses on conceptual learning and the scientific method. The specific program goals are listed below:

1. Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.

2. Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology -- cultural-linguistic, physical, and archaeological.

3. Effective Communication: Students will be able to communicate effectively in both written and oral formats.

4. Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields.

5. Independence and Creativity: Students will develop and display the ability to work independently and creatively.

d. Assessment

The anthropology program will be evaluated according to established University standards and procedures. The program will undergo internal review every fifth year, beginning the sixth year after implementation. The program will also be evaluated annually by the Sociology, Anthropology, and Criminal Justice Studies Department Assessment Committee according to procedures and practices outlined in the Department's last program review (2010). The Department utilizes an assessment matrix which list the five program goals, specific objectives for each goal, relevant courses to those objectives, and assessment methods for each objective. Data are gathered and analyzed by the Department Assessment Committee which consists of one member from each program who then make formal recommendations to the Department for changes. The table below details the assessment timeline during the five-year review process.

There is no standardized external test such as the Major Field Test to assess anthropological content learning outcomes. In its place, the anthropology faculty have created a content-based exit exam that will be administered in the required senior-level capstone course, History of Anthropological Thought (ANTH 475). Additionally, a senior survey will be designed to measure students' self-evaluations of advanced knowledge and of the program's success in this area. Further assessment data will be collected through surveys and interviews with program graduates and regional employers.

An assessment matrix of program goals is located in Appendix Three.

PROGRAM KEY LEARNING GOALS	INDICATORS	ASSESSMENT EVIDENCE	TIME LINE
Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.	The skills to construct sound arguments regarding global human diversity and commonality. The ability to recognize social forces and patterns. The disposition to question the taken-for-granted assumptions in the social world.	ANTH475/ANTH402: Students write critical, cross-cultural analyses synthesizing anthropological perspectives and methods. ANTH397/401/402: Students complete evidence-based methods projects that are generalizable via anthropology theory and perspectives. ANTH111/121/131: Students must take exams which embed questions that test common-sense misconceptions.	YEAR 1,4 YEAR 2,5 YEAR 1-5
Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology: cultural-linguistic, physical, and archaeological.	The comprehension of fundamental concepts central to the anthropological discipline. The ability to identify major fields of thought and perspectives in the field. The identification of major figures in the history of anthropology and links to modern trends.	Senior students will complete a senior exit exam in anthropology their senior year (attached). Students will be subject to continued examination in required (and elective) courses.	YEAR 1-5 YEAR 1-5
Effective Communication: Students will be able to communicate effectively in both written and oral formats.	The ability to change and adapt writing and presentation style to different audiences. The skill to present an argument based on logic and evidence. The capacity to know how and when to reference others' work. The ability to express comprehensive issues both orally and in writing. The disposition to engage in debate with respect and civility.	ANTH475: Students must lead discussion on assigned class topics and are evaluated on their performance. ANTH397/401/402: Students must complete a professional presentation of their findings and are evaluated on their class presentation. ANTH475: Students must complete a written referenced synthesis project and present their work to the class. ANTH111/121/131: Students complete in class written/oral assignments that reflect controversial anthropological findings and perspectives.	YEAR 2 YEAR 3 YEAR 4 YEAR 1,5
Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields.	The ability to understand and apply the standards of ethical research and conduct espoused by the academic community. The capacity to recognize appropriate evidence and properly apply it to support an argument. The skills to conduct research, gather and analyze social and/or physical data using appropriate methodology. The ability to relate empirical findings to the wider anthropological knowledge base.	Senior students must successfully complete Human Subjects Research Training. ANTH111/121/131: Students must take examinations which test their knowledge of research ethics and appropriate methodology. ANTH397/401/402: Students must complete field/lab notes to document evidence which are graded. ANTH475: Students must complete a written referenced synthesis project and present their work to the class.	YEAR 1-5 YEAR 1-5 YEAR 2,4 YEAR 3,5
Independence and Creativity: Students will develop and display the ability to work independently and creatively.	The skill to select, design and plan feasible research. The capacity to build on existing anthropological knowledge rather than restating it. The ability to work on projects which entail ambiguity.	ANTH475: Students must devise and complete a written referenced synthesis project and present their work to the class. ANTH475/ANTH402: Students write critical, cross-cultural analyses synthesizing anthropological perspectives and methods. ANTH397/401/402: Students must work in the field/lab outside of class to complete graded assignments.	YEAR 1,3 YEAR 2,4 YEAR 5

e. Licensure and Certification

Not applicable. Licensure and certification programs are generally not present in the field of anthropology.

f. Placement of Graduates

The Office of Career Services and Placement at the university offers job seeking training, recruitment, employment fairs and career workshops for students wishing to immediately enter the workforce upon graduation. Furthermore, the department internship program offers unique opportunities for students to start their career before graduation and/or gain valuable work experience. The department also maintains up-to-date information and publications form professional anthropology associations regarding graduate programs and career placement. These materials are freely available to students and are used extensively in faculty-student advising sessions.

According to the American Anthropological Association, thirty to forty percent of anthropology majors pursue graduate degrees in anthropology, archaeology, medicine, and related fields. The Association of American Medical Colleges reports that over fifty percent of anthropology majors are successful in their applications to attend medical school, a rate far higher than any other social science (Association of American Medical Colleges, 2011). With required courses in all anthropological subfields, and a curriculum emphasis on theory, research, and experiential learning, students will be well prepared for graduate study.

g. Accreditation

Not applicable.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

Enrollment in the anthropology program is expected to come from five distinct areas:

- students entering the University of Southern Indiana as first-time college students seeking an anthropology-related career and/or eventual graduate study;
- current University of Southern Indiana minor program students continuing coursework to fulfill the major;
- current University of Southern Indiana students majoring in a related discipline (e.g., sociology, international studies) since anthropology to date has not been an option;

- transfer students from community college social science programs completing a baccalaureate in anthropology; and

- current University of Southern Indiana students seeking to expand their career marketability by double majoring (e.g., business and marketing majors).

The minor program typically has between fifteen and twenty students. The number of transfer students is estimated to be small (roughly two to five students per year) based on transfer student inquiries to the department. Matching USI's growth rate in general, we expect to enroll one to two new students each year.

Based on the above figures and assumptions, we expect an initial enrollment of fifteen to twenty anthropology majors, with that number growing to 45 to 50 students in five years.

New Academic Degree Program Proposal Summary								
November 12, 2012								
Institution/Location: University of Southern Indiana, Evansville								
Program: B.A./B.S. in Anthropology								
				Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
				FY2013	**FY2014**	**FY2015**	**FY2016**	**FY2017**
Enrollment Projections (Headcount)								
	Full-Time			15	23	32	40	48
	Part-Time			0	0	0	0	0
	Total			25	23	32	40	48
Enrollment Projections (FTE)								
	Full-Time			15	23	32	40	48
	Part-Time			0	0	0	0	0
	Total			15	23	32	40	48
Degree Completions Projection				2	5	8	14	15
CHE Code: 12-								
Campus Code: 1808								
County: Vanderburgh								
Degree Level: Bachelors								
CIP Code: Federal 45.0201 ; State 45.0201								

Bachelor of Arts/Bachelor of Science in Anthropology Proposal
Reference List

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Appendix 1: Major Checksheet and Sample Curriculum

University of Southern Indiana Core curriculum (total minimum required hours: 50):

A. The Mind: Enhancement of Cognitive Development (12-13 hours)

A1. Composition/Communication Studies (Speech) 9 hours

Eng 101: Rhetoric & Composition I AND

Eng 201: Rhetoric & Composition II AND

Cmst 101: Intro to Public Speaking OR
Cmst 107: Intro to Interpersonal Communications OR
Thtr 251: Acting I

A2. Mathematics 3-4 hours

Proficiency exam administered by Math Department OR

Math 107: Fundamentals of Mathematics for Nurses
Math 108: Survey of Mathematics
Math 111: College Algebra
Math 115: Pre-Calculus Mathematics
Math 118: Comprehensive Pre-Calculus
Math 122: Analytic Geometry
Math 202: Mathematical Concepts for Preschool through Primary Teachers
Math 203: Mathematics for Elementary Teachers II
Math 206: Mathematical Concepts for Elementary, Junior High, & Middle School Teachers
Math 215: Survey of Calculus
Math 230: Calculus I

B. The Self: Enhancement of Individual Development (8 hours)

B1. Ethics 3 hours

Eng 222: Concepts of Good and Evil in Literature
BGS 201: Ethics of Global Engagement
HA 356: Ethics & Health Care in a Pluralistic Society
Phil 200: Intro to Philosophy
Phil 201: Intro to Ethics
Phil 312: Ethics in the Professions
Phil 363: Bioethics

B2. The Arts 3 hours

Art 201: Intro to the Visual Arts
Art 353: 19th Century Art
Art 354: 20th Century Art
Cmst 203: Intro to Performance Studies
Eng 105: Intro to Literature (topics vary)
Eng 255: Intro to British Literary History
Eng 265: Intro to American Literary History
Eng 285: Intro to Film
Eng 286: Classical Mythology
Eng 302: Creative Writing
Eng 330: Ethnic Literature in America
Eng 382: Literature of the Bible I

Mus 202: Intro to Music
Thtr 101: Intro to Theatre

B3. Health/Fitness 2 hours

Ped 186: Wellness/Fitness Appraisal OR
Ped 281: Personal Health Science OR
Ped 287: Physical Education and the Elementary School Classroom Teacher OR
Biol 176: Nutrition OR
Nutr 376: Principles & Applications in Nutrition OR
OT 310: Applied Pathophysiology I

- AND -

One Ped Activities Course (100 level) OR
Ped 295: Physical Education for the Classroom Teacher

C. The World: Enhancement of Cultural and Natural Awareness (26-27 hours)

C1. History 3 hours

Educ 173: History of Schooling in America 1620-Present
Hist 101: U.S. to 1865
Hist 102: U.S. Since 1865
Hist 111: World Civilizations I, Beginnings to 1500
Hist 112: World Civilizations II, 1500-Present
Hist 130: Issues in American History
Hist 140: Issues in World History

C2. Individual Development / Social Behavior 6 hours

Anth 101: Intro to Anthropology
Anth 121: Intro to Archaeology
Econ 175: Fundamentals of Economics
Econ 208: Microeconomics
Econ 209: Macroeconomics
Educ 302: Multicultural Education
Eng 330: Ethnic Literature in America
GNDR 111: Intro to Gender Studies
Pols 102: Intro to American Politics
Psy 201: Intro to Psychology
Soc 121: Principles of Sociology
Soc 231: Social Problems
Soc 251: Principles of Social Psychology
Soc 261: Marriage & Family

C3. Science (L = lab course) 8-9 hours (at least one lab)

ANTH 131: Introduction to Physical Anthropology

Astr 201(L): General Astronomy

Biol 105(L): Biology of Human Concern
Biol 112(L): Ethnobotany
Biol 114(L): Understanding Evolution
Biol 121: Human Anatomy & Physiology I
Biol 122(L): Human Anatomy & Physiology II
Biol 133(L): Biological Concepts
Biol 141(L): Principles of Biology
Biol 151(L): Botany

Biol 152(L): Zoology
Biol 176: Nutrition
Biol 208(L): Wildlife Biology
Biol 251: Environmental Conservation
Biol 282: Heredity & Society
Biol 285: Animal Behavior

Chem 103: Molecules, Matter, and Me OR
Chem 107(L): Elements in Everyday Chemistry

Chem 141(L): Principles of Chemistry
Chem 175 (L): Survey of Chemical Concepts
Chem 261(L): General Chemistry I
Chem 262(L): General Chemistry II

Geog 112: Earth System Science
Geog 215: Climatology

Geol 101: Prehistoric Life
Geol 115: Landscapes/Geol North America
Geol 121: Geology of Gemstones
Geol 131: Geology, the Environment, & Society
Geol 132: Volcanoes and Eruptions

Geol 151(L): Geology of America's National Parks OR
Geol 161(L): Physical Geology

Geol 162(L): Historical Geology
Geol 234: The Oceans: Past, Present, and Future

Phys 101: Intro to the Physical Sciences
Phys 175(L): General Physics I
Phys 176(L): General Physics II
Phys 205(L): Intermediate Physics I
Phys 206(L): Intermediate Physics II
Phys 207: Intermediate Physics I
Phys 208: Intermediate Physics II

C4. Western Culture 6 hours

One Humanities course from each set following. (Each course title begins " The Western Tradition in ....")

Hum 211: Humanities I
Hum 221: Art History I
Hum 231: Philosophy I
Hum 241: Literature I

Hum 212: Humanties II
Hum 222: Art History II
Hum 232: Philosophy II
Hum 242: Literature II

- OR -

Fren 203: French Intermediate I AND
Fren 204: French Intermediate II OR

Germ 203: German Intermediate I AND
Germ 204: German Intermediate II OR

Latn 203: Latin Intermediate I AND
Latn 204: Latin Intermediate II OR

Span 203: Spanish Intermediate I AND
Span 204: Spanish Intermediate II

C5. Global Communities 3 hours

Anth 111: World Culture
Anth 251: People of Latin America
Anth 255: Cultures of Asia
Anth 262: Archaeology of North America
Art 253: Ancient Mexico
Biol 251: Environmental Conservation
BGS 201: Ethics of Global Engagement
Cmst 317: Intercultural Communication
Econ 241: Global Economics
Eng 231: African American Literature
Eng 386: World Mythology
Foreign Language 102: Beginning II
Geog 330: World Geography
Hist 365: Crusades
HP 236: Eastern Medicine and Alternative/Complementary Health Care
HP 492: Transcultural Health Care
Inst 213: Magic in Arts/Humanities
Inst 389: World Literature in Translation
Phil 251: Introduction to the Study of World Religions
Pols 271: International Politics
Socw 392: Global Social Work

D. The Synthesis: Integration and Application of Knowledge (3 hours)

D. Synthesis 3 hours

Biol 481: Organic Evolution
Chem: Seminar/Research Sequence
Cs 483: Senior Software Development Project
Dthy 401: Clinical Management I
Dthy 457: Professional and Current Issues in Oral Health Care
Educ 433: Synthesis Seminar in Early Childhood Education
Educ 438: Synthesis Seminar in Special Education
Educ 448: Synthesis Seminar in Secondary Teaching
Educ 458: Synthesis Seminar in Elementary Teaching
Engr 491: Senior Design
Gens 498: Personal and Professional Development
Geol 481: Advanced Environmental Geology
HP 498: Current Concepts in Health Professions
Liba 497: Capstone Studies
Mngt 452: Policy Formulation & Administration
Math 492: History of Mathematics
Nurs 467: Nursing & Health Care Issues
Nutr 496: Leadership & Professional Issues in Food & Nutrition
OT 480: Occupational Therapy Research

Ped 492: Contemporary Issues in Sport & Exercise
Radt 491: Integration of Advanced Imaging Concepts
Socw 402: Social Work Practice I
Tech 471: Senior Project

Proposed major requirements in anthropology (33 hours):

6 hours of Anthropology Courses may be applied to the UCC and the Major
6 hours of language courses are required for the major*

Required Introductory Courses (9 hours)

ANTH111: Introduction to World Cultures [UCC Category C5]
ANTH121: Introduction to Archaeology [UCC Category C2]
ANTH131: Introduction to Physical Anthropology [UCC Category C3]

Required Method Course (3-6 hours)

Choose at least 1 course from below:
ANTH397: Archaeology Field School (summer only, 6 hours)
ANTH401: Anthropology Lab Methods
ANTH402: Ethnography

Required Theory Course (3 hours)

ANTH475: History of Anthropological Thought

Sub-field Requirements (12 hours)

Take at least 2 courses from each group

Group 1: Cultural/Linguistic Subfields
ANTH322: Cultural Ecology
ANTH323: Native Cultures of N. America
ANTH324: Peoples of Asia
ANTH325: Peoples of Latin America
ANTH326: Peoples of Africa
ANTH370: Cultural Anthropology Seminar
SOC370: Globalization
FREN/GERM/SPAN265: Introduction to Applied Linguistics *(1 linguistics course max)*

Group 2: Archaeology/Physical Subfields
ANTH342: Archaeology of North America
ANTH343: Archaeology of Mesoamerica
ANTH344: Archaeology of Greece
ANTH345: Prehistory of Europe
ANTH380: Archaeology Seminar
ANTH352: Primatology
ANTH353: Human Origins
ANTH354: Human Osteology
ANTH355: Human Variation
ANTH390: Physical Anthropology Seminar

General Electives (6 hours, 3 hours must be @ 300/400 level)

Students may choose additional courses from above and/or from the below general electives to bring total hours to 33

ANTH200: Special Topics in Anthropology (repeatable with different topics)
ANTH209: Lab Practicum (1 hour, repeatable)
ANTH211: Forensic Anthropology
ANTH221: Archaeology Fact or Fiction
ANTH235: American Life
ANTH241: The Supernatural

***6 hours of language courses other than FREN/GERM/SPAN265 are required (Language courses may be part of the UCC)**

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
FALL SEMESTER	**FALL SEMESTER**	**FALL SEMESTER**	**FALL SEMESTER**
ANTH111: Intro. World Cultures (3) ENG101: Rhetoric & Comp I (3) MATH108: Survey of Math (4) SOC121: Principles of Sociology (3) SPAN101:Spanish I (3)	ANTH131: Intro. Physical Anthropology (3) HIST111: World Civilizations I (3) SPAN203: Int. Spanish I (3) PHIL201: Ethics (3) ANTH235: American Life (3)	ANTH324: Peoples of Asia (3) ANTH342: Arch. of N. America (3) ELECTIVES (9)	ANTH402: Ethnography (3) ANTH326: Peoples of Africa (3) ELECTIVES (8)
TOTAL =16 HOURS	***TOTAL= 15 HOURS***	***TOTAL =15 HOURS***	***TOTAL =14 HOURS***
SPRING SEMESTER	**SPRINGS SEMESTER**	**SPRING SEMESTER**	**SPRING SEMESTER**
ENG201: Rhetoric & Comp II (3) CMST107: Interpersonal Communication (3) ANTH121: Intro. Archaeology (3) ENG105: Intro to Literature (3) SPAN102: Spanish II (3)	PED186: Wellness/Fitness (1) PED100: Activity Course (1) ANTH209: Lab Practicum (1) BIOL105: Biol. Human Concern (3) GEOL101: Prehistoric Life (3) SPAN204: Int. Spanish II (3) ELECTIVE (3)	ANTH370: Cultural Seminar (3) ANTH353: Human Origins (3) ELECTIVES (9)	ANTH475: Anth. Thought (3) LIBA497: Human Interaction (3) ELECTIVES (9)
TOTAL =15 HOURS	***TOTAL =15 HOURS***	***TOTAL =15 HOURS***	***TOTAL =15 HOURS***

Appendix 2: Course Descriptions

ANTH 111 Introduction to World Cultures (3)
This course explores the human condition from a cross-cultural perspective and introduces the basic concepts, theories, and methodologies of cultural anthropology. No prerequisites.

ANTH 121 Introduction to Archaeology (3)
An introduction to archaeological theories, concepts and methods, and their application in the reconstruction of both prehistoric and historic cultures. This course includes laboratory sessions during class periods and a weekend field project. No prerequisites.

ANTH 131 Introduction to Physical Anthropology (3)
This course examines fundamental aspects of the physical nature of humans and human variability. It selectively reviews the long record of human biological adaptations that have existed from the appearance of the earliest hominids up to the development of anatomically modern forms. Topics include principles of evolution, human variation and adaptability, non-human primate behavior, human and nonhuman osteology (study of the skeleton), and the human fossil record. No prerequisites.

ANTH 200 Special Topics in Anthropology (3)
A study of selected topics of current interest and importance in anthropology. These topics will vary in accordance with the interests of the students and faculty. Students may repeat the course without limit as the topic changes. No prerequisites.

ANTH 209 – Laboratory Practicum (1)
This course provides students the opportunity to work in the USI archaeology lab with archaeological artifacts. Students, with instructor guidance, will gain experience in such areas as artifact identification, cataloging procedures, and database management. Prerequisite: ANTH 121 (1 credit course, repeatable up to 3 times)

ANTH 211 Introduction to Forensic Anthropology (3)
This course examines the fields of forensic anthropology and human osteology. It places emphasis on field recovery techniques, management of the death scene, estimation of time since death, and cause and manner of death. In addition, students will learn human osteology and its application to human identification in legal contexts. Prerequisites: BIOL 105 or 133 or 141, or permission of instructor

ANTH 221 Archaeology: Fact and Fiction (3)
This course will investigate popular myths about the past, such as the lost continent of Atlantis and ancient alien astronauts. Students in this course will learn to distinguish facts from fiction, understand how archaeologists know what they know, and more generally, learn how to check what we hear. Prerequisite: ANTH 121

ANTH 235 American Life (3)
This course explores both differences and commonalities, and what defines “American” despite the nation’s diversity. The United States is made up of diverse peoples, more-or-less bound together by a common government, laws, and economy and family histories reach into many different ethnic groups and traditions. Prerequisite: ANTH 111

ANTH 241 The Supernatural (3)
This course will examine religion from a worldwide perspective, drawing upon examples from many areas of the globe. The course will examine both specific differences in religious beliefs and common ways in which humans relate to and interact with the supernatural.
Prerequisites: ANTH 111

FREN/GERM/SPAN 265 Introduction to Applied Linguistics (3)
Focuses on the development of language in human beings, first and second language acquisition in formal and informal settings, including computer-assisted language learning. (course taught in English). No prerequisites. (Students may apply one linguistics course to the anthropology major).

ANTH 322 Cultural Ecology (3)
An examination of the concept of cultural ecology, tracing its history in anthropology to the present day. The natural environment provides both opportunities and limitations on human culture. It is a major contributing factor in the way particular cultures develop over time, in terms of subsistence patterns, technology, and socio-political structure. Prerequisites: ANTH 111 and junior standing.

ANTH 323 Native Peoples of North America (3)
The ethnography of Native American cultures through a detailed study of representative tribal units by cultural areas. The course includes an examination of historic Native American cultures from first contact with Europeans to the role of North American Indian populations as an important ethnic group in modern American life. Prerequisites: ANTH 111 and junior standing.

ANTH 324 Peoples of Asia (3)
An introduction to the diverse cultures of Asia through the reading of ethnography and other relevant anthropological literature. Emphasis will be placed on such topics as belief systems, ethnic identity, marriage, kinship, and social organization. Prerequisites: ANTH 111 and junior standing.

ANTH 325 Peoples of Latin America (3)
This course provides students with an introduction to the ethnography and ethnology of Latin America, examining the cultural diversity present in Latin America while also looking at the commonalities between its diverse populations. Topics include Latin America's geographic fragmentation, ethnic diversity, and impact of colonial rule.
Prerequisites: ANTH 111 and junior standing.

ANTH 326 Peoples of Africa (3)
This course is designed as a survey of sub-Saharan Africa and will provide a broad survey of African culture, emphasizing economic, religious, and political aspects, both traditional and modern. Prerequisites: ANTH 111 and junior standing.

ANTH 342 Archaeology of North America (3)
An introduction to the prehistoric past of North America prior to European contact. Topics covered include: the peopling of the Americas, the archaeology of eastern North America, and the prehistory of the American Southwest. Prerequisites: ANTH 121 and junior standing.

ANTH 343 Archaeology of Mesoamerica (3)
An introduction to the archaeological record of Mesoamerica, from the first inhabitants of the Americas to the European invasion in the sixteenth century. Cultures such as the Olmec, Maya, Toltec, and Aztec will be discussed, with particular emphasis on subsistence, architecture, social systems, and the development of social inequality. Prerequisites: ANTH 121 and junior standing.

ANTH 344 Archaeology of Greece (3)
This course is a survey of Greek archaeology, covering the period from the Stone Age to the death of Alexander the Great (ca. 400,000 to 323 B.C.). The material culture of ancient Greece will be examined in its sociopolitical, economic, and religious context, exploring how ancient Greeks lived their lives. Issues of archaeological ethics will also be discussed. Prerequisites: ANTH 121 and junior standing.

ANTH 345 Prehistory of Europe (3)
This course will examine the prehistoric past of Europe, from the Ice Age through the end of the Bronze Age. Students will explore the archaeological remains from the five main prehistoric periods, focusing on topics such as subsistence strategies, technology, social organization, mortuary practices, artistic behavior, and warfare. Prerequisites: ANTH 121 and junior standing.

ANTH 352 Primatology (3)
This course is an exploration of the taxonomic divisions, ecology, social organization, and reproductive behavior of the non-human primates in order to better understand both the past and present state of humanity. Both living and fossil primates will be considered. Prerequisites: ANTH 131 and junior standing.

ANTH 353 Human Origins (3)
An examination of the biological bases of human society and culture. This course surveys human evolution from pre-human ancestors to the appearance of Homo-Sapiens. Prerequisites: ANTH 131 and junior standing.

ANTH 354 Human Osteology (3)
This course is devoted to a detailed examination of the descriptive and functional morphology of the human skeleton, with an emphasis on its applications in physical

anthropology and archaeology. Students will explore methods used in determining age, sex, stature, trauma, and paleopathology. Prerequisites: ANTH 131 and junior standing.

ANTH 355 Human Variation (3)
The range of contemporary human biological variation is explored from an evolutionary and adaptive perspective. Also considered are the concept of "race" and the history of its use (and abuse) within the discipline of anthropology. Prerequisites: ANTH 131 and junior standing.

ANTH 370 Seminar in Cultural Anthropology (3)
An intensive examination of specific topics of current interest in cultural anthropology. The seminar format will emphasize critical thinking and discussion. Students may repeat the course as the topic changes. Prerequisites: ANTH 111 and junior standing.

SOC 370 Globalization (3)
An intensive, small-group discussion of recent research on topics of current interest to sociologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. No prerequisites. (Students may apply one globalization course to the anthropology major)

ANTH 380 Seminar in Archaeology (3)
An intensive examination of specific topics of current interest in archaeology. The seminar format will emphasize critical thinking and discussion. Students may repeat the course as the topic changes. Prerequisite: ANTH 121 and junior standing.

ANTH 390 Seminar in Physical Anthropology (3)
An intensive examination of specific topics of current interest in physical anthropology. The seminar format will emphasize critical thinking and discussion. Students may repeat the course as the topic changes. Prerequisites: ANTH 131 and junior standing.

ANTH 397 Archaeological Field School (6) This course is designed to give students experience in archaeological field methods through participation in a site excavation. Students learn basic excavation techniques, mapping, and artifact identification. Prerequisites: ANTH 121 and permission of instructor.

ANTH 401 Laboratory Methods in Archaeology (3)
This course will explore the means by which archaeologists analyze the material remains and derive conclusions. A variety of prehistoric and historic artifacts will be covered, including stone tools and ceramics. Each student will complete a research project involving the analysis of an archaeological collection. Prerequisites: ANTH 111, 121, 131 and senior standing.

ANTH 402 Ethnography (3)
This course provides a historical perspective on the changes that have taken in ethnographic inquiry. Topics covered include the historical foundations of ethnography, the crisis of representation in cultural anthropology, the ethics of ethnography, and

methodologies for doing ethnography. Major themes will be addressed through readings and discussions of various ethnographic texts. Prerequisites: ANTH 111, 121, 131 and senior standing.

ANTH 475 History of Anthropological Thought (3)
This course covers the major intellectual trends in cultural anthropology from the nineteenth century to the present. Topics include evolutionary anthropology, functionalism, materialism, structuralism, cognitive anthropology as well as more recent postmodern approaches to understanding culture. ANTH 111, 121, 131 and senior standing.

ANTH 489 Independent Study in Anthropology (1-3) An extensive examination of the main anthropological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prerequisite: nine hours sociology/anthropology and consent of instructor.

ANTH 499 Internship in Anthropology (3) An opportunity for work experience in the area of anthropology. For students interested in graduate school, the internship will involve field research. The course may be taken for up to six credit hours with different placements. Prerequisite: nine hours in anthropology/sociology and consent of instructor.

Appendix 3: Assessment Matrix (required courses in blue, electives in brown)

	Required Courses				
	Introductory			Methods	Theory
Student Learning Goals & Indicators	ANTH111	ANTH121	ANTH131	ANTH397/ ANTH401/ ANTH402	ANTH475
1. Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.					
The skills to construct sound arguments regarding global human diversity and commonality.	X	X	X	X	X
The ability to recognize social forces and patterns.	X				X
The disposition to question the taken-for-granted assumptions in the social world.	X	X	X	X	X
2. Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology: cultural-linguistic, physical, and archaeological.					
The comprehension of fundamental concepts central to the anthropological discipline.	X	X	X	X	X
The ability to identify major fields of thought and perspectives in the field.	X	X	X	X	X
The identification of major figures in the history of anthropology and links to modern trends.	X	X	X	X	X
3. **Effective Communication: Students will be able to communicate effectively in both written and oral formats.**					

The ability to change and adapt writing and presentation style to different audiences.				X	X
The skill to present an argument based on logic and evidence.		X		X	X
The capacity to know how and when to reference others' work.				X	X
The ability to express comprehensive issues both orally and in writing.				X	
The disposition to engage in debate with respect and civility.	X	X	X		X
4. Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields					
The ability to understand and apply the standards of ethical research and conduct espoused by the academic community.	X	X		X	X
The capacity to recognize appropriate evidence and properly apply it to support an argument.		X		X	X
The skills to conduct research, gather and analyze social and/or physical data using appropriate methodology.				X	X
The ability to relate empirical findings to the wider anthropological knowledge base.				X	X
5. Independence and Creativity: Students will develop and display the ability to work independently and creatively.					
The skill to select, design and plan feasible research.				X	X

The capacity to build on existing anthropological knowledge rather than restating it.				X	X
The ability to work on projects which entail ambiguity.				X	X

Student Learning Goals & Indicators	ANTH209	ANTH211	ANTH221	ANTH235	ANTH241	FREN/GER/SPAN265
1. Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.						
The skills to construct sound arguments regarding global human diversity and commonality.		X	X	X		
The ability to recognize social forces and patterns.		X	X	X		X
The disposition to question the taken-for-granted assumptions in the social world.		X	X	X	X	
2. Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology: cultural-linguistic, physical, and archaeological.						
The comprehension of fundamental concepts central to the anthropological discipline.	X	X	X	X	X	X
The ability to identify major fields of thought and perspectives in the field.					X	
The identification of major figures in the history of anthropology and links to modern trends.			X	X	X	
3. **Effective Communication: Students will be able to communicate effectively in both written and oral formats.**						
The ability to change and adapt writing and presentation style to different audiences.	X					X
The skill to present an argument based on logic and evidence.	X	X	X	X	X	
The capacity to know how and when to reference others' work.	X	X	X	X	X	
The ability to express comprehensive issues both orally and in writing.						
The disposition to engage in debate with respect and civility.		X	X	X	X	
4. Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields						
The ability to understand and apply the standards of ethical research and conduct espoused by the academic community.			X	X	X	

The capacity to recognize appropriate evidence and properly apply it to support an argument.	X	X	X	X	X	
The skills to conduct research, gather and analyze social and/or physical data using appropriate methodology.	X	X				
The ability to relate empirical findings to the wider anthropological knowledge base.	X	X				
5. Independence and Creativity: Students will develop and display the ability to work independently and creatively.						
The skill to select, design and plan feasible research.						
The capacity to build on existing anthropological knowledge rather than restating it.		X				
The ability to work on projects which entail ambiguity.	X	X				

Student Learning Goals & Indicators	ANTH322	ANTH323	ANTH324	ANTH325	ANTH326	ANTH342	ANTH343
1. Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.							
The skills to construct sound arguments regarding global human diversity and commonality.	X	X	X	X	X	X	X
The ability to recognize social forces and patterns.	X	X	X	X	X	X	X
The disposition to question the taken-for-granted assumptions in the social world.	X	X	X	X	X		
2. Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology: cultural-linguistic, physical, and archaeological.							
The comprehension of fundamental concepts central to the anthropological discipline.	X						
The ability to identify major fields of thought and perspectives in the field.	X						
The identification of major figures in the history of anthropology and links to modern trends.	X	X	X	X	X	X	X
3. **Effective Communication: Students will be able to communicate**							

effectively in both written and oral formats.							
The ability to change and adapt writing and presentation style to different audiences.	X	X	X	X	X	X	X
The skill to present an argument based on logic and evidence.	X	X	X	X	X	X	X
The capacity to know how and when to reference others' work.	X	X	X	X	X	X	X
The ability to express comprehensive issues both orally and in writing.	X	X	X	X	X	X	X
The disposition to engage in debate with respect and civility.	X	X	X	X	X	X	X
4. Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields							
The ability to understand and apply the standards of ethical research and conduct espoused by the academic community.	X	X	X	X	X		
The capacity to recognize appropriate evidence and properly apply it to support an argument.						X	X
The skills to conduct research, gather and analyze social and/or physical data using appropriate methodology.						X	X

Student Learning Goals & Indicators	ANTH344	ANTH345	ANTH352	ANTH353	ANTH354	ANTH355	SOC370
1. Critical Analysis: Students will be able to critically analyze social situations using anthropological theory.							
The skills to construct sound arguments regarding global human diversity and commonality.	X	X			X	X	X
The ability to recognize social forces and patterns.	X	X					X
The disposition to question the taken-for-granted assumptions in the social world.							X
2. Anthropological Knowledge: Students will have a broad-based knowledge of principles and practices in all subfields of anthropology: cultural-linguistic, physical, and archaeological.							
The comprehension of fundamental concepts central to the anthropological discipline.				X		X	
The ability to identify major fields of thought and perspectives in the field.				X		X	X
The identification of major figures in the history of anthropology and links to modern trends.	X	X	X	X	X	X	
3. **Effective Communication: Students will be able to communicate effectively in both written and oral formats.**							
The ability to change and adapt writing and presentation style to different audiences.	X	X	X	X	X	X	X
The skill to present an	X	X	X	X	X	X	X

argument based on logic and evidence.							
The capacity to know how and when to reference others' work.	X	X	X	X	X	X	X
The ability to express comprehensive issues both orally and in writing.	X	X	X	X	X	X	X
The disposition to engage in debate with respect and civility.	X	X	X	X	X	X	X
4. Anthropology Practice: Students will possess the skills necessary to practice anthropology in all the major subfields							
The ability to understand and apply the standards of ethical research and conduct espoused by the academic community.					X		X
The capacity to recognize appropriate evidence and properly apply it to support an argument.	X	X	X	X	X	X	
The skills to conduct research, gather and analyze social and/or physical data using appropriate methodology.	X	X	X	X	X	X	
The ability to relate empirical findings to the wider anthropological knowledge base.	X	X	X	X	X	X	X
5. Independence and Creativity: Students will develop and display the ability to work independently and creatively.							
The skill to select, design and plan feasible research.							
The capacity to build on existing anthropological knowledge rather than restating it.	X	X	X	X	X	X	X
The ability to work on projects which entail ambiguity.	X	X	X	X	X	X	X

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM B-2: **Bachelor of Science in Environmental Science To Be Offered by the University of Southern Indiana at Evansville**

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Environmental Science to be offered by the University of Southern Indiana at Evansville, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on May 8, 2013 act reacted favorably to the proposal. Committee members and staff felt it appropriate to bring the program to the Commission for action as an expedited item.

Similar Programs in Indiana. According to the Independent College of Indiana (ICI) web site, there are 10 Environmental Science programs at the baccalaureate level in the ***independent*** or private not-for-profit sector (Earlham College, Goshen College, Hanover College, Taylor University, University of Evansville, University of Indianapolis, University of Notre Dame, University of St. Francis, Valparaiso University, and Trine University).

The Board for Proprietary Education (BPE) data base indicates there is one baccalaureate –level Environmental Science program in the ***proprietary*** or private for-profit sector (Kaplan University).

Within the ***public*** sector, there are only two Environmental Science programs at the baccalaureate level, which graduated a total of 27 students in FY2012 .

Campus	FY2012 Bachelor's Graduates
IU Bloomington	18
IUPUI	9
Total	27

IWIS Analysis. Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from public university Environmental Science programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year

after graduation for these graduates could not be reported because the was too small for the salary to be reported.

Standard Credit Hour Expectation. This program requires students to complete a total of 120 semester credit hours, which meets the standard credit hour expectation of for baccalaureate programs.

Concluding Points. Adding this program is consistent with the mission of USI.

Supporting Document *Program Description* – March 28, 2013

Bachelor of Science in Environmental Science
To be offered by the University of Southern Indiana at Evansville

1. Characteristics of the Program

a. Campus(es) Offering Program: University of Southern Indiana
b. Scope of Delivery (Specific Sites or Statewide): Evansville, Indiana
c. Mode of Delivery (Classroom, Blended, or Online): Classroom /Laboratory
d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): None required
e. Academic Unit(s) Offering Program: Department of Geology and Physics in the Pott College of Science, Engineering, & Education

2. Rationale for the Program

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

The University of Southern Indiana proposes a 120 credit hour curriculum for the Bachelor of Science degree in Environmental Science. The Environmental Science degree program will provide the student with a rigorous introduction to, and survey of, the hydrologic cycle as it pertains to human-environment interactions, connections of the geosphere, atmosphere, hydrosphere, and biosphere, use and exploitation of natural resources, environmental impact of growing energy needs, and the ability to integrate important scientific principles across disciplines. The study of biological and ecological interactions as well as threats to our water resources, both to quantity and quality, will be explored in this degree program. Students will also gain valuable knowledge about green business and the need for renewable energy sources. Furthermore, the program will explore the dynamics of coupled social and natural systems and the bases of environmental disorganization in social and economic structures.

Students enrolled in the Environmental Science degree program at USI will develop analysis and decision making skills for assessment and management of the environment. These students will also be exposed to the state-of-the-art measurement and analytical techniques for measuring contaminants in water and biological materials in the environment. Furthermore, students will be able to pursue graduate work in environmental science, environmental engineering, and/or resource management. The graduates will find career opportunities at consulting firms and industries specializing in water resources and environmental engineering; government agencies responsible for regulation and management of energy, land use, natural resources, and not-for-profit organizations.

Overall, the USI degree will provide students with a broad exposure to the natural, physical, and social sciences. It also permits students to gain depth in a particular area, in this case, water resources. This differs from most environmental science programs in our region that tend to focus on the social sciences (e.g. Human and Environmental Systems at Indiana State University), or have a focus on biology (e.g. Environmental Science at Thomas More College). It does not mean that these

programs are not strong; it just means that the USI program will be unique to its approach to water resources and environmental science. Furthermore, most of the workforce data suggests that future environmental scientists will focus their careers on issues associated with water resources and/or energy. To this end, the USI environmental science degree program will prepare graduates for these careers, both regionally and across the nation.

The goals of the proposed Bachelor of Science degree program in Environmental Science are consistent with the University's mission to have an "engaged learning community advancing education and knowledge, enhancing civic and cultural awareness." Not only will students in this program have a broad understanding of environmental science, but they will be involved in projects that will address cultural awareness to overcoming environmental problems. The program curricula will prepare students to seek additional training in graduate and professional schools; to pursue careers in public sectors such as environmental consulting, environmental science, engineering, and environmental health; and to seek employment in public sectors such as state, federal and local government agencies that regulate land use and pollution.

Finally, the proposed program will have positive impact on the community, since it will attract new students to the campus and will provide a new major for students. The new course that will be offered due to implementation of this program will also provide science and engineering majors and other University students with the opportunity to gain knowledge in this interdisciplinary field. In addition, the program will enhance and encourage interdisciplinary scholarship and assist with building a "community of scholars" at our University. Further, it is predicted that a focus on Environmental Science at the institution will have a positive influence, and play a leadership role on fostering needed environmental initiatives in the larger regional community.

b. State Rationale

The proposed Environmental Science degree program at USI addresses several of the state priorities identified in "*Reaching Higher, Achieving More*". First, there are abundant employment opportunities for graduates with a Bachelor of Science degree in Environmental Science in Indiana, the Tri-State region, and across the nation. According to a report by the Indiana Department of Workforce Development (2011), the number employed in Professional, Scientific, and Technical Services associated with Green Jobs in Indiana is 5,322, which makes up 11.4 percent of all Green Jobs in Indiana. In addition, this report shows that engineering, testing and consulting services jobs (including environmental scientists) have increased by 22.7 percent from 2005 to 2009, and growth is projected to continue in this area. Furthermore, the long-term occupational projections (to 2018) for Indiana, as provided by statistics through the U.S. Department of Labor indicate an increased need, both within Indiana and nationally, for graduates in fields where environmental science graduates are employed. During this period, growth is estimated to be 32 percent, with an additional 80 new jobs in environmental science each year in Indiana over this ten-year period. This is close to the national average in estimated growth of 26 percent, with an additional 4,240 positions available each year. This meets the

emphasis stated in "*Reaching Higher, Achieving More*" for degree programs that will contribute to the Indiana workforce. Second, we are providing many opportunities for students to complete the Environmental Science degree program in 4 years or less, in line with the goal in "Reaching Higher, Achieving More" for higher completion rates. To make sure students have the ability to complete this degree on time, we will: (1) provide multiple offerings of required coursework, especially at the freshman and sophomore level and (2) use current articulation agreements for those students with an Associate's degree that provides them with automatic completion of our core curriculum. Additionally, USI has established course transfer agreements with Vincennes University and Ivy Tech Community College that provide a smooth transition for students into the Environmental Science degree program at USI. The agreements established with Ivy Tech Community College include Chemistry (CHEM 261, CHEM 262), English (ENG 101, ENG 201), Geology (GEOG 112), and Physics (PHYS 175) coursework required for the proposed Environmental Science degree program. Similarly, agreements with Vincennes University include Chemistry (CHEM 261, CHEM 262, CHEM 321, CHEM 353), English (ENG 101, ENG 201), Geology (GEOG 112, GEOL 161, GEOL 234), and Physics (PHYS 175) coursework required for the proposed Environmental Science degree program. Furthermore, USI emphasizes advising to better connect students and faculty members. This advising relationship is vital for the retention and degree completion of students in the Environmental Science degree program. Finally, we have developed a rigorous assessment program that will be implemented for the newly created Environmental Science degree program, similar to assessment plans already in place for the biology, chemistry, geology, and mathematics programs in the Pott College at USI. This plan outlines the objectives for the new degree program and defines outcomes for environmental science majors. The assessment will also assist in refining coursework, streamlining degree content, and identifying the most important elements of the Environmental Science degree program at USI. Assessment is paramount in maintaining the quality of a program, especially with the evolving needs of our graduates in the workplace and in pursuit of advanced degrees. Again, establishing and maintaining quality programs is consistent with the goals of "*Reaching Higher, Achieving More*".

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The USI Environmental Science program will serve as a leader in southwest Indiana for resolving environmental concerns and setting an example with respect to environmental stewardship. Ample employment opportunities presently exist and are expected to continue to exist in sufficient numbers to provide graduates with a wide variety of employment choices. The following information provides details on job outlook and employment opportunities for environmental scientists:

National

The information from the Occupational Handbook (2012-13 Edition) from the U.S. Department of Labor provides the following summary for environmental scientists and specialists.

Environmental Scientists and Specialists	
2010 Median Pay	$61,700 per year
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2010	89,400
Job Outlook, 2010-20	19% (About as fast as average)
Employment Change, 2010-20	16,700

The following data suggest a "faster than average" employment outlook for environmental scientists in the United States. In most cases, these employment opportunities require a Bachelor of Science degree in Environmental Science. The following data is provided from the Bureau of Labor Statistics as of October 2012.

	Est 2008	Proj 2018	Change	Growth	Replace	Total
Environmental Scientists	85,900	109,800	27.8%	2,390	2,450	4,840

The following table summarizes the types of industry employing environmental scientists, with projected growth to 2018:

Industry	2008	2018	Change
State government, excluding education and hospitals	21,420	23,220	8.4%
Management, scientific, and technical consulting services	18,010	33,380	85.4%
Local government, excluding education and hospitals	10,460	11,290	8.0%
Federal government, excluding postal service	6,080	6,540	7.6%
Educational services, public and private	3,660	4,100	12.1%

Indiana

- 2008-2018 Growth Projection: Faster than average
- 1,336 Environmental Scientist employed in Indiana (2008)
- 1,763 Environmental Scientist projected to be employed in Indiana in 2018 (+32%)
- 2010 Mean Wage : $55,710
- Evansville Area
  - Primary Occupation Area: Environmental Scientist
  - Mean Annual Income 2010: $60,990
  - Change from 2006 to 2010: +27.3%

The data for Indiana is from: http://www.occsupplydemand.org/ (Bureau of Labor Statistics and IPEDS) as of October 2012.

ii. Preparation for Graduate Programs or Other Benefits

Successful completion of the Environmental Science degree program at the University of Southern Indiana will provide graduates with a number of opportunities for further graduate study or professional programs in environmental science.

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

According to a report by the Indiana Department of Workforce Development (2011), the number employed in Professional, Scientific, and Technical Services associated with Green Jobs in Indiana is 5,322, which makes up 11.4 percent of all Green Jobs in Indiana. The average annual salary for this group is $53,504. In addition, this report shows that engineering, testing and consulting services jobs (including environmental scientists) have increased by 22.7 percent from 2005 to 2009, and growth is projected to continue in this area. Furthermore, the report indicates that occupations in Life, Physical, and Social Science represent the 4th largest Indiana Green and Growing Occupations with an average annual salary of ~$57,000.

Furthermore, the long-term occupational projections (to 2018) for Indiana, as provided by statistics through the U.S. Department of Labor indicate an increased need, both within Indiana and nationally, for graduates in fields where environmental science graduates are employed. During this period, growth is estimated to be 32 percent, with an additional 80 new jobs in environmental science each year in Indiana over this ten-year period. This is close to the national average in estimated growth of 26 percent, with an additional 4,240 positions available each year.

iv. National, State, or Regional Studies

The need for environmental scientists was also highlighted in a report from the Indiana Business Research Center. In particular, "Indiana's concentration of environmental scientists and specialists also lags behind that of the rest of the nation. In 2007, the state's 1,160 workers in this occupation represented a location quotient of 0.66" (Indiana Business Research Center, 2009, p. 17). Ample employment opportunities presently exist and are expected to continue to exist in sufficient numbers to provide graduates with a wide variety of employment choices. To this end, a job search using Indeed.com in October 2012 provided a listing of 45 environmental science related jobs within 150 miles of Evansville Indiana. A summary of job descriptions from this search is provided in Appendix 4.

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

Using Indeed.com, a job postings search in October 2012 provided a listing of 45 environmental science jobs within 150 miles of Evansville Indiana. The increasing demand for environmental scientists may also be observed in job posting trends. Please see the graph below:

Overall, a Bachelor of Science degree in Environmental Science prepares students for an advanced degree in a variety of fields, including environmental health, resource management, engineering, law, and public policy. Some titles associated with available jobs include: Environmental Scientist, Water Resource Specialist, Earth Scientist, Ecologist, Forester, Environmental Chemist, Environmental Biologist, and Natural Resources Manager (U.S. Department of Labor, 2012).

A review of jobs posted on the internet (March 2012) revealed both local and national opportunities. Local employment opportunities (within 150 miles of Evansville) include working with Alcoa, Environmental Management Consultants, HDR Environmental Services, Illinois Department of Natural Resources, PARS Environmental, Patriot Engineering and Environmental, Pro2Serve, and SAIC.

vi. Letters of Support

The letters of support for the proposed Environmental Science degree program at USI include those from both industry and government agencies. Those from industry attest to the regional and state needs for students educated as environmental scientists to ensure companies are in compliance with current government regulations and are that these businesses are pursuing sustainable growth. Additionally, those from government agencies indicate a need for students educated in environmental science to solve pollution issues and to ensure companies are in compliance with government regulations related to the environment.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

At this time, the USI Environmental Science degree program will operate with existing faculty members in biology, chemistry, engineering, geography,

geology, mathematics, physics, and social sciences. The bulk of the coursework will be taught by geology and geography faculty members and will be administered by the Department of Geology and Physics in the Pott College of Science, Engineering, and Education.

In the future, if program growth warrants, additional faculty members will be justified and funded through the normal budgetary process. These new faculty members will add breadth to the program through the creation of additional electives (two examples are ecological economics and sustainability). It is envisioned that any new faculty members to this program will have environmental science as their educational background.

ii. Facilities

The University of Southern Indiana campus has well-equipped classrooms and laboratories for instruction and research as well as a library, administrative offices, and student support services. The proposed Environmental Science program will be housed primarily in the Science Center of the Pott College of Science, Engineering, and Education. The Science Center was completed in 2004 with teaching laboratories, computer laboratories, research space, and modern instrumentation. Classroom and modern laboratory space for biology, chemistry, geography, geology, physics, and mathematics courses exists on all three levels of the building. Other relevant facilities include an OSHA-compliant chemistry stockroom, tissue culture facilities, an animal rearing facility, a state-of-the-art greenhouse, and an SPSS 14.0 equipped lab in the sociology/political science department of the Liberal Arts Center. Additionally, some of the courses and research activities of this proposed Environmental Science program will take place in the Business and Engineering Center. This building includes a state-of-the-art fluid mechanics laboratory, a soil mechanics laboratory, and a water resources and environmental engineering laboratory.

Additional learning resources specifically related to each of the major contributing disciplines include field equipment such as boat and motor for field excursions, maps (geological, topographic, and soils), Giddings soil probe, rock saws, rock crushers, rock polishers, sediment particle analyzer, multi-parameter water quality meters, stream flow meters, ground water-level meters, pressure transducers and data loggers, digital meteorological station sensors, aquatic biology sampling equipment (nets, seines, plankton nets), a Hach portable water quality lab/spectrophotometer, and a backpack eletrofishing unit.

Laboratory equipment and resources include an ion chromatograph, polarizing microscopes, microscopes (light, phase-contrast, inverted, and fluorescence), micro and ultracentrifuges, thermocyclers, photo documentation stations, luminometer, micro titer palter reader, electrophoresis equipment, environmental control chambers, HPLC, G.C., spectrophotometers, 300 MHz JEOL Nuclear Magnetic Resonance (NMR) Spectrometer, Perkin-Elmer

Fouier Transform Infrared (FTIR) Spectrometer, Varian Atomic Absorption (AA) Spectrometer, Gas Chromatograph Mass Spectrometer, Gas Chromatographs (GC), Differential Scanning Colorimeter (DSC), HPLC Electrospray Mass Spectrometer, Capillary Electrophoresis, Electrochemical Analyzer, Cary UV - Visible Spectrometer, Hewlett-Packard Diode Array Spectrophotometer, Flourescence Spectrometer, and a Nicolet Nexus 470 Fouier Transform Infrared (FTIR) Spectrometer.

Currently, the David L. Rice Library at the University of Southern Indiana provides digital access to full text articles that focus on environmental science in over 180 journals. Specifically, the online database JSTOR provides access to full text articles that focus on environmental science in the following journals: *Conservation Biology*, *Environmental History, Global Ecology and Biogeography,* and *Journal of Ecology*. In addition, the David L. Rice Library at USI also provides access to Geoscience World with access to full text articles in *Environmental Geoscience*, and *Environmental and Engineering Geoscience*. Furthermore, the David L. Rice Library already owns over 900 books related to environmental science that will be used to support this new degree program. Thus, there is a minimal need for acquisition of books, periodicals, and media for the proposed Environmental Science degree program.

The proposed Environmental Science degree program will require additional laboratory and field resources, including an additional Hach portable spectrophotometer/portable water quality lab, hand held dissolved oxygen field probes, additional stream flow meters, and general equipment for the sorting and counting of aquatic biological samples. Furthermore, ion specific electrodes for water and soil quality testing will be essential. The cost for the above equipment is about $6,000 per year for the first two years of the program, and then about $3,000 per year for following years for consumables and replacement equipment. These costs will be covered by normal budgetary procedures by the Department of Geology and Physics and the Pott College of Science, Engineering, and Education.

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

This program does not require capital costs or new equipment beyond that described in the previous section.

b. Support

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

There is no reallocation of staff and/or faculty members to implement this program. The proposed Environmental Science degree program uses current courses taught in numerous programs across the University. In addition, no programs have been eliminated or downsized in order to provide resources for this program.

ii. Special Fees above Baseline Tuition

Some of the courses that will be part of the Environmental Science degree program currently have lab fees that are assessed per student. No new fees are being proposed for this program at this time.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

The following information and tables provide information on current degrees awarded in environmental science, and the number of degrees awarded nationally and in Indiana:

In the 2009-10 academic year, 477 schools in the United States offered a program in Environmental Science. The following table summarizes the degrees awarded for both environmental studies and environmental science:

Program Completers by Degree Level (2009 - 2010) National											
CIP Code	Program Title	Cert1	Cert2	Assc	Assc+	Bach	CertB	Mast	CertM	Doct/Prof	Total
03.0103	Environmental Studies	5	18	90		3,575	7	556	6	45	4,302
03.0104	Environmental Science	28	17	117		3,116	7	826	1	100	4,212
13.1338	Environmental Education							9			9
	Total	33	35	207		6,691	14	1,391	7	145	8,523

Overall, in Indiana, there are 13 institutions offering 19 programs in Environmental Science. These institutions awarded 180 Bachelor's degrees, 192 Master's degrees, and 16 doctorate level degrees in Environmental Science between the 2005-06 and 2009-10 academic years.

The closest programs to USI: University of Evansville (Environmental Science Degrees Awarded in 2010: 3), IU-Bloomington (Environmental Science Degrees Awarded in 2010: 8), and DePauw University (Environmental Science Degrees Awarded in 2010: 2).

Source: http://www.occsupplydemand.org/ (Bureau of Labor Statistics and IPEDS) as of October 2012

ii. Related Programs at the Proposing Institution

Currently, there are no related programs to environmental science at the University of Southern Indiana.

b. List of Similar Programs Outside Indiana

The current degrees awarded in environmental science and number of degrees awarded in Illinois and Kentucky are provided below:

Illinois

- In Illinois, there are 16 institutions offering 19 programs in Environmental Science. These institutions awarded 439 Bachelor's degrees, 171 Master's degrees, and 43 doctorate level degrees in Environmental Science between the 2005-06 and 2009-10 academic years.
- Closest programs to USI: University of Illinois- Urbana-Champaign (Environmental Science Degrees Awarded in 2010: 57), Bradley University (Environmental Science Degrees Awarded in 2010: 1), and Benedictine University (Environmental Science Degrees Awarded in 2010: 2).

Kentucky

- In Kentucky, there are two institutions offering two programs in Environmental Science. These institutions awarded 24 Bachelor's degrees in Environmental Science between the 2005-06 and 2009-10 academic years.
- Closest programs to USI: Thomas More College (Environmental Science Degrees Awarded in 2010: 3), and Northern Kentucky University (Environmental Science Degrees Awarded in 2010: 10).

Source: http://www.occsupplydemand.org/ (Bureau of Labor Statistics and IPEDS) as of October 2012.

c. Articulation of Associate/Baccalaureate Programs

The Pott College of Science, Engineering, and Education has already established a number of general articulation agreements with community colleges in our region for our degree programs in biology, chemistry, and geology. Currently, students that are admitted to USI with an Associate's degree receive credit for the completion of our University Core Curriculum. In addition, USI will accept up to 60 credits of transfer hours toward the completion of the Environmental Science degree program. Additionally, USI has established course transfer agreements with Vincennes University and Ivy Tech Community College that provide for a smooth transition for students into the Environmental Science degree program at USI. The agreements established with Ivy Tech Community College include Chemistry (CHEM 261, CHEM 262), English (ENG 101, ENG 201), Geology (GEOG 112), and Physics (PHYS 175) coursework required for the proposed Environmental Science degree program. Similarly, agreements with Vincennes University include Chemistry (CHEM 261, CHEM 262, CHEM 321, CHEM 353), English (ENG 101, ENG 201), Geology (GEOG 112, GEOL 161, GEOL 234), and Physics (PHYS 175) coursework required for the proposed Environmental Science degree program.

d. Collaboration with Similar or Related Programs on Other Campuses

Currently, there is no collaboration planned with similar or related programs on other campuses.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

Completion of the Environmental Science program will require 120 credit hours. All students within this program will complete the University Core Curriculum, a 56 hour core of biology, chemistry, environmental science, geology, and social science courses, 26 hours of supporting science and math courses, and 3 credit hours of supporting social science courses. The course distribution will form a common foundation of knowledge for all students in the Environmental Science program. In addition, several of the supporting science and math courses, as well as the social science supporting courses, fulfill a portion of the University Core Curriculum requirements. Furthermore, only one new course is needed for the implementation of the Environmental Science degree program.

Additional strengths of this proposed program include: 1) a core of geology and biology courses that will bring all of the environmental science students together to produce a community of students; 2) the breadth of faculty expertise within the Pott College and College of Liberal Arts; and 3) the strong interdisciplinary infrastructure in place at USI. Finally, every student earning an Environmental Science degree with the curriculum outlined for this new degree program will also satisfy the requirements for an environmental biology minor.

b. Exceeding the Standard Expectation of Credit Hours

The proposed Environmental Science degree program will not exceed the 120 semester credit hours limit.

c. Program Competencies or Learning Outcomes

The specific objectives of this program are to:

- Educate students on aspects of environmental science and societal issues related to the environment by focusing on hands on experiences in the field and laboratory.
- Explicitly show that environmental issues are multidisciplinary in nature, demanding natural, physical, and social science perspectives and concepts, to provide expertise in working with Earth/human interactions.
- Expose students to short and long-term environmental problems across local, regional and global scales, and the critical reasoning necessary for their resolution.
- Provide students with a rigorous, comprehensive, and truly interdisciplinary program that allows them to understand, interpret, and address the diversity of environmental challenges that currently exist, and those yet to materialize.
- Prepare students to derive the scientific and engineering solutions to current and future environmental challenges that transcend traditional disciplinary, institutional, societal, and political boundaries.

Graduates of the Environmental Science program will be able to:

- Understand the impacts of humans on the natural environment at different scales.
- Think critically and quantitatively about environmental processes and human-environment interactions.
- Advance environmental stewardship and awareness, and inspire work for the public good with integrity and ethical practices.
- Advance into a variety of graduate-level and professional programs that span the diversity of natural science, physical science, social science, and law.
- Find employment regionally or nationally in the private sector and state or federal government agencies.

d. Assessment

The proposed undergraduate program in environmental science will be offered for the first time in Fall 2013. The marketing and recruitment of students will be done in collaboration with the University Admissions Office.

Evaluation of the proposed program will be accomplished in two ways. First, the program will be evaluated internally every five years, beginning in the sixth year after implementation, through the existing USI institutional assessment program. The proposed Environmental Science program will use multiple measures for evaluation including, but not limited to the following:

1. Student recruitment success will be measured by the number of students in the major in relation to enrollment goals.
2. Student advising success will be measured by student satisfaction with advising.
3. Student progression in the program will be measured by program attrition and the average length of time for a student to graduate after major declaration.
4. Curriculum design and delivery effectiveness will be measured by survey data obtained from students, graduates, faculty, and alumni of the program.
5. Adequacy of learning resources will be measured by survey and focus group data obtained from students and faculty.
6. Teaching effectiveness will be measured in part by student evaluations,
7. Job placement of graduates will be included in the annual survey conducted by the University of Southern Indiana Career Services and Placement Office.

Second, a detailed assessment plan will be implemented for the newly created Environmental Science degree program, similar to assessment plans already in place for the Biology, Chemistry, Geology, and Mathematic degree programs in the Pott College of Science, Engineering, and Education. The assessment will also assist in refining coursework, streamlining degree content, and identifying the most important elements of the Environmental Science degree program.

The Pott College of Science, Engineering, and Education established a college-wide assessment program that is based primarily on the student outcomes/program

objectives continuous improvement model promulgated by ABET. We have developed a formal, rigorous, quantitative procedure by which outcomes and objectives will be evaluated and used to improve program learning and instruction for the Environmental Science degree program.

The Program Objectives for the Environmental Science degree are:

1. Find and evaluate scientific data, models, hypotheses, and conclusions published in publicly available scientific literature that focuses on environmental science. Apply knowledge and techniques from biology, chemistry, geology, physics, mathematics, and computing to help solve environmental problems.
2. Conduct an independent scientific investigation.
3. Make cogent presentations of data, observations, interpretations, and conclusions in written and oral formats.
4. Be aware of environmental issues that affect society at large. Collaborate with others, including multidisciplinary groups, to solve environmental problems. Understand ethical issues in the profession.
5. Understand the need for, and develop the abilities to engage in, lifelong learning.

The Student Outcomes for the Environmental Science degree program include:

1. Understand how the scientific method is applied to environmental science.
2. Be able to identify problems for study, conduct independent studies, and be productive members of collaborative teams.
3. Have a thorough knowledge and understanding of core concepts in environmental science, including:
    a. Interactions of the biosphere, atmosphere, geosphere, and hydrosphere.
    b. Recognition that environmental issues are multidisciplinary in nature, demanding natural, physical, and social science perspectives and concepts.
    c. Understand short and long-term environmental problems across local, regional and global scales, and the critical reasoning necessary for their resolution.
4. Have a basic set of skills that can be applied to research and employment as an environmental scientist, including:
    a. Use modern technology to record, illustrate, and present published data, models, hypotheses, and conclusions.
    b. Interpret topographic maps and other spatial data unique to the environmental sciences.

c. Apply existing field and laboratory procedures, or devise new ones, to acquire original data, and use appropriate means (e.g., statistics) to analyze research data.

5. Be able to effectively communicate results of their work to other scientists and the public in both oral and written form.
6. Know and adhere to high professional and ethical standards of work as an environmental scientist.
7. Understand the need to continue learning new concepts and skills throughout life to remain competent and responsible in the conduct of professional and personal activities.

The following table maps the program objectives to the student outcomes for the proposed Environmental Science degree program at USI:

Student Outcomes ► ▼ Program Objectives	1 scientific method	2 team approach	3 core concepts	4 skill set	5 effective comm.	6 ethics	7 continue learning
1. Successful in study and practice	X	X	X	X	X		
2. Conduct investigations	X	X	X	X	X		
3. Make cogent presentations		X	X		X		
4. Aware of issues and ethics					X	X	
5. Lifelong learning							X

All of the learning objectives will be embedded within required core environmental science course work. We will develop performance criteria (rubrics) to assess the quality of student learning with respect to each outcome and whether each outcome was met, partially met, or not met. Rubrics for evaluation of class assignments, lab projects, research papers and critiques, oral discussions, and exam questions, oral presentations, poster presentations, and professional, group and travel activities will be put together. This assessment program will also involve inquiry of graduating seniors regarding their experience in the Environmental Science program at USI. Assessment of program outcomes will also be accomplished via course assessment and the monitoring of course outcomes that specifically address stated program outcomes.

Student Outcomes ► ▼ Required Courses	1 scientific method	2 team approach	3 core concepts	4 skill set	5 effective comm.	6 ethics	7 continue learning
GEOG 112 or GEOL 131	X		X	X			
GEOL 151 or GEOL 161	X		X	X			X
GEOL 234	X		X	X			
BIOL 215	X	X	X	X	X	X	
CHEM 321	X	X	X	X			
GEOL 311	X	X	X	X	X	X	X
PHIL 366		X	X		X	X	
GEOL 407	X	X	X	X	X		X
GEOL 411	X	X	X	X	X		X
SOC 415 and/or POLS 464		X	X		X	X	X
BIOL 452	X	X	X	X	X	X	X
GEOL481	X	X	X	X	X	X	X

To this end, the Environmental Science degree program will assess 2 to 3 program outcomes each academic year. Program outcomes will be targeted in specific courses at the introductory level (100- and 200- level courses), in the middle of the program (300-level courses), and near graduation (400-level courses). To evaluate progress toward achieving the program outcomes, 2 to 4 course outcomes that tie directly to a program outcome will be measured. Results of each course assessment will be reported in a standard manner.

In a five year rotation, assessment of program outcomes for introductory courses will be first, followed by assessment of program outcomes from 300- and 400- level courses. This timeline will permit us to follow a cohort of students through the program and enable us to measure their progress toward achieving program outcomes. The following table identifies which courses will be assessed in the next 5 years:

Year	Spring	Fall
2013	x	GEOG 112, GEOL 131
2014	GEOL 151, GEOL 161	BIOL 215, GEOL 234
2015	GEOG 215, CHEM 321	GEOL 311, POLS 464
2016	GEOL 407, GEOL 441	GEOL 481, PHIL 366
2017	BIOL 452, GEOL 499	SOC 415, GEOL 499

Reports will be prepared for each of these courses and will include the following quantitative information:

1. Student outcomes being evaluated

2. Student outcomes being used to evaluate progress towards the program objectives
3. Means of assessment (e.g. pre-test, imbedded examination questions, paper, project, etc.)
4. Criteria for success (e.g. rubrics used to evaluate performance)
5. Assessment results (quantitative)
6. Use of the results (a.k.a., how will the results be used to improve the course)

As mentioned above, the goal is to assess 2 to 3 program outcomes each academic year. In addition to this internal data, environmental science majors will also complete a major field test that will provide supplementary information for graduating seniors that focuses specifically on program outcomes of the scientific method, core concepts, and skill sets.

After the 5-year rotation of assessing program outcomes at the various levels of the Environmental Science degree program, relevant data will be used to evaluate program objectives. The evaluation of program objectives will also include exit interviews conducted with graduating seniors, alumni surveys, and conversations with employers of our graduates. A report will be prepared summarizing the results of this data with respect to program objectives. Finally, the results of the program assessment will be used to make adjustments to the future environmental science curricula and coursework.

e. Licensure and Certification

There is currently no licensure and/or certification programs for environmental science.

f. Placement of Graduates

As stated previously, this program will provide the appropriate environmental science title on students' diplomas and the opportunity to earn an interdisciplinary degree that will prepare students for a wide range of jobs in the environmental field and for pursuing advanced degrees in numerous environmental fields. A job search using Indeed.com in October 2012 provided a listing of 45 environmental science jobs within 150 miles of Evansville Indiana. Some titles associated with available jobs include: Environmental Scientist, Water Resource Specialist, Earth Scientist, Ecologist, Forester, Environmental Chemist, Environmental Biologist, and Natural Resources Manager (U.S. Department of Labor, 2012). The types of businesses and specific venues where graduates could work are identified in the following table.

Potential employment opportunities in Environmental Science.

Type of business	Examples of specific ventures	USI Environmental Science Degree
Private consulting firms	Environmental assessments, remediation projects, contamination delineation	☑
State/local Government	Land-use planning, resource assessment, environmental health	☑
Business and industry	Regulatory Compliance, environmental oversight	☑
Private practice	Contracting with environmental law firms, consultants, industries	☑
Community & public health	Local, regional and state health departments	☑
Non-profit agencies, NGO's	Community surveys, resource allocation studies	☑

Furthermore, successful completion of the Environmental Science degree program at the University of Southern Indiana will provide graduates with a number of opportunities for further graduate study or professional programs. Students will be prepared to pursue graduate level study within the environmental Earth, physical, and life sciences.

g. Accreditation

There is no accrediting body for Environmental Science.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

The table on the next page estimates headcount, FTE enrollment, and degrees conferred data for the proposed Environmental Science degree program. The degree will only be provided through the University of Southern Indiana at Evansville, so only one table is provided. The fifth year projects steady state enrollment for the proposed Environmental Science degree program at USI.

Institution/Location: University of Southern Indiana at Evansville
Program: Bachelor of Science in Environmental Science

	Year 1 FY2013	Year 2 FY2014	Year 3 FY2015	Year 4 FY2016	Year 5 FY2017
Enrollment Projections (Headcount)					
Full-Time	5	10	20	40	50
Part-Time	2	4	4	6	6
Total	7	14	24	46	56
Enrollment Projections (FTE)					
Full-Time	5	10	20	40	50
Part-Time	1	2	2	3	3
Total	6	12	22	43	53
Degrees Conferred Projections	0	0	2	6	12

CHE Code: 12-XX
Campus Code: 1808
County: Vanderburgh (082)
Degree Level: Bachelor of Science degree
CIP Code: Federal - 03.0104; State - 03.0104

Appendix 1: Institutional Rationale

The University of Southern Indiana's vision is a simple but powerful one: Shaping the future through learning and innovation. The mission statement is: USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community. More information about USI's Mission and Vision is available at: http://www.usi.edu/about/mission-vision For detailed information about the University of Southern Indiana's Strategic Plan, please see: http://www.usi.edu/president/strategicplan/

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data

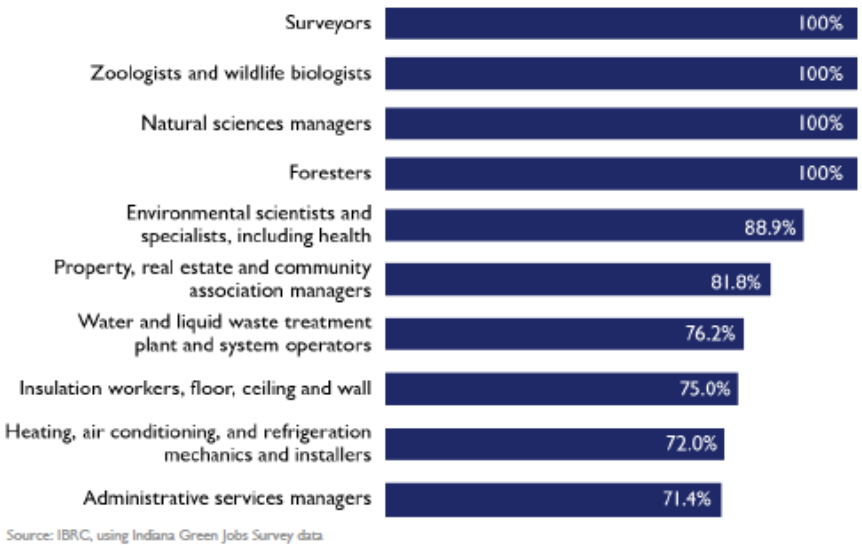
The following are tables from the Indiana Department of Workforce Development, 2011, Green Jobs in Indiana – Employment Prospects in the Green Economy. The complete document may be accessed at:
http://drivingworkforcechange.org/reports/indianagreenjobs.pdf

Table 1: Summary of Indiana Direct Green Jobs by Core Area

Core Area	Direct Green Jobs	Percentage of All Direct Green Jobs
Total Direct Green Jobs	**46,879**	**100.0%**
Increasing Energy Efficiency	15,715	33.5%
Agriculture and Natural Resource Conservation	10,334	22.0%
Pollution Prevention and Environmental Cleanup	9,003	19.2%
Renewable Energy Production	4,152	8.9%
Clean Transportation and Fuels	2,234	4.8%
Green Jobs Not Assigned to a Core Area	5,442	11.6%

Source: IBRC, using Indiana Green Jobs Survey data

Figure 4: Occupations that Require Unique Skills for Green-Related Projects



Source: IBRC, using Indiana Green Jobs Survey data

Appendix 3: National, State, or Regional Studies

The following information, figure, and table are from the Indiana Business Research Center for the Indiana Economic Development Corporation, 2009, Indiana's Life Science Industries. Please see the average annual employment change and income for environmental scientists and specialists. The complete document may be accessed at: http://www.ibrc.indiana.edu/studies/life-science-industries_2009.pdf

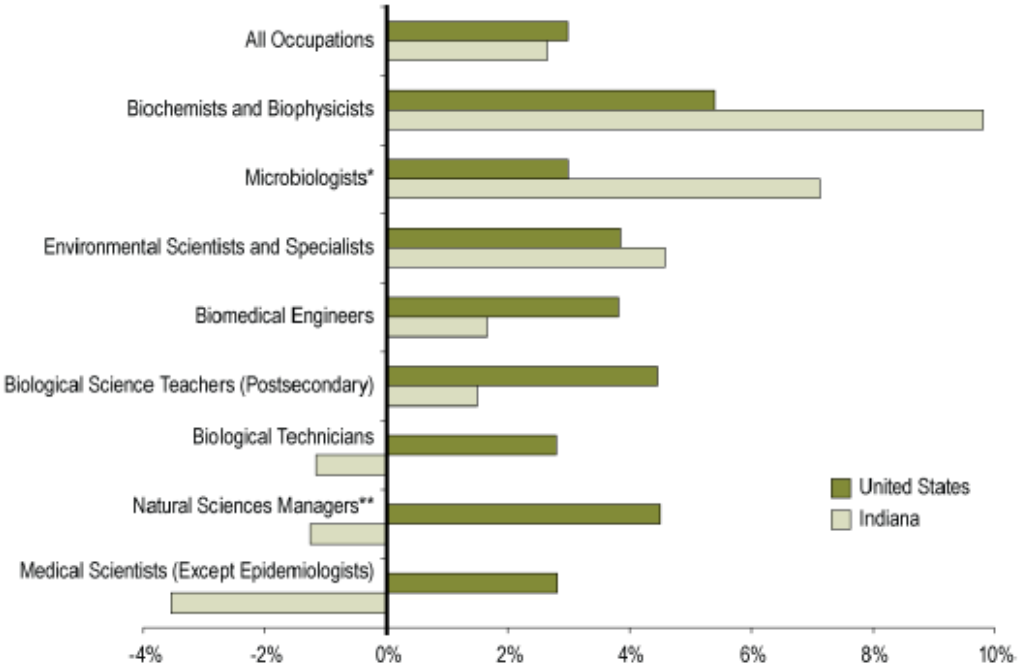
Environmental Scientists and Specialists, Including Health

Indiana's concentration of environmental scientists and specialists also lags behind that of the rest of the nation. In 2007, the state's 1,160 workers in this occupation represented a location quotient of 0.66. This mark is typical for this region of the country as no Midwestern states for which data are available (Iowa is not included) had a location quotient above 0.85 in 2007.

Environmental scientists and specialists in Indiana earned $55,870 on average in 2007—$8,000 less than the value for the United States as a whole. The gap in pay between Indiana and the United States has been declining in recent years as the environmental scientists and specialists occupation is one of only three life science occupations in which Indiana's current-dollar growth in average wage between 2001 and 2007 outpaces the nation (refer again to **Figure 11**).

Industries with the highest levels of employment for environmental scientists and specialists at the national level are state, federal and local government; management, scientific and technical consulting services; and architectural, engineering and related services.

Figure 11: Average Annual Change in Wages (Current Dollars) by Occupation, 2001-2007



*2001-2006 data, ** 2002-2007 data
Source: IBRC, using Bureau of Labor Statistics data

Table 5: Summary of Indiana Life Science Occupations, 2007

	Employment	Avg. Annual Employment Change, 2001-2007		Avg. Wage	
	Indiana	Indiana	United States	Indiana	United States
All Occupations	2,928,780	0.4%	0.8%	$36,410	$40,690
Medical Scientists, Except Epidemiologists	2,740§	47.3%§	10.6%	$52,710	$74,160
Biological Technicians	1,200	9.5%	7.7%	$34,960	$40,240
Environmental Scientists and Specialists, Including Health	1,160	4.2%	5.5%	$55,870	$63,870
Natural Sciences Managers	1,130	0.0%***	-1.3%	$58,590	$113,170
Microbiologists	780*	11.5%**	-1.0%	$67,790*	$66,430
Biological Science Teachers, Postsecondary	740	-3.3%	5.2%	$71,200	$84,130
Biochemists and Biophysicists	660*§	27.1%**§	3.2%	$90,230	$85,290
Biomedical Engineers	340*	6.1%**	13.2%	$62,740	$79,610
Life Scientists, All Other	200	n/a	n/a	$56,250	$66,930

*2006 data, ** 2001-2006 data, *** 2002-2007 data

§ The Occupational Employment Statistics survey reports large margins of error in 2007 for these occupations. As a result, the reader is strongly cautioned that actual industry and employment trends may conflict with published government—Bureau of Labor Statistics—data sources. Industry experts may provide a more accurate and complete analysis of regional or state industry structure.
Source: IBRC, using Bureau of Labor Statistics

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

A job search using Indeed.com in October 2012 provided a listing of 45 environmental science related jobs within 150 miles of Evansville Indiana. These advertised positions require a Bachelor of Science degree in environmental science and/or a related field, and require various years of experience. These employment opportunities are primarily with environmental consulting companies and local, state, and federal agencies. The following are selected job announcements for environmental scientists in Indiana, Illinois, and Kentucky:

Environmental Scientist – Stantec in Indianapolis

Minimum Requirements:

- Bachelor's degree in Geology, Engineering, or Environmental Science.Four (4) to six (6) years of consulting industry experience.
- Familiarity with CERCLA and RCRA a plus
- 40 HR OSHA training
- Strong commitment to health and safety; excellent technical writing skills; organizational and communications skills.

Job Description: Stantec's Environmental Services group is dedicated to helping our clients reduce their environmental liabilities by developing comprehensive remediation programs. We provide integrated, multidisciplinary services to identify and assess liabilities and risks, and to develop solutions to site management, remediation, and mitigation. This is where great ideas and rewarding careers are built. Our team members

work on a variety of projects, including environmental monitoring, in-situ/ex-situ remedial design and implementation, human health and ecological risk assessments, air quality permitting and reporting, pipeline compliance, stormwater permitting and planning, and audit support services. Our structure cultivates career growth and provides opportunities as unique as you are.

Environmental Scientist or Engineer - Sullivan International Group, Inc.

Minimum Requirements:

- B.S. in Environmental Science or other related discipline;
- Entry level to three (3) years experience with similar work, including sampling and data management;
- Certification of or ability to pass 40-hour HAZWOPER training (or refresher courses), minimum;
- Proven organizational, written and verbal communication skills;
- Demonstrate technical writing skills on technical documents (environmental reports);

Job Description: Sullivan International Group, Inc. is a nationally-recognized consulting firm that provides environmental engineering, construction management, and science and technology products and services. We are currently looking for an Environmental Scientist or Engineer. The position will report from our Indianapolis office and will require frequent travel, mainly in the Midwest.

Project Environmental Scientist – URS in Indianapolis, Indiana

Minimum Requirements:

- Minimum Bachelor's degree in Geology, Biology, Ecology. Geography, or related discipline
- Minimum 10 years of environmental consulting and/or related consulting experience
- Must be familiar with state and Federal environmental regulations
- Strong client communication skills, and prior project experience

Job Description: The URS Indianapolis, IN office is seeking talented Environmental professionals to help grow its environmental consulting practice involving the permitting, evaluation, investigation, and/or remediation of environmental conditions on properties located in Indiana and surroundings states. The successful candidate will support existing clients, develop proposals, pursue independent marketing efforts, and lead diverse technical teams in the delivery of client projects. The position requires completing projects on time and accurately. The team member will promote and demonstrate a positive, team-oriented attitude.

GIS Specialist – URS Corporation in Louisville, Kentucky

Minimum Requirements:

- Master's degree in Urban Planning with GIS or Spatial Analysis specialty
- Mapping and Geographic Information Systems
- Hazard Mitigation Planning
- Estimating Economic Impact of Natural Hazards
- Siting Studies
- Computer Programming and Database Applications

Job Description: Collect, analyze, and interpret geographic information provided by geodetic surveys, aerial photographs, and satellite data in order to provide planning related to the Federal Emergency Management Agency (FEMA) hazard mitigation planning, FEMA Flood Insurance Rate Maps (FIRMs) development (MAP Modernization guidance and RISK MAP guidance), development of billing systems for stormwater utilities, GIS analysis for green infrastructure and wet weather programs, Municipal Separate Storm Sewer (MS4) programs, siting studies, estimating economic impact of natural hazards; development of databases, emergency management emergency operations plans, emergency action plans for dams, and sanitary sewer mapping. Research, study, and prepare maps and other spatial data in digital or graphic form for legal, social, political, educational, and design purposes.

Environmental Analyst - SAIC at Naval Support Activity Crane

Minimum Requirements: Bachelor's Degree in Environmental Engineering, Environmental Science, Environmental Management, or other technical field, and at least 4 years of related experience.

The candidate must: have the knowledge and experience to be able to work on problems of diverse scope and exercise independent judgment within generally defined practices and policies in selecting methods and techniques for obtaining solutions; making decisions that may have a direct effect on project schedules; interact daily with customers and peer staff members; and able to handle unusual and seldom occurring job events with minimal assistance. Position will also require support with internal SAIC local operations, facilities and other projects with environmental compliance needs/actions. Candidate may also be required to attend conferences, training or other task-related opportunities to network with potential customers (DoD and non-DoD) and present SAIC capabilities. Overall Environmental Compliance and environmental project management experience will enable the successful candidate to accurately assess and manage diverse environmental projects.

Soil Conservation Technician - Pinckneyville, Illinois Field Office

Minimum Requirements:

- Bachelor's Degree in Environmental Science, Geology, Soil Science, or a related field.

- Applicant must have at least one year of specialized experience equivalent to the GS-04 level in the Federal Government.
- Must be a United States Citizen to qualify for this position.
- Must serve a one-year probationary period

This position will serve Natural Resources Conservation Service District Conservationist, Soil and Water Conservation District, other local groups, and landowners in the planning and application of total resource management system plans; providing conservation planning assistance from initial evaluation to completion using the nine step planning process. The incumbent investigates, surveys, and gathers information for complex conservation practices and provides layout assistance and construction inspections on complex practices within the serviced area. Prepares design material lists, cost estimates, and engineering plans for the construction of complex conservation practices and approves engineering jobs which are within job approval authority. Provides training to NRCS and SWCD on surveying, staking, information gathering, design, engineering plan preparation, and construction inspection.

Summit Energy Services, Inc., Sustainability Analyst, Louisville, Kentucky

Essential Skills and Qualifications:

- Bachelors Degree in Environmental Sciences, Energy, Engineering, or a related technical field with 3 - 6 years of related professional experience and an interest in pursuing a career in sustainability
- Some project management experience
- High commitment to company vision, values and excellent client service
- Proven track record in developing, managing, and executing client solutions
- Progressive history of building successful relationships
- Ability to communicate, both written and verbally, complex analysis and ideas in a concise manner
- Analytical self-starter with strong attention to detail
- Strong organizational and problem-solving skills with the ability to work on multiple complex projects in diverse areas
- Proficient computer experience in Microsoft Office Products, particularly Excel, Word, and PowerPoint.

Position Summary
The Sustainability Analyst will develop and deliver services and solutions that create client value, financial and environmental impact reductions, and track performance against client goals and strategies.

Appendix 5: Letters of Support

The following are support letters that have been received from local, state, and federal government agencies and businesses. These support letters attest to the need for an Environmental Science degree program at USI, and the potential for internships and collaborative research among professionals in the community and students and faculty members at USI.

Rigid Packaging/Primary Metals

Warrick Operations
State Route 66
PO Box 10
Newburgh, IN 47629-0010 USA

Nov. 2, 2012

Dr. William Elliott
Department of Geology and Physics
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712

Dear Dr. Elliott,

I would like to express my support for the creation of a bachelor's of science degree program in environmental science at the University of Southern Indiana (USI).

As you know, sustainability is an integral part of our culture and a core strategy at Alcoa. This is reflected in the investments that we make through the Alcoa Foundation. The Foundation works to meet both community and business needs, and its two core focus areas are the environment and education. In fact, our educational focus area, among other things, seeks to increase the number of students who receive training to pursue a career in EH&S – environment, health and safety.

So, it's apparent that environmental science is an important priority for Alcoa.

We believe this program will be beneficial to our region, providing USI graduates with the training and knowledge to become successful. The degree program could also enhance the ongoing collaborative efforts that we have with USI's faculty and its students.

We are supportive of this program – and we look forward to the possibilities that it will offer your students and our region.

Sincerely,

Jim Beck
Communications & Public Affairs Manager
Alcoa Warrick Operations
812-853-4557 or jim.beck@alcoa.com

INDIANA GEOLOGICAL SURVEY
611 N. Walnut Grove Ave., Bloomington, IN 47405-2208 · (812) 855-7636
http://igs.indiana.edu · IGSinfo@indiana.edu

March 6, 2013

Dr. William S. Elliott, Jr., Chair
Department of Geology and Physics
Pott College of Science and Engineering
8600 University Blvd.
Evansville, IN 47712

Dear Dr. Elliott,

I am writing to express my support for the proposed new Environmental Science degree program at the University of Southern Indiana. Your proposal to the Indiana Commission for Higher Education makes a strong case for the establishment of this program at USI, and I take this opportunity to express my perspective from someone who has administered research and service in the public sector, i.e., government, for the past 19 years, and as the director of the Indiana Geological Survey (IGS) for the past 15 years.

The mission of the IGS is to provide geologic information and counsel that contribute to the wise stewardship of the energy, mineral, and water resources of the state and the enhancement of the environment. In this capacity, the staff of the IGS advise, among its diverse clientele, numerous counterparts in other state and federal agencies. For example and in Indiana in particular, we have almost daily contact with Earth and Environmental Scientists in state agencies ranging from the Indiana Department of Homeland Security, Indiana Department of Environmental Management, Indiana Department of Natural Resources, to the Indiana Department of Transportation. In these instances, we depend on a level of education and professionalism among those personnel that permit us to work expeditiously with them for the benefit of the citizens. The proposed program at USI will go a long way in providing a steady and competent supply of Environmental Scientists to those agencies, as well as our own, especially as the current workforce ages and faces retirement.

The statistics you provide in your proposal amply demonstrate the need for Environmental Scientists in the public sector. The proposed Environmental Science degree program at USI will provide students with a broad background in the physical sciences necessary to serve the public and ensure the quality of life we as a society depend upon. The emphasis of the program on water resources will be especially timely, as the vagaries of water supply and quality continue to challenge us with population growth, industrial development, and looming climate change.

The University of Southern Indiana, through its new Environmental Science program, is well poised to make important contributions to the citizens of Indiana and the central Midwest.

With sincere best wishes for the success of your new program,

John C. Steinmetz

John C. Steinmetz, Ph.D.
Director and State Geologist

INDIANA UNIVERSITY

USDA United States Department of Agriculture | Forest Service | Humboldt-Toiyabe National Forest | Mountain City Ranger District
Elko Office
2035 Last Chance Road
Elko, NV 89801-4808

February 26, 2013

Dr. William Elliott
Department of Geology and Physics
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712

Dear Dr. Elliott,

I am writing this letter to express our support for the establishment of a new B.S. degree program in environmental science at the University of Southern Indiana (USI). We believe that this program will be beneficial, providing USI graduates with the training and knowledge appropriate to be successful in our workplace.

Furthermore, we are excited by the possibility of internships and other collaborative efforts with faculty members and students from the USI environmental science program. We feel that these collaborative efforts will be beneficial to our company.

Again, we are supportive of a new environmental science degree program at USI. If you have any additional questions, please feel free to contact me at mrsilva@fs.fed.us or (775)778-6129.

Sincerely,

Manuel R. Silva
NE Zone Geologist, CMA I

Appendix 6: Faculty and Staff, Detail

The following full-time faculty will be directly involved with the Environmental Science program:

- Oana Armeanu, Ph.D. – Assistant Professor of Political Science. Dr. Armeanu teaches international and comparative politics. Prior to coming to the States, she worked as a journalist for "22" magazine in Romania and for Radio Free Europe.
- James Bandoli, Ph.D. – Professor of Biology. Dr. Bandoli's research interests include parental investment in spottail darters, a local stream fish that practices resource-defense polygyny.
- Peter Cashel-Cordo, Ph.D. – Professor of Economics. Dr. Cashel-Cordo's expertise and interests are in the areas of international public economics, economic development and international economics. He once served as an environmental enforcement agent with the City of Houston.
- Cindy DeLoney, Ph.D. – Associate Professor of Biology. Dr. DeLoney is a microbiologist with research interests in symbiotic relationships between squid and bacteria.
- Joseph DiPietro, Ph.D – Professor of Geology. Dr. DiPietro has expertise in tectonics and landscape evolution. He is interested in research involving neotectonic hazards and the interaction of landscape and climate.
- Paul K. Doss, Ph.D. – Professor of Geology. Dr. Doss is a hydrogeologist and environmental geologist who works extensively with the U.S. Geological Survey, National Park Service, and U.S. Forest Service.
- Jim Durbin, Ph.D. – Associate Professor of Geology. Dr. Durbin has expertise in geomorphology, climatology, stratigraphy, and hydrogeology. He is particularly interested in aspects of climate change over the last 120,000 years.
- William Elliott, Ph.D. – Associate Professor of Geology. Dr. Elliott is an environmental scientist interested in research involving sedimentology, low temperature geochemistry, and stratigraphy. He is particularly interested in dam removal along rivers and streams in the Pacific Northwest.
- Brandon Field, Ph.D. – Assistant Professor of Engineering. Dr. Field has expertise in thermal fluid sciences, and an interest in sustainable and efficient energy production.
- Edith L. Hardcastle, Ph.D. – Associate Professor of Biology. Dr. Hardcastle teaches botany and plant taxonomy with strong interests in environmental science.
- Jason Hill, Ph.D. – Assistant Professor of Engineering. Dr. Hill has teaching and research expertise in the areas of water resources and environmental engineering. His interests include rainfall-runoff modeling, wetland hydrology, and environmental restoration.
- Nils I. Johansen, Ph.D., P.E. – Professor of Geological Engineering, retired, University of Alaska Fairbanks. Dr. Johansen's expertise is in Arctic resource development and the environmental impacts of mining operations. He recently completed a study on surface reclamation of coal mined land and its impact on housing development in Warrick County, Indiana.
- Mark Krahling, Ph.D. – Associate Professor of Chemistry. Dr Krahling's research group uses chromatographic and spectroscopic instrumental techniques to solve analytical and environmental problems. He currently has students using gas

chromatography –mass spectrometry to characterize and quantify nonpolar organic molecules extracted from natural water systems.

- Anton Maria, Ph.D. – Associate Professor of Geology. Dr. Maria is interested in the dynamics of the oceans and environmental issues surrounding natural disasters.
- Henri R. Maurice, Ph.D. – Associate Professor of Biology. Dr. Maurice is a plant developmental biologist with an interest in the effects of the environment on plant hormones and developmental processes.
- Eric McCloud, Ph.D. – Associate Professor of Biology. Dr. McCloud is an ecologist and entomologist who has extensive research experience in the biology of global change.
- Landon Moore, Ph.D. – Assistant Professor of Biology. Dr. Moore is a geneticist whose research interests involve understanding how genomes are maintained during development and following genotoxic stresses.
- Mary Lyn Stoll, Ph.D. – Associate Professor of Philosophy. Dr. Stoll specializes in applied ethics, especially the intersection between environmental ethics and business ethics. She has published articles on the injustices involved with Persistent Organic Pollutants (POPs), on Marine Ethics, and a variety of other applied ethics topics.
- Rex M. Strange, Ph.D. – Associate Professor of Biology. Dr. Strange studies the molecular evolution of fishes.
- R. Brent Summers Ph.D. – Associate Professor of Biology. Dr. Summers is an environmental biologist with a continuing project to investigate the down-stream effect on macroinvertebrates below a new dam re-operation. He has also conducted a bioassessment of the Blue River in several local counties.
- Mary Tucker, Ph.D. – Instructor in Chemistry. Dr. Tucker's graduate research was in environmental analytical chemistry specifically with extraction and analysis of mercury compounds as well as other inorganic ions. She has taught the Environmental Chemistry laboratories for the past 5 years at USI.
- Kenneth Walsh, Ph.D. – Assistant Professor of Chemistry. Dr. Walsh teaches organic chemistry and has research interests in carbohydrate chemistry and organic synthesis methodology.
- Stephen Zehr, Ph.D. – Professor of Sociology. Dr. Zehr has teaching and research expertise in the areas of sociology of science and sociology of the environment. His research addresses the representation of scientific expertise on environmental controversies in policy and media contexts.

In addition, the following support personnel will be involved with the program:

- Chris Hogue, Laboratory Supervisor
- Vince Frazier, Electronic Equipment Specialist
- Gloria Butz, Laboratory Supervisor in Biology

Finally, the Environmental Science degree program will be overseen by Dr. William Elliott, Chair of Geology and Physics in the Pott College of Science, Engineering, and Education. After the initial development of this program, a coordinator will be identified to take on advising, marketing, and scheduling duties of the Environmental Science program.

Appendix 7: Facilities

There will be no major impacts on facilities caused by the proposed Environmental Science degree program at USI.

Appendix 8: Other Capital Costs

There will be no capital costs associated with the proposed Environmental Science degree program at USI.

Appendix 9: Articulation of Associate/Baccalaureate Programs

Currently, students that are admitted to USI with an Associate's degree receive credit for the completion of our University Core Curriculum. In addition, USI will accept up to 60 credits of transfer hours toward the completion of the Environmental Science degree program. Furthermore, USI has established course transfer agreements with Vincennes University and Ivy Tech Community College that provide a smooth transition for students into the Environmental Science degree program at USI.

Students enrolled in an accredited degree program and interested in a baccalaureate degree from USI are encouraged to obtain specific transfer credit information from their college transfer office, or USI, as early as possible. These agreements also apply to students from Kentucky and Illinois. Some program restrictions do apply; specific details can be discussed with the USI Credentials Analyst. For questions regarding the transferability of credits, contact Mary Branson, Credentials Analyst, atmbranson@usi.edu, 812/465-7171 or 800/467-1965, or refer to www.transferin.net.

Appendix 10: Credit Hours Required/Time To Completion

The environmental science curriculum includes coursework from biology, chemistry, geography, geology, and social science. Supporting coursework also includes mathematics and physics. The curriculum for the new Environmental Science degree is outlined in the following tables. In addition, examples of a 4-year plan and 3-year plan for the completion of the Environmental Science degree at USI are also provided.

Environmental Science Core Coursework

Environmental Science Core (Required)	Hours	Designation
Earth System Science **or**	3	GEOG 112
Geology, the Environ, & Society	3	GEOL 131
Ecology	3	BIOL 215
Concepts in Environmental Science	3	GEOL 311
Advanced Environmental Geology	4	GEOL 481
Total Environmental Science Courses	**13**	

Environmental Science Required Coursework

Required Courses	Hours	Designation
Intro Physical Geology **or**	4	GEOL 161
Geology of National Parks	4	GEOL 151
Oceans: Past, Present, & Future	3	GEOL 234
Climatology	3	GEOG 215
Quantitative Analysis	4	CHEM 321
Geomorphology	4	GEOL 407
Hydrogeology	4	GEOL 441
Biology & Env. Sc. of Global Change	3	BIOL 452
Choose at least 9 credit hours		
Environmental & Resource Economics	3	ECON 338
Environmental Politics and Policy	3	POLS 464
Environmental Ethics	3	PHIL 366
Sociology of the Environment	3	SOC 415
Choose at least 9 credit hours	9	
Introduction to Entomology	4	BIOL 221
Aquatic Biology	4	BIOL 305
Ichthyology	4	BIOL 306
Invertebrate Zoology	4	BIOL 321
Plant Physiology	4	BIOL 336
Plant Systematics	4	BIOL 361
Advanced Ecology	4	BIOL 459
Organic/Biochemistry Principles **or**	4	CHEM 241
Organic Chemistry II*	4	CHEM 354
Environmental Chemistry*	3	CHEM 341
Geology of Soils	4	GEOL 411
Global Quaternary Env. & Geologic Change	3	GEOL 455
Introduction to GIS	3	GEOL 465
Remote Sensing and Image Analysis	3	GEOL 475
Independent Research	1-3	GEOL 499, CHEM 499 or BIOL 492
Energy Systems & Sustainable Design	4	ENGR 265x
Environmental Engineering*	4	ENGR 428
Water Resources*	4	ENGR 429
Required Coursework	**43**	

*Denotes additional prerequisites to enroll in these courses.

Supporting Science Courses and Prerequisites

Supporting Science Courses or Prerequisites	Hours	Designation
Principles of Biology	4	BIOL 141
Botany	3	BIOL 151
Zoology	3	BIOL 152
Gen Chemistry I	4	CHEM 261
Gen Chemistry II	4	CHEM 262
Calculus I	4	MATH 230
Gen Physics I	4	PHYS 175
Natural & Physical Science Supporting courses	**26**	

Supporting Social Science Courses

Supporting Social Science Courses	Hours	Designation
Choose 1 from the following		
Seminar: Science in Society	3	SOC 370
Seminar: Global Climate Change	3	SOC 370
Philosophy of Science	3	PHIL 435
Social Science Supporting Courses	**3**	

The following is a distribution of required credit hours within each program specialty area. All environmental science majors will automatically satisfy 14 to 16 hours of the University Core (Science, Math, and Synthesis) in this program.

Environmental Science Degree

Environmental Science Core Courses – 56 credit hours
Supporting Math and Science Courses – 26 credit hours
Supporting Social Science Courses – 3 credit hours
Additional University Core Curriculum (UCC) – 35 credit hours

TOTAL: 120 credit hours

The following table describes the semester by semester sequence of a 4-year plan for the proposed Environmental Science degree program at USI. The course number, title and credit hours assigned to each course are listed.

Environmental Science Curriculum Sequence – 4 Year Plan

Freshman Fall			**Freshman Spring**			
Course	hours	notes	Course	hours	notes	
Geog 112 or Geol 131	3	C	Geol 161 or Geol 151	4	C, UCC-C3	
Math 230	4	C, UCC-A2	ES Social Science Sup.	3	C	
Biol 141	4	C, UCC-C3	Biol 151 or Biol 152	3	C, UCC-C3	
UCC-A Eng 101	3	UCC-A1	UCC A Eng 201	3	UCC-A1	
UCC Ped 186	1	UCC-B3	UCC Ped activity	1	UCC-B3	
total	**15**		**total**	**14**		**29**
Sophomore Fall			**Sophomore Spring**			
Course	hours	notes	Course	hours	notes	
Biol 151 or Biol 152	3	C	Biol 215	3	C	
Chem 261	4	C, UCC-C3	Chem 262	4	C	
Cmst 101/107	3	UCC-A1	UCC-C1	3	UCC-C1	
UCC-C5	3	UCC-C5	UCC-C4	3	UCC-C4	
Econ 208	3	UCC-C2				
Total	**16**		**Total**	**13**		**29**
Junior Fall			**Junior Spring**			
Course	hours	notes	Course	hours	notes	
UCC-B2	3	UCC-B2	UCC-C4	3	UCC-C4	
UCC-C2	3	UCC-C2	Geog 215	3	C	
Phys 175	4	C	Geol 311	3	C	
Geol 441	4	C	Chem 321	4	C	
			ES Social Science	3	C	
Total	**14**		**Total**	**16**		**30**
Senior Fall			**Senior Spring**			
Course	hours	notes	Course	hours	notes	
UCC-B1	3	UCC-B1	Geol 481	4	C, UCC-D1	
Geol 234	3	C	ES Social Science	3	C	
Geol 407	4	C	ES Science elective	3	C	
ES Social Science	3	C	ES Science elective	3	C	
ES Science elective	3	C	Biol 452	3	C	
Total	**16**		**Total**	**16**		**32**
C=environmental science core course						
UCC=university core curriculum					**Total Hours**	**120**

The following table describes the semester by semester sequence of a 3-year plan for the proposed Environmental Science degree program at USI. The course number, title and credit hours assigned to each course are listed.

Environmental Science Curriculum Sequence – 3 Year Plan

Freshman Fall			**Freshman Spring**			**Sophomore Summer**			
Course	hours	notes	Course	hours	notes	Course	hours	notes	
Geog 112 or Geol 131	3	C	Geol 161 or Geol 151	4	C, UCC-C3	Biol 151 or Biol 152	3	C	
Math 230	4	C, UCC-A2	UCC-C1	3	UCC-C1	Cmst 101/107	3	UCC-A1	
Biol 141	4	C, UCC-C3	Biol 151 or Biol 152	3	C, UCC-C3	UCC-B1	3	UCC-B1	
UCC-A Eng 101	3	UCC-A1	UCC A Eng 201	3	UCC-A1	UCC-C5	3	UCC-C5	
UCC-C2	3	UCC-C2	UCC Ped 186	1	UCC-B3	UCC Ped activity	1	UCC-B3	
total	**17**		**total**	**14**		**total**	**13**		**44**
Sophomore Fall			**Junior Spring**			**Junior Summer**			
Course	hours	notes	Course	hours	notes	Course	hours	notes	
Phys 175	4	C	Biol 215	3	C	Chem 321	4	C	
Chem 261	4	C, UCC-C3	Chem 262	4	C	UCC-B2	3	UCC-B2	
Geol 234	3	C	Geog 215	3	C	UCC-C4	3	UCC-C4	
Geol 441	4	C	Geol 311	3	C	UCC-C4	3	UCC-C4	
			Econ 208	3	UCC-C2				
Total	**15**		**Total**	**16**		**Total**	**13**		**44**
Senior Fall			**Senior Spring**						
Course	hours	notes	Course	hours	notes				
Geol 407	4	C	Geol 481	4	C, UCC-D1				
ES Science elective	3	C	Biol 452	3	C				
ES Science elective	3	C	ES Social Science	3	C				
ES Social Science	3	C	ES Social Science	3	C				
ES Social Science Sup.	3	C	ES Science elective	3	C				
Total	**16**		**Total**	**16**					**32**

C=environmental science core course — Total Hours **120**

UCC=university core curriculum

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C1: **Indiana State University: Terre Haute Campus – Student Housing Lease**

Staff Recommendation That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *C-1-13-5-03 Student Housing Lease.* Staff recommendations are noted in the staff analysis.

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

The Trustees of Indiana State University seeks authorization to proceed with a long-term lease student housing lease located on the Terre Haute campus. The lease of 30 years will allow additional student housing combined with mixed-use redevelopment opportunities for the downtown area. The cost to the University is $2 million for historic preservation and annual lease payments of $1.05 million.

Supporting Document *Indiana State University Student Housing Lease,* June 13, 2013

INDIANA STATE UNIVERSITY: TERRE HAUTE CAMPUS – STUDENT HOUSING LEASE

Project Description

DESCRIPTION OF THE PROJECT

The project consists of the development of a mixed-use retail/residential facility in the downtown area of Terre Haute, Indiana. A private developer will own the land and building with the University leasing the residential portion of the facility for a 30 year term. The total cost is $17.5 million with $14.6 million of this amount related to the residential portion of the project. The developer will be responsible for operating and leasing the retail space. The University will be responsible for all operating and maintenance costs of the residential area. Approximately 228 beds will be added.

SUMMARY OF THE IMPACT ON THE EDUCATIONAL ATTAINMENT OF STUDENTS

This project is integral to the University's long-term Campus Master Plan to provide attractive student housing while offering market-friendly options to meet student demand for more space and privacy. Students who reside in University-operated housing stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

SPACE UTILIZATION

The project will add approximately 64,566 assignable gross square feet to residential facilities. The estimated 228 beds will be configured mostly in four bedroom units with a common living and dining area.

NEED AND PURPOSE OF THE PROGRAM

The 2009 strategic plan "Pathways to Success" and the Campus Master Plan both identify student housing as one of the main areas of focus. As freshman enrollment continues to grow, the availability of student housing for upper level students is limited. The development of student housing in downtown Terre Haute will provide an option for upper-level students who wish to be in a more apartment-like setting while still experiencing many of the advantages of living in University-operated housing. The cost to reside in this facility will be comparable to on-campus room and board rates.

COMPARABLE PROJECTS

Comparable on-campus housing projects approved by CHE include:

(1)	ISU North Campus Residence Hall	$172/gsf
(2)	IUB Third Street Residence Hall	$245/gsf
(3)	Vawter Field Housing	$310/gsf
(4)	IUB Third & Union Apartments	$190/gsf

STAFF ANALYSIS

The student housing lease will add approximately 83,877 residential square feet, which translates to an estimated 228 beds added to the University's inventory. This unique project leverages public and private investment to create potential redevelopment of downtown Terre Haute while limiting the University's role in non-residential operations. The project provides upper-level students housing consistent with other projects. At this time the University does not intend to own the facility, but may reevaluate that position once the lease is up. The University will make annual lease payments of approximately $1,053,360, with the total project costing $17.5 million. The funds for this lease will come from the University Residence Hall System Operating Budget.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

CAPITAL PROJECT COST DETAILS

FOR: INDIANA STATE UNIVERSITY - DOWNTOWN TERRE HAUTE STUDENT HOUSING LEASE

Institution:	Indiana State University	**Budget Agency Project No.:**	C-1-13-5-03
Campus:		**Institutional Priority:**	

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date		
Start Construction	October	2013
Occupancy (End Date)	June	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			$ -
b. Architectural			$ -
c. Consulting			$ -
Construction			
a. Structure			$ -
b. Mechanical (HVAC, plumbing, etc.)			$ -
c. Electrical			$ -
Movable Equipment			$ -
Fixed Equipment			$ -
Site Development/Land Acquisition			$ -
Other (Please list)			$ -
TOTAL ESTIMATED PROJECT COST	$ -	$ -	$ 17,500,000

(1) Cost Basis is based on current cost prevailing as of April 2013 provided by Thompson-Thrift Development.
The estimated project cost includes the total cost for the project including both the retail and residential portions of the facility.

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

CAPITAL PROJECT OPERATING COST DETAILS

FOR: INDIANA STATE UNIVERSITY - DOWNTOWN TERRE HAUTE STUDENT HOUSING LEASE

Institution:	Indiana State University	Budget Agency Project No.:	1C-1-13-5-03
Campus:		Institutional Priority:	

GSF OF AREA AFFECTED BY PROJECT: 83,877

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0.86	$ 71,820	54,720	17,100
2. Maintenance	0.73	$ 61,314		61,314
3. Fuel		$ -		
4. Utilities	2.21	$ 185,610		
5. Other	1.69	$ 141,478		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	5.49	$ 460,222	$ 54,720	$ 78,414

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

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

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DESCISION ITEM C2: **Indiana State University: Terre Haute Campus - Renovation of Life Science/Chemistry Laboratories**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *C-1-07-2-01 Renovation of Life Science/Chemistry Laboratories.* Staff recommendations are noted in the staff analysis

Background

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

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is $4,500,000 and would be funded from 2007 General Assembly bonding authority.

Supporting Document

Renovation of Life Science/Chemistry Laboratories - Indiana State University – Terre Haute Campus, June 13, 2013

INDIANA STATE UNIVERSITY: TERRE HAUTE CAMPUS -
RENOVATION OF LIFE SCIENCE/CHEMISTRY LABORATORIES

DESCRIPTION OF THE PROJECT

The project consists of the major renovation of the remaining non-renovated Life Science and Chemistry teaching laboratories in the Science Building on the campus of Indiana State University. The Science Building was constructed in two phases (1958 and 1965) with no significant upgrades in the teaching laboratory facilities since initial construction. The Life Science and Chemistry laboratories need to reflect current technology as well as more stringent safety and access standards.

The requested life science and chemistry teaching laboratory renovations are designed to achieve three primary programmatic goals:

1. To create instruction spaces that meet contemporary safety and access standards mandated by federal law

   Existing instructional and instructional support laboratories in the Science Building were designed according to lower safety and access standards than OSHA and ADA standards in force today, and the condition of some of the buildings mechanical systems has made meeting even those older standards a challenge. For example, new fume hoods, eye washes, and emergency showers need to be installed in or adjacent to laboratories to protect students, faculty, and staff.

2. To enable the utilization of current instructional technologies, and to facilitate the use of new pedagogies in these spaces;

   Contemporary learning modalities in science require flexible laboratory space which both facilitates traditional lab-bench instruction and fosters small-group collaborative learning by making use of "research pods" rather than long benches. The instructional laboratories in the Science Building need to be redesigned to accommodate current instructional technologies and science learning pedagogies. Current infrastructure cannot support modern technologies and equipment and therefore must be upgraded.

3. And, to increase Indiana State University's capacity to provide more well-educated members of the State workforce who can contribute to Indiana's economic development in the crucial areas of science and technology.

   Improved instructional facilities in the Science Building will enable the life science and chemistry curriculum to augment ongoing relationships with business and industry by increasing the ability to provide more well-educated professionals to enter the workforce. The University's extensive activated I n supporting the teaching of science within the public schools will also be improved.

PLANNING CHANGES

Not applicable.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

The existing Science Building contains over 129,000 square feet of space assigned to instructional, research, and academic support functions. For over forty years, the Science Building has served the University and its science programs. However, the laboratories show significant wear, are outdated for the instructional needs of current students, and fail to meet OSHA standards for laboratory safety. A partial release of this project in 2009 allowed for the renovation of six laboratories.

HISTORICAL SIGNIFICANCE

The Science Building is not on the list of historic sites and structures prepared by the Indiana Division of Historic Preservation and Archaeology.

STAFF ANALYSIS

The Life Science and Chemistry Renovation Project was proposed by Indiana State University in March 2012 and completes initial renovations that began in 2009. This project has two main objections: provide modern classroom/laboratory facilities for students and advance compliance/accessibility standards. The current structure is approximately 55 years old and, with exception of the 2009 renovation of six laboratories, has not seen significant modification. In that time, life sciences and chemistry have changed enough to impact ISU's competitiveness to offer science education in these facilities.

This project will cost approximately $4.5 million with no significant change in square footage. Funding for the renovation will come from fee replacement that was approved by the 2013 General Assembly. ISU does not anticipate additional operational costs as a result of the renovation.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

INDIANA STATE UNIVERSITY
Project Summary
SPECIAL REPAIR AND REHABILITATION

INSTITUTION: Indiana State University **CAMPUS:** Terre Haute

PROJECT TITLE: Life Science/Chemistry Laboratory Renovations **BUDGET AGENCY NO.:** C-1-07-2-01

INSTITUTION'S PRIORITY: _____

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)
Renovation of remaining non-renovated life science/chemistry teaching laboratories housed in the Science Building.

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)
The instructional laboratories located in the Science Building (that have not been significantly upgraded since construction of the facility in 1958 and 1965) are in need of renovation to accommodate current instructional technologies and meet laboratory safety and ADA standards.

SPACE DATA (ATTACHMENT C)

AREA AFFECTED BY THE PROJECT: 266,768 GSF 129,579 ASF

PROJECT SIZE: 266,768 GSF 129,579 ASF 61% ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: -0-* ASF
*Project results in no change in or additional assignable academic/administrative space.

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: $4,500,000 $/GSF _____

ANTICIPATED DATE OF PROJECT COMPLETION: December, 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

Bonding Authority $ 4,500,000 (Final Release)

TOTAL BUDGET $ 4,500,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)

$ -0- (X) INCREASE ( ) DECREASE

NOTE: SEE ATTACHMENTS FOR SUPPORTING INFORMATION REQUEST TO BE SUBMITTED WITH PROJECT SUMMARY FORM.

INDIANA STATE UNIVERSITY
ATTACHMENT D
Project Cost
SPECIAL REPAIR AND REHABILITATION

BUDGET AGENCY NUMBER: C-1-07-2-01

ANTICIPATED CONSTRUCTION SCHEDULE:	MONTH	YEAR
Bid Date	July	2012
Start Construction	Aug	2012
Occupancy (Final Completion)	Dec	2013

ESTIMATED CONSTRUCTION COST:	PROJECT COST(a) BASIS	ESTIMATED ESCALATION(b) FACTORS	ESTIMATED PROJECT(c) COST
Planning Costs			
Academic Facilities Planning Fund	$	$	$
Other Architectural Fees			300,000
Construction			
Structure			3,140,013
Mechanical (Plumbing, HVAC, Elevators)			453,978
Electrical			189,157
Technology			158,083
Moveable Equipment			54,620
Site Development/Land Acquisition			
Other (Explain) Contingency			204,149
Total Estimated Project Cost	$	$	$ 4,500,000

(a) Based on current costs prevailing as of (month, year) March 2012*

(b) Explain the basis for arriving at this estimate.

Estimate based on data provided by MMS Architects of Terre Haute, IN

(c) Description of unique building characteristics, design features, construction materials, site development factors or other considerations affecting cost estimates appears on a separate page immediately following.

*Inflation to bid date built into project cost estimate.

INDIANA STATE UNIVERSITY
ATTACHMENT E
Source(s) of Funding

SPECIAL REPAIR AND REHABILITATION

BUDGET AGENCY NUMBER: C-1-07-2-01

ESTIMATED TOTAL PROJECT COST: $ 4,500,000

SOURCES OF FUNDING:

		ANNUAL* PAYMENT
Prior Appropriation (Acts of)	_____	
State Appropriation Requested	_____	
Bonding Authority (Acts of 1965)	4,500,000	$ 376,557
Bonding Authority (Acts of 1929)	_____	_____
Bonding Authority (Acts of 1927)	_____	_____
Lease Purchase	_____	_____
Other _____ (specify)	_____	_____

*Annual payment based on assumed 20 years @ 5.50%.

EXPLANATION OF ANY UNIQUE FUNDING FEATURES:

This request is for final lease of C-1-07-2-01. A partial release of $2 million of bonding authority was approved in September 2009.

INDIANA STATE UNIVERSITY
ATTACHMENT F
Estimated Change in Operating Costs
SPECIAL REPAIR AND REHABILITATION

BUDGET AGENCY NUMBER: C-1-07-2-01

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 266,768

ANNUAL OPERATING COST:	COST PER SQUARE FOOT	TOTAL COST	PERSONNEL SERVICES	SUPPLIES AND EXPENSE
Operations	$	$	$	$
Maintenance				
Steam				
Utilities				
Chilled Water				
Total	$	$	$	$
LESS OPERATING COST OF:				
Existing Area Affected				
Other Space Affected [1]				
ESTIMATED CHANGE IN COST	$ -0-	$ -0-	$ -0-	$ -0-

DESCRIPTION OF ANY UNUSUAL FACTORS AFFECTING OPERATING AND MAINTENANCE COST:

DESCRIPTION OF ANTICIPATED PLANT EXPANSION REQUEST:

Of the above "Estimated Change In Cost," what amount (if any) will be requested as a "plant expansion" adjustment to the institution's operating budget? Beginning on what date? Based on current costs prevailing as of (month, year)

No change in operating cost is anticipated for the renovation of the life science/chemistry laboratories.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DESCISION ITEM C3: **Ivy Tech Community College: Indianapolis Fall Creek Campus – Fall Creek Expansion Project Phase III**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *F-0-12-1-02 Ivy Tech Fall Creek Expansion Phase III.* Staff recommendations are noted in the staff analysis

Background

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

The Trustees of Ivy Tech Community College seek authorization to proceed with renovation and construction at the Fall Creek Campus. The renovation and construction represents the final phase of this multi-year project at Ivy Tech's flagship campus. The expected cost of the project is $23,098,100 and would be funded from 2007 General Assembly bonding authority.

Supporting Document

Ivy Tech Community College – Fall Creek Campus Renovation and Construction, June 13, 2013

IVY TECH COMMUNITY COLLEGE: FALL CREEK CAMPUS -
FALL CREEK RENOVATION AND CONSTRUCTION PHASE III

DESCRIPTION OF THE PROJECT

The 2007 General Assembly authorized the College to plan and construct its Fall Creek Expansion project by issuing bonds not to exceed $69,370,000. Ivy Tech has requested and received multiple releases of that bonding authority and now requests the balance of $23,098,100 so the project can be completed. The College plans to:

- Upgrade the infrastructure of the existing North Meridian Center and Technology Buildings
- Build out vacant space in the Ivy Tech Corporate College and Conference Center building to house additional programs
- Reconfigure space vacated by the culinary program when it moves to new facilities
- Construct new space as funding is available to provide additional classrooms, teaching labs, and student support space
- Convert student services to on-stop delivery which increases student retention and reduced operational costs
- Convert spaces for the centralization and cohesion of College functions thereby reducing short and long term operational costs.

PLANNING CHANGES

No changes from original submission of earlier phases.

RELATIONSHIP TO OTHER CAPITAL IMPROVEMENT PROJECTS

There are two other capital projects completed or underway at the North Meridian Center site. The first is a multi-modal facility that has been constructed using Federal and gift funds at the main campus bounded by Illinois, Meridian, 26th, and 27th streets. It houses parking and the College's library, learning center, and assessment center. The second project is the renovation and rehabilitation of the former Stouffer Hotel. The purchase and renovation of the first, second, third, and thirteenth floors of the building is being accomplished through foundation funds. That leaves floors four through twelve available for build out and College use.

HISTORICAL SIGNIFICANCE

While note official registered or designated as historic buildings, both the Fall Creek Expansion and the North Meridian Center are historically significant. This project takes that into consideration and attempts to retain façades and structures where cost permits.

STAFF ANALYSIS

The Fall Creek Campus Project is the culmination of a multi-year effort by the College to reinvigorate and develop the near northside while increasing access to higher education in an urban core area. The project is part of the College's master plan for the campus and will help with long-term objectives of improving student retention and access. CHE's study of Ivy Tech space needs revealed a shortage of space at the Fall Creek campus. The $23,098,100 cost will be funding using fee replacement.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

Attachment C
Space Data

NEW CONSTRUCTION

Campus: Indianapolis

BUDGET AGENCY NUMBER: F-0-12-1-02

	Room Type	Current [a] Space in Use	Space Under Construction	Space Planned And Funded	Subtotal Current & Future Space	Space to be [b] Terminated As a Result of This Request	Space In New Request	Net Total Future Space
110 & 115	Classroom	141,114	25,157	0	166,271	0	13,815	180,086
210,215, 220 & 225	Class Lab	132,679	17,195	0	149,874	0	9,741	159,615
250 & 255	Non Class Lab	0	0	0	0	0	0	0
300	Office Facilities	116,214	19,601	0	135,815	0	9,741	145,556
400	Study Facilities	28,110	6,560	0	34,670	0	22,360	57,030
500	Special use Facilities	8,018	0	0	8,018	0	0	8,018
600	General Use Facilitie	52,921	23,978	0	76,899	0	2,070	78,969
700	Support Facilities	51,893	9,414	0	61,307	0	0	61,307
800	Health Care Facilities	0	0	0	0	0	0	0
900	Resident Facilities	0	0	0	0	0	0	0
000	Unclassified	111,081	0	0	111,081	0	0	111,081
	Total	642,030	101,905	0	743,935	0	57,727	801,662

(a) Space listed is for all campuses - Fall 2011 Facilities Inventory
(b) Space to be terminated: None

Attachment E
Source(s) of Funding

NEW CONSTRUCTION
Campus: Indianapolis

BUDGET AGENCY NUMBER: F-0-12-1-02

ESTIMATED TOTAL PROJECT COST $23,098,100

BONDING AUTHORITY BEING REQUESTED IN THREE STEPS

NEW CONSTRUCTION AND DEMOLITION	$39,500,000	Previously released
CONNECTOR AND BUILD OUT OF 4 & 5	$6,771,900	Previously released
RENOVATION AND REHABILITATION	$23,098,100	This request
	$69,370,000	

SOURCES OF FUNDING:

		Annual* Payment	Years	Rate
Prior Appropriation (Acts of ____)				
State Appropriation Requested				
Bonding Authority (Acts of 1965) 2007 GA	$23,098,100	$2,013,798	20	6.00%
Bonding Authority (Acts of 1929)				
Bonding Authority (Acts of 1927)				
Lease Purchase				
Other (Specify)				

* Annual payment based on assumed years and rate. Provide the annual debt service payment information for the appropriation bonding or lease-purchase arrangement even though cash appropriation is requested

EXPLANATION OF ANY UNIQUE FUNDING FEATURES:

The College is requesting release of the remaining bonding authority for the project.

Attachment F
Estimated Change in Operating Costs

NEW CONSTRUCTION

Campus: Indianapolis - Build Out and New Construction

BUDGET AGENCY NUMBER: F-0-12-1-02

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 89,174

ANNUAL OPERATING COST:

	Cost Per Square Foot	Total Cost	Personnel Services	Supplies And Expense
Operations	2.81	250,900	127,700	123,200
Maintenance	2.53	226,000	26,900	199,100
Fuel	0.00	0	0	0
Utilities	1.77	157,425	0	157,425
Other	0.00	0	0	0
Total	**7.11**	**$634,325**	**$154,600**	**$479,725**
LESS: OPERATING COST OF				
Existing area affected		0	0	0
Other Space Affected				
ESTIMATED CHANGE IN COST		**$634,325**	**$154,600**	**$479,725**

DESCRIPTION OF ANY UNUSUAL FACTORS AFFECTING OPERATING AND MAINTENANCE COST: None

DESCRIPTION OF ANTICIPATED PLANT EXPANSION REQUEST:
A plant expansion adjustment will not be requested for this work
The basis for the cost estimate above is October 2011.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C4: **Purdue University: West Lafayette Campus – Softball Stadium Sublease**

Staff Recommendation That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *B-1-13-5-25.* Staff recommendations are noted in the staff analysis.

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

The Trustees of Purdue University seeks authorization to proceed with a long-term sublease of the Softball Stadium and related facilities on the West Lafayette campus. The lease of 25 years, will allow for the renovation and upgrade of the softball complex. The annual payment is expected to be $1 million and will be funded with athletic department revenues.

Supporting Document *Purdue University Softball Stadium Sublease,* June 13, 2013

PURDUE UNIVERSITY: WEST LAFAYETTE CAMPUS – SOFTBALL STADIUM SUBLEASE
Project Description

DESCRIPTION OF THE PROJECT

This project will develop Phase II of the Northwest Athletics Site (NWAS) to include construction of a new intercollegiate varsity softball stadium and related site work, facilities, and infrastructure. The project will include a playing field, bleachers, press box, locker rooms, meeting rooms, and other necessary home and visiting team facilities. Also included are public restrooms and concessions, scoring system, sound system, competition field lights, and parking. The stadium will be designed to hold up to 1,000 spectators with the ability to expand to the minimum capacity needed to host NCAA post-season competition. The new stadium will allow Purdue's Softball program to styay abreast of and be competitive in the Big Ten Conference and nationally in the areas of recruiting, field quality, and fan and media amenities, and will allow intercollegiate athletics to meet and maintain gender and equity goals in compliance with Title IX requirements. This is the final component of the Mackey Complex/NWAS master plan developed in 2005-06 which is a continuation of Intercollegiate Athletics' 25-year facility master plan.

LEASE-OUT TERMS

The proposed lease of land to the Ross-Ade foundation enables the Foundation to construct the porposed softball Stadium and other associated improvements to the Northwest Athletics Site. The cost of the lease is a nominal sum of $1.00 per year and includes the provision that the University retains the right to make additional improvements to the land and buildings, as needed, through the term of the lease. This lease, not to exceed 25 years, will run concurrently with the separate sublease agreement, both of which can be terminated with the satisfaction of all sublease payments.

SUBLEASE-BACK TERMS

The proposed sublease of land and improvements form the Ross-Ade Foundation to the University enables the Foundation to finance the improvements at the Northwest Athletics Site. Payments for the financy will be made possible through this sublease between the University and the Ross-Ade Foundation. The University will acquire the Softball Stadium and associated improvements at the end of the lease term, not to exceed 25 years. The annual sublease payments are estimated to be $1,000,000 based on financing under Certificates of Participation (COPs) for 20 years at 4% interest for the total project cost plus the associated issuance and capitalized interest costs. The payments will be made using Athletics Department Funds

STAFF ANALYSIS

The Softball Sublease project represents the final component of a multi-year effort to upgrade and renovate many of Purdue's athletic facilities at West Lafayette's campus. This project allows for the Ross-Ade Foundation to pursue upgrades on the University's behalf consistent with other projects the Commission has approved. The softball facility represents a key component to meeting Title IX gender equity requirements.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C5: **Ivy Tech Community College: Bloomington campus – New construction**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *F-0-08-1-03 Ivy Tech Community College: Bloomington campus – new construction.* Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Ivy Tech Community College request authorization to proceed with a new construction project in Bloomington. A new building will create a full service site in Bloomington and reduce the heavy reliance on leased buildings, alleviate the current and projected shortages in space, and provide growth of degree programs. The 2009 General Assembly authorized bonding in the amount of $20,000,000 for Bloomington construction.

Supporting Document

Ivy Tech Community College: Bloomington Campus - New Construction, June 13, 2013

IVY TECH COMMUNITY COLLEGE: BLOOMINGTON CAMPUS NEW CONSTRUCTION

Project Description and Staff Analysis

PROJECT SUMMARY:

The College is proposing new construction of a $20.35 million addition to its main campus building in Bloomington. Space dedicated to the College's academic mission and appropriate space for student support services is the first priority. Note: the State Budget Agency confirmed that the 2007 cash funding for A&E planning and design related to this project **has reverted** and is no longer available.

PROJECT DESCRIPTION:

The 2007 General Assembly authorized the College to plan and the 2009 General Assembly authorized the College to construct a new building for Ivy Tech Community College of Indiana in Bloomington. The 2009 General Assembly authorized issuing bonds not to exceed $20,000,000. An addition to the existing campus building of approximately 85,000 gross square foot (GSF) will be constructed on land owned by the College.

Site analysis was conducted prior to construction of the current facility and infrastructure (sewer, water, sidewalks, access) already exists. Architectural and engineering design funding was included in the state's 2007 biennium budget, but has not been released. With Commission for Higher Education review, State Budget Committee and Governor's approval in spring 2011, the College will be able to construct the project and occupy the new space in time for the start of fall 2013 classes.

As currently envisioned, the new building will be attached to the north end of the existing building. It will be a steel framed, two story facility with brick, stone, and glass exterior and a combination of block and steel-stud and drywall interior construction. The project will include parking and site development. The environmental system will include self-supporting, zoned HVAC units with a variable air volume system. Schmidt Associates has been identified to provide consulting services for this project.

As with any space, a premium will be placed on areas that serve the needs of students in the Bloomington region. Assignable areas dedicated to the College's academic mission and appropriate space for student support services is the first priority. As a comprehensive community college, space must also be assigned to provide students a holistic education with the knowledge that students who are engaged in their education, either inside or outside the classroom, are more likely to be retained and complete their educational plans.

Planning indicates that the assignable area needed will include the following:

- Multi-use classrooms that provide enough space to create a state-of-the-art learning environment. Classrooms must be adaptable so that they can provide an appropriate learning environment for a wide range of academic programs in the Schools of Health Sciences, Business, Liberal Arts & Sciences, Public and Social Services, Technology, Education, and Applied Science & Engineering. Each classroom space must be accompanied by the latest in instructional technology.

- Multi-use computer labs that can serve as classroom space for programs such as Computer Information Systems, and also provide "open" computer areas to assist students in their coursework.

- Simulation laboratory space for the Bloomington Paramedic Science Program. This program recently received national accreditation, and in order to meet community needs and attract additional students, it will be essential to have space on campus for paramedic simulations.

- Areas for student support and development for a growing population of students. In a culture where students expect convenience and seamless service, it is vital that all primary student services be centered in one location. The current facility makes this task nearly impossible. Admissions, financial aid, registrar, advising, student development, bursar, testing, and bookstore facilities should all be within close proximity in order to provide students with efficient and effective service. In addition, new initiatives targeted at increasing retention rates such as student success centers, counseling offices, academic support services, advising centers, and career services necessitate additional space.

- A new and expanded library to accommodate a growing population. Library facilities will be expanded to increase student study areas and to provide additional access to computer resources.

- Faculty and staff office space to accommodate the growth of the campus. The space envisioned for faculty and staff offices in the current facility has been outgrown due to the effects of record enrollment growth. To meet the challenges of enrollment, the campus has added significant numbers of faculty and staff since moving into the current facility in 2002. By the time a new facility is built, many additional personnel will have been added. Areas originally meant for storage and other needs in the current facility have been converted into office space and many faculty/staff share offices in order to stretch currently available space. Several faculty offices are now required to be located off-campus in leased facilities.

- Expansion and relocation of the campus bookstore. This addition is a vital component of providing effective and efficient service for students. The current bookstore resides in a small second floor location, removed from most other student services. Relocating the bookstore to a first floor area of the new building, more accessible to the loading dock and storage space, would increase the efficiency of the operation and serve students more effectively. The College's bookstore partner, Follett Higher Education Group, will build out the space provided at no cost to the College.

- An auditorium with a seating capacity of approximately 500. In the existing facility, there is no dedicated space for larger presentations and meetings. This lack of space forces the campus to consistently move campus events into rented community facilities and/or use common space dedicated to students for events. With the addition of student life, civic engagement, and liberal arts programs that make the Bloomington campus a comprehensive community college, this space is needed to provide students with appropriate college experiences.

- A small Wellness Center for student and employee use. One reason consistently given by students who fail to persist in their academic program is personnel health issues. In addition, with the addition of recreational sports programs in recent years, a facility is needed to complement and enhance such student life activities. Moreover, employees contribute to rising costs for the

institution when they fail to maintain their health. A Wellness Center, modeled on the current facility at the Ivy Tech - Evansville campus, would contribute to greater student persistence and employee health. This investment would save the College money, and add to the comprehensive nature of the Bloomington campus.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

As a statewide, open-access, community college, Ivy Tech Community College of Indiana provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development. Ivy Tech Community College strives to accomplish its mission placing strategic emphasis on professional and technical education, general education, transfer education, developmental education, student development and services, continuing education, workforce education and training, community service, diversity and continuous improvement of all instruction and services.

The project supports the mission of the College as it continues to expand program offerings to meet the increasing demand for accessible, affordable higher education. It supports the strategic vision of the College to bring new and expanded educational programs to Indiana’s communities, to provide workforce education and economic development, to expand opportunities for student development, and to provide centers for continuing education and service to Indiana's communities.

New and improved services to the community, within the mission of the College, will be attained by an increase in accessible, quality space for general classrooms, dedicated labs and flexible space for short-term training.

Ivy Tech - Bloomington has evolved since 2001 from a small campus attempting to meet the workforce and training needs of the greater Bloomington area to a thriving community college that is part of the fabric of its communities. It is now a unique part of the Ivy Tech system, serving as the front door to the state's flagship university while dynamically meeting the workforce needs of a burgeoning life and health science economy.

While it has only been a little over eight years since construction was completed on a new148,000 square foot facility at the Bloomington campus, much has changed. The campus has experienced consistent enrollment growth, added a host of new academic programs and transfer opportunities to the College's four-year educational partners, and responded to the ever-changing workforce development needs of its six county service area. As a result of its relationship with Indiana University-Bloomington, the campus is a partner in the Hoosier Link program and has students enrolled from 84 of Indiana’s 92 counties. In 2006, Ivy Tech-Bloomington was recognized by College Week as the 3rd fastest growing community college of its size in the nation. Since then the campus has continued to grow at an unprecedented rate.

The Bloomington campus has demonstrated quality in every category by which it is evaluated, and has become a leader in a number of areas - from articulation and transfer of academic degrees and credits, to civic engagement on the part of its students, to workforce development in the life/health sciences. Its success is evident in the investment the region has made in its future.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

The new facility is essential to meet enrollment and program growth demands. Fall full-time equivalent (FTE) enrollment has almost tripled (up 291.0 percent) since the fall of 2000. Since locating in the current facility in 2002, student enrollment has increased from approximately 2,600 headcount to over 6,344 students with 4,034.3 FTE (fall 2010). Health care and life sciences programs and transfer offerings have been expanded to their limit in the current space. Area life science industry partners project a need for an additional 1400 entry-level workers in the next 5-7 years and have partnered with the campus to design and offer necessary workforce and education programs. A new regulatory affairs certificate program and associate degree program was designed in 2007-08. The College has leased additional space to provide general classrooms, computer labs, and Workforce and Economic Development offerings in response to community employer's requests. The campus is also looking at additional leased space to implement the culinary clinical requirements for its new hospitality degree. That program has been identified in the Strategic Skills Initiative (SSI) as one of the underserved industry partners in the service area, and the campus has a strong education and training partnership with the new French Lick resort and Casino (FLRC). The culinary training program was implemented in leased space.

In addition to current leased space, a unique partnership between the Bloomington Campus and Monroe County government through the Monroe County Redevelopment Commission has resulted in the county's TIF bonding of construction of a $5 million dollar "Indiana Center for the Life Sciences" building on ground owned by the college east of its current location. This new facility, housing four science labs and three general classrooms, is being leased to the college for the period of the bond issue for a nominal fee. The science labs and general classrooms will temporarily alleviate short-term space issues for life sciences programs; however the campus is implementing a respiratory care program that requires the additional lab space opened up with the move of the biotechnology lab to the new center. Necessary long-term growth is increasingly constrained because of a lack of space to expand other science-based programs and add other new career, technical, and transfer programs to meet community needs. At current long-term, historical double-digit enrollment pace it is estimated that the campus is on track for 13,000 student headcount by 2020.

ALTERNATIVES CONSIDERED

No other long-term solutions to the need for space were considered.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

The construction of this new facility is consistent with the long-range facilities plan of the region and ten-year plans of the College. The new facility will provide excellent space for the planned programmatic increases for this community. The building will provide adequate space of new programs as well as expansion of presently offered classes.

HISTORICAL SIGNIFICANCE

The site is not a historical site and the existing building is not a historical building.

STAFF ANALYSIS

The Bloomington Campus construction project is crucial to alleviating space shortage and reliance on leased space. Internal Ivy Tech studies from 2009 show the campus has 51.4 assignable square feet per student FTE (the lowest ASF/FTE ratio in the system). The construction is consistent with the long-range facilities plan of the region and ten-year plans of the College. The project has received great support from multiple local organizations and the City of Bloomington.

This project was submitted originally in 2007 and the General Assembly provided $350,000 cash in funding for the architecture and engineering planning phase. However, discussions with the State Budget Agency revealed that the $350,000 has since reverted and is no longer available for this project. Therefore, only $20 million is available to authorize.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

Attachment C
Space Data

NEW CONSTRUCTION

Campus: Bloomington

BUDGET AGENCY NUMBER: F-0-08-1-03

	Room Type	Current [a] Space in Use	Space Under Construction	Space Planned And Funded	Subtotal Current & Future Space	Space to be [b] Terminated As a Result of This Request	Space In New Request	Net Total Future Space
110 & 115	Classroom	33,625	0	0	33,625	0	12,390	46,015
210,215, 220 & 225	Class Lab	55,362	0	0	55,362	0	17,820	73,182
250 & 255	Non Class Lab	0	0	0	0	0		0
300	Office Facilities	31,420	0	0	31,420	0	1,715	33,135
400	Study Facilities	3,996	0	0	3,996	0	10,490	14,486
500	Special use Facilities	0	0	0	0	0	0	0
600	General Use Facilitie	21,924	0	0	21,924	0	16,500	38,424
700	Support Facilities	9,426	0	0	9,426	0	185	9,611
800	Health Care Facilities	0	0	0	0	0	0	0
900	Resident Facilities	0	0	0	0	0	0	0
000	Unclassified	0	0	0	0	0	0	0
	Total	155,753	0	0	155,753	0	59,100	214,853

(a) Space is for the Bloomington campus only - Fall 2009 Facilities Inventory modified by termination of Depot lease plus Waldron dc
(b) Space to be terminated: None. The College may need to keep the Liberty Leases due to unprecedented enrollment increases.

Attachment E
Sources(s) of Funding

NEW CONSTRUCTION
Campus: Bloomington

BUDGET AGENCY NUMBER: F-0-08-1-03

ESTIMATED TOTAL PROJECT COST $20,350,000

SOURCES OF FUNDING:

		Annual* Payment	Years	Rate
Prior Appropriation (Acts of 1999)				
State Appropriation Requested				
Bonding Authority (Acts of 1965) 2009 GA	$20,000,000	$1,743,691	20	6.00%
Bonding Authority (Acts of 1929)				
Bonding Authority (Acts of 1927)				
Lease Purchase				
Other (Cash from 2007 General Assembly)	$350,000			

* Annual payment based on assumed years and rate. Provide the annual debt service payment information for the appropriation bonding or lease-purchase arrangement even though cash appropriation is requested

EXPLANATION OF ANY UNIQUE FUNDING FEATURES: None

Attachment F
Estimated Change in Operating Costs

NEW CONSTRUCTION
Campus: Bloomington

BUDGET AGENCY NUMBER: F-0-08-1-03

GROSS SQUARE FOOTAGE OF AREA AFFECTED BY PROJECT: 85,000

ANNUAL OPERATING COST:

	Cost Per Square Foot	Total Cost	Personnel Services	Supplies And Expense
Operations	3.08	261,800	162,900	98,900
Maintenance	2.38	202,700	54,300	148,400
Fuel	0.00	0	0	0
Utilities	2.67	227,100	0	227,100
Other	0.00	0	0	0
Total	**8.14**	**$691,600**	**$217,200**	**$474,400**
LESS: OPERATING COST OF				
Existing area affected		0	0	0
Other Space Affected				
ESTIMATED CHANGE IN COST		**$691,600**	**$217,200**	**$474,400**

DESCRIPTION OF ANY UNUSUAL FACTORS AFFECTING OPERATING AND MAINTENANCE COST: None

DESCRIPTION OF ANTICIPATED PLANT EXPANSION REQUEST:

The basis for the cost estimate above is April 2010.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C6: **Indiana University: Northwest Campus – Tamarack Hall Replacement (to be jointly used by Ivy Tech Gary)**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus.* Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. Original authority was passed by the General Assembly in 2009 for both institutions totaling $53 million. However, given improved efficiencies, this current project is estimated to cost $45,000,000, thus saving nearly 20 percent of the original cost. This project will be funded through academic facilities/student fee bonds.

Supporting Document

Indiana University: Northwest Campus – Tamarack Hall Replacement (to be jointly used by Ivy Tech Gary), June 13, 2013.

INDIANA UNIVERSEITY: NORTHWEST CAMPUS - TAMARACK HALL REPLACEMENT (TO BE JOINTLY USED BY IVY TECH COMMUNITY COLLEGE)

Project Description and Staff Analysis

PROJECT SUMMARY:

Indiana University proposes the replacement of Tamarack Hall with a new 106,065 assignable square-foot facility in a unique building plan incorporating programs from Tamarack hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. This project will maintain the individuality of each program with modern and spacious areas for significant instructional programs whole merging similar spaces such as classrooms, auditoria, and common areas. The exterior of the building will be designed so each institution maintains its individual identity through building architectural features.

PROJECT DESCRIPTION:

Tamarack Hall was built on the Northwest campus in 1957. This facility has served many functions over the years and is one of the anchors on campus. Indiana University proposed to replace it with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from tamarack Hall at Indiana University and Ivy tech Community College – Northwest under one structure. This project will maintain the individuality of each program with modern and spacious areas for significant instructional programs while merging similar spaces such as classrooms, auditoria, and common areas. The exterior of the building will be designed so each institution maintains its individual identity through building architectural features. Specifically, this building would accommodate the following:

Space	Indiana University (asf)	Ivy Tech (asf)	Shared Space (asf)	Total (asf)
Auditorium/Theatre/Lecture			9,735	9,735
Classrooms			14,175	14,175
Student Lounge/Study			10,280	10,280
Academic Space	30,845	12,320		43,165
Wellness Center			2,000	2,000
Administration	2,180	6,300		8,480
IU Police	2,760			2,760
Lindenwood/Sycamore	15,470			15,470
Total (asf)	51,255	18,620	36,190	106,065

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is critical to the support of the academic, research, and community missions of the IU Northwest campus and Ivy Tech Community College – Northwest. The facility described in this project would enable each institution to continue its growth as institutions of higher learning. By developing a multi-use educational facility, it will greatly strengthen the ability of both institutions to connect and enlighten the public with an array of programs, events, and learning opportunities.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Tamarack Hall was constructed in 1957. Since that time, only minor work was done on the building in small areas; however, substantial renovation was never accomplished. Due to the amount of systems and possible structural work, as well as an outdated layout, it was determined that the building was in dire need of replacement. However, in September 2008, it sustained severe damage from above-ground flooding and was rendered unusable for academic instruction.

This facility accommodates many critical academic and support programs including performing and fine arts, instructional media, minority studies, history and philosophy, general classrooms and campus police. With the closing of the existing building, all of these functions have had to be relocated to separate areas on campus. A new building would reposition these crucial functions under one roof and accommodate them with new and more efficient spaces.

Ivy Tech Community College has also experience record enrollment growth and requires expansion of its existing facilities on the Gary campus. Through the implementation of this unique building program that incorporates IUN Tamarack Hall and Ivy Tech Community College – Northwest, both institutions will benefit by having a wider range of student services and amenities. While this project would maintain the individuality of each program with modern and spacious areas for significant instructional programs, it would also merge similar spaces such as classrooms, auditoria, and common areas. By creating this joint venture, sharing common areas, along with given improved efficiencies, the expense of this project would be reduced dramatically and would generate a significant savings of nearly 20 percent of the original cost, which was authorized by the General Assembly in 2009 for both institutions.

When completed, this exciting partnership facility will be the hub of student, campus and community activity with its location adjacent to the existing IUN campus and just a few blocks from the current Ivy Tech – Northwest campus. A joint facility in this area would likely improve seamless transfers between our institutions as students seek to complete their associates' or bachelors' degrees.

ALTERNATIVES CONSIDERED

Indiana University considered renovation of its existing building; however, due to the severe damage caused by the flood in September 2008 and the significant cost savings this joint venture will incur, it has been determined this option is the best to meet the required needs of both institutions.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project has been on the university's ten-year plan for several biennia.

HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings or structure affected by this project to be historically significant.

STAFF ANALYSIS

In 2008 Tamarack Hall was severely damaged which rendered the facility unsuitable for academic use. IU is proposing a new 176,775 gross square foot facility as a replacement. IU has entered into a cooperative agreement with Ivy Tech Community College so that the Gary campus may also use the facility. Both institutions believe this will help create seamless transfer and maximize student productivity. The facility will include administration, student wellness, academic classroom, and study space.

Original estimates of this project came in at $53 million. IU has since revised that figure to the $45 million that is being requested today. The funding will come from fee replacement authorized by the 2013 General Assembly.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

Tamarack Hall Replacement and Ivy Tech Community College - Northwest
Northwest
20085488

ATTACHMENT C
SPACE DATA
NEW CONSTRUCTION

BUDGET AGENCY NUMBER: A-7-09-1-09

	Room Type	Current Space in Use	Space Under Construction	Space Planned and Funded	Subtotal Current and Future Space	Inventory Changes As a Result Of This Request *	Space In New Request	New Total Future Space
(110 & 115)	Classroom	44,103	0	0	44,103	0	23,910	68,013
(210, 215, 220 225, 230, 235)	Class Lab	61,704	0	0	61,704	(15,552)	0	46,152
(250 & 255)	Non-Class Lab	15,492	0	0	15,492	(523)	0	14,969
300	Office Facilities	103,257	0	0	103,257	(18,380)	69,875	154,752
400	Study Facilities	88,797	0	0	88,797	(269)	10,280	98,808
500	Spec. Use Facilities	40,190	0	0	40,190	0	0	40,190
600	General Use Facilities	32,941	0	0	32,941	(825)	2,000	34,116
700	Support Facilities	15,154	0	0	15,154	(990)	0	14,164
800	Health Care Facilities	3,795	0	0	3,795	0	0	3,795
900	Resident Facilities	0	0	0	0	0	0	0
000	Unclassified	75,726	0	0	75,726	(35,219)	0	40,507
	TOTAL	481,159	0	0	481,159	-71,758	106,065	515,466

totals based on final Fall 2009 data

*Includes Sycamore Hall (10,083 asf), Lindenwood Hall (15,809 asf), and Tamarack Hall (45,865 asf). All three buildings currently contain unclassified space which is vacant and mostly unu

Tamarack Hall Replacement and Ivy Tech Community College - Northwest
Northwest

20085488

ATTACHMENT D
PROJECT COST
NEW CONSTRUCTION

BUDGET AGENCY #: A-7-09-1-09

ANTICIPATED CONSTRUCTION SCHEDULE:	MONTH	YEAR
Bid Date	June	2011
Start Construction	July	2011
Occupancy	May	2013

ESTIMATED CONSTRUCTION COST:	PROJECT COST BASIS (a)	ESCALATION FACTORS (b)	ESTIMATED PROJECT COST (c)
Planning Costs (Academic Facilities Planning Fund)	$0	$0	$0
Other Architectural Fees	$0	$0	$2,700,000
Construction Structure	$0	$0	$19,800,000
Mechanical (Plumbing, HVAC, Elevators)	$0	$0	$9,900,000
Electrical	$0	$0	$6,750,000
Moveable Equipment	$0	$0	$2,250,000
Fixed Equipment (incl. in Gen. Const.)	$0	$0	$0
Site Development/Land Acquisition	$0	$0	$1,350,000
Other (Explain) (Contingency, Admin.& Legal Fees)	$0	$0	$2,250,000
Total Estimated Project Cost	$0	$0	$45,000,000

(a) Based on current costs prevailing as of (month, year). Jul-10
(b) Explains the basis for arriving at this estimate.
(c) Description of unique building characteristics design features, construction materials, site development factors or other considerations affecting cost estimates on a separate page immediately following.

Tamarack Hall Replacement and Ivy Tech Community College - Northwest
Northwest
20085488

ATTACHMENT E
SOURCE(S) OF FUNDING
NEW CONSTRUCTION

BUDGET AGENCY #: A-7-09-1-09

ESTIMATED TOTAL PROJECT COST: $45,000,000

SOURCES OF FUNDING:

Prior Appropriation (Acts of _____)				
State Appropriation Requested		Annual* Payment	Years*	Rate*
Bonding Authority (Acts of 1965) {IC 21-34-6}	$45,000,000 **	$3,923,305	20	6.00%
Bonding Authority (Acts of 1929) {IC 21-35-2}				
Bonding Authority (Acts of 1927) {IC 21-35-3}				
Lease Purchase				
Other: (Specify)				

* Annual payment based on assumed years and rate. Provide the annual debt service payment information for the appropriation bonding or lease-purchasing arrangement even though cash appropriation is requested.

** Pursuant to I.C. 21-28-4, Indiana University and Ivy Tech Community College have agreed to act jointly with respect to such facility. Accordingly, Indiana University will issue bonds to pay for the facility under the 2009 General Assembly bonding authorization for both Indiana University's Tamarack Hall of $33,000,000 and Ivy Tech Community College - Northwest of $20,000,000. A total of $45,000,000 in principal amount of bonds will be issued pursuant to both I.C. 21-28-4 and I.C. 21-34, subject to the approvals required by I.C. 21-33-3. These bonds are authorized for fee replacement appropriation.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM X: **Ball State University: Muncie Campus - Boiler Plant Renovation & Geothermal Project Phase II**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee following project: *D-1-05-02 Ball State University: Muncie Campus – Boiler Plant Replacement & Geothermal Project Phase II.* Staff recommendations are noted in the staff analysis.

Background

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

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was $48 million and thus far $44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is $3.1 million and would be funded from 2005 General Assembly bonding authority.

Supporting Document

Ball State University: Muncie Campus - Boiler Plant Renovation & Geothermal Project Phase I, June 13, 2013.

BALL STATE UNIVERSITY: MUNCIE CAMPUS – BOILER PLANT REPLACEMENT & GEOTHERMAL PROJECT PHASE II

Project Description and Staff Analysis

PROJECT OVERVIEW

Ball State University's central plant provides heating and cooling to buildings across campus through a district system. The heat has historically been provided by steam produced primarily by four coal-fired boilers that range in age from 54 to 71 years old. Chilled water is distributed to campus buildings to provide air conditioning, and is produced by five electric-powered centrifugal chillers.

Due primarily to the age of these system components, but also due to federal environmental regulations and additional capacity needs, the University began the planning several years ago for the replacement of its district system. Initial plans were for the replacement of the old boilers with more efficient and cleaner boilers and the purchase of additional chillers to provide more cooling capacity.

The 2005 Indiana General Assembly authorized Ball State University to issue $48,000,000 in debt to proceed with the project. The Commission for Higher Education and the State Budget Committee subsequently reviewed and approved requests of $3,100,000 for architectural and engineering consultants and $41,800,000 for the purchase of a new boiler.

As a result of several factors, including increased world-wide demand for boilers, escalating prices for component parts, and stricter regulatory requirements, the University eventually concluded that the boiler replacement was not a viable option. Alternatively, the University began to explore the possibility of other options, ultimately deciding to implement geothermal heat pump technology on a district scale.

After working with scientists and engineers from the National Renewable Energy Laboratory (NREL) and the Oak Ridge National Laboratory, the University began to move forward with the geothermal system conversion. The new system would provide both heat and chilled water to the campus through the use of two district energy stations, four large capacity heat pump chillers, and nearly 4,000 boreholes connected by miles of loop piping and distribution piping, The geothermal system will eventually replace the coal fired boilers, reducing the University's carbon footprint by half and eliminating the dependence on coal.

With the State's approval, the University utilized the $41,800,000 intended for the boiler purchase to begin the geothermal conversion project. Those funds, together with federal grant awards, R&R appropriations, and University funds, have allowed the University to complete Phase I of the project and begin Phase II. Phase I of the project will serve the northern portion of campus and consisted of approximately 1,800 vertical boreholes, a district energy station with two heat pump chillers, pump controls, miles of horizontal piping for hot and chilled water, and modifications to building systems. Phase II will address the southern portion of campus and include the same components. The $3,100,000 remaining from the original bonding authority will allow the University to continue work on Phase II of the project.

STAFF ANALYSIS

Ball State University (BSU) desires to begin the second phase of the geothermal project with the review of this capital request. The first phase of the geothermal project is complete and operational, providing

heating and chilled water to roughly half of the buildings on campus. It is anticipated that the first phase of the geothermal project will save BSU approximately $1 million per year in energy costs.

Once the overall geothermal project is complete, all buildings on campus will be heated and have chilled water via the geothermal system, potentially saving BSU $2 million each year on energy costs. In addition, BSU will reduce overall carbon emissions, which are mandated by federal environmental regulations. The current heating system for the BSU campus are coal fired boilers which range in age from 54 to 71 years. As the overall geothermal project is complete, the coal fired boilers will be retired.

The second phase of the project involves heating and providing chilled water to the remaining buildings on campus. The start of the second phase will involve the boring of roughly 1,800 holes on the south part of campus. While the anticipated total cost of the second phase is roughly $30 million, BSU is requesting $3.1 million of remaining bonding authority to start the second phase.

BSU received authority in 2005 from the legislature to issue bonds in the amount of $48 million to fund a boiler replacement project (now the geothermal project). As of 2012, BSU has issued $44.9 million in debt to fund architectural and engineering services and the first phase of the geothermal project. State funding has been provided through debt service appropriations to BSU for the $44.9 million. The additional $3.1 million of remaining bonding authority would cover the start of the second phase.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

Project Summary
NEW CONSTRUCTION
Boiler Replacement and Plant Renovations

INSTITUTION: Ball State University CAMPUS: Muncie

PROJECT TITLE: Boiler Replacement and Plant Renovations BUDGET AGENCY NO.: D-1-05-1-02(R)

INSTITUTION'S PRIORITY: 1

PROJECT SUMMARY DESCRIPTION (ATTACHMENT A)

SUMMARY OF NEED AND NET CHANGE IN CONTRIBUTION TO EDUCATIONAL SERVICES PROVIDED BY INSTITUTION (ATTACHMENT B)

SPACE DATA (ATTACHMENT C)

PROJECT SIZE: N/A GSF N/A ASF N/A ASF/GSF

NET CHANGE IN CAMPUS ACADEMIC/ADMINISTRATIVE SPACE: -0- ASF

TOTAL PROJECT BUDGET (ATTACHMENT D)

TOTAL ESTIMATED COST: N/A $/GSF

ANTICIPATED DATE OF PROJECT COMPLETION: August 2013

ANTICIPATED SOURCES OF FUNDING (ATTACHMENT E)

State Bonding Authority Authorized 2005-07	$ 3,100,000
TOTAL BUDGET	$ 3,100,000

ESTIMATED CHANGE IN ANNUAL OPERATING BUDGET AS A RESULT OF THIS PROJECT (ATTACHMENT F)

$ -0- ( ) INCREASE ( ) DECREASE

NOTE: SEE ATTACHMENTS FOR SUPPORTING INFORMATION REQUEST TO BE SUBMITTED WITH PROJECT SUMMARY FORM.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C8: **Ball State University: Muncie Campus – Central Campus Renovation Phase IIB**

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *D-1-09-2-01R Ball State University – Central Campus Renovations Phase IIB*, as described in the project description and staff analysis June 13, 2013.

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than $500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars ($750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million dollars ($1,000,000). A project that has been approved or authorized by the General Assembly is not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was authorized by the General Assembly.

The Trustees of Ball State University request authority to proceed with renovating the Applied Technology Building. Previous phases addressed the North Quadrangle and Teachers College. Phase IIB will complete the Central Campus Academic Renovation Project. The University will fund the $12.2 million project using bonding authority granted by the 2013 General Assembly.

Supporting Document

Ball State University: Muncie Campus – Central Campus Renovation Phase IIB, June 13, 2013

BALL STATE UNIVERSITY: MUNCIE CAMPUS – CENTRAL CAMPUS RENOVATION PHASE IIB

Project Description and Staff Analysis

DESCRIPTION OF PROJECT

The proposed renovation of the Applied Technology Building will involve upgrading of laboratories and related infrastructure; replacement of lighting systems; improvements to heating, cooling, and ventilations systems; replacement of plumbing and plumbing fixtures; installation of new electrical and communication systems; and, replacement of original floor, ceiling, and wall materials. The facility will also be renovated to provide total access for people with disabilities. To accommodate growing programs in the College of Applied Sciences and Technology, expansion into the nearby West Quadrangle Building will require the renovation of two floors in that building.

NEED AND PURPOSE

The renovation of the Applied Technology Building builds upon one objective of the University's strategic plan – to create a vibrant and supportive campus atmosphere. The work will not only provide for the necessary life safety and mechanical, electrical, and HVAC improvements, but also modernize classrooms to support today's teaching and learning practices.

SPACE UTILIZATION

Formerly known as the Practical and Industrial Arts Building, the Applied Technology Building was constructed in two phases between 1948 and 1950. The facility is a 93,000 square foot, two-story structure containing classrooms, laboratories, and faculty offices for the technology and family and consumer sciences programs. Throughout its history, the Applied Technology Building has served multiple academic programs and practical applications. As teaching methods and technology have become more advanced, period small renovations have been accomplished. However, little upgrading has been made to the comprehensive building systems.

COMPARABLE PROJECTS

This will be the third building to be renovated as part of the Central Campus Academic Renovation Project. The first two buildings, North Quadrangle and Teachers College, involved similar renovations as what will be accomplished at Applied Technology with a comparable cost per square foot. The North Quadrangle renovation was completed I n 2011, and the Teachers College renovation will be completed by January 2014.

ALTERNATIVES CONSIDERED

N/A

RELATIONSHIP TO LONG-RANGE FACILITY PLANS

N/A

HISTORICAL SIGNIFICANCE

N/A

STAFF ANALYSIS

The renovation of the Applied Technology Building represents the final component of a large, systematic upgrading of academic facilities and core infrastructure on Ball State's campus. The competitiveness of the programs offered depends on the ability to continue to provide modern facilities for educating technology and consumer and family science students. Previous phases have been initiated and are either substantially completed or well underway. This project is in line with the institution's master campus plan. Ball State does not anticipate any change in operating costs or square footage, although a renovation of this magnitude is likely to yield some efficiency savings. These, however, may be offset by additional equipment/technology that is added to the updated structure. The cost of the project is $12.2 million that will be financed through fee replacement as authorized by the 2013 General Assembly.

The project was submitted as part of the Commission's 2013-15 Biennial Budget Recommendation. Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

ATTACHMENT C
SPACE DATA

SPECIAL REPAIR AND REHABILITATION

Central Campus Academic Renovation & Utility Improvements Project – Phase 2B

BUDGET AGENCY NUMBER: D-1-09-2-01R

CAMPUS ACADEMIC/ADMINISTRATIVE SPACE:

Gross Square Footage: 3,361,163 Assignable Square Footage: 2,120,588

TOTAL AREA IN FACILITY OR STRUCTURE:

Gross Square Footage: 93,274 Assignable Square Footage: 62,703

PROVIDE A TABULAR BREAKDOWN OF THE FACILITY'S ASSIGNABLE AREA AS PRESENTLY USED AND AS PLANNED UPON COMPLETION OF THE PROJECT:

		ASF	
	TOTAL BUILDING	FUTURE USE	PRESENT USE
INSTRUCTION AND LIBRARY SPACE			
(a) Classroom (110,115)		11,225	10,657
(b) Class Laboratories (210,215,220,225)		27,520	33,503
© Libraries (410 thru 455)			
(d) All Other			
Sub-total			
INSTRUCTION RELATED			
(f) Office (310 thru 355)		16,227	10,581
(g) All Other		7,731	7,962
RESEARCH SPACE			
(h) Non-Class Laboratories (250,255)			
(i) Other			
Sub-total			
HEALTH CARE SPACE (SUBTOTAL)			
RELATED SUPPORTING FACILITIES (SUBTOTAL)			
OTHER ASSIGNABLE SPACE (SUBTOTAL)			
TOTAL		62,703	62,703

Attachment D
Project Cost

SPECIAL REPAIR AND REHABILITATION

Central Campus Academic Renovation & Utility Improvements Project – Phase 2B

BUDGET AGENCY NUMBER: D-1-09-2-01R

ANTICIPATED CONSTRUCTION SCHEDULE:	MONTH	YEAR
Bid Date	May	2014
Start Construction	May	2014
Completion Date	Dec	2015

ESTIMATED CONSTRUCTION COSTS:

	PROJECT COST BASIS(a)	ESCALATION FACTORS	ESTIMATED PROJECT COST
Planning Costs			
Academic Facilities Planning Fund	$	$	$
Other Architectural Fees			1,075,000
Construction			
Structure			4,695,000
Mechanical (Plumbing, HVAC, Elevators)			3,035,000
Electrical			2,515,000
Moveable Equipment			
Fixed Equipment			
Other			880,000
Total Estimated Project Cost			$12,200,000

(a) Based on current costs prevailing as of (month, year) April 2013

Attachment E
Source(s) of Funding
SPECIAL REPAIR AND REHABILITATION
Central Campus Academic Renovation & Utility Improvements Project – Phase 2B

BUDGET AGENCY NUMBER: D-1-09-2-01R

ESTIMATED TOTAL PROJECT COST: $12,200,000

SOURCES OF FUNDING:

		Annual* Payment	Years	Rate
Prior Appropriation (Acts of __)				
State Appropriation Requested				
Bonding Authority (Acts of 1965)	$12,200,000	$1,042,167	20 years	5.75%
Bonding Authority (Acts of 1929)				
Bonding Authority (Acts of 1927)				
Lease Purchase				
Other				

*Annual payment based on assumed 20 years @ 5.75%.

EXPLANATION OF ANY UNIQUE FUNDING FEATURES:

- Not Applicable -

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM C9: **Capital Projects for Which Staff Proposes Expedited Action**

Staff Recommendation

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

- Purdue University – North Central Campus: Student Services Center architecture and engineering planning – $1,000,000
- Ball State University – Muncie Campus: Construction of new planetarium – $4,600,000
- Vincennes University – Vincennes Campus: Infrastructure improvements phase I – $4,000,000

Background

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

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, June 13, 2013

Background Information on Capital Projects on Which Staff Proposed Expedited Action
June 13, 2013

B-4-09-1-21 Purdue University – North Central Campus: Student Services Center architecture and engineering planning – $1,000,000

The Trustees of Purdue University request authorization to proceed with bonding authority to begin the architecture and engineering planning phase of construction of the Student Services Center on the North Central campus. The Student Services Center will be a multi-function complex that accommodates student life activities, service learning/leadership centers, and wellness programs. The project will also create conference facilities and flexible breakout facilities for academic classes. This project has not been fully reviewed by the Commission, but it was originally approved and funded through fee replacement by the General Assembly in 2007. The project was placed on hold due to funding. The General Assembly reauthorized and funded this $1,000,000 project through fee replacement in 2013. After the design phase is completed and funding is finalized, Purdue University will make a full presentation to the Commission to request authorization for construction.

D-1-13-1-01 Ball State University – Muncie Campus: Construction of new planetarium -– $4,600,000

The Trustees of Ball State University request authorization to proceed with the construction of a new planetarium. The current planetarium is located in the basement of the Cooper Science Complex, which was built in 1967. Growth in the undergraduate astronomy enrollment (approximately 2,000 students) and expansion of community outreach programs necessitate additional space and newer equipment. This project represents a 6,500 square foot expansion near the Cooper Science Complex. The existing planetarium will be incorporated into the Cooper Science Complex renovation, which will be submitted by the institution in the future. This $4,600,000 project will be funded using private donations, with repair and rehabilitation being funded through the state formula.

E-1-13-2-02 Vincennes University – Vincennes Campus: Infrastructure improvements phase I – $4,000,000

The Trustees of Vincennes University request authorization to proceed with infrastructure improvements to their steam and electrical systems. The current electrical substation and associated infrastructure are outdated, which makes adding capacity difficult. Additionally, the steam lines on campus are showing signs of age and corrosion. The campus' planned growth requires significant upgrades to the infrastructure to ensure scalability and stable service. This project will upgrade the Fourth Street electrical substation and allow the campus to place the utility lines underground to facilitate future construction. The steam system will be renovated by replacing approximately 5,700 lineal feet of steam lines to ensure proper redundancy and maximum efficiency. The $4,000,000 cost of this project will be paid using institutional reserves. Future phase(s) using state funds will be submitted for full review.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM D: **2013-2014 Student Financial Aid Award Amounts**

Staff Recommendation Increase the 2012-2013 award maxima amounts by 5 percent for the 2013-2014 academic year

Background The Commission is required to determine annually the maximum higher education award (IC 21-12-3) and freedom of choice award (IC 21-12-4), subject to approval by the budget agency with review by the budget committee.

Supporting Document PowerPoint handout

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM E: **Adoption of the 2013-2015 Indiana/Ohio Reciprocity Agreement**

Staff Recommendation

That the Commission for Higher Education approve the *Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity*, dated June 6, 2013.

Background

The rationale for reciprocity agreement is to expand access to higher education, and also to recognize that population growth, economic development, and the need for postsecondary access seldom pay attention to state boundaries.

In 2004-2005, Indiana and Ohio entered into a limited agreement to provide reciprocal tuition for residents of specified counties who attend specified postsecondary institutions.

In the past the reciprocity agreement between Indiana and Ohio has not achieved enrollment or fiscal parity. Many more Ohio students take advantage of reduced tuition in Indiana. However, in the last three years the disparity has narrowed significantly but still remains a concern.

The current agreement will be amended through this Memorandum of Understanding to include the following major changes:

- Ohio adding Central State University
- Indiana adding Indiana University Purdue University Fort Wayne
- Ivy Tech Community College-Region 6 adding Marion and New Castle

Supporting Documents

Memorandum of Understanding between Indiana and Ohio Regarding Tuition Reciprocity, 2013-2015.

6 June 2013

TUITION RECIPROCITY AGREEMENT BETWEEN
INDIANA AND OHIO AGENCIES AND INSTITUTIONS
2013-2015

Central State University
Cincinnati State Technical & Community College
Clark State Community College
Edison Community College
Miami University Hamilton
Miami University Middletown
Owens Community College
Rhodes State College
Sinclair Community College
Sinclair Community College Warren County Campus
University of Cincinnati
University of Cincinnati Clermont College
University of Cincinnati Raymond Walters College
Wright State University Main Campus
Wright State University Lake Campus
and
Ball State University
Indiana University East
Indiana University Purdue University Fort Wayne
Ivy Tech Community College of Indiana-Region 6 (Anderson, Marion, Muncie, New Castle)
Ivy Tech Community College of Indiana-Region 9 (Richmond)
Purdue University College of Technology at Richmond

This Tuition Reciprocity Agreement is entered into between (i) the Chancellor of the Ohio Board of Regents and Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code (the "Ohio Parties"); and (ii) the Indiana Commission for Higher Education and Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Richmond (the "Indiana Parties," and with the Ohio Parties, collectively the "Parties"), in compliance with rules and procedures of such Indiana Parties.

I. PURPOSE

The general purpose of this Tuition Reciprocity Agreement is to expand postsecondary educational opportunities across the Ohio and Indiana border while limiting the cost of such expansion to the taxpayers of Ohio and Indiana through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Ohio and Indiana border counties without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources, i.e. it is the mutual intent of the higher education agencies and institutions entering into these agreements to achieve a rough parity in terms of the costs and benefits of the student exchange.

II. TERMS

1. Duration and Termination

The Agreement shall be effective from July 1, 2013 through June 30, 2015 and may be renewed prior to June 30, 2015 by mutual consent of all of the Parties. Any such renewal of this Agreement shall be for a term of two years commencing no sooner than July 1, 2015 and expiring no later than June 30, 2017 in order to allow such renewal term to coincide with the biennial budget of the State of Ohio.

a. All parties agree to meet regularly to, at a minimum, discuss and provide updates on efforts and progress made to market the program to Indiana and Ohio residents. Regular meetings for that purpose will be coordinated by the Ohio Board of Regents and the Indiana Commission for Higher Education.

b. The Indiana Commission for Higher Education may condition its consent to renew this Agreement on the adoption of an Amendment to expand residents' eligibility in both Ohio and Indiana to add counties extending up to the northern border of each state in a manner that maintains parity.
Except with respect to exclusion or inclusion of programs, the Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60) days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

A review of this Agreement may occur from time to time at the request of any Party hereto, provided all Parties to this Agreement are served with written notice of such request at least ninety (90) days prior to said review.

Any participating institution may modify the list of programs that it is making available through this agreement by providing at least ninety (90) days prior written notice to all other parties to the agreement. If the change involves the exclusion of a previously included program, the change will not apply to students already enrolled in the program, either with respect to the students' eligibility for the benefits of tuition reciprocity or with respect to the state's treatment of the enrollment of such students, for state funding or other purposes.

This Agreement may be terminated by any of the participating institutions, the Chancellor of the Ohio Board of Regents, or the Indiana Commission for Higher Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the Parties to this Agreement.

2. Indiana Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates, any resident of Adams, Allen, Blackford, Clark, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Ohio, Randolph, Ripley, Rush, Scott, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Clark State Community College which are excluded from this Agreement are the following programs otherwise offered at Clark State Community College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to RN Transition Program

Majors and/or programs at Cincinnati State Technical & Community College which are excluded from this Agreement are the following programs otherwise offered at Cincinnati State Technical & Community College:

1. Nursing programs

Majors and/or programs at Rhodes State College which are excluded from this Agreement are the following programs otherwise offered at Rhodes State College:

1. Associate Degree Nursing Program
2. Licensed Practical Nursing Certificate Program
3. LPN to ADN Transition Program

Majors and/or programs at Sinclair Community College which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at Sinclair Community College Warren County Campus which are excluded from this Agreement are the following programs otherwise offered at Sinclair Community College Warren County Campus:

1. Allied health programs in dental hygiene, health information management, nursing, radiologic technology, and surgical technology.

Majors and/or programs at the University of Cincinnati which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati:

1. Nursing programs.
2. Pharmacy programs

Majors and/or programs at the University of Cincinnati Clermont College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Clermont Campus:

1. Nursing programs.
2. Pharmacy programs.

Majors and/or programs at the University of Cincinnati Raymond Walters College which are excluded from this Agreement are the following programs otherwise offered at the University of Cincinnati Raymond Walters College:

1. Nursing programs.
2. Pharmacy programs.

Owens Community College agrees to accept at Ohio resident tuition rates, any resident of Indiana who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Owens Community College in the John Deere Agricultural Technician Option and Caterpillar Dealer Service Technician programs.

3. Ohio Residents' Eligibility for Indiana Programs

The participating Indiana institutions agree to accept at Indiana resident tuition rates, any resident of Butler, Darke, Mercer, Preble, Shelby, and Van Wert Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific course or program in which admission is sought) at Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, Ivy Tech Community College-Region 3, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, Ivy Tech Community College of Indiana-Region 11, and Purdue University College of Technology at Richmond in the courses or programs not specifically excluded from this Agreement. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

Majors and/or programs at Ball State University which are excluded from this Agreement are the following programs otherwise offered at Ball State University:

1. Bachelor of Arts or Science in Architecture
2. Master of Architecture

Majors and/or programs at Ivy Tech Community College of Indiana-Region 6 which are excluded from this Agreement are the following programs otherwise offered at Ivy Tech Community College of Indiana-Region 6:

1. AS in Nursing
2. AS in Surgical Technology
3. Senior Scholars Program
4. American Honors Program
5. TC in Practical Nursing
6. AS in Respiratory Therapy
7. AAS in Dental Hygiene
8. TC in Dental Assisting
9. AAS in Imaging Sciences
10. AS in Physical Therapy Assistant

Majors and/or programs at Ivy Tech Community College of Indiana-Region 9 which are excluded from this Agreement are the following programs otherwise offered at Ivy Tech Community College of Indiana-Region 9:

1. AS in Nursing
2. Senior Scholars Program
3. TC in Practical Nursing
4. AS Respiratory Care

4. New Program Eligibility

Any new course or program may be included in this Agreement upon notice, as described above. In this context, the word "program" may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, and/or a graduate degree program.

5. Resident Status

a. During the period of the Agreement, the Chancellor of the Ohio Board of Regents will consider residents of Adams, Allen, Blackford, Clark, Dearborn, Decatur, Delaware, Fayette, Floyd, Franklin, Harrison, Henry, Jay, Jefferson, Jennings, Ohio, Randolph, Ripley, Rush, Scott, Switzerland, Union, Washington, Wayne, and Wells Counties of Indiana who attend Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus under this Agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus.

b. During the period of this Agreement, the Indiana Commission for Higher Education will consider residents of Butler, Darke, Mercer, Preble, Shelby, and Van Wert Counties of Ohio who attend Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Richmond under this Agreement as qualifying for Indiana resident tuition rates. When determining appropriations for higher education institutions participating in this agreement, funding for the purposes of enrollment growth will be capped at the following levels for Ohio Reciprocity Students:

- Ball State University: 509 Headcount/507 FTE
- Indiana University-East: 335 Headcount/236 FTE
- Ivy Tech Community College – Richmond: 192 Headcount/114 FTE

6. Continued Eligibility

Once a reciprocity student submits application to a participating institution and enrolls within twelve (12) months of the application, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution, will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the Agreement is terminated, each participating institution may decide at that time to continue tuition reciprocity for students appropriately enrolled in eligible courses or programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Indiana University Purdue University Fort Wayne, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Richmond by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year Central State University, Cincinnati State Technical & Community College, Clark State Community College, Edison Community College, Miami University Hamilton, Miami University Middletown, Owens Community College, Rhodes State College, Sinclair Community College, Sinclair Community College Warren County Campus, University of Cincinnati, University of Cincinnati Clermont College, University of Cincinnati Raymond Walters College, Wright State University Main Campus, and Wright State University Lake Campus and Ball State University, Indiana University East, Indiana

University Purdue University Fort Wayne, Ivy Tech Community College of Indiana-Region 6, Ivy Tech Community College of Indiana-Region 9, and Purdue University College of Technology at Richmond agree to provide annual reports on the enrollment and fiscal implications of the Agreement to the Indiana Commission for Higher Education and the Chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. CHANCELLOR OF THE OHIO BOARD OF REGENTS APPROVAL

This Agreement is not effective unless and until approved by the Chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code.

IV. INDIANA COMMISSION FOR HIGHER EDUCATION APPROVAL

This Agreement is not effective unless and until approved by the Indiana Commission for Higher Education.

V. COUNTERPARTS; ENTIRE AGREEMENT

This Agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

This Agreement contains the entire understanding of the Parties with respect to the subject matter of this Agreement and supersedes all prior agreements and understandings among the Parties with respect thereto.

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

STATE AGENCIES

Indiana

Teresa Lubbers, Commissioner
Indiana Commission for Higher Education

Signed: _____

Date: _____

Ohio

John Carey, Chancellor
Ohio Board of Regents

Signed: _____

Date: _____

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

INDIANA INSTITUTIONS

Jo Ann Gora, President
Ball State University

Signed: _____

Date: _____

Michael McRobbie, President
Indiana University

Signed: _____

Date: _____

Thomas Snyder, President
Ivy Tech Community College of Indiana

Signed: _____

Date: _____

Mitchell E. Daniels, Jr., President
Purdue University

Signed: _____

Date: _____

TUITION RECIPROCITY AGREEMENT

SIGNATURE PAGE

OHIO INSTITUTIONS

Cynthia Jackson-Hammond, President
Central State University

Signed: _____

Date: _____

O'dell M. Owens, President
Cincinnati State Technical & Community College

Signed: _____

Date: _____

Karen E. Rafinski, President
Clark State Community College

Signed: _____

Date: _____

Cristobal Valdez, President
Edison Community College

Signed: _____

Date: _____

David Charles Hodge, President
Miami University

Signed: _____

Date: _____

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

DECISION ITEM F: **Administrative Items on Which Staff Proposes Expedited Action**

Staff Recommendation

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

- Commission for Higher Education Fiscal Year 2013-14 Spending Plan

Background

Article VIII, Section 1 of the Commission for Higher Education's Bylaws require the Commissioner to present a recommended budget showing anticipated revenues from all sources and expenditures for the next fiscal year no later than the first month of each fiscal year. The Commissioner has delegated this responsibility to Financial Operations staff. Staff has developed a spending plan that reflects appropriations made by the Indiana General Assembly in addition to other sources of revenue. The annual operating budget is functionally categorized by program: administration, outreach, student financial aid, and special projects/dedicated grants. The Budget and Productivity Committee initially reviewed the spending plan on Monday, June 3, 2013. Staff requests authorization to work with the State Budget Agency to implement necessary management reserves and other budget policies for Fiscal Year 2013-14.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, June 13, 2013:

- **Commission for Higher Education Fiscal Year 2013-14 Spending Plan**: *to be distributed.*

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

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

	Institution/Campus/Site	Title of Program	Date Received	Status
01	Indiana University – Northwest	M.S. in Nursing	4/29/2013	Under CHE review.
02	Purdue University – North Central	B.S. in Health Studies	5/13/2013	Under CHE review.
03	Indiana State University	B.A.S. in Health Sciences/Technology	5/23/2013	Under CHE review.

COMMISSION FOR HIGHER EDUCATION
Thursday, June 13, 2013

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

	Institution/Campus/Site	Title of Program	Date Approved	Change
01	Indiana University – Bloomington	MA European Studies	4/30/2013	Name change from MA in West European Studies
04	Indiana University – Bloomington	MSEd in Literacy, Culture, and Language Education	4/30/2013	Name change from MSEd in Language Education
05	Indiana University – Bloomington	EdS in Literacy, Culture, and Language Education	4/30/2013	Name change from EdS in Language Education
06	Indiana University – Bloomington	EdD in Literacy, Culture, and Language Education	4/30/2013	Name change from EdD in Language Education
07	Indiana University – Bloomington	PhD in Literacy, Culture and Language Education	4/30/2013	Name change from PhD in Language Education
08	Indiana University – Bloomington	MS in Education – Adult Education	4/30/2013	MSEd in Adult Education
09	Purdue University – West Lafayette	AS in Veterinary Technology	5/13/2013	AAS in Veterinary Technology
10	Purdue University – Statewide Technology Richmond	BS in Computer Graphics Technology	5/14/2013	Existing Degree Program to be offered at new Statewide Technology Site
11	Purdue University – Statewide Technology South Bend	BS in Mechanical Engineering Technology	5/14/2013	Existing Degree Program to be offered at a new Statewide Technology Site
12	Purdue University – Statewide Technology Vincennes	BS in Organizational Leadership and Supervision	5/14/2013	Existing Degree Program to be offered at a new Statewide Technology Site
13	ITCC – Multiple Locations	AS in Electrical Engineering Technology	6/3/2013	Extending existing program to new sites
14	Purdue University – North Central	AS in Engineering, General	5/16/2013	To be removed
15	Purdue University – West Lafayette	Grad Cert in Gifted, Creative, and Talented Education	5/13/2013	Addition of Grad Cert to an Existing Program
16	Purdue University – North Central	AS in Mathematical Sciences	5/16/2013	To be removed
17	Purdue University – North Central	AS in Biological Sciences	5/16/2013	To be removed
18	IUPUI	Certificate in Lean Six Sigma Green Belt	5/21/2013	Addition of Certificate to an Existing Program

19	IUPUI	Grad Cert in Psychological Statistics	5/22/2013	Addition of Grad Cert to an Existing Program
20	ITCC – Multiple Locations	Technical Certificate and AAS in Apprenticeship Technology – Telecommunications Technician	5/22/2013	Extending existing program to new sites
21	ITCC – Multiple Locations	Technical Certificate and AAS in Apprenticeship Technology – Operating Engineers	5/22/2013	Extending existing program to new sites
22	IPFW	B.S. in Nursing – Completion	5/7/2013	Extending existing program to online environment
23	IPFW	B.S. in Information Systems	5/7/2013	Extending existing program to online environment

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

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

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

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

I. REPAIR AND REHABILITATION

None.

II. NEW CONSTRUCTION

D-1-12-1-01R *Ball State University*
New Construction of Greenhouse
***Revised** Project Cost: $1,350,000*

The Trustees of Ball State University request authority to proceed with the construction of a new greenhouse at the Ball State University campus. The original building was built in 1965 (1,787 GSF) which houses the Wheeler Orchid Collection and Species Bank and is utilized by students and faculty in the Biology Department for research and related coursework. The current facility has reached its capacity and the condition of the building can no longer support greenhouse operations. The new greenhouse (3,124 GSF) will provide space for exhibits, dedicated greenhouse space, auxiliary space, offices, etc. The estimated cost of the project is now $1,350,000 and will be funded through gift funds provided specifically for this project. The revision is necessary due to public bid amounts exceeding the original cost estimates; additional donations were secured for the difference.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

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

(1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.

(2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.

(3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

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

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

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

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

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

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

B-1-13-1-07 Purdue University
Thermal Energy Storage Tank Installation
Project Cost: $16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at $16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

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

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is $2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM E: **Calendar of Upcoming Meetings of the Commission**

Staff Recommendation For information only.

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming calendar each six months, the previous calendar is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties. *(Beginning December 2012, meeting dates are scheduled based on the second Thursday of the month, but are subject to revision if conditions exist which make a change necessary.)*

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

January 2013	*(No regular meeting)*
February 14, 2013	Ivy Tech - Indianapolis
March 14, 2013	Ivy Tech - Indianapolis
April 2, 2013	Indianapolis *(Weldon Conf.)*
May 9, 2013	IU Southeast – New Albany
June 13, 2013	IPFW – Fort Wayne

The following six-month schedule has been added:

July 13, 2013	*(No regular meeting)*
August 8, 2013	Purdue North Central - Westville
September 12, 2013	IU East - Richmond
October 10, 2013	IU South Bend
November 2013	*(No meeting unless deemed necessary)*
December 12, 2013	Ivy Tech - Indianapolis