

FORT WAYNE SENATE AGENDA  
MONDAY  
April 13, 2020  
12:00 P.M., Via Webex

1. Call to order
2. Approval of the minutes of March 23 and March 30
3. Acceptance of the agenda – J. Toole
4. Reports of the Speakers of the Faculties
  - a. IFC Representative – J. Nowak
  - b. Deputy Presiding Officer – J. Toole
5. Report of the Presiding Officer – A. Nasr
6. Special business of the day
  - a. LMS Update – A. Dircksen
7. Unfinished business
  - a. Educational Policy Committee (Senate Document SD 19-24) – S. Hanke
8. Committee reports requiring action
  - a. Executive Committee (Senate Document SD 19-25) – J. Toole
9. Question time
  - a. (Senate Reference No. 19-40) – C. Erickson
  - b. (Senate Reference No. 19-44) – A. Livschiz
10. New business
  - a. (Senate Document SD 19-26) – J. Badia, S. Carr, C. Erickson, A. Livschiz, and N. Virtue
11. Committee reports “for information only”
  - a. Graduate Subcommittee (Senate Reference No. 19-41) – B. Wilkinson
  - b. Educational Policy Committee (Senate Reference No. 19-42) – S. Hanke
  - c. Educational Policy Committee (Senate Reference No. 19-43) – S. Hanke
12. The general good and welfare of the University
13. Adjournment\*

\*The meeting will adjourn or recess by 1:15 p.m.

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Attachments:

“Senate Document 19-24 and Procedures for Senate Curriculum Review Subcommittee and Graduate Subcommittee” (SD 19-24)  
“Splitting the College of Arts and Sciences” (SD 19-25)  
“Question Time – re: PFW Policy on Faculty and Staff Deaths” (SR No. 19-40)  
“Question Time – re: Tuition and Collections” (SR. No. 19-44)  
“Resolution to Secure Shared Governance over Summer 2020” (SD 19-26)  
“Masters in Music Therapy Proposal” (SR No. 19-41)  
“Temporary Suspension of SAT and ACT Exam Scores for Fall 2020 Admissions” (SR No. 19-42)  
“One-time Changes to Academic Regulations for Spring 2020 Semester” (SR No. 19-43)

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Education Policy Subcommittee

DATE: 2/20/2020

SUBJ: Senate Document 19-24 and Procedures for Senate Curriculum Review Subcommittee and Graduate Subcommittee

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WHEREAS, Senate Document 19-23 replaces Senate Document 17-03 and Senate Document 15-26; and

WHEREAS, The procedures outlined in Senate Document 15-26 established “guidelines to be followed in making decisions about financial shortages, mergers of academic units, reassignments of faculty to new academic units, or the elimination of academic programs within academic units” do not adequately reflect IPFW’s current situation; and

WHEREAS, Senate Document 19-23 noted that SD 15-26 “was written primarily to address circumstances of financial crisis or exigency and has not been easily adaptable to meet other circumstances”; and

WHEREAS, Senate Document 19-23 modified the charge of the Curriculum Review Subcommittee and Graduate Subcommittee; and

WHEREAS, Bylaw 5.3.3.2.3.4.2 states that “The Curriculum Review Subcommittee shall under 5.3.3.2.3.4.2.2 “examine and report on existing academic programs...when one of the following circumstances occur...there are administrative or faculty led initiatives to reorganize, merge, reduce or eliminate academic programs or units.”

WHEREAS, Bylaw 5.3.3.2.3.5.2. states that “The Graduate Subcommittee”, under 5.3.3.2.3.5.2.2 “examine and report on existing academic programs or courses...when one of the following circumstances occur...there are administrative or faculty led initiatives to reorganize, merge, reduce or eliminate academic programs or units that impact graduate-level programs.”;

BE IT RESOLVED, that the following procedures be adopted to replace those outlined in Senate Document 15-26.; and

BE IT FURTHER RESOLVED, that the following procedures delineate the roles and responsibilities for coordinating the work of the Curriculum Review Subcommittee and the Graduate Subcommittee with one or more Academic Units when considering a proposal for Program Reorganization, Merger, Reduction, and/or Elimination.

**Approved**

Stacy Betz  
Zhuming Bi  
Steven Hanke  
Donna Holland  
Shannon Johnson  
Kate White

**Opposed****Abstention****Absent****Non-Voting**

Cheryl Hine  
Teri Swim

## Guidelines for Program Reorganization, Merger, Reduction, and/or Elimination

### I. Faculty Authority

- A. The Constitution of the Faculty of Purdue University Fort Wayne (hereafter, PFW) endows the faculty with the powers to make recommendations concerning changes in academic organization (VI.A.2.a).
- B. In the exercise of this power, decisions concerning reorganization, merger, reduction, and/or elimination of programs shall occur as a result of a review process in which the faculty has assumed a prominent role.
- C. Reorganization, merger, reduction, and/or elimination of a program shall proceed according to procedures established by the Fort Wayne Senate (hereafter, Senate) and the faculty of each unit directly affected.
- D. The procedures described below shall apply whenever a proposal for reorganization, merger, reduction, and/or elimination of programs is submitted, regardless of whether the proposal is initiated by faculty, a Chair/Director, a Dean, or Administrator.

### II. Affirmative Action

- A. These procedures shall be applied in a manner that is consistent with PFW's commitment to affirmative action.

### III. Student Completion

- A. Any proposal for reorganization, merger, reduction, and/or elimination that affects students pursuing a degree or certificate, or that requires course work in an affected program, should allow for those students to complete their degree or certificate program within a reasonable timeframe or to transfer to a comparable program without incurring any credit penalty.

### IV. Procedures for Proposing a Program Reorganization, Merger, Reduction, and/or Elimination

- A. The following procedures deal with the possibility of the reorganization, merger, reduction, and/or elimination of academic programs and become effective whenever either an academic unit or the administration makes or endorses such a proposal.
- B. A faculty member, Chair/Director, Dean or a designee of an administrative officer may initiate a proposal for program reorganization, merger, reduction, and/or elimination of an academic program. The proposal shall contain the following information: 1) rationale for proposed changes, 2) explanation of the new structure for the impacted program/unit, including a comparison of the current and proposed structures; 3) impacts (both positive and negative) on students, 4) curricular impacts, 5) impacts on full-time and part-time faculty, 6) impacts on the unit (department, college), 7) impacts on other departments or programs (e.g., General Education), and 8) impact on accreditation, as appropriate.

- C. The proposal shall be shared with and feedback will be solicited from the majority of full-time faculty members (i.e., tenure track, tenured, Continuing Lecturers, and Clinical faculty) in the unit, the Chair/Director, and Dean. If the proposal cuts across units or colleges, full-time faculty members, the Chair/Director, and Dean of all affected units shall be invited to provide feedback.
- D. The proposal should then be revised, as necessary, based upon the feedback provided before submitting the final proposal to the Office of Academic Affairs.
- E. The Office of Academic Affairs will review the proposal for completeness and adherence to the proposal criteria (IV.B) and send feedback to the proposal originator. If OAA determines the proposal was not in compliance, all necessary changes must be made before the proposal will be submitted for a 15-day remonstrance period. All full-time faculty members, the Chair/Director, and Dean of all appropriate units will receive the proposal through the remonstrance process.
- F. At the expiration of the 15-day remonstrance period, the Senate Curriculum Review Subcommittee and the Senate Graduate Subcommittee, if the proposal impacts graduate programs, will consider the proposal. The Subcommittees will deliberate regarding the viability of the proposal (see IV.B), and whether lower levels followed basic standards of fairness and shared governance. The Subcommittees then will conduct a vote to accept, reject, or remand the proposal back to the unit. Each Subcommittee shall notify the unit in writing of its decision. Should a committee decide to deny or remand the request back to the unit, the committee shall provide its written reasons in detail. The unit may either revise the existing proposal, create a new proposal, or withdraw the request altogether. All new proposals must go through the process again, beginning with IV.A.
- G. Should the Senate Curriculum Review Subcommittee or the Senate Graduate Subcommittee vote to endorse the proposal, the recommendation will be sent to the Senate Executive Committee for consideration and then be handled by the normal Senate processes. If there is a split vote for a program reviewed by both Subcommittees, the subcommittee approving the proposal will send it to the Senate Executive Committee for consideration. The Senate Executive Committee should contact the chair of the other subcommittee reviewing the proposal for a status update.
- H. Should the Senate vote to endorse the proposal, the recommendation will go to the Office of Academic Affairs to be routed for approval by the Vice Chancellor of Academic Affairs (VCAA) and the Chancellor. Should the VCAA or Chancellor deny the request or remand it back to the unit, a written decision should provide reasons in detail. The unit may either revise the existing proposal, create a new proposal, or withdraw the request altogether. All new proposals must go through the process again, beginning with IV.A.

To: Fort Wayne Senate

From: Executive Committee

Subj: Splitting the College of Arts and Sciences

Date: March 30, 2020

WHEREAS, the College of Arts and Sciences Executive Committee has submitted the attached document to the Senate Executive Committee;

BE IT RESOLVED, that the Fort Wayne Senate express its support for the document.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
Hui Di				Craig Ortsey
Ann Marshall				
Assem Nasr				
Jeffrey Nowak				
Mark Ridgeway				
James Toole				
Nashwan Younis				

To: Purdue Fort Wayne Senate Executive Committee  
From: College of Arts and Sciences Executive Committee  
Re: Splitting the College of Arts and Sciences  
Date: March 18, 2020.

WHEREAS: The College of Arts and Sciences Council passed COASCD #19-26, which outlined the procedures for submitting proposals regarding the future of COAS, the procedures for voting on proposals, and the procedures for future recommendations to proposals after all existing proposals receive a vote on the Council floor; and,

WHEREAS: COASCD #19-26 further resolved that the employment of COAS staff would be protected if the college were to split; and,

WHEREAS: The COAS Council approved by voice vote the following proposals: COASCD #19-27 (Department of Integrated Studies located in the Division of Continuing Studies), COASCD #19-28 (College of Science), and COASCD #19-29 (College of Liberal Arts); and,

WHEREAS: The COAS Council voted down by voice vote the proposal COASCD #19-30 (Metropolitan College); and,

WHEREAS: An advisory referendum of all COAS voting faculty revealed a substantial majority favoring a split,

BE IT RESOLVED: That the Purdue Fort Wayne Senate approve of the creation of a College of Science, a College of Liberal Arts, and a Department of Integrated Studies located in the Division of Continuing Studies.



To: COAS Council  
From: COAS Executive Committee  
Date: 13 December 2019  
Re: Resolution to Change the Structure of the College of Arts and Sciences

WHEREAS, the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee have invited COAS faculty to submit proposals regarding the future of COAS, and;

WHEREAS, the 1966 AAUP “Statement on Government of Colleges and Universities” established that agencies “for the presentation of the views of the whole faculty” must exist at each and every level “where faculty responsibility is present,”<sup>1</sup> and;

WHEREAS, the “structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution”<sup>2</sup> and;

WHEREAS, changes to the structure of an academic unit involve and have a bearing on faculty responsibility, and;

WHEREAS, a “thorough restructuring of an institution” occurring “without meaningful faculty involvement” may serve as the basis for an AAUP investigation into “substantial non-compliance with standards of academic government;”<sup>3</sup>

BE IT RESOLVED, that for the purposes of making a recommendation to change the structure of the College, elected representatives on COAS Council will serve as the only agency authorized to act on behalf of faculty responsibility at the College level, and;

BE IT FURTHER RESOLVED, that Council first will vote to endorse and approve a process that considers each proposal to change the structure of the College of Arts and Sciences coming before it, and;

BE IT FURTHER RESOLVED, the endorsed and approved process must require that each and every submitted proposal to change the structure of the College meeting established guidelines for proposals, as determined by the COAS Executive Committee, receive a vote on the Council floor, and;

BE IT FURTHER RESOLVED, that while all proposals submitted to the COAS Executive Committee may receive additional review above the level of Council, Council must have the opportunity to make a recommendation whether positive or negative on each proposal before it moves to another level where faculty responsibility and joint action of the institution are present, and;

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<sup>1</sup> American Association of University Professors (AAUP), “Statement on Government of Colleges and Universities,” *Policy Documents and Reports* 11<sup>th</sup> ed. (Baltimore MD: Johns Hopkins U P, 2015) 121.

<sup>2</sup> AAUP 121.

<sup>3</sup> AAUP, “Standards for Investigations in the Area of College and University Governance” 396.

BE IT FURTHER RESOLVED, that the Proposal for a Department of Integrative Studies and the Proposal for a Purdue Fort Wayne Metropolitan College each receive one vote on the Council floor as a body of the whole, given that neither proposal specifies a disciplinary composition as defined by existing College governance for their respective units, and;

BE IT FURTHER RESOLVED, that the Proposal for a College of Science receives two votes on the Council floor, with eligibility for the first vote limited to Council representatives from the departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology; before a second vote determined by Council as a body of the whole, and;

BE IT FURTHER RESOLVED, that the Proposal for the New College of Liberal Arts receives two votes on the Council floor, with eligibility for the first vote limited to Council representatives from the departments of Anthropology and Sociology, Communication, English and Linguistics, History, International Language and Culture Studies, and Political Science; before a second vote determined by Council as a body of the whole, and;

BE IT FURTHER RESOLVED, that Council must ratify any changes to existing proposals, including any recommendations to combine existing proposals, once such changes occur after all existing proposals receive a vote on the Council floor.

To: College of Arts and Sciences Council  
From: COAS Executive Committee  
Re: Proposal for a Department of Integrative Studies  
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a Department of Integrative Studies, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a Department of Integrative Studies in the division of Continuing Studies with a mission to “educate and advocate on behalf of our students in order to build a connected community, while advising them in pursuit of their educational and career goals,” and;

BE IT FURTHER RESOLVED, that Department of Integrative Studies and its Advisory Board will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the renamed Department occurs, and;

BE IT FURTHER RESOLVED, that the Department of Integrative Studies, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the Department of Integrative Studies proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;

BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

# COLLEGE OF ARTS & SCIENCE – PROPOSAL GENERAL STUDIES Spring 2020

Submitted by: Executive Director General Studies La Tishia Horrell

## **RATIONALE:**

This proposal is being submitted with an intent for change in light of the potential split or maintenance of the current COAS structure.

It is the desire of the Department of General Studies to be renamed “Department of Integrative Studies”. In addition we request to have oversight changed from College of Arts & Science (COAS) and any college that may result from a potential split in COAS. Rather than be associated with an academic unit, a proposed move under the umbrella of Division of Continuing Studies (DCS) is being advocated. Karen Van Gorder, Executive Director – Division of Continuing Studies is aware of this proposal and is on board with the potential move.

The current Department of General Studies oversees two degree paths; Bachelor of General Studies and Bachelor of Applied Science. The diversity of these two degrees and the students they serve needs a better descriptive name. Since Interdisciplinary Studies, which is the most common and most frequently used name for BGS and BAS programs is already in use at the University, Department of Integrative Studies is being offered as an alternative.

Much of the elective choices that BGS students choose occurs outside the frame of COAS. For example, data from 2018- 2019 & 2019-2020 academic years shows that Organization & Leadership and Business courses were among the top 20 courses selected by students in the BAS program. In the BGS program, courses outside of COAS such as ETCS, CS, CDFS, HSRV, and BUS were selected more frequently for elective courses. Many of the other top 20 selected courses fall under the Gen Ed Core and would be typical of any degree program on campus. Please see Appendix A for the raw data as provided by Office of Institutional Research

Many BGS students choose minors to help customize their degree programs to future careers and goals. A Business minor is often selected by BGS degree seeking students. Similarly, the BAS degree has 5 concentrations- none of which fall under COAS purview. One specific concentration Interdisciplinary allows students to pull courses from across the University and creates an integration of study. Thus a name change of Department of Integrative Studies is a better fit for the department as this name showcases the integration of courses from all areas of the university in both the BAS & BGS degree. While most

models of General Studies are called Interdisciplinary Studies, one example of Integrative Studies comes from the University of Central Florida- where the Department of Integrative Studies offers a Bachelor of General Studies degree.

The University of Evansville has the Center for Advancement of Learning which mirrors to an extent DCS at PFW. UE's Center for the Advancement of Learning oversees adult programs, professional development, graduate programs, continued learning, and offers two pathways in university studies. One pathway for students who already have an associate's of applied science or associates degree, and another degree for those students who do not have any previous college or have some college. These two pathways are very similar in nature to our BGS and BAS degree. The University of Evansville's Center for the Advancement of Learning is a successful model of degrees being offered outside of an academic unit. Oversight of UE's degree curriculum is done by one academic unit. However, this is an area of UE's model that conflicts with the diverse curriculum our students have for both the BGS and BAS degree. It is essential that our current oversight model- a diverse Advisory Board still be in effect. Currently our Advisory Board is made up of faculty across all areas of the University. The Advisory Board approves or rejects any proposed changes into curriculum, SLO's, and other changes related to the two degree programs. So while the current General Studies Department may be a part of COAS we are not governed by COAS polices, COAS curriculum guidelines, nor does the current General Studies Department have any voting rights or faculty representation in COAS.

Given the nature of the BGS and BAS degree it is important that the integrity of the curriculum already established be maintained. The best way the integrity of the curriculum can be maintained is through continued use of a diverse advisory board and a move under the umbrella of Division of Continuing Studies.

Both the BGS and BAS are popular online degree choices. With DCS having oversight into online courses a move to this division also makes sense for further collaboration and partnership. Currently the Department of General Studies and DCS are partnering for a BAS online degree push to market and promote the online version of the BAS degree in Michigan, Ohio, and Illinois. As it now stands, General Studies on their own nor as a part of COAS would have the budget to allow for such a campaign. However, with the collaboration and partnership of DCS we can have a better ability to increase student enrollments in both degrees which in turn benefits the University. An additional positive benefit to the University is this proposal does not require additional funding, does not require the need for any new positions, or changes to existing staff positions.

**MISSION STATEMENT:**

The department mission was developed in October 2019 at the same time as our strategic plan. Each individual staff member played a part in the development of the mission statement and the strategic plan.

- The Department of General Studies values a unique and diverse student population. We will educate and advocate on behalf of our students in order to build a connected community, while advising them in pursuit of their educational and career goals.

The mission statement would change to reflect the proposed name change and state “The Department of Integrative Studies.....”

Please find a copy of the Strategic Plan in Appendix B

### **PROPOSED ADMINISTRATIVE STRUCTURE:**

Karen Van Gorder- Executive Director of DCS- reports to Carl Drummond  
 La Tishia Horrell- Executive Director of Integrative Studies would report to Karen  
 Sara Thomas Assistant-Director of Integrative Studies reports to La Tishia  
 Rhonda Meriwether-Academic Advisor reports to La Tishia  
 Kathleen Whitcraft- Administrative Staff reports to La Tishia  
 Jodie Powell- Administrative Staff reports to La Tishia  
 As needed- Work Study would report to La Tishia  
 Jamie Gregory -Academic Advisor reports to Sara

Advisory Board for Proposed Department of Integrative Studies:

- Executive Director Department of Integrative Studies non-voting
- An Academic Dean
- 1 Representative from College of Arts & Letters if split occurs
- 1 Representative from College of Sciences if split occurs
- 1 Representative from College of Engineering,  
Technology & Computer Science
- 1 Representative from College of Professional Studies
- 1 Representative from Doermer School of Business
- 1 Representative from College of Visual & Performing Arts
- 1 Representative from the Division of Continuing Studies

### **CURRICULAR IMPACT AND INNOVATIONS:**

Current Program Requirements;

Program Requirements for the BGS degree (120 credit hours)

- General Education Core 33 hours (courses in this category can also be counted in other sections)
- 12 hours in Arts & Humanities
- 12 hours in Mathematics & Science not all choices fall under COAS
- 12 hours in Social & Behavioral Science
- 18 hours in Arts& Humanities, or Mathematics, or Science, & Behavioral Science

- 66 elective hours of students choice with 15 hours of electives in Arts & Science – this is where we see minors being chosen outside of COAS, course electives outside of COAS, and the integrative studies/
- 30 credit hours being at the 300/400 level (30 & 15 can be dual counted).
- IDIS 41700 General Studies Capstone course
- 32 hours of residency – 200 level or higher courses taken at PFW

Program Requirements for BAS degree (60 credit hours)

- MUST have completed an Associate of Applied Science degree
- Complete 60 hours at PFW – (This assumes they have met all the GEN requirements & brought in 45 credit hours in technical classes from the AAS degree)
- 60 hours; 32 hours of residency – 200 level or higher taken at PFW Residency fulfilled with specialty and 300/400 level courses.
  - o 30 hours of courses at the 300/400 level
  - o 27-30 hours in the concentration
    - Business Specialty
    - Leadership & Supervision
    - Interdisciplinary
    - Information Technology
    - Information Systems

With the help of DCS- two new concentrations in the BAS degree were developed- Information Systems & Information Technology. These new concentrations arose out of a need to help recruit students for the BAS online program out of state. The concentrations were approved for a Fall 2020 launch. This is an additional example of collaboration between DCS and General Studies lending further support for a move under the umbrella of DCS. DCS has supported and helped with recruitment of students for the BGS and BAS degrees and would continue to be a good partnership in moving forward.

Purdue Ft. Wayne is unique in that we are the only campus within the Purdue System to offer a Bachelor of General Studies and a Bachelor of Applied Science. This allows us much room for innovations for both programs. One area of innovations rest in adult students. As you can see from the included data table, the number of non- traditional students has significantly declined. This is a result of less evening courses, no weekend course options, and consistent f2f 16 week traditional academic schedule. The landscape of higher education is changing and non-traditional students are one of the groups to embrace the changes- specifically looking at 8 week courses, evening and weekend options, accelerated programs, co-hort student admission groups, and 8 week online courses. EAB (October 2019) suggest that the non-traditional student finds a traditional academic calendar out of sync with their needs.

Enrollment by Age Group	Traditional Student	Non-Traditional Student
Fall 2015	255	274
Spring 2016	250	242
Fall 2016	239	235
Spring 2017	239	204
Fall 2017	207	187
Spring 2018	206	166
Fall 2018	502	194
Spring 2019	375	164
Fall 2019	357	169

Age Group:

Traditional Student, less than 25 years of age at time of census for the specific term.

Non-Traditional Student, greater than or equal to 25 years of age at time of census for the specific term.

(Data pulled Office of Institutional Research: Irah Modry-Caron, September 2019)

With the community connections of DCS via non-credit hour programs, online course offerings, and marketing tools, a push to expand our BGS & BAS in the following ways seems more obtainable than with our current home of COAS.

#### Possible Innovations-

~ Accelerated BAS degree within companies

- Co- horts within companies
- Courses taught on location
- Tied with online and hybrid courses
- Accelerated degree programs (College of Working Adults)
- 2-3 courses each 8 weeks

~ Online course offering expansion so that all courses of the BGS and BAS degree are in 8 week format (Currently DCS is working on the development of online 8 week format courses)

~ Unique course offerings for BGS

- 8 week face to face offerings
- Expansion of evening course offerings beginning after 6:00pm
- Expansion of online course offerings
- Offer weekend only courses
- Possible program for those with “some college” finishing BGS degree in 2 years with an accelerated evening and weekend format.

Another area of impact is on those students with “some college but no degree”. Thirty six million individuals across the United States have some post-secondary education but no credential or completion. Indiana ranks 12<sup>th</sup> in number of individuals with “some college but no degree”. The typical “some college but no degree” students are middle aged. (National Student Clearinghouse, 2019).



This group of students is a good fit for BGS degree which has flexibility in application of previous credit and would allow an individual to have a completion. These students would also fall under the non-traditional population were innovations have shown to help completions. EAB (May 2019) provides evidence of three, 4-year institutions, where non-traditional students have increased completions with rolling class starts, 8 week course format, and accelerated course offerings.

These innovations will not be possible if other academic units at the University are not willing to change the “traditional” approach to a 4 year degree. However, with the collaboration and support of DCS, these innovations have a higher likelihood of being successful as DCS has embraced the changing landscape of higher education specifically by revamping online course offerings in the BGS and BAS program to an 8 week format.

### **POTENTIAL BENEFITS FOR STUDENTS AND COMMUNITY ENGAGEMENT:**

Maintaining the curriculum allows students to have an option to fit their interest, goals, and achievements into a bachelor’s degree. Dedicated academic advisors who are knowledgeable about the degree programs, can provide support, encouragement, assist with minor selection or concentration selection that best fits the student

The proposed Department of Integrative Studies would strive to put the innovations into practice thus allowing for more choices and flexibility. With an increase in flexible scheduling and course offerings students will be better able to complete their degrees in a manner that fits their availability. This approach to scheduling can help increase the opportunities for those non- traditional students as well as those students with “some college but no degree. With DCS already creating a change in format to courses, our students will have an opportunity to create schedules that benefit them. Under the umbrella of DCS, students will reap the benefits of changed formats of classes as well as specific marketing of the program. With additional resources and an expanded department what we can provide for our students has the potential to exponentially increase.

Utilizing a different approach to scheduling, will allow the opportunity to engage with larger business and corporations within our community to help develop co-horts and possible on location courses offerings. With the proposed move under DCS, connections with community partners and established relationships within the community can help increase exposure for our students after graduation, opportunities for internships, and provide job shadowing.

The first way the proposed Department of Integrative Studies would engage with the community is through a LEAD Mentor program. The LEAD Mentor Program is designed to help students to connect to each other, the campus, and their academic/career goals. The program has two major components. The first serves to connect incoming first and second year students with junior and senior BGS student mentors so that they have the opportunity to benefit from the insights of their more experienced peers. The student mentees can benefit from the experience their mentors have gained in navigating the university (resources, formulating

SMART goals, time management, study skills, etc). They can also learn of many ways that the mentors have chosen to cater their degree specifically to their own educational and career goals in a wide variety of fields.

The second component involves providing opportunities for those student mentors to connect with alumni of the program currently working on campus and in the Fort Wayne community. The student mentors will have the unique opportunity to connect with the industry/alumni mentor pool regarding marketing their degree in the job and/or graduate school search, gaining more insights regarding potential paths they can choose to take after earning their degree, and community resources, organizations, and connections that can benefit each on their path to achieving their goals. The LEAD Mentor program not only benefits the student but also engages our alumni within the community.

### **IDEAS ABOUT RECRUITMENT & RETENTION:**

#### **RECRUITMENT:**

As previously mentioned, two areas of focus on recruitment are the non-traditional population and the “some college, no degree” population. These two areas of recruitment will only have success if the proposed innovations are put into place. Allowing students to have the flexibility to take classes in both face to face and online formats that meet their needs while working, raising a family, and completing a degree will increase the recruitment advantage of PFW.

In conjunction with DCS recruitment of online students for the BAS program is ongoing. Currently three articulation agreements have been signed. While three agreements have been signed, the partnership between DCS and the current department of General Studies is working on more agreements. Potential agreements include Statewide Ivy Tech Community College, community colleges in Michigan, Ohio, and Illinois. Please find additional information regarding recruitment within the attached marketing plan.

When articulation agreements have been signed. Both the current department of General Studies and the DCS are attending transfer fairs for recruitment, educating academic advisors on the campuses of signed agreements, and following up with further student interest. Online inquiries into the BGS and BAS programs are filtered through DCS first- providing a further reason why the move would work well.

As the current Department of General Studies already does, the proposed Department of Integrative Studies would continue to support and participate in on-campus admission and recruiting events. Please see examples;

- Transfer Symposium
- New Student Orientation
- Fall Campus Visit Days
- Don Days
- Student Services/Organization Fair
- Transfer Student Week

Freshman Welcome Event  
Welcome Back Week Activities  
Student Housing Move-In Day  
Complete your Degree Day  
Information Booths- Fall Semester  
Academic Advising in Housing

### **RETENTION:**

A current retention initiative that will be implemented in the Spring 2020 (March/ April) is our “Keep Going” campaign. The “Keep Going” initiative is aimed at decreasing stop outs and increasing fall to fall retention of our BGS students. The plan is to target sophomores in the Spring semester via a targeted email approach congratulating them on their progress so far and letting them know they have received a gift from the department. BGS advisors will ask students to stop by the department to pick up their gift where we will then have a conversation about their progress so far, answer questions, ensure they are registered for the upcoming Fall semester, and encourage them to “Keep Going”. By specifically reaching out to these students and making a connection, rewarding progress, and monitoring registration it is our goal to increase the retention of our students from the second year to the third year and ultimately show an increase in degree completions. This initiative is also tied to our department’s strategic plan in which we would like to have an overall Fall to Fall retention rate of 75 % at year 5 which would be at the end of 2024-2025 academic year. Data shows that our department loses a large chunk of our students after their sophomore year. This led to the development of our “Keep Going” initiative.

Utilization of four annual events for students- Two Fall Events & Two Spring Events to develop a sense of community among students.

#### Spring events

- Game night- popcorn & board games
- Senior event in conjunction with career services

#### Fall events

- Fall kickoff for incoming students
- Decorating contest votes by students-and set up an advising appointment

LEAD Mentor Program – As described in - Community Engagement.

Advising Practices – Beginning Fall 2019 the current Department of General Studies implemented uniform advising procedures, case management system, electronic record keeping, and consistent advisor training on a quarterly basis. The case management system should show an increase in retention over the next year. Under previous policy students saw whichever advisor was available at the time the student came in. This led to inconsistent information, lack of consistency, and decrease in student retention.

Minor Mondays- Tied to social media accounts highlighting minors that can be added to both the BGS and BAS degree. Showcases areas across the University that students can use to customize their degree program.

### **IDEAS ABOUT MARKETING:**

Below is the marketing plan that was developed on behalf of the current Department of General Studies by DCS. This also highlights the current working relationship of the departments and again lends support to a move for the proposed Department of Integrative Studies to be moved under the umbrella of DCS.

DEPARTMENT/POINT-OF-CONTACT: Karen Van Gorder; on behalf of General Studies; VCAA; Chancellor's Office

PROJECT NAME: General Studies Online Promotion in Detroit and Toledo Area for Fall 2019

JOB NUMBER: 19-GS-0249

### **PROJECT DESCRIPTION**

*Introduction* – General Studies at Purdue Fort Wayne offers two degrees that can be completed entirely online: a Bachelor of General Studies (BGS) and a Bachelor of Applied Sciences (BAS).

The General Studies Office at Purdue Fort Wayne offers a wide variety of personalized degree options. You can individually tailor your programs to combine a substantial core of courses basic to a traditional university education and study in career-related areas. Within the flexible framework of degree requirements, you can design an undergraduate program that can more readily meet your career and personal-development goals. Students develop a unique academic program complementing individual interests, abilities, and intellectual and practical concerns.

Degree options for **online BAS** include minors in business studies, communication studies, history, information systems, mathematics, political science, psychology, and women's studies. For BAS, students can come in with no credit, little credit, or a lot of credit (up to an including an AS or an AS plus) from any point in time in their academic career and General Studies will tailor their completion of their 4-year degree.

Degree options for the **hybrid and on-campus BGS** include tracks in business specialty, supervision and leadership, and interdisciplinary. For BGS, they have to hold an AAS degree. These tracks are not included in the **online tracks** for BGS that DCS is working on. The online tracks include an IS specialty (possibly major or certificate) and other COAS-related tracks.

*Background* – Given this is an area of large potential growth and unique to the Purdue Online System, Purdue Fort Wayne conducted a study of regional metropolitan areas in which to expand. It was determined Detroit, Michigan and Toledo, Ohio will be targeted. EAB projects 30,185 individuals who will complete a bachelor's degree within six years in Detroit-Warren-Dearborn, Michigan MSA Data.

*Objectives* –

1. Big stretch recruitment goal: successfully recruit 1,000 total students in these programs by Fall 2022.

2. Immediate goal: 'soft launch' of specific opportunities within the BAS, such as Information Systems by mid-term Fall 2019.

*Audience –*

**Prospective undergraduate students at targeted community colleges –**

*While we don't know much about PFW's BAS students, we do know that they operate much in the same fashion as our BGS students*

"According to Factbook, we have 538 general studies students, 32% of which are part time. Full time general studies students take on average 14.1 credit hours and part-time take 6.78 credit hours. This population skews slightly more female with 53.9%, and is 67.4% white. Hispanic or Latino accounts for 8.9% and Black accounts for 16%. Minorities are over-indexed for this population as compared to the general university student makeup. This population also skews older, 46.8% are 18-20, 22% are older than 27, 19% are 21-23, and 10% are 24-26 years old."

*Call to Action –* Learn more; apply

*Suggested Key Points –* complete your degree; Purdue Fort Wayne; online; earned credits never expire; BAS; special tuition rate; transfer scholarships available

**Targeted community colleges –** The targeted community colleges will be (in order of importance):

1. Macomb Community College; Community college in Warren, Michigan
2. Schoolcraft College; College in Livonia, Michigan
3. Henry Ford College; College in Dearborn, Michigan
4. Ivy Tech Ivy Tech Community College; Fort Wayne, Indiana campus

We have identified these community colleges in which to target their students, as well as administration. The administration audience is two-fold:

1. Target advisors with information about our programs as well as select college administrators in order to develop articulation agreements.
2. Target faculty through program-specific outreach (such as IS)

*Call to Action –* Learn more about our programs so you can educate your students, and help them succeed.

*Suggested Key Points –*Purdue Fort Wayne; online; earned credits never expire, 4-year degree completion; BAS; special tuition rate; transfer scholarships available

## **SCOPE OF WORK**

*Overview –* client kickoff meeting with suggestions and additions to the plan.

*Deliverables –*

Electronic

- **New website** – consistent with new design, with inquiry form (landing page)
- **PFW sponsored drip campaigns** – two specific email and text campaigns to audiences: prospective students and targeted community colleges

- **Targeted partnerships with community college partners** – specifically, emails on PFW’s behalf sent from the respective community colleges
  - ***Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges***
- **Facebook paid advertising** – targeted by geography, age, and education level; also re-targeting
- **Google ad words and image ads** - targeted by geography, age, and education level; also re-targeting. We can also place on specific web pages and mobile apps.
- **Snapchat filters** – on targeted community college campuses
- **Geo-fencing and IP address follow up** – on targeted community college campuses

Physical

- **Mailer to IP addresses** – if budget allows, send a postcard to those highly engaged with our marketing at Macomb College
- **Community college transfer fairs** – similar to the Ivy Tech transfer fair, send recruiters to interact with community college students in these areas
  - ***Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges***
- **Signing Ceremony** - ribbon cutting ceremony or the like for both Macomb and Schoolcraft at once; intended to generate buzz and earned media
- **Custom mailer** – to targeted community college advisors with brochures, Purdue Fort Wayne goodies, and contact information after the signing ceremony
  - ***Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges***

*Revisions:* The goal is to have no more than three rounds of revisions.

*Client provided assets:* Samples from community colleges. Other samples you feel communication the feeling/look you want to convey. Specifically, webpages with articulation agreements at Top 3 community colleges.

*Client Comments and Special Circumstances:* Expediency is key; PFW standards; James Cashdollar will get all enrollment management notifications

*Reminders:*

- *DCS Marketing will need marketing contacts at three representative Michigan colleges*

*Schedule* – launch marketing by Spring term 2019; wrap up middle of Fall 2019 term.

Next Steps –

SOW approval:

- Review measurements for success
- Review approval processes
- Review plan, budget, calendar
- Tweak, finalize

Upon SOW approval:

- Implement phase one completely by mid-term Fall 2019 (October)
- Provide after-action report around Fall Census; start phase two by mid-term Fall 2019

Client Signature \_\_\_\_\_ Date: \_\_\_\_\_

Marketing Signature \_\_\_\_\_ Date: \_\_\_\_\_

## BUDGET AND TIMELINE

Tactic	Budget	Actual to Date	Intended behavior through mid-term Fall 2019 (October)
<i>Digital</i>			
New website (DONE)	-	-	<i>Completed Spring 2019</i>
PFW sponsored drip campaigns	-	-	PFW-sponsored drip campaigns will be in place and running by June 7, 2019
Targeted partnerships with community college partners			Work with Macomb and Schoolcraft first, then Henry Ford later from a marketing level and an <b>Information Systems level</b>
<u>Digital Paid Advertising:</u> Geo-fencing and IP follow up; Social; google	\$13,000	13,000	PFW-sponsored drip campaigns will be in place and running by June 14, 2019
<i>Physical</i>			
Mailer to IP addresses	-		If budget allows, included in the above paid digital cost
Custom mailer (appx. 60)	\$1,200		Develop, obtain mailing lists, and send upon articulation agreement signing
Transfer fairs and signing ceremonies	\$3,000		Develop events: work with DCS/GS staff; media, community colleges, and PFW media relations
<b>TOTAL</b>	<b>\$20,000</b>	<b>13,000</b>	<b>Targeted spend through October 2019</b>

In addition to transfer fairs and in person outreach. The use of social media has been a tool our department has used for interaction of students and potential students. Our department has accounts on Facebook, Twitter, Instagram, & LinkedIn

- Facebook, Twitter & Instagram are utilized to market our BGS and BAS programs via method of outreach face to face does not allow
- LinkedIn-
  - Helps showcase students for future positions & exposure for PFW.
  - Alumni connections

As noted previously, given the budget of the current General Studies department, marketing is one area that takes a hit. The proposed move under the umbrella of DCS can assist with this area as noted in the previous marketing plans submitted. Marketing is an area where the expertise and experience of DCS would benefit the proposed Department of Integrative Studies.

## REFERENCES

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EAB. (2019, October 24). Adult learners: Who they are & what they want from college. Retrieved from <https://eab.com/insights/daily-briefing/adult-learner/adult-learners-who-they-are-what-they-want-from-college/>

Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (October 2019), *Some College, No Degree*, A 2019 Snapshot for the Nation and 50 States, Signature Report No. 17, Herndon, VA: National Student Clearinghouse Research Center.



**Appendix A BGS & BAS Top Course Selection:**

BGS Degree Top Course Selection:

Degree	Subject	Course	Number of Students				
			201910	201920	202010	202020	Total
BGS	Education - EDU	40000	20	28	24	30	102
BGS	Communication - COM	11400	44	16	23	13	96
BGS	Computer Science - CS	30600	31	25	21	17	94
BGS	Psychology - PSY	12000	35	22	23	12	92
BGS	English - ENGL	23301	23	31	15	15	84
BGS	Engr Tech and Comp Sci - ETCS	10600	24	19	18	16	77
BGS	Sociology - SOC	16101	26	20	16	13	75
BGS	Biology - BIOL	20300	30	18	14	12	74
BGS	Biology - BIOL	10000	19	16	17	14	66
BGS	Psychology - PSY	24000	19	13	15	13	60
BGS	Foods and Nutrition - FNN	30300	27	30			57
BGS	Child Dev & Fam Studies - CDFS	25500	20	13	11	10	54
BGS	Psychology - PSY	35000	27	15	11		53
BGS	Psychology - PSY	31400	19	21	11		51
BGS	English - ENGL	13100	30	13			43
BGS	Mathematics - MA	12401	18		14	10	42
BGS	Psychology - PSY	23500	15	14	11		40
BGS	Music - MUSC	15300	22	13			35
BGS	Nutrition Science - NUTR	30300			18	16	34
BGS	Sociology - SOC	16300		15		15	30
BGS	Women's Studies - WOST	21000		20		10	30
BGS	Business - BUS	10001		20			20
BGS	Mathematics - MA	15300	17				17
BGS	Biology - BIOL	11900		16			16
BGS	Sociology - SOC	31601				15	15
BGS	Business - BUS	30200	14				14
BGS	History - HIST	37701				14	14
BGS	Human Services - HSRV	10000			13		13
BGS	Statistics - STAT	12500		13			13
BGS	Physics - PHYS	22000			12		12
BGS	Human Services - HSRV	35000			11		11
BGS	Intl Lang Cultural Stu - ILCS	35000			11		11
BGS	Peace & Conflict Studies- PACS	20000				11	11

BGS	Communication - COM	32102				10	10
BGS	Computer Science - CS	11200				10	10
BGS	Economics - ECON	20101				10	10
BGS	Sociology - SOC	30000				10	10
BGS	Sociology - SOC	31401				10	10

BAS Degree Top Course Selection:

Degree	Subject	Course	Number of Students				Total
			201910	201920	202010	202020	
BAS	Nutrition Science - NUTR	30300			6	1	7
BAS	English - ENGL	23301	2	2	1	1	6
BAS	Philosophy - PHIL	11100	3	1	1	1	6
BAS	Org Leadership Supervision-OLS	25200	2	1		1	4
BAS	Org Leadership Supervision-OLS	27400	1	1	1	1	4
BAS	Philosophy - PHIL	12000			3	1	4
BAS	Music - MUSC	41003	1	1	1		3
BAS	Org Leadership Supervision-OLS	26800	2		1		3
BAS	Org Leadership Supervision-OLS	37500	1	1	1		3
BAS	Org Leadership Supervision-OLS	37600		1	1	1	3
BAS	Psychology - PSY	23500	1	1		1	3
BAS	Business - BUS	10001	1	1			2
BAS	Chemistry - CHM	11500			2		2
BAS	Child Dev & Fam Studies - CDFS	25500			1	1	2
BAS	Communication - COM	11400			1	1	2
BAS	Communication - COM	31000		1	1		2
BAS	Education - EDU	34600				2	2
BAS	English - ENGL	42202				2	2
BAS	Mathematics - MA	15300		1	1		2
BAS	Org Leadership Supervision-OLS	33100	1	1			2
BAS	Philosophy - PHIL	31200	2				2
BAS	Sociology - SOC	31401		2			2
BAS	Statistics - STAT	12500		1		1	2
BAS	Art & Design - AD	10101				1	1

BAS	Art & Design - AD	11100				1	1
BAS	Art & Design - AD	19600			1		1
BAS	Art & Design - AD	22501				1	1
BAS	Biology - BIOL	10000		1			1
BAS	Biology - BIOL	12600				1	1
BAS	Business - BUS	20000	1				1
BAS	Business - BUS	20102			1		1
BAS	Business - BUS	30101			1		1
BAS	Business - BUS	30200	1				1
BAS	Business - BUS	31201				1	1
BAS	Classics - CLCS	20500		1			1
BAS	Communication - COM	24800			1		1
BAS	Communication - COM	30300		1			1
BAS	Communication - COM	32102		1			1
BAS	Communication - COM	32400	1				1
BAS	Communication - COM	37200		1			1
BAS	Communication - COM	40101			1		1
BAS	Computer Science - CS	30600				1	1
BAS	Dance - DANC	39000		1			1
BAS	Earth Atmospheric Sci - EAPS	21000	1				1
BAS	Education - EDU	32700				1	1
BAS	Education - EDU	40000			1		1
BAS	English - ENGL	10302			1		1
BAS	English - ENGL	13100			1		1
BAS	English - ENGL	23202		1			1
BAS	Film Video - FVS	20100		1			1
BAS	Foods and Nutrition - FNN	30300		1			1
BAS	Gerontology - GERN	23100			1		1
BAS	Health, Phys Ed and Rec - HPER	11900			1		1
BAS	Health, Phys Ed and Rec - HPER	12100			1		1
BAS	Health, Phys Ed and Rec - HPER	13300			1		1
BAS	Health, Phys Ed and Rec - HPER	13501			1		1
BAS	Health, Phys Ed and Rec - HPER	18500				1	1
BAS	History - HIST	10501			1		1
BAS	History - HIST	11400	1				1
BAS	History - HIST	30502		1			1
BAS	History - HIST	31102			1		1

BAS	History - HIST	31501	1				1
BAS	History - HIST	34502	1				1
BAS	History - HIST	35002		1			1
BAS	History - HIST	35102	1				1
BAS	Human Services - HSRV	35000			1		1
BAS	Inter Design - INTD	33000				1	1
BAS	Mathematics - MA	10100			1		1
BAS	Mathematics - MA	17500			1		1
BAS	Nursing - NUR	30900			1		1
BAS	Org Leadership Supervision-OLS	32000	1				1
BAS	Org Leadership Supervision-OLS	34200				1	1
BAS	Org Leadership Supervision-OLS	38400		1			1
BAS	Org Leadership Supervision-OLS	39900			1		1
BAS	Org Leadership Supervision-OLS	45400			1		1
BAS	Org Leadership Supervision-OLS	47500		1			1
BAS	Peace & Conflict Studies-PACS	20000				1	1
BAS	Philosophy - PHIL	49300				1	1
BAS	Political Science - POL	10300		1			1
BAS	Political Science - POL	31900			1		1
BAS	Psychology - PSY	24000	1				1
BAS	Psychology - PSY	31400		1			1
BAS	Public Policy - PPOL	30000		1			1
BAS	Public Policy - PPOL	32200	1				1
BAS	Public Policy - PPOL	40200		1			1
BAS	Public Policy - PPOL	41100	1				1
BAS	Religious Studies - REL	23000			1		1
BAS	Religious Studies - REL	32100				1	1
BAS	Sociology - SOC	16300	1				1
BAS	Sociology - SOC	31601				1	1
BAS	Women's Studies - WOST	21000			1		1
BAS	Women's Studies - WOST	22500				1	1
BAS	Women's Studies - WOST	30100		1			1
BAS	Women's Studies - WOST	34001			1		1

# Department of General Studies

## STRATEGIC PLAN

### 1, 3, & 5 Year

#### YEAR 1

<b>GOAL/STRATEGY</b>	<b>ACTION ITEMS</b>	<b>TIMELINE</b>
Implement uniform advising procedures and policies with consistent advising training every 3 months (December, March, June, September)	Advising policy document created and disbursed to all GNST. Training to be led by assistant director Sara Thomas. Curriculum for training to be approved by director prior to scheduled training.	Advising policy document- <b>COMPLETED</b> Disbursement to all GNST staff- End of October 2019 Training agenda prior to DEC 2019 Other trainings ongoing TBA
Hold 4 events every academic year for GNST degree seeking students. 1 event prior to the start of fall and spring semester (outside of NSO or other campus led events), 1 additional event in fall and 1 additional event in the spring. Possible ideas related to Halloween, Christmas.	Creation of trick or treating for GNST students & Pumpkin decorating contest w/voting Need to develop Spring at beginning of semester event and Spring event	<b>SPRING 2020- Jan -1<sup>st</sup> week</b> <b>2<sup>nd</sup> event April 2020</b>
Create electronic alumni survey to be sent out to all graduating students in BGS and BAS. Create a database of alumni with emails and contact information from survey. (Fall 2019, Spring 2020, Summer I & II 2020 graduates)	Creation of qualtrics survey Determine graduates- email survey Create database with information	End of each term <b>FALL 2019</b> <b>SPRING 2020</b> <b>SUMMER I 2020</b> <b>SUMMER II 2020</b>
Begin “Keep Going” campaign to target 2 <sup>nd</sup> to 3 <sup>rd</sup> year students and retention.	Develop a standardized email to send in spring to 2 <sup>nd</sup> year students- add	Email Jan 2020

	<p>to advising policy document</p> <p>Ask 2<sup>nd</sup> year students to stop by for gift and to chat about progress and ensure registered for Fall semester. Submit request to COAS for matching funds for gifts- La Tishia</p>	
<p>Revamp the EDU 40000 course by creating new course under IDIS category with curriculum to match SLO for BGS degree program. Included in revamp is online course development.</p>	<p>Get syllabus produced and sent for approval, add name change to catalog for 2020-2021 academic year</p> <p>Work with DCS on revamp of online portion of course- La Tishia</p>	<p>November 2019</p>
<p>Change in SLOs for BGS degree to be of higher level on Bloom's taxonomy</p>	<p>Get approval from policy board</p>	<p>November 2019</p>
<p>Creation of GNST bulletin board-pathway to graduation with students on path. (Walk to Graduation)</p>	<p>Materials needed purchased and work done on board as needed. Pull status of students.</p>	<p>December 2019 /January 2020</p>

## YEAR 3

<b>GOAL/STRATEGY</b>	<b>ACTION ITEMS</b>	<b>TIMELINE</b>
<p>Introduction to General Studies course developed, curriculum matched to SLOs, policy board approval, &amp; added to BGS required degree completion curriculum FALL 2021</p>	<p>Creating of course curriculum, SLOs, course syllabus, approval by policy board, inclusion in catalog</p>	<p>November 2020</p>
<p>Campaign "Keep going" fully set up with session for students, email notification developed, gifts for sophomores, and career services session, and other helpful information sessions for students.</p>	<p>Revise and adapt plan of action after 1<sup>st</sup> and 2<sup>nd</sup> year of data. Make changes as necessary. Create</p>	<p>Spring 2021</p>

Open to all not just 2 <sup>nd</sup> -3 <sup>rd</sup> year students.	sessions/workshops for students.	
70% Fall to Fall retention rate measured in Fall 2022	Follow advising policies and procedures. Make an intentional effort at connection with our students. Control the controllable from our end.	Fall 2022
50% of Exploring General Studies students are released to their declared degree program at end of 24 credit hours. FALL 2022	Students are supported, advised, and successful at their 24 credit hours for releasing. Rhonda is trying new initiatives within the IDIS course to see if this helps with success.	
External funding acquired and received for implementation of LEAD program for GNST SUMMER 2021. LEAD program adaptations for GNST are completed and manual updated to reflect changes.	Make changes to LEAD program to reflect the GNST degree and all it entails. Submit proposal for external funding by SGA- SARA	
Hold an event in conjunction with career services for graduating seniors.	Meet with liaison for career services, set up an event, invite seniors.	
New Space acquired for GNST where all staff can be housed together with room for program to grow.	Continue to update space/move proposal and submit to committee for consideration.	
Investigate the cost and production value of GNST blog replacing Generally Speaking newsletter out to alumni. Have something in place that is consistently being sent out to alumni.	Check with marketing for integration with PFW and any other issues, determine best tool for utilization, and figure out yearly funding for blog. Determine another means of communication in mean time.	

## YEAR 5

75% FALL to FALL retention rate	Continued best practices with advising. Develop new initiatives as necessary	
BGS & BAS degree 30% graduation rate within 4 years. 55% graduation rate within 5 years.	Work with degree audit system, flag near graduating students, reach out to students, encourage completion	
BAS program increase in students to 100+	Market the program, increase transfer from Ivy Tech, work with DCS and nearby state recruitment.	
BGS program increase to 500 students	Continue to focus on traditional and non-traditional students, attend events, market program.	
Department submits proposal for advising presentation at national conference	Develop and test an initiative to be used for presentation.	
Alumni mentor program is in full swing	Alumni growth and activity increase, utilization of alumni in LEAD program and in sessions with students.	
Loss of students from 2 <sup>nd</sup> to 3 <sup>rd</sup> year has decreased by 25%. (Meaning retaining more students from 2 <sup>nd</sup> to 3 <sup>rd</sup> year)	"Keep Going" campaign	
Overall graduation rate increase by 10% from SPRING 2020.	Best practices with advising	
Professional development opportunities are fully funded for all advisors.	Increase in budget for allowance to send staff to external professional development opportunities.	
Growth of program has created a need for additional academic advisor and additional staff for department.	Growth driven, create proposal, and find funding for staff.	



To: College of Arts and Sciences Council  
From: COAS Executive Committee  
Re: Proposal for a College of Science  
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a College of Science, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a College of Science “with a mission to advance scientific knowledge that contributes to the greater metropolitan area and beyond,” and;

BE IT FURTHER RESOLVED, that the new College of Science consists of the academic departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematical Sciences, Physics, Psychology, and other constituent academic units and programs aligning with the College’s mission, and;

BE IT FURTHER RESOLVED, that College of Science faculty will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the newly created College occurs, and;

BE IT FURTHER RESOLVED, that College of Science faculty will retain faculty control over college curriculum, obtaining all necessary approvals for curricular changes resulting from the initial proposal for a College of Science through established channels of shared governance and faculty oversight, and;

BE IT FURTHER RESOLVED, that the College of Science, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the College of Science proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;

BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

Proposal for a College of Science  
Purdue University Fort Wayne

1. General rationale

Following restructuring and realignment to become Purdue University Fort Wayne (PFW), the science departments (Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology) see a College of Science as an exciting path forward that fosters the emergence of a strong STEM reputation at PFW. Similar colleges are widespread, including at Purdue West Lafayette and IUPUI.

The proposed college will align with Purdue University Fort Wayne's status as a metropolitan university with a mission to advance scientific knowledge that contributes to the greater metropolitan area and beyond. The College will create new synergies in curricular offerings and meet a range of student interests through its unique blend of the physical, biological, mathematical, and behavioral sciences. It will stand out among colleges and universities in Northeast Indiana for its involvement of students in cutting-edge scientific discovery and application. With these emphases, the new college will be a natural fit with the 21<sup>st</sup> Century Talent Northeast Indiana Region's efforts to attract talent to our area and to retain that talent through partnerships with community organizations that depend on a scientifically educated workforce.

The sciences have always been strong at PFW. The proposed College of Science will build on these strengths in several ways to increase the university's ability to deliver a high quality education in science for all students, from those in general education science courses to upper-level science majors. A College of Science will: 1) accelerate ongoing efforts to diversify and develop interdisciplinary program offerings within the sciences, 2) establish a clear identity and build a strongly engaged, inclusive community with which diverse groups of faculty, staff, students, and community members can meaningfully connect, 3) give a more focused mandate for college leadership to advocate for the recruitment of diverse faculty in specialized areas and the technical resources that are needed to advance the academic and professional growth of students through contemporary approaches to scientific inquiry and applications. The proposed college structure brings together departments that share a critical reliance on technically qualified faculty in increasingly challenging markets and progressive funding to support state of the art teaching and research laboratories. We envision the College of Science as a unit providing increased commonality for connecting university resource decisions with directions that will enable the continual advancement of innovative capacity in teaching and research in the sciences at PFW.

## 2. Mission and Vision statements

If and when the creation of a College of Science is approved, the mission and vision of the College will be developed through a strategic planning process with the participation of faculty, staff, and students. Based on the feedback provided to date through the process of creating this proposal document, the following are some of the key elements that are expected to be included in the mission and vision.

Key elements of the College mission statement that are likely to be considered are:

- Advancement of scientific knowledge, discovery, and application;
- Promotion of the intellectual growth of students;
- Enhancement of the health, environment, and economic welfare of the Fort Wayne metropolitan area, Northeast Indiana, and beyond.

Key elements of the College vision statement that are likely to be considered are:

- Provide an innovative undergraduate and graduate education in the physical, biological, mathematical, behavioral, and communication disorders sciences;
- Use demonstrably effective teaching strategies and student-faculty partnerships in research and discovery;
- Prepare students to be scientifically-literate citizens who can use evidence-based thinking to solve real-world problems, communicate effectively within and outside of their professions, and engage with ethical issues surrounding scientific developments;
- Provide an inclusive and welcoming educational environment that (a) attracts students from diverse backgrounds to the sciences, and (b) promotes a commitment to respecting, supporting, and valuing the diversity of individuals from all backgrounds;
- Promote community engagement through expanded experiential learning opportunities in the health, social service, nonprofit, environmental, and insurance sectors of the metropolitan region and through science outreach activities to the public;
- Improve the quality of science teaching preparation, and increase the number of students who pursue careers in science education to meet demand in Northeast Indiana.

## 3. Administrative structure

- Dean: provide leadership of the College; advocate for the importance of all departments in the College to obtain university support for diverse, technically qualified faculty and strategically funded laboratory budgets; advance the representation, engagement, and success of women and minorities throughout administration, faculty, staff, and students in the sciences; develop mechanisms for effectively communicating the impacts of sustained funding, investment, and inclusiveness in the sciences on all areas of university distinction, research/scholarly advances, and success of all students; establish a collegial environment that supports

- learning and enhances productivity of faculty, staff, and students; oversee personnel (evaluations, merit recommendations, professional development, promotion and tenure, coordination of searches); ensure quality of the curriculum (program integrity, development of new programs, assessment); and facilitate engagement with external stakeholders to promote the sciences at PFW (establish a community advisory board, marketing, fund-raising);
- Associate Dean (.5 FTE): develop initiatives to promote recruitment, diversity, student success, and faculty development; supervise College of Science Student Success Center (college tutoring and peer mentoring programs, living learning community for science students; student community-building events); oversee science outreach activities to the public, summer science camps, and Science Day at PFW;
  - Administrative Assistant to the Dean: front desk (answering phones, directing students to advisors, etc.), faculty records (e.g., track reappointments, workload reports), college newsletter, communications from Dean, coordination of events (honors banquet, speaker series, community advisory board meetings), supervise other staff members and marketing intern, maintain donor database;
  - Administrative Assistant for Student Records & Communications (Note: this position may be shared initially with our counterpart college): maintain and answer faculty/student/staff questions on MyBlueprint academic records, graduation audits, catalog copy, back-up for front desk, assist with college new student orientations, new student letters;
  - Marketing intern: Assist College staff and departments in marketing events that are not part of the responsibilities of the university's marketing office such as college and departmental events;
  - Two Academic Advisors: one with specific responsibilities for Psychology and Communication Sciences & Disorders; the other for Biology, Chemistry, Physics, and Math, pre-professional advising, and science teaching advising. Both will oversee new student orientations and assist with student community-building events;
  - Six Chairs (and some associate chairs) for departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology.

#### 4. Curricular impact and innovations

The College of Science will emphasize and expand opportunities for students to engage in the following high-impact learning experiences:

- Working with a faculty member on a research project;
- Internship, co-op, or field experience;
- Community service (e.g., science outreach).

Curricular innovation will focus on development of certificate programs, minors, and Master's programs in areas that represent a cross-section of disciplines within the College. The programs will have an applied emphasis that prepares students for careers in the metropolitan region and beyond. The development of ideas for such programs, examples of

which are shown below, will be facilitated under a college structure that provides flexibility and focus in pursuing strategies that are tailored to the interests of students in the sciences.

- Certificate or minor in Pre-professional Healthcare—courses in biology, chemistry, abnormal and health psychology, medical ethics, communication sciences and disorders, child/lifespan development, gerontology;
- Certificate or minor in Environmental Science and Sustainability—courses in biology, chemistry, geology, ethics, public policy, civil engineering;
- Certificate or minor in Agriculture—courses in biology, chemistry, data science, economics, business, systems engineering, sociology;
- Certificate or minor in Acoustics—courses in physics and communication sciences & disorders;
- Graduate Certificate in Applied Behavior Analysis—courses in psychology, communications sciences & disorders, and counseling;
- Biotechnology Certificate—courses in biology, chemistry, biochemistry and data science, with practicum experience in regional biotechnology companies to provide training in laboratory research skills useful for careers in biotechnology, agriculture, pharmaceuticals, and research in academic and government organizations;
- Master's in Materials Science or Applied Physics.

Other curricular innovations will focus on increasing the number of science teachers in area primary and secondary schools and the number who are qualified to teach dual-credit courses. Initiatives that will be considered include:

- Dedicated advising for students pursuing science teaching;
- 4 + 1 Program—enable students to earn Bachelor's and Master's degree in 5 years, with 18 hours of graduate coursework in a field for dual-credit teaching, if desired.

Due to the time and financial resources needed to implement all of the above new programs, it is unlikely that all of these programs would be formally proposed in the near future. However, the long list of potential interdisciplinary possibilities demonstrates how a College of Science would facilitate the discussion of such programs amongst faculty and lead to a deeper understanding of the degree to which the science departments, and the curricular interests of our students, intertwine. Additionally, this list shows that there are numerous ways the science departments can collaborate to create new educational opportunities for students. The leadership of the College would then have the responsibility for leading discussions to prioritize which potential new programs should be pursued first given the available resources, including faculty availability.

## 5. Potential benefits for students

A college focused on the sciences will allow:

- Enhanced career preparation in science-related fields, with new certificate programs, minors, and master's programs that have a career focus, increased opportunities for science-related community service, internships, and co-ops, and stronger connections with area employers in science-related fields. We have already demonstrated success in community outreach involving our students in science outreach activities at the Girl Scout/Fort Wayne Community Schools STEM fair and for high school students involved in the Upward Bound program;
- Opportunities for students to engage in cross-disciplinary research collaborations;
- Provide new avenues for external funding of student research, conference presentations, and publication;
- Increased retention of science majors through promotion of science tutoring services, development of programs to build community among science students (e.g., peer mentoring program, living learning community), with a special emphasis on creating a welcoming environment for students from backgrounds underrepresented in the sciences;
- Increased likelihood of obtaining external funding for the enhancement of science teaching at PFW and for scholarships for students pursuing science teaching.

## 6. Community engagement

A College of Science can serve prominently as a resource center for the promotion of science in Northeast Indiana. The main focal points for community engagement will be:

- Use of scientific knowledge to support the development of solutions to problems affecting communities in the metropolitan area and beyond, such as environmental, social service, and health/wellness concerns.
- Outreach involving our students in activities to increase science interest among young people in the metropolitan area; e.g., programs at Science Central, STEM fair for Girl Scouts, science evenings for Upward Bound students, MATHCOUNTS programs for middle school students.
- Expansion of community partnerships to provide internships, co-ops, and service learning opportunities in science-related fields.
- Science Day festival at PFW that would engage the public in science activities and learning about science research at PFW;
- Establishment of a sciences-dedicated community advisory panel to assist in the efforts above and in fund-raising for the College.

## 7. Retention and recruitment

A College focused on the sciences can be purposeful in recruiting and retaining students by:

- Establishing a clear college identity that can attract new students and strengthen feelings of connection in current students;
- Focusing efforts on recruiting students from backgrounds underrepresented in the sciences and using evidence-based strategies to retain underrepresented students in the sciences. These efforts should result in an environment that is more inclusive, welcoming, and diverse, to the benefit of all students;
- Using science-relevant venues to recruit students with science-related interests; e.g., the Northeast Indiana Regional Science Fair;
- Seeking support from science-related community partners for scholarships to assist continuing students who have financial hardships;
- Providing science-focused internships and co-ops, as well as career workshops and fairs, to maintain student motivation and interest in career goals;
- Providing science-dedicated academic advisors, tutors, peer mentors, and activities for developing community among students in the sciences to increase student success and retention.

## 8. Marketing

A College of Science will allow marketing that highlights:

- Involvement of students in cutting-edge discovery and innovation;
- Application of science to solve problems in the metropolitan community;
- Interdisciplinary and career-relevant certificate programs and minors;
- Master's degree programs that are unique in the region, including programs for obtaining dual-credit teaching qualifications;
- Specialized programs for students interested in science and math teaching;
- Inclusivity of students underrepresented in the sciences, including women and individuals of diverse ethnicities, identities, and socioeconomic backgrounds.



9. Support from Constituent Departments

Faculty in each of the departments that would form the proposed College of Science were asked to indicate whether they were in favor of or opposed to this proposal.

Department	In Favor	Opposed	Abstain
Biology	14	0	1
Chemistry	4	1	2
Communication Sciences and Disorders	3	0	0
Mathematical Sciences	21	1	2
Physics	8	0	0
Psychology	14	0	0

To: College of Arts and Sciences Council  
From: COAS Executive Committee  
Re: Proposal for a College of Liberal Arts  
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a College of Liberal Arts, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a College of Liberal Arts that “provide[s] students a broad liberal arts education that is rich in tradition and responsive to a culturally diverse, technologically advanced, and ever-changing world,” and;

BE IT FURTHER RESOLVED, that the new College of Liberal Arts consists of the academic departments of Anthropology and Sociology, Communication, English and Linguistics, History, International Language and Culture Studies, and Political Science and other constituent academic units and programs aligning with the College’s mission, and;

BE IT FURTHER RESOLVED, that College of Liberal Arts faculty will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the newly created College occurs, and;

BE IT FURTHER RESOLVED, that College of Liberal Arts faculty will retain faculty control over college curriculum, obtaining all necessary approvals for curricular changes resulting from the initial proposal for a College of Liberal Arts through established channels of shared governance and faculty oversight, and;

BE IT FURTHER RESOLVED, that the College of Liberal Arts, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the College of Liberal Arts proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;

BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

## Proposal for the New College of Liberal Arts

### 1. General rationale

The present moment is a time of great promise and opportunity for liberal arts education in Fort Wayne, Indiana. During the 2010s, post-recession economic anxieties among students, their parents, and regional leaders led to an overemphasis at Purdue Fort Wayne (Purdue FW) on majors that lead directly to specific jobs in local industries, resulting in the closure of liberal arts majors. Other local universities, including the University of Saint Francis and Manchester University, followed suit, dealing a staggering blow to liberal arts education in Fort Wayne. Such decisions to close majors perceived as “unaffordable” were shortsighted, coming just as Fort Wayne was beginning a period of full employment (i.e., unemployment below 5%) that has now lasted for more than five years (U.S. Bureau of Labor Statistics). Our proposal for a new College of Liberal Arts aims to redress this shortsightedness.

Even as we argue for a future for liberal arts at Purdue FW, we recognize the need to reassess our current approaches and see an opportunity to advance past efforts to re-envision our curriculum. This proposal for a College of Liberal Arts at Purdue Fort Wayne builds on work initiated in 2015 by the College of Arts and Sciences Working Group, which aimed to reinvigorate the college through a new interdisciplinary team-taught course and a reimagined distribution of requirements that would emphasize high-impact learning experiences. Although all of the humanities and most of the social sciences faculty on the Working Group voted in favor of moving forward with the group’s vision, the proposal stalled after it left the hands of the Working Group. Perhaps there was not yet enough optimism about the role that liberal arts education has to play in building vital and exciting metropolitan areas. This proposal for a College of Liberal Arts at Purdue FW can be understood as picking up where that attempt toward innovation left off, while also recognizing that significant changes have happened on our campus since 2015.

Recent research demonstrates the value and positive economic impact of liberal arts degrees, suggesting not only the centrality of liberal arts to a twenty-first-century globalized culture and workforce, but also the necessity of a local university taking leadership to keep liberal arts education strong in Fort Wayne. Preliminary evidence counters poorly informed claims that “a liberal arts education is worth less than alternatives, and perhaps not even worth the investment at all” (Hill and Pisacreta 6). According to a 2019 Mellon Foundation report, the available data suggest that when one controls for student characteristics and other institutional factors, arguments regarding “increasing costs and low future earnings” are simply incorrect (Hill and Pisacreta 6). Indeed, while liberal arts majors may have “lower starting salaries, their salaries rise much quicker over the course of their lives than STEM majors” (Stillman para 5). Furthermore, a recent Gallup poll found that liberal arts majors achieved greater job engagement and satisfaction compared to business and science majors (Busteed).

Students come to Purdue FW from all over the world, but many of our students are here because of their deep connections to the city and region. Students whose first choice is to stay in Fort Wayne, the second-largest city in Indiana and the 75<sup>th</sup> most populous city in the United States, for their education should have a vibrant array of degree offerings that teach critical thinking, foster inquiry, and develop students’ writing and analytical skills, the traditional purview of the humanities and social sciences. Richard Arum and Josipa Roksa, in *Academically Adrift: Limited Learning on College Campuses*, report on their study of U.S. college students’ academic gains in the first two years of college, as measured by the Collegiate Learning Assessment. They found that although fully 45% of college students did not improve significantly on the CLA after two years in college (Arum and Roksa 121), the majors that led to the most improvement in students’ scores were those they classified as “science/mathematics” and as “social science/humanities,” which scored 77 and 69 points higher on the CLA than did business majors (Arum and Roksa 106), demonstrating the kind of learning that focuses not on remembering facts but on synthesizing, analyzing, and connecting ideas. Students who want to learn these kinds of skills should have the opportunity to do so without leaving the city or region, perhaps never to return. If people connected to this community have to jettison those connections to pursue a liberal arts degree elsewhere, our whole community loses, as

graduates from liberal arts programs make invaluable contributions to the economy, culture, and sense of place of Northeast Indiana.

Should Purdue FW invest in a new College of Liberal Arts, not only students will benefit, but also the university itself and the city and region. The creation and support of this college would respond to the externally driven opportunity created by the University of Saint Francis's and Manchester University's recent decisions to scale back their offerings in a range of humanities and social science programs. The proposed College of Liberal Arts has the potential to be the center for liberal arts education in Northeast Indiana, one that would not only carry on the tradition of liberal arts study but also prepare a new generation of flexible, critically minded graduates to contribute positively to an evolving and increasingly diverse and globalized world and work environment. Purdue FW's College of Liberal Arts will be the anchor for liberal arts study in Northeast Indiana, as well as a signature program at a Purdue-branded university that sets us apart from our local competitors, as well as from West Lafayette and Purdue Northwest. Further, a commitment to the liberal arts remains true to the ideals of Purdue's land-grant university model and will ensure the personal development and upward mobility of students.

Fort Wayne needs residents and employees with a wide-ranging set of skills, interests, and knowledge. Liberal arts programs, with strong public support from administration and effective allocation of sufficient resources, can help contribute more broadly to the economic development of the region. "With proper planning from the beginning," write Peter Fairweather and Kenneth Gifford, "virtually every liberal arts campus can help foster a new era of economic development in its respective region, one that will provide the campus with ever greater returns from its initial investment" (28). The future of economic development is directly reliant on a workforce that includes graduates with the skills learned in liberal arts majors.

More than simply an economic driver, a robust COLA would help Purdue Fort Wayne achieve its mission as a comprehensive metropolitan university and, simultaneously, would help advance Fort Wayne on its "Road to One Million." Good jobs and skilled workers are only part of the equation for vibrant cities, and it's shortsighted to think that Fort Wayne can become a regional hub of innovation and culture with a high quality of life by valuing education primarily as job training for a few high-demand industries. Urban studies theorist Richard Florida argues that "the creative class" is an essential driver of growth and innovation in cities; his argument compels us to consider the role a university plays not only in producing skilled, educated graduates but in shaping a socially, culturally, and intellectually vibrant place that will keep graduates linked to this community and attract new residents to the city. A College of Liberal Arts that builds community and improves quality of life—whether through its advancement of the arts and humanities or through its contributions to local institutions designed to improve people's lives—has a crucial role to play in the continued growth of Fort Wayne and in its vibrancy as the second largest city in Indiana. To underscore this point, it's instructive to look at those cities the leaders of Fort Wayne see as models for its own desired development. In 2015, the city of Fort Wayne sent a contingent of 40 people to Grand Rapids and Kalamazoo, Michigan, to study the revitalization of those communities. While the group focused on the economic drivers of the success of the communities, it would be shortsighted to separate those cities' economic growth from the quality of the higher education opportunities both cities provide and the quality of life that grows out of those opportunities. Central to those higher education opportunities are public universities with flourishing liberal arts programs, including Grand Valley State University near Grand Rapids, the second-largest city in Michigan, and Western Michigan University in Kalamazoo.

Purdue FW has successfully weathered the transition from IPFW into Purdue FW; and the region has enjoyed five years of full employment, which allows students to broaden their educational goals beyond strictly vocational concerns. Now is the time to rebuild liberal arts education in Fort Wayne and Northeast Indiana. With leadership and support from Purdue FW, the newly reorganized College of Liberal Arts will play a key role in actualizing the university's vision of empowering every person, every day, to improve our world.

## **2. Mission statement of the unit**

The College of Liberal Arts at Purdue Fort Wayne is home to over thirty undergraduate and graduate degree programs representing both traditional liberal arts disciplines and interdisciplinary areas of study. Our core mission is to provide students a broad liberal arts education that is rich in tradition and responsive to a culturally diverse, technologically advanced, and ever-changing world.

Today's world is a fast-changing one that rewards those who are flexible, adaptable, intellectually nimble, and committed to diversity and inclusiveness. COLA's intensive focus on the liberal arts and integrated knowledge will produce graduates who are able to thrive in careers that are likely to shift, sometimes dramatically, over the course of several decades. It provides rigorous training in the written, oral, and critical thinking skills that are fundamental to success in every field. It gives students the opportunity to participate in the acquisition, development, and synthesis of knowledge within and across academic disciplines. It encourages students to understand, participate in, and influence fundamental debates over how individual people and whole societies, no matter their differences, can find ways to live well with one another, solve problems, and move toward common goals. Together, these characteristics form the foundation of productive and responsible citizenship in a diverse and increasingly complex and globalized world.

Education in the liberal arts begins with students' fulfillment of the Purdue University Fort Wayne general education curriculum. Through additional coursework within the College of Liberal Arts, students deepen this foundation, honing their abilities to think critically and creatively, communicate effectively, apply reasoning, appreciate diversity, understand the world and human institutions, produce knowledge, and develop creative and informed solutions to current and future challenges. The COLA curriculum aims to prepare students for both the challenges and the opportunities created by the globalized society, economy, and workplace of the twenty-first century.

Advancing the mission of the College is our award-winning faculty, who are models of excellence in scholarship, teaching, student mentorship, and service. Our faculty are teacher-scholars in the truest sense, garnering national and international recognition for their research, scholarship, and creative endeavors that inform and enrich their teaching, advising, and service. COLA faculty are student-centered, forward-thinking, world-class experts in their fields invested in the education of the people of Northeast Indiana, including their personal development as life-long learners, their civic engagement at both the local and global levels, and their social mobility within an increasingly inequitable economy.

## **3. Administrative structure**

The college administrative structure will follow a traditional one, with a dean at the head, an associate dean, and support staff that would include an executive assistant to the dean, business manager, clerical office support, and at least one position dedicated to supporting faculty-led advising. The College may need a liaison/pre-professional studies position that would be split with the proposed College of Science to help with double-majors across both colleges and to continue the pre-professional programming currently housed in COAS. To launch the new college, it would be helpful to have positions dedicated to marketing, branding, and development as well. A Community Advisory Board will be seated at the earliest possibility with current relevant members of the COAS Advisory Board helping with that transition.

Departments will be led by Chairs and, where appropriate, Associate Chairs. Program Directors, Coordinators, and other leadership designations will carry forward from the College of Arts and Sciences. The following departments will be included with all of their degrees, minors, and certificates: Anthropology and Sociology, Communication, English & Linguistics, History, International Language and Culture Studies, and Political Science. Some COAS certificate programs associated with COLA departments will continue in COLA, while others associated with departments in the proposed College of Science (Gerontology; Medical Ethics; Lesbian, Gay, Bisexual, and Transgender Studies) will likely be

housed in the College of Science, though particular homes could be decided in consultation with the College of Science. Current new degree programs and minors under consideration, like the B.A. in Global Cultural Studies or a Minor in Digital Humanities, should be considered to be part of COLA.<sup>1</sup>

#### **4. Curricular impact and innovations for students within COLA**

##### **4A. New curricular requirements**

The curriculum of COLA will feature a strong interdisciplinary focus with innovative new college requirements, including a team-taught interdisciplinary Introduction to Liberal Arts course required of all first-year COLA majors. COLA requirements will also emphasize themes that reflect and are responsive to a culturally diverse, technologically advanced, and increasingly globalized world and ensure a breadth of study to COLA students. The Strategic Plan's emphasis on diversity, equity, and inclusion finds a ready home with the COLA curricular requirements. To complement existing interdisciplinary programs, new interdisciplinary programs should be explored and developed, such as programs or minors in "applied" humanities. A stand-alone certificate in Liberal Arts will provide students outside of COLA the opportunity to complement their degree with a strong liberal arts component.

In addition to Purdue Fort Wayne General Education and department-/program-specific requirements, students in COLA will need to meet the following requirements for a total of 33 credits:

1. Introduction to the Liberal Arts (3 credits) This course would be a team-taught, problem-based course, with a goal of introducing students to disciplinary and interdisciplinary thinking. The course would be taught by two to three faculty members representing different disciplinary perspectives, and would focus on a particular issue, problem, or concept (for example: place, citizenship, identity, social change, etc.). This course would ideally be taken during a student's first 30 credit hours at Purdue FW, which would provide us with an opportunity to incorporate retention and first year experience initiatives into each section of the course. An Ad Hoc Committee would be created to assist faculty with the development of new courses.
2. International Language Requirement (12 credits) Knowledge of another language and of the cultural norms, habits, and modes of thought associated with them is crucial to success in today's globalized world. COLA graduates would need to complete the first four semesters of study in a single international language or demonstrate through testing that same level of proficiency.
3. Thematic Areas (15 credits) Requiring students to be exposed to each of these five areas ensures that they have broad training in the globally minded education outlined in the College's mission statement.
  - a) Gender, Sexuality, Race, and Ethnicity (3 credits) Includes the study of gender, sexuality, race, and ethnicity in the United States and transnationally.
  - b) Conflict and Cooperation (3 credits) Includes the study of war, diplomacy, migration, trade, and/or development in historical and/or contemporary contexts.
  - c) Institutions and Behavior (3 credits) Includes the study of human institutions and/or individual behavior.
  - d) Regional/Geographic Study (3 credits) Includes the study of the world outside the United States from historical, political, and/or cultural perspectives. May be fulfilled through approved study abroad programs.

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<sup>1</sup> Because the current director of General Studies is planning to submit her own proposal, we do not presume to speak for General Studies and where they would fit in with the restructuring.

e) Digital Humanities/Public Humanities (3 credits) Includes the study of the intersections between the humanities and digital technologies, as well as the study of humanities in the public realm, including, for example, site-work at historical museums, public performances of creative work, the development of electronic archives and databases, community-based writing projects, etc.

The COLA's Curriculum Committee would determine which eligible courses would satisfy the thematic requirements. Each course can meet more than one thematic requirement but must be selected from existing or newly developed courses offered by departments and programs within COLA. COLA students cannot use the same course to meet more than one requirement. At least one course must be from a list of courses approved as non-western. Courses taken to fulfill these five thematic areas must be drawn from at least three different disciplines. The Curriculum Committee would also determine any provisions for dual-degree students.

The COLA Curriculum Committee should begin immediately to discuss in an evidence-based, data-driven way the relationships among major requirements, college requirements, and general education requirements. Issues that would need to be resolved include the extent to which courses may count for both general education and the COLA requirements, as well as to what extent courses can count for both a student's major(s) and the COLA requirements. A guiding principle of these deliberations should be COLA's commitment to making sure students receive a broad education across the liberal arts.

4. Second-semester writing, research, and methods class (3 credits) This requirement is the same as the second-semester writing class already required by COAS. This course could be discipline-specific (English, History, International Language and Culture Studies, and Political Science require such a course, for example) or could be satisfied by English 23301.

#### **4B. Curricular impact and innovations for students outside COLA**

Certificate of Liberal Arts (24 credits) Many students with majors outside of COLA will recognize that "functioning effectively in a globalized society — in business, politics, medicine, education, daily interactions with immigrants in one's own community, or daily interactions with locals in the community into which one has immigrated — requires the skill of rigorous, critical, empathetic thinking," and that this model of thinking is foundational to the liberal arts (Speirling para 7). Students from other colleges who wish to enrich their education and enhance their credentials in this way will have an opportunity to earn a Certificate of Liberal Arts. Requirements for the certificate would include: Introduction to the Liberal Arts (3 credits), 6 credits in an international language, and 15 credits across the five thematic areas.

#### **4C. Program-level majors, minors, certificates, and concentrations**

The foundation of a liberal arts education rests on educating citizens who contribute to society in multiple ways. This requires an educated citizenry with specific disciplinary knowledge who also have broadly developed and honed skills associated with an interdisciplinary liberal arts education. Consequently, COLA graduates are expected to follow their direct academic interests in a degree program as well as develop complementary academic skills in other academic fields. Each student will graduate with a degree in one of the degree programs listed earlier under the Administrative Structure.

The College strongly encourages students to pursue a second degree, or two or more minors, certificates, or concentrations. The specific blend of these will be up to the student with guidance from their faculty advisor(s).

#### **4D. Possible future initiatives**

##### I. Development of a Liberal Arts Lab



As the college becomes established, we are considering offering an optional course of study in a Liberal Arts Lab. In recent years, a number of universities have created Humanities Labs for their students (American University, Arizona State University, Duke, Johns Hopkins, Lehigh, Stanford, Indiana University, and University of Michigan, for example). For our students in COLA, we envision a broader emphasis on the liberal arts that includes the humanities and social sciences. The Liberal Arts Lab would require students to utilize the skills of a traditional liberal arts education (critical thinking, problem-solving, cultural understanding, research, written and oral communication) in everyday contexts. It would provide a physical and intellectual space where students would collaborate with each other and with faculty in interdisciplinary and synergistic ways to pursue meaningful challenges and conduct hands-on research. At the end of each semester, students could participate in a symposium where they would provide short presentations to the campus community and to the public about what they have discovered and learned. The lab would also provide a hub for scholarship and teaching for graduate students across disciplines. COLA, with the help of Development, could also explore the possibility of locating the Liberal Arts Lab at the Electric Works site, which would enhance the Lab's visibility in the community and provide opportunities for community collaboration and engagement, while also providing a Purdue Fort Wayne presence in the Electric Works project.

II. Senior Interdisciplinary Liberal Arts Course (3 credits). Once the college becomes established, the COLA Curricular Committee could discuss the possibility of offering a senior-level liberal arts class that would provide intellectual continuity and depth for all COLA students. This course would operate on a similar basis as the Introduction to the Liberal Arts as an interdisciplinary, team-taught course but at the advanced 300-400 level.

III. A Service or Experiential Learning Course (3 credits)

In the spirit of further encouraging community engagement and citizenship, the Curriculum Committee will also explore the prospect of requiring all COLA students to complete a service or experiential learning component, which might include internships, study abroad, service learning courses, etc. The key to requiring these programs would be a) to offer a wide range of opportunities for students, making the requirement attractive, flexible, and affordable; and b) to have students work closely with a faculty mentor, ensuring that students choose the best option for their academic and professional path. This unique feature of COLA would aid in recruitment of students by emphasizing employment preparation and placement.

IV. Overseas Study Council

COLA's emphasis on internationalization will be supported by a Council of faculty and staff that will work closely with the Office of International Education to encourage students to study abroad. Many of the College's departments already contribute most of the students for these programs, but a more interdisciplinary focus would highlight more opportunities for both exchanges and faculty-led programs. The Council will also work through the College's development/marketing to increase scholarships and marketing of international study as well.

V. A New Interdisciplinary School

Should COLA go forward as a new college, a committee should be established immediately to explore the possible formation of a new school within the college that would extend COLA's commitment to interdisciplinary studies and engagement, one that could bridge several majors, serve as the academic home to existing and new programs and faculty whose work is interdisciplinary, and provide an opportunity for a new interdisciplinary graduate program. Beyond interdisciplinarity, a feature of the school could be its engagement with diversity, social justice/transformation, global and cultural studies, and local communities. Thus, the new school could play an instrumental role in advancing the university's strategic plan, most notably the core values of Innovation, Diversity and Inclusion, and Engagement. Similar models for such a school already exist at James Madison University (see their Office of Cross Disciplinary Studies and Diversity Engagement), Arizona State University (see their School of Social Transformation), and Grand Valley State University (see their Brooks College of Interdisciplinary Studies).

## **5. Potential benefits for students**

Liberal arts programs serve as an effective tool to help improve the institution's overall student success and retention, rather than just being data points to measure individual programs within a college. Having a broad array of courses and programs can help attract and retain students who might not otherwise attend universities that only offer professional degrees. As Crosling, Thomas, and Heagney argue, curricular subjects that emphasize cultural awareness and student engagement with complex problems are an effective way to build shared experiences and set the groundwork for future collaborations, improving student retention (175). Moreover, the Association of American Colleges & Universities' National Survey of Business and Non-Profit Leaders found that employers were particularly looking for graduates with the very skills that COLA will provide students: critical thinking, complex problem-solving, written and oral communication, and intercultural skills (AAC&U, 2015).

The Gallup-Purdue Index studies further found six college experiences that strongly relate to graduating on time and, more importantly, to improving long-term life outcomes. These six are: 1) I had a professor who made me excited about learning; 2) My professors cared about me as a person; 3) I had a mentor who encouraged me to pursue my goals and dreams; 4) I worked on a project that took a semester or more to complete; 5) I had an internship or job that allowed me to apply what I was learning in class; 6) I was extremely active in extracurricular activities and organizations (Seymour and Lopez, 2015). The departments of COLA already provide the "big six," and the curricular goals of COLA situate it well to actually increase retention and to provide meaningful professional development.

Consequently, the curriculum and culture of COLA provide a solid foundation for student retention and long-term professional success. The College curriculum emphasizes coursework that dives deeper into topics relative to other college/schools on campus, such as: diversity, multiculturalism, international issues. Further, job placement is excellent for liberal arts majors in a changing workforce. Because students will be exposed to team-taught courses early in their time here, they will benefit from more ties with faculty and cross-disciplinary work, which will have a positive impact on student experiences. As noted in the Purdue-Gallup study of college graduates, the top predictors of professional success are having professors who make students excited about learning and having professors who cared about the student as a person. This connection is at the heart of our curriculum. Our focus on international language, culture, arts, and government mean we will train global citizens. Thus, beyond guiding students for solid careers, our curriculum and faculty's focus will develop citizenship, leadership, social ethics, and life-enriching skills.

Experiential learning will also be a foundation of the College. Departments that would make up COLA currently provide dozens of meaningful co-curricular activities for students that further support their academic training, and these opportunities will be increased as the Liberal Arts Lab develops. COLA will leverage our many Centers of Excellence for student engagement. Internships, again a vital part of current COLA departmental curriculum, can be increased in number and quality as the interdisciplinary connections across the College's departments deepen. COLA's Centers of Excellence, certificate programs, and Liberal Arts Lab can draw on their community connections for further internship opportunities as well. The College will also have an Overseas Study Council that will target students early on in their studies and aim them toward life-changing study abroad. The early team-taught course will also build faculty and student cohort networks that will help drive experiential learning opportunities. The fact that the College will intentionally encourage students to take second majors, or additional minors and certificates, will mean students will also be exposed to more opportunities across departments.

## **6. Community engagement**

Our vision of community engagement meshes neatly with the priority strategic planning goal of "establish[ing] new partnerships at each level of engagement." Many of our existing programs and departments (Communication, ILCS, Political Science, Sociology, Women's Studies, etc.) already strongly emphasize citizenship and community engagement through courses that integrate service learning,

innovative high school outreach programs, degree requirements that include internships, faculty research that is community-based, and robust co-curricular events open to the public. Centers of Excellence run by faculty in COLA disciplines, including the Institute for Holocaust and Genocide Studies, the Center for Social Research, the Mike Downs Center for Indiana Politics, connect to the community deeply already and will be important linkages for future outward-facing programming. One specific example of community engagement comes from the Department of History, which has been expanding its commitment to the field of public history. Examples of student-centered projects the public history program has initiated include the North Side High School Centennial Celebration in collaboration with the North Side Alumni Association and the Allen County Public Library Genealogy Center.

The College of Liberal Arts will continue our commitment to socially minded community engagement and citizenship and will continue to serve as the intellectual and cultural hub for Northeast Indiana. Particularly since the region's other universities and colleges have eliminated or diminished their liberal arts departments and programs, COLA's presence in and engagement with the community become even more important. With this in mind, curricular initiatives, including the proposed new Liberal Arts Lab and a potential new school, will greatly enhance COLA's presence in the community, as would a COLA 3-credit requirement in service/experiential learning (see Potential Future Initiatives). Indeed, our commitment to engagement is evident throughout this proposal, from the inclusion of a Community Advisory Board to plans for enhancing our alumni network and creating a Development Committee.

## **7. Plans for retention and recruitment**

### **7A. Retention**

Faculty advising and mentorship will be the cornerstone of the new college's retention and recruitment strategy. Our goal will be to provide a wide range of rigorous academic programs that would attract a diverse pool of students. The quality of our academic, co-curricular, and extra-curricular offerings is the one piece of the recruitment and retention puzzle that we can control. Students who can find courses they want, faculty they want to work with, and degrees they want to pursue will want to remain and graduate from Purdue Fort Wayne. Recent studies show the various ways faculty engagement (and university-level investment of resources in hiring more full-time faculty) improves student retention (Doerer). Advocating for more full-time faculty positions will be top priority for COLA's leadership.

At the same time, an effective recruitment and retention strategy needs to take into account the wide range of reasons why students have to interrupt or discontinue their studies, including many reasons that are completely beyond the control of anything that faculty and staff can do. Our goal is to strive to establish connections with students (through small-sized, introductory courses taught by full-time faculty and robust co-curricular programming) that increase their connection to the institution and therefore increase the likelihood that they will reach out to advisors and mentors when they are faced with the possibility of interrupting their studies.

Our responsibility will be to find solutions for those students whose problems can be overcome (through tutoring, counseling, short-term financial assistance) and offer support for those students who we cannot immediately help (because of illness, family problems, pregnancy, etc.) by working to establish a path for them to return and resume their studies. Additionally, we could work on collecting data that might illuminate why students leave so we can move from anecdotal towards a data-driven approach, including the possibility of collecting enough information to try to redefine the official definition of success as graduation in 4-6 years.

The unrolling of the implementation of the work of the Strategic Planning Group for Student Success that will improve the financial aid and assistance programs for students at all stages of their careers in conjunction with fundraising by COLA will help establish additional financial support for students, which will help with retention. To help address the obstacles to retention that hinge on financial need, the

maximization of financial aid, reassessment of existing scholarships, completion grants, and the introduction of scholarships that are based on college-level academic success rather than high school graduation results will be important tools in our retention efforts.

But not all retention challenges are financial, and to address those, the COLA advising office will organize a range of initiatives and activities, including but not limited to the following:

- emphasizing invasive advising (creating a best practices document on the basis of excellent work already being done in many of the departments)
- creating early intervention programs for “at risk” categories as defined by the advisors (for example, first-semester freshmen; students who just changed major; transfer students; students experiencing personal problems)
- organizing Four-Year Plan workshops that will allow students to map out their academic careers, providing them with a deeper understanding of the way their path to graduation is structured and the consequences of the choices they make along the way
- establishing mentorship programs between new students and successful returning students (organized by major or by interest) and networking undergraduates with interested alumni based on backgrounds or interests
- launching an advertising campaign that showcases the accomplishments of recent graduates as motivation for students to continue their education
- assisting departments to conduct well-run surveys of students to better understand scheduling needs for students
- establishing a college-wide task force to look at the problem of underprepared students to determine the optimal first-semester/year course load for them to promote student success and retention

## **7B. Recruitment**

The new College of Liberal Arts will feature high-impact extra-curricular programs that will make clear the relevance of liberal arts degrees and be attractive to prospective majors.

Working in collaboration with Helmke Library, COLA could explore creating an Applied Humanities Bootcamp similar to the model developed at the University of Kansas, which is “designed to provide practical advice, intensive training, hands-on experience, and professional networking opportunities” to students in the humanities, arts, and social sciences. A one-week bootcamp could be offered in the summer or winter break and might include:

- presentations from former students on the various ways their humanities education has benefited them professionally
- workshops for the preparation of resumes, cover letters, interviews, social media profiles, etc.
- networking opportunities with employers or individuals in various fields.

For internal recruitment, the focus will be on students from relevant pathways and other pools of undecided students. Special outreach activities would be organized every year to help students who are undecided or interested in changing their major. These activities would emphasize both the intrinsic and applied value of the degrees offered in COLA, showcasing a world-class award-winning faculty, the connection between the liberal arts and the skills desired by employers, the accomplishments of recent graduates from COLA degree programs, and the professional development work we do (such as the Humanities Bootcamp described above). Moreover, we will strengthen the partnership between COLA and the Honors Program for high-achieving students, both on the basis of high school performance and college-level success.

For external recruitment, we would work closely with the Office of Admissions to develop a promotional campaign for the college and offer training for recruitment officers to help them understand and effectively promote COLA within Purdue Fort Wayne.

## **8. Plans for marketing**

### **8A. Advantages of a liberal arts education**

The College of Liberal Arts will be *the* public liberal arts college of northeastern Indiana. The keystone of our marketing efforts will be telling the story of the value of a 21<sup>st</sup>-century liberal arts education and highlighting the university's commitment to and pride in offering liberal arts degrees to the students of our region and growing metropolitan area. Our streamlined identity as a college focused on the liberal arts will allow us to better tell the story of who we are and why we are extremely proud of our graduates.

Our marketing will emphasize the quality of the learning experiences we offer, including the opportunities students have to work closely with faculty (through intrusive faculty-centered advising, research-based collaboration) and small, student-centered classes where students receive personalized attention from faculty and mentors invested in student success both in and beyond the campus. Another area marketing could focus on is the College's innovative curriculum, including the emphasis it places on interdisciplinarity and educating global citizens prepared to take on the challenges of the 21st century, whether in the workplace or in the world at large. Finally, our marketing could emphasize our commitment to community engagement, highlighting the community-engaged research and creative endeavors of our faculty and the opportunities students have to learn about local and regional issues and participate in community-based projects.

### **8B. Outreach to the community**

To help promote COLA and introduce it to the public, an immediate goal will be to establish both an annual integrated lecture and discussion series and a community One Book program that reflects the interdisciplinary and integrated liberal arts mission of the college and its commitment to diversity and inclusion. The goal will be not only to engage the broader community and prospective new students but to provide students already enrolled in our degree program with an opportunity to connect with their peers across disciplines, engage faculty outside the classroom, and think deeply and critically about the important issues that shape our lives.

Given that one of our areas of expertise within COLA is digital media, one goal will be to utilize existing talent and take advantage of faculty and student expertise to advance a marketing campaign centered on telling our story and highlighting student success through video, podcasts, and the full range of social media platforms.

### **8C. Development Committee and fundraising**

A top priority for the new COLA will be to form a Development Committee. This committee will work in concert with the Dean of COLA, first to develop a robust and comprehensive fundraising strategy, and second, to implement and assess that strategy on an annual basis. The strategy will build upon the expertise of those in COLA who already have records of fundraising success (some of the standout fundraisers on campus are faculty in COLA) and will take advantage of existing resources, including the Office of Development, the Office of International Education, and the Office of University Research and Innovation.

Initial priorities for the Development Committee will include establishing scholarships to recruit new students to the school and to support study abroad and other high-impact learning experiences; faculty development grants for our signature team-taught introduction to the liberal arts core course; faculty development grants for research that advances the study of the liberal arts; and faculty/student community engagement grants to support innovative projects that enhance and/or strengthen our relationship to the Fort Wayne community and northeast Indiana.

Simultaneously, we will work to strengthen alumni relations, adopting successful models from programs and departments within COLA already known for their strong alumni networks and expanding those where appropriate.

### **Summary of strategic plan alignment**

The proposed College of Liberal Arts fits squarely within the Purdue University Fort Wayne Strategic Plan. As is implicitly clear throughout this proposal, the mission to “educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment” is central to COLA. Indeed, the College of Liberal Arts will be at the heart of the strategic plan’s major aspirations.

With a focus on curricular innovation, advising and mentoring, and student experience, COLA will be a champion of student success. Providing a meaningful liberal arts experience to degree-seekers in COLA, general education courses across the university, and student-centered programming, COLA will exemplify the very “high-impact practices” and integrated learning experiences known to improve student learning. Further, as this proposal highlights throughout, our curriculum will advance the university’s aspiration to embrace diversity, equity, and inclusion, “ensur[ing] diverse offerings with international content and focus and incentiviz[ing] teaching and programming that includes diversity, equity, and inclusion.” At the very heart of our identity as a college is a commitment to community engagement, specifically the “social, cultural, and civic development” of our students, our community, our region. Our proposal rests on the argument made by scholars of higher education that the liberal arts are a major stepping stone on the path to the kinds of “social, cultural, and civic development” our university hopes to drive. And, of course, a vibrant College of Liberal Arts also enhances the quality of place at Purdue University FW. Our commitment to diversity and inclusion in our curriculum and the many initiatives that will “creat[e] opportunities for relationship and community building among students, staff, and faculty” will ensure students receive a university experience that goes beyond coursework and requirements, giving each one a sense of belonging and identity as a student.

Submitted by:

Janet Badia - Women’s Studies  
 Ana Benito - International Language and Culture Studies  
 Steve Carr - Communication  
 Chris Erickson – History  
 Rachel Hile – English and Linguistics  
 Michelle Kelsey - Communication  
 Ann Livschiz - History  
 James Toole - Political Science  
 Nancy Virtue - International Language and Culture Studies  
 Richard Weiner - History  
 Lachlan Whalen – English and Linguistics/International Studies  
 Mike Wolf - Political Science  
 Georgia Wralstad Ulmschneider - Political Science

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To: College of Arts and Sciences Council  
From: College of Arts and Sciences Council  
Re: Proposal for a Metropolitan College  
Date: 2 March 18 2020

BE IT RESOLVED, That the College of Arts and Sciences Council supports a proposal for a Metropolitan College including renaming of College of Arts and Sciences to Metropolitan College. The Metropolitan College will include all College of Arts and Sciences departments and follow the administrative structure laid out in the Metropolitan College proposal.



Purdue Fort Wayne Metropolitan College (PFWMC):  
A Metropolitan Liberal Arts Education with Purpose

*[...] education has never been a sector that eagerly embraces change.*

-Jenny Anderson

### **1. General Rationale: Integrate to Innovate**

This proposed unit will offer a traditional liberal arts education in humanities and social sciences fields while also providing new interdisciplinary programming that further responds to the needs of the metropolitan region and global community. The general rationale is to align the new unit with the *Purdue University Fort Wayne—Strategic Plan* and leverage PFW’s Metropolitan University designation so as to innovate social, cultural, and economic impact regionally and globally. Founded on a curricular model that focuses on improving the quality of life regionally,<sup>1</sup> nationally, and globally,<sup>2</sup> this unit will engage students in traditional fields such as writing and communication, international languages and non-Western history and cultures. These are discrete disciplines valuable for their own sake but also for the skills sought by hiring managers.<sup>3</sup> At the same time, building on documented interest in and pre-existing movement toward interdisciplinary programming on campus, the College will also engage PFW students in developing foundational knowledge in more than one discipline and in understanding the necessity of integrating disciplines to solve complex problems faced by industries, businesses, governmental agencies, and community- and global organizations. In short, in pursuing a traditional liberal arts education with purpose, this unit will help students humanize the twenty-first century.<sup>4</sup>

With this integrative approach, the proposed college harks back to the Morrill Land-Grant Act (1862) and joins a traditional liberal arts education with training in growing fields.<sup>5</sup> In drawing inspiration from the nineteenth century, though, this model empowers faculty, staff, and students to confront the political and social, technical and leadership challenges of the twenty-first century world with humanity. To this end, initial programming might include integrating Computer Science, Organizational Leadership, Data Science, and Hospitality and Tourism Management not as departments but as intentional education partners with degree offerings in their home colleges and the proposed Metropolitan College. Offering degrees, minors, and certificates in fields ranging from Computer Science and Data Science to global literatures and Creative Writing to foreign languages and Civic Leadership, this college, then, would look beyond disciplinary boundaries, while simultaneously allowing for a liberal arts education. Students in Informatics would be encouraged to code with context, those in organizational leadership to lead ethically, and those in Tourism Management to create sustainable tourism opportunities domestically and abroad. Those in the traditional liberal arts are encouraged to contemplate the myriad, often unpredictable impact of writing a poem or presenting a grant proposal, of learning another language, or studying a social theory to effect change in the world: to embrace critical, entrepreneurial thinking to reinvent institutions, their fields, and the world.<sup>6</sup> Whether working toward a Certificate, Minor, B.A., or B.S. in a traditional but essential field such as Spanish<sup>7</sup> or a new, in-demand one like Data Science, students in PFWMC emerge as empathetic leaders, analytical thinkers, and creative problem-solvers. In short, these traditional skills, which are explicitly expected by twenty-first century hiring managers, can humanize the algorithms, information, and organizations that drive innovation and change in our communities.<sup>8</sup>

An integrative liberal arts college, this unit challenges long-standing oppositions between hard skills and soft skills, liberal and practical ones, in recognition of shifts in attitudes toward higher education.<sup>9</sup> After all, knowledge-silos that separate technical and non-technical fields work against the expectations of Generation Z students and the demands of contemporary society.<sup>10</sup> This silo-effect also works against the expectations of hiring managers; for as the AACU report, *Fulfilling the American Dream: Liberal Education and the Future of Work*, reveals: “managers place a high priority on demonstrated proficiency in a variety of skills and knowledge areas that cut across majors.”<sup>11</sup>

Aspiring to engage a new generation of students and organizations by allowing intra- and inter-college units the flexibility to develop interdisciplinary programs, twenty-first century higher education institutions have integrated these domains in their curricula. The proposed Purdue Fort Wayne Metropolitan College (PFWMC) is inspired by institutions such as Robert Morris University with its School of Informatics, Humanities, and Social Sciences,<sup>12</sup> University College London’s Arts and Sciences BAsC,<sup>13</sup> and other four-year institutions that have taken a number of different approaches to integrating degree programs (see section #4 below).

Intentionally adapting these innovations to our specific contexts, this new College will produce students whose creative and entrepreneurial thinking helps question the status quo in order to reimagine solutions to our community and world’s most pressing problems, be it climate change or the achievement gap: intersectional problems afflicting our region and beyond.<sup>14</sup> We accomplish this growth by inspiring our students to be socially conscious, critical-thinking, and globally aware: to recognize that their skills—not hard or soft, liberal or practical, but both—are in demand.

## **2. Mission Statement of the Unit: Humanizing the Twenty-First Century**

Purdue Fort Wayne’s Metropolitan College integrates the study of information and leadership, creativity and history, media, society, gender and sexuality, and numerous other fields and disciplines, from applied, historical, and theoretical perspectives to innovate change from the region of northeastern Indiana to the rest of the world. Our work as teachers and scholars, higher education professionals, staff, and students, begins here in the metropolitan region of Northeastern Indiana but is not contained by these boundaries. Indeed, believing that to effect local change is to pursue global change, this College sees the transformational power of multidisciplinary community-based teaching, -research, and -education, as a force for positive change for the local and global people and communities we serve: in Fort Wayne the local is global.

Humanizing the twenty-first century by integrating the traditional liberal arts and newer fields in information and leadership, this proposed unit empowers students to learn, create, manage, protect, and, finally, humanize data in computer science and information systems and to study, improve, and embolden institutions to effect positive exchange in organizational leadership; to hone critical thinking-, communication-, and analytical skills through studying diverse human cultures, languages, histories, and societies, as well as non-human cultures, in the humanities and social sciences; and to pursue their passions for creating art and a more just world by combining their creativity with technical expertise in digital-, literary-, and media arts.

To emphasize the innovative potential for the PFWMC in terms of leadership, student success, and community engagement, we have linked the following terminology to our aspirational mindset:

- Entrepreneurial Thinking: creative, problem-based thinking that through experimentation accepts failure as an outcome in developing new programs, degrees, or certificates.<sup>15</sup>
- Collaborative or Participatory Leadership: flat organizational structure that increases faculty engagement and governance, breaks down silos between the university and the faculty, and, working toward a common agenda with a shared set of metrics, macro-manages student success and community engagement initiatives, rather than micro-manages them.

For the purposes of this proposal, the above habits of mind and values manifest themselves in the following leadership roles and curricular innovations:

- Faculty Leader: Part of the Dean's Cabinet, and modeled on the Department Chair, this faculty member works collaboratively within the College and with intentional education partners to advance the vision of the College. It is important to note these are Leaders that serve the College but are not Department Chairs. (The Department Chair is a separate function; Faculty Leaders are administratively modeled after Chairs who have teaching, research, service, and administrative responsibilities to varying degrees).
- Faculty Liaison: Part of the Dean's Cabinet, this faculty member works collaboratively within the College and across sectors of University administration to break down silos among units, communicate the mission of the College to cross-campus stakeholders, and inform College units of initiatives outside the College so as to strengthen PFWMC and PFW as a whole.
- Connect-PFWMC and Connect-Fort Wayne: Community-based and problem-based classes that, in the former case, welcome students as co-collaborators of knowledge about the culture of the College and, in the latter case, about the problems of the College's community partners. Formalizing an ad hoc system that already exists with a number of faculty who regularly include service-learning and community-engagement in their classes, this curricular innovation further strengthens ties between the campus and the community, but it also refuses a narrow outlook by revealing the existing links between the region and the rest of the world.
- Grow Your Own Programs: These initiatives break down barriers between the community and the institution in order to cultivate awareness in K-12 spaces about PFW and foster educational opportunities that lead students to return to their communities (local or global) as civic leaders prepared to meet the needs of their community in fulfilling careers.

Related to these terms, the 5 Pillars that connect PFWMC's mission to the diverse communities it serves:

- Champion Student Success
- Innovate Curriculum to Advance—and Extend—our Regional Mission
- Pioneer Community Engagement Locally and Globally
- Promote Diversity and Inclusion
- Expand Revenue Sources

**Pillar 1: Champion Student Success**

<b>Champion Student Success</b>	Continue to deliver a traditional liberal arts curriculum that offers a set of competencies at the core of nearly all professions and sectors and provide students with humanistic skills in critical thinking and analysis, creativity and innovation, global awareness and empathy that complement, and humanize, skills in high-demand fields such as computer science, data science, and leadership.
	Prioritize General Education instruction in both traditional and online formats by forming a General Education Steering Committee that will identify High-Impact Practices and deepen the presence of award-winning teachers in General Education classes who will advance learning and success. <sup>16</sup> In addition, develop a series of PFWMC-specific “best practices” in online course delivery modeled after the innovative work of the University of New Mexico. <sup>17</sup>
	Enhance the student experience by developing and implementing a First-Year Experience, a core High-Impact Practice, linked to Connect-PFWMC or Connect-Fort Wayne courses. <sup>18</sup> This sub-objective might lead to collaborations with PFW Student Housing to develop and implement interdisciplinary Learning and Living Community opportunities.
	Pursue innovations in student advising, retention, and recruitment by strengthening ties with Student Success and Transitions (SST) and University Marketing to ensure professional advising and recruitment remain embedded within the college, while also working to modernize the Website so as to clarify adding or declaring new majors within the College, program structures, and career outcomes.
	Strengthen ties between PFW Career Center and PFWMC and pursue advancement opportunities to provide stipends – or tuition remission – for students seeking low-paying or unpaid Internships/Externships. This initiative would be modeled on the CLA at Purdue West Lafayette’s Job-Ready Initiative. <sup>19</sup> PFWMC Faculty Leaders and Liaisons will engage Career Services as an intentional partner that can communicate the proven values of the liberal arts to regional, national, and global communities.
	Foster an environment where students are co-creators of the College and the classroom through a Student Leadership Council that functions as an integral part of the Dean’s Cabinet. The Council will advise the Dean on issues related to student success and engagement. In addition, members of the Council will serve throughout the cabinet providing student perspective on a range of issues.
	Institute meaningful College and Classroom research to motivate change and innovation. To this end the College will work with departments to create “Connect-PFWMC” courses, which will involve project-based and service-learning components in the College: these courses make the College itself an object of intellectual inquiry for faculty, students, and the community.

**Pillar 2: Integrate and Innovate Curriculum**

<b>Integrate &amp; Innovate Curriculum</b>	As the College with the most wide-ranging expertise—expertise that runs the gamut of poetry and coding; public history and leadership; Women’s Studies and Teaching English as a New Language, and so on—this unit is ideally positioned to cultivate multi-disciplinary thinking that can improve the region’s economic, cultural, and social realities through curriculum-based community engagement via courses designated “Connect-Fort Wayne.” These courses will include project-based and service learning components that engage the classroom and the community modeled after the innovative work at traditional liberal arts
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institutions such as Lewis & Clark University, as well as here at PFW with START initiative faculty and others. In doing so, because this College is uniquely positioned to study and advocate internationalism, this curriculum will be grounded in the truth that the local—or the regional—is global.

To pursue this goal, at the curricular level, the College will innovate multi-disciplinary programs that not only give flexibility to students for today’s regional, national, and transitional social, political, and business needs but also allow them to understand and communicate the human and social aspects of technology, data science, organizational leadership, and tourism management. Models such as University College London’s Arts and Sciences BAsC will serve as exemplars in this pursuit.

Leveraging the degree and certificate programs and the Centers of Excellence within the College and strengthening the College’s relationship with Helmke (Digital) Librarians, this work will take place across learning, teaching, engagement, and research in order to center PFW as a cultural destination.<sup>20</sup>

Develop a School of Interdisciplinary and Entrepreneurial Education, a curriculum incubator in which faculty, students, and staff are encouraged to experiment with curricular design and implementation, fast track in-demand educational experiences, explore innovative advising, take risks, fail, and much more.

**Pillar 3: Pioneer Community Local and Global Engagement**

**Pioneer Local & Global Engagement**

Form an External Advisory Board specific to the College, including diverse Local Leaders from nonprofit, government, and business sectors, that aggressively reinforces local and global efforts to strengthen PFW and its metropolitan mission of enhancing the quality of place. Additionally, the Board will build partnerships and strengthen ties between the PFWMC, industry, the social service sector, civic institutions, and others to ensure that PFWMC is a pathway to career satisfaction for students and provides the metropolitan area with needed workers, thinkers, and creators. Further, this Board will support and enhance an aggressive fund-raising strategy for the PFWMC.

Build on existing interconnections between the PFW campus and the regional schools and international schools through programs like Professors in Partnership, Young Scholars Academy, the PFW-Myaamia Partnership, and further strengthen those ties.

Build on existing, and further develop, place-based curricular experiences in true partnership with community members and institutions that focus on pragmatic and mutually meaningful projects through “Connect PFWMC-Fort Wayne” program.

**Pillar 4: Promote Diversity & Inclusion**

**Promote Diversity & Inclusion**

Work with the Chief Diversity Office (pending institutional investment) to facilitate multi-cultural competency among students, staff, faculty, and community members by inviting to campus experts in diversity, equity, and inclusion and provide a place for those already on campus with a greater opportunity to have their voices heard. These voices will help influence the shape and direction of the PFWMC and university (e.g. diversity experts from the Myaamia Center, local refugee and immigrant community leaders, local educators focused on serving underserved populations, academic experts in the field, etc.).

Expand global awareness in the classroom by continuing to provide, and enhancing, curricula in International Languages and Cultures that reflect on the significance and necessity of engaging multiple perspectives that are vital in the local community. To serve this end, we will leverage existing partnerships with the Myaamia Center, the UN, UNESCO, Sister Cities and other institutions to incorporate different voices into the classroom and to bring the classroom to different voices.

In linking student success and diversity initiatives, this College will actively pursue a diverse student population to further career-preparedness. It will do so by having classrooms that reflect the diversity of our community through Grow Your Own Programs that aim to enhance the experience of minority students and build on capacity of existing programming developed and implemented by units such as English and Linguistics, including the Appleseed Writing Project, Women Studies, Young Scholars Academy, TRIO, etc.

**Pillar 5: Expand Revenue Sources**

Collaborate across colleges to streamline double-degree opportunities, including an opportunity to complete B.A./B.S. + Master’s Degree (MBA, MPA, and so on) in 5 years.<sup>21</sup>

Upgrade and expand online undergraduate and graduate education. This will include establishing a Task Force in partnership with CELT, which will create and test “best practices” for online delivery that all online courses will have to satisfy in the spirit of institutions like the University of New Mexico. A task force will be established to determine what practices will best serve students of PFW and PFWMC with regards to delivery, design, and implementation of online curriculum.

Taking the Teaching English as a New Language Certificate as a model, study regional and global needs for corporate training and develop curriculum and certificates that match these needs.<sup>22</sup>

Aggressively pursue donor contributions through a strategic partnership with Development and intentional fund raising for student success initiatives through the PFWMC Advisory Board.

**Expand Revenue Sources**

**3. Administrative Structure**

The flat administrative structure we propose reimagines the categories of scholarship and service based on a model of Faculty Leaders as faculty-administrators, since this function is “uniquely situated to deliver the outcomes at the core” of PFW’s metropolitan mission “at a fraction of the cost of a member of the administrative managerial class.”<sup>23</sup> With the faculty-administrator role modeled on, but distinct from, the Department Chair, a team of Faculty Leaders will lead the College under the direction of the Dean. The team—the Dean’s Cabinet—will be tasked with leading the PFWMC and with connecting to all units of the University in order to free PFWMC of the seemingly inherent siloing that historically has plagued higher education but can do so no longer. This flat hierarchy, further, will allow for greater cross-university engagement and partnerships, as well as enhanced shared governance through collaborative and participatory leadership. (See **Appendix I: Organizational Chart**)<sup>24</sup>

This participatory structure will also encourage a shift in mindset toward curiosity and entrepreneurial thinking, hallmarks of faculty work in the classroom and in research. Our goal is to allow the College to work intentionally toward empirically driven solutions that match our specific contexts.<sup>25</sup> To avoid wasting time and resources on doomed-to-fail top-down initiatives, then, in the

first year of the PFWMC a Strategic Plan is needed to meet the goals of the college and to facilitate student success, community engagement, and innovation: rather than simply “deciding” what predetermined needs exist, we will leverage faculty expertise to study and assess needs in order to be strategic, intentional, and meaningful in leadership decision making. (See Appendix II: Timeline)

#### **4. Curricular Impact and Innovations**

This unit will achieve impact and innovations in:

- Interdisciplinary programs that integrate liberal and practical education and are piloted and assessed through a curriculum incubator: School of Interdisciplinary and Entrepreneurial Education (4a).
- General Education Steering Committee that reimagines general education as a space devoted to student success, engagement, and recruitment and retention (4b).

##### **4a. Interdisciplinary Programs**

Imagining B.A. and B.S. degrees that partner traditional liberal arts education and the social sciences with in-demand fields, this proposal is inspired by possibilities in the UK and the United States that already thrive on our campus and beyond. Examples include:<sup>26</sup>

- University of Virginia: B.A. in CS for the College of Arts and Sciences and a B.S. in School of Engineering and Applied Sciences.<sup>27</sup>
- Indiana University, The Luddy School of Informatics, Computing, and Engineering: B.S. in Computer Science within the Luddy School and the B.A. in CS within the College of Arts and Sciences.<sup>28</sup>
- University of California, Berkeley: B.A. in Data Science within the College of Letters & Science and The Division of Data Science and offers.<sup>29</sup>
- University College London: Arts and Sciences BASc<sup>30</sup>

Programs that integrate disciplines in order to allow students to innovate curricular paths for the twenty-first century and erode false distinctions between hard and soft skills are trending nationally and internationally,<sup>31</sup> but a few statewide examples include:

- Purdue University Fort Wayne
  - COASCD#19-12: Degree+ Pilot Resolution (<https://www.pfw.edu/departments/coas/resources/council-docs/CD19-12.pdf>)
- Purdue University West Lafayette
  - [https://www.cla.purdue.edu/undergradci/degreeplus/index.html?\\_ga=2.85346010.2128766544.1576158924-1261611306.1574710526](https://www.cla.purdue.edu/undergradci/degreeplus/index.html?_ga=2.85346010.2128766544.1576158924-1261611306.1574710526)
- Wabash College (Crawfordsville, Indiana)
  - <https://www.wabash.edu/plus/>

The School of Interdisciplinary and Entrepreneurial Education will macro-manage this process of curriculum development, testing, and institutionalization. The School will exist as a mechanism that

encourages innovation and risk-taking. Faculty, students, staff, and the community will be encouraged to explore, and collaborate on, possibilities in program, certificate, and degree design and implementation in efforts to respond to evolving societal demands: even at the cost of failure. The School will allow the college to be nimble and innovative in a secure environment that allows for potential growth opportunities to emerge and for faculty, students, and staff to have an outlet for their creative problem-solving impulses (See Appendix III: Curriculum Incubation).

#### **4b. General Education Steering Committee**

To enhance General Education at PFW, a General Education Steering Committee will work with units to place award-winning instructors in the classroom and encourage curricular innovation that focuses on integrating problem-based learning and community-based research through Connect-PFWMC and Connect-Fort Wayne initiatives. Although these classes would not replace current General Education offerings whole-cloth, these approaches to curriculum are shown to resonate with Generation Z students, who expect educational experiences that welcome them as co-creators and help them work toward discernible goals.<sup>32</sup> And in leading this effort, this Committee will encourage units to play to our greatest strengths: the charisma, expertise, and passion of this College's faculty.

This Committee will also aim to make visible the innovations that already pose COAS faculty as curriculum change agents, scholars, and researchers on this campus and in regional, national, and global communities, and PFWMC will build on existing place-based curricular experiences and curriculum-based engagement through a series of undergraduate "Connect-Fort Wayne" designated courses modeled on initiatives already underway in English and Linguistics, Anthropology & Sociology, and History. These courses will leverage our location in N. E. Indiana to highlight experiential, experimental, and/or inquiry-based learning in the local and global community as many companies (e.g. Sweetwater) and local organizations (e.g. Sister Cities) are truly global.

#### **5. Potential Benefits for Students**

This College empowers students and makes them active change agents in the founding and evolution of the College. It does so, through the following aspirational initiatives:

- Leadership
  - PFWMC Student Leaders –Student Leadership Council.
- (Co-)Curriculum
  - Connect-PFWMC courses.
  - Connect-Fort Wayne real world practical service-/project-based learning that enlists the community and the College as co-producers of knowledge.
- Recruitment and Retention
  - Emphasizing the College as waystation, the Grow Your Own Initiative will provide a pathway from high school to meaningful and satisfying careers for students from K-Career.
- Student Success



- By creating a culture of engagement in the College and broader community, this College and PFW will strengthen graduation rates and, by reimagining “retention,” increase professional opportunities for alumni in the region.

## **6. Community Engagement**

This College embeds community engagement into its mission, as made clear by these initiatives:

- Connect-Fort Wayne courses, which look outward to community engagement
- Connect-PFWMC courses, which look inward to institutional efficiencies and opportunities
- Advisory Board
- Grow Your Own Initiative

At the same time, our aspirations to strengthen ties between the communities we engage as the Metropolitan College of the region inspire the following goals:

- Leverage existing partnerships between PFW and Science Central Sponsorship Day, UNESCO / UN, Young Scholars Academy, the PFW Professors in Partnership, Myaamia Center.
- Inspired by these models, create new Partnerships/MOUs that strive to build on and modify preexisting community engagement.
- Develop High School to Career Pathway Programs that extend existing HS Internship Program, Young Scholars Academy, and partnerships with private, civic, and non-profit organizations that aim for student and community success.
- Incentivize community research and engagement through funding opportunities.

## **7. Ideas about Retention and Recruitment**

The Dean’s Cabinet will continue—and enhance—preexisting relationships between College Advising with university-level administration in SST and Marketing. At the same time, it will pursue initiatives that engage students as co-creators of knowledge in the College. The rationale here is to leverage engaged teaching and research as elements of a broadly conceived Retention and Recruitment philosophy.

Initiatives include:

- Student Leadership Council, which has direct lines to the Dean and the Cabinet
- Connect-Fort Wayne courses
- Connect-PFWMC courses
- Grow Your Own Programs, extending YSA and Myaamia Partnerships: Thus implement high school to career pathways.
- Become the “Diversity Destination” for Indiana through aggressive recruiting to the PFWMC of underserved students and expanding on existing PFW demographics (e.g. ~20% of PFW students identify as LGBTQ+).
- General Education Steering Committee will explore links between classroom experience – community-based research, problem-based learning, and other High-Impact Practices—and retention.

- Work with Office of International Education, Study Abroad, and the College Departments to broaden international experiences.
- As part of the Strategic Plan, establish a Values Statement and Code of Conduct for the College that embodies who we are as higher education professionals and as an institution. This Code ensures we are a unified community in action and aspiration.

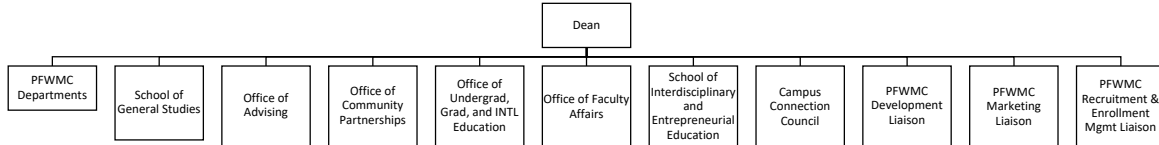
## **8. Ideas about Marketing**

Faculty Liaisons will strengthen ties between University Marketing, web design, and the College. But, again, the rationale here is to leverage engaged teaching and research as elements of a broadly conceived Marketing philosophy.

- PFWMC: The Metropolitan College for Indiana and PFWMC: Indiana's diversity College at Indiana's diversity University
- Celebrate student success and create a culture of promoting student success via traditional marketing strategies and new media: student engagement as marketing
- Use Connect-Fort Wayne courses to impact the community and expand PFW's presence in the community through curriculum-based teaching and research. This means: faculty-led engagement as marketing.
- Leverage the "Local is Global" partnerships to promote PFW and PFWMC locally, nationally, and internationally (e.g. marketing of UNESCO partnership, Sister Cities MOU, renowned faculty with global reputations as scholars, teachers, etc.).
- Crowdfund student marketing through initiatives in classrooms and across campus that put the marketing in the hands of students.

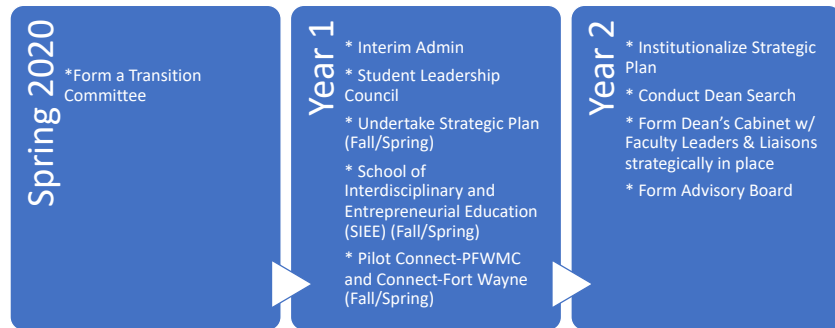
### Appendix I: Organizational Chart

Purdue Fort Wayne Metropolitan College (PFWMC):  
A Metropolitan Liberal Arts Education with Purpose

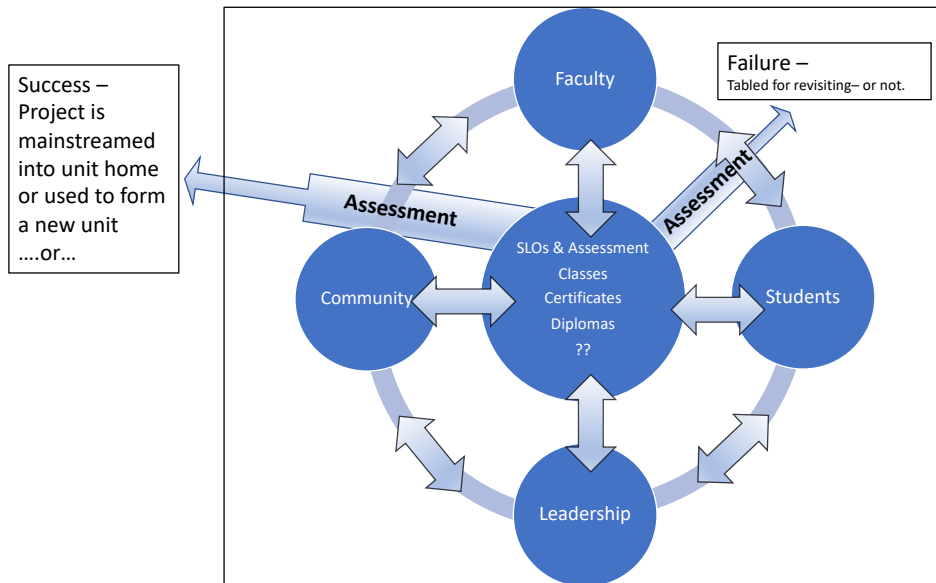


### Appendix II: Timeline

Purdue Fort Wayne Metropolitan College (PFWMC)  
Timeline



Appendix III: Curriculum Incubation: School of Interdisciplinary Entrepreneurial Education (SIEE)



Notes

<sup>1</sup> Indiana Commission for Higher Education, Preamble to “Policy on Purdue University Fort Wayne,” June 13, 2019: [https://www.in.gov/che/files/Policy\\_on\\_PFW\\_Metropolitan\\_Campus\\_2019-06-13.pdf](https://www.in.gov/che/files/Policy_on_PFW_Metropolitan_Campus_2019-06-13.pdf).

<sup>2</sup> In addition to improving the regional quality of life, as per the Metropolitan designation, in its Strategic Plan, PFW aspires for global impacts as well. See *PFW—SP*, p. 1.

<sup>3</sup> *Fulfilling the American Dream: Liberal Education and the Future of Work/2018 Employers Survey*, p. 11: <https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf>

<sup>4</sup> In establishing this unit—with the branding of an innovative liberal arts college—we heed the call to balance traditional disciplines with new ones in technical fields. This call sounds from groups like the Association of American Colleges and Universities and traditional liberal arts colleges. It also comes from groups in business, non-profit, and government sectors. On integrative curriculum in a liberal education in general, see:

<https://www.aacu.org/resources/integrative-learning>. For an article that focuses more specifically on integrating particular domains, like business, with the liberal arts, see E. Byron Chew and Cecilia McInnes Bowers, “Blending Liberal Art & Business Education,” *Liberal Education* vol. 90, no. 1 (Winter 2004),

<https://www.aacu.org/publications-research/periodicals/blending-liberal-art-business-education>. On traditional liberal arts colleges innovating, see Tim Cresswell, “The Promise of the Experiential Liberal Arts,” *Chronicle of Higher Education*, 2 Sept. 2018. And, finally, the literature espousing the market value of the humanities is voluminous. For a recent example, see Lois Elfman, “Report Details Liberal Arts Education ROI,” 14 Jan. 2020, *diverseeducation.com*: <https://diverseeducation.com/article/163771/>.

<sup>5</sup> According to research conducted by the National Student Clearing House Research Center’s Term Enrollment Estimates, in Fall 2019 students at 4-Year Institutions enrolled in Computer Information Sciences and Support Services increased 4.5% from the previous year: <https://nscresearchcenter.org/current-term-enrollment-estimates-2019/>. See in particular Table 11 (p. 17).

<sup>6</sup> For reporting on a recent study that posits the value of pairing a traditional liberal arts B.A with an “industry-recognized credential,” see Brandon Busteded, “Long Live the English Major—If It’s Paired with an Industry-Recognized Credential,” 21 Nov. 2019, *forbes.com*:

<https://www.forbes.com/sites/brandonbusteed/2019/11/21/long-live-the-english-major-if-its-paired-with-an-industry-recognized-credential/#3e7e3af32dea>

<sup>7</sup> The United States is the second-largest Spanish-speaking country in the world, surpassing a country like Spain (Stephen Burgen, “US now has more Spanish speakers than Spain,” 29 June 2015, *The Guardian*:

<https://www.theguardian.com/us-news/2015/jun/29/us-second-biggest-spanish-speaking-country>)

<sup>8</sup> *Fulfilling the American Dream*, p. 11.

<sup>9</sup> For the most recent scholarship on models for the liberal arts, including the “integrative” path proposed here, see Mary B. Marcy, *The Small College Imperative: Models for Sustainable Futures* (Stylus, 2020).

<sup>10</sup> Corey Seemiler and Meghan Grace, *Generation Z Goes to College* (Jossey-Boss, 2016), 208.

<sup>11</sup> *Fulfilling the American Dream*, p. 11.

<sup>12</sup> For information about the RMU SIHSS, see: <https://www.rmu.edu/academics/schools/sihss>. Although RMU’s organizational structure inspires the proposed one here, there are obvious differences. See Appendix I: Organizational Structure below.

<sup>13</sup> <https://www.ucl.ac.uk/basc/about-us>

<sup>14</sup> This College thus creates synergies with local efforts to address social change—see the Mayor of Fort Wayne’s Opportunity Advisory Council: <https://www.cityoffortwayne.org/mayor-s-opportunity-advisory-council.html>

<sup>15</sup> “Are Entrepreneurs Born or Made? The Ingredients of Entrepreneurial Thinking,” *Explore UCalgary*, 1 Feb. 2017: <https://explore.ucalgary.ca/entrepreneurial-thinkers-born-or-made>

<sup>16</sup> The AACU provides this chart of High-Impact Educational Practices:

[https://www.aacu.org/sites/default/files/files/LEAP/HIP\\_tables.pdf](https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf). See also *PFW—SP*, p. 1.

<sup>17</sup> <https://extendedlearning.unm.edu/faculty/best-practices.html>

<sup>18</sup> *PFW—SP*, p. 1. See Lori Variotta, “Designing a Model for the New Liberal Arts,” *Liberal Education*, vol. 104, no. 4, Fall 2018, <https://www.aacu.org/liberaleducation/2018/fall/varlotta>

<sup>19</sup> <https://cla.purdue.edu/students/jobready/index.html>

<sup>20</sup> See the *PFW—SP*, Objective 3 (p. 2).

<sup>21</sup> Such programs are trending nationally. See Jon Marcus, “Radical Survival Strategies for Struggling Colleges,” *New York Times*, 10 Oct. 2019, <https://www.nytimes.com/2019/10/10/education/learning/colleges-survival-strategies.html>. They also exist within the Purdue system presently: a 4+1 Program exists at Purdue Northwest, in addition to PWL: <https://academics.pnw.edu/technology/41-bs-ms-degree-in-technology/>; and a Degree+ Pilot has also been approved by the COAS Curriculum Committee (see above).

<sup>22</sup> The publication *Education Dive* lists “Workplace Development Initiatives” among its trends to watch in higher education in 2020: <https://www.educationdive.com/news/7-higher-education-trends-to-watch-in-2020/569629/>.

<sup>23</sup> Michael J. Cripps, “The Faculty Administrator,” *Inside Higher Ed*, 12 May 2014:

<https://www.insidehighered.com/advice/2014/05/12/essay-calls-new-model-job-faculty-member-administrator>

<sup>24</sup> At this point, given the uncertainty surrounding COAS split, we do not propose any specific departmental alignments. But, for the purposes of defining the “humanities and the social sciences,” departments that offer mostly B.A.s currently within COAS are Anthropology & Sociology, Communication, English & Linguistics, History, ILCS, and Political Science (including Women’s Studies and Economics).

<sup>25</sup> For more on this seeming paradox, see John Kania and Mark Kramer, “Embracing Emergence: How Collective Impact Addresses Complexity,” *Stanford Social Innovation Review Blog*, 21 Jan. 2013.

<sup>26</sup> N.B. there is precedent for this kind of organization presently within PFW’s Catalog, including the B.A. in Economics and the B.A. in Computer Science.

<sup>27</sup> <https://engineering.virginia.edu/departments/computer-science/academics/computer-science-undergraduate-programs/ba-computer-science#accordion67811>

<sup>28</sup> <https://luddy.indiana.edu/academics/undergraduate-programs/index.html>

<sup>29</sup> <https://data.berkeley.edu/academics/undergraduate-programs/data-science-major>

<sup>30</sup> <https://www.ucl.ac.uk/basc/about-us>

<sup>31</sup> For an attempt at radical change in the United Kingdom, one that looks to the US model of a liberal arts degree for inspiration, see Jenny Anderson, “A New UK University Wants to Teach Students Skills Employers Actually Want,” *Quartz.com*, <https://qz.com/1781574/the-london-interdisciplinary-school-takes-a-new-real-world-approach/>

<sup>32</sup> *Generation Z Goes to College*, 208.

To: COAS Executive Committee, Christine Erickson, Presiding Officer  
From: COAS Nominations and Elections Committee, Craig Ortsey, Chair  
Date: March 6, 2020  
Re: Referendum Results

The Nominations and Elections Committee has tallied the results of the referendum on the future of the College of Arts and Sciences, and they are as follows:

34 votes for maintaining the College of Arts and Sciences as a unified entity;  
74 votes for splitting the College of Arts and Sciences into multiple entities;  
9 votes abstaining from taking a position on this question.

Please do not hesitate to contact the committee if you have any questions or concerns about these election results.

Question Time

Could Chancellor Elsenbaumer please answer the following questions?

1. Does Purdue FW have a policy about sharing news to the campus of faculty and staff deaths?
2. If so, when was this policy enacted, and who is the person responsible for creating and administrating it?
3. If such a policy exists, please explain what it is and the reasoning behind it.

This question is being asked because there was a recent death on this campus and many faculty and staff were surprised at the way the upper administration handled it.

Respectfully,

C. Erickson

Question Time

I was very glad to see that there are going to be extensions on tuition payment plans and no late fees through July 31. Is there a plan being developed for what happens next? Is it possible to put a moratorium on sending students to collections through December 2020 (i.e. nobody is sent to collections during the fall semester either)?

I have not seen any clarification on what happens to those students who owed money prior to March 2020, and whose ability to pay probably did not improve since then. I recently received a list of holds for my majors and saw that a number of students have collection holds on their accounts. Is it possible to withdraw students' names from collections at least for the rest of this year?

A. Livschiz



To: Purdue Fort Wayne Senate  
From: Janet Badia, Steve Carr, Chris Erickson, Ann Livschiz, Nancy Virtue  
Subject: Resolution to Secure Shared Governance over Summer 2020  
Date: April 3, 2020

WHEREAS, the impact of the COVID-19 pandemic on university operations, enrollments, and budget is yet uncertain, and;

WHEREAS, this impact will not be known in April when the Fort Wayne Senate meets for the final time for the 2019-2020 academic year, and;

WHEREAS, AAUP's *Statement on Government of Colleges and Universities* states that faculty exercise "primary responsibility" for decision-making on academic matters, including "curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process," and;

WHEREAS, AAUP's Principles and Standards for the COVID-19 Crisis underscores "the centrality of university faculties in the mission of their institutions," deems essential faculties' "meaningful involvement in reviewing and approving measures that vitally affect the welfare of the institution (as well as their own)," and further states that "the COVID-19 pandemic should not become the occasion for administrations to circumvent widely accepted principles of academic governance," and;

WHEREAS, SD 19-1 asserts that, "Voting Faculty, through faculty-elected bodies existing for the presentation of the views of the whole faculty, will retain primary responsibility and sole control over any changes to academic structure or organization resulting in any change or potential change to the curriculum, including program offerings, subject matter, and modes of instruction," and;

WHEREAS, Fort Wayne Senate has demonstrated through its March 2020 meetings that it can conduct business remotely through teleconferencing when needed;

BE IT RESOLVED, the Fort Wayne Senate affirms and endorses AAUP Principles and Standards for the COVID-19 Crisis, including but not limited to guidance on decisions related to academic programs and to faculty status, and;

BE IT FURTHER RESOLVED, faculty will play a primary and central role as required by the AAUP *Statement on Government of Colleges and Universities* in making determinations related to academic programs and to faculty status by faculty action and through established channels and procedures, and;

BE IT FURTHER RESOLVED, that determinations involving academic programs or faculty status will occur first at the level of faculty responsibility and action, and prior to any review or decisions conducted by chief academic officers or the Board, and;

BE IT FURTHER RESOLVED, determinations made outside of faculty primary responsibility, including but not limited to the restructuring of non-academic units or the elimination of staff and other positions, must confer first with faculty through established channels and procedures of shared government to assess the impact of those decisions upon areas of primary faculty responsibility and action, and prior to any subsequent review or decisions conducted by chief administrative officers or the Board, and;

BE IT FURTHER RESOLVED, that according to the AAUP's Principles and Standards for the COVID-19 Crisis, "[e]very employee should be held harmless economically and professionally for the dislocations caused by COVID-19, [including] adjunct and contingent faculty and graduate employees and staff," and;

BE IT FURTHER RESOLVED, in keeping with the AAUP *Statement on Government of Colleges and Universities*, in any area where faculty have primary responsibility or where an administrative decision would exert direct influence or effect upon that responsibility, the governing board and president should "concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail," and;

BE IT FURTHER RESOLVED, no decisions about academic matters as outlined in SD19-1 may be implemented without deliberation before the Fort Wayne Senate, even if it means calling a special meeting of the Senate in summer 2020.

TO: James Toole, Chair, Senate Executive Committee  
FROM: Brett Wilkinson, Chair, Graduate Subcommittee  
DATE: March 5, 2020  
SUBJECT: Masters in Music Therapy Proposal

The Graduate Subcommittee supports the proposal from the School of Music for a Masters in Music Therapy. We find that the proposal requires no Senate review.

Approving

Terri Swim  
Brett Wilkinson  
Chao Chen  
Hank Strevel  
Shannon Johnson  
Rachel Mitchell

Not Approving

Absent

David Cochran  
Tanya Soule  
Regina Gordon  
Abe Schwab (ex officio)

**COVER PAGE FOR  
GRADUATE DEGREE FULL PROGRAM  
PROPOSAL**

INSTITUTION: Purdue University

CAMPUS: Fort Wayne

COLLEGE: College of Visual and Performing Arts

DEPARTMENT/SCHOOL: School of Music

DEGREE PROGRAM TITLE: Master of Music Therapy (MMT)

SUGGESTED CIP CODE: 51.2305

PROJECTED DATE OF IMPLEMENTATION: Fall, 2020

**GRADUATE DEGREE FULL PROPOSAL SIGNATURE PAGE**

Degree Title: Master of Music Therapy (MMT)

Name of academic unit offering the new degree: College of Visual and Performing Arts – School of Music

(Include signatures from all involved programs)

\_\_\_\_\_  
Gregory Jones, Director, School of Music

\_\_\_\_\_  
Date

\_\_\_\_\_  
John O’Connell, Dean, Visual & Performing Arts

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies (for regional campuses)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Approval Recommended by the Graduate Council

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mark J. T. Smith (Dean of the Graduate School)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Debasish (Deba) Dutta (Provost)

\_\_\_\_\_  
Date

**PURDUE UNIVERSITY BOARD OF TRUSTEES**  
**EXECUTIVE SUMMARY DEGREE PROPOSAL TEMPLATE**

When this form is complete, please save with tables as separate attachment.

**DATE:**

**TO:** Board of Trustees

**FROM:** Terri Swim, Primary Contact, (260) 481-6442; [swimt@pfw.edu](mailto:swimt@pfw.edu)

**CC:** Gregory Jones, Secondary Contact, (260) 481-6726; [jonesg@pfw.edu](mailto:jonesg@pfw.edu)

**SUBJECT:** Master of Music Therapy (MMT)

**CAMPUS OFFERING DEGREE:** Fort Wayne

**ANTICIPATED START DATE:** Fall, 2020

**1. IS THE DEGREE RESIDENTIAL, HYBRID, OR ONLINE?**

IF ONLINE, RATIONALE FOR GOING THROUGH SPECIFIC PURDUE CAMPUS—PWL, PFW, PNW, PG

This is a hybrid program with approximately 8 hours per course credit hour of face-to-face instruction in a retreat format, and the balance in online instruction.

**2. BRIEF OVERVIEW OF DEGREE/WHY IS THE DEGREE NEEDED?**

This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

### 3. BRIEF EVIDENCE OF FEDERAL, STATE, AND REGIONAL LABOR MARKET NEED

There is currently a wait-list for Medicaid waiver approved music therapy services in the state of Indiana due to a lack of approved providers. With the specialization track of Infants, Children and Adolescents, graduates of this program will be among the most qualified to take these types of open positions, as well as positions with service providers that require specialized training in child development. Information about the numbers of individuals approved for Medicaid waiver services is available in the Monthly Enrollment Reports, (<https://www.in.gov/fssa/ompp/4881.htm>).

With the expansion of medical services in northeast Indiana (e.g., the introduction of IU Health into the existing healthcare systems), it is reasonable to expect that competition between these systems will increase the need for highly qualified healthcare providers. Music therapists trained at the undergraduate level are not prepared to do the type of work that specialized medical services require; however, music therapists with advanced clinical skills developed at the graduate level will be properly trained and ready to provide services in highly skilled areas such as organ transplant units, cardiac care, oncology, and in hospice services. The specialization track of Integrative Medicine will provide this level of training.

While it does not provide projections for future need, the historical work force analysis published yearly by the American Music Therapy Association, Inc. (AMTA) demonstrates the growing demand for graduate-level training in music therapy. The following table shows the continued trend of increased graduate training and job availability:

<b>Comparison of Work Force Analysis Data from the American Music Therapy Association, Inc.</b>				
<b>National</b>		<b>2017</b>	<b>2012</b>	<b>2007</b>
Membership:	Non-degree (student)	3.5%	10%	29%
	Bachelor's	46.8%	47%	45%
	Master's	42.8%	36%	21%

MT Positions:	Newly created	98	66	49
	New private practice	5	13	13
	Eliminated	10	51	3

AMTA members with a bachelor's degree have held relatively stable over the years, but the number of those with graduate degrees has nearly doubled in the same time. Simultaneously, the growth of music therapy positions has steadily continued. Even in 2012 when the economy was recovering from the previous several years, and when the healthcare market was reacting to the Affordable Care Act, there were still more jobs created than lost. Considering that there are barely more than 10,000 music therapists worldwide, and approximately 5000 music therapists in the United States, these are significant increases in available music therapy positions.

#### 4. COSTS

##### A. Tuition and Fees—In-state and out-of-state

	Tuition	Differential Credit Hour Fees
In-state:	\$352.98/credit hour	\$31.57
Out-of-state:	\$798.98/credit hour	
International:	\$830.55/credit hour	

##### B. Financial Projection Table Enrollment and Budget Tables spreadsheet (Tab 1)

Attached

##### C. Profit-Loss summary Enrollment and Budget Tables spreadsheet (Tab 2)

Attached

##### D. Enrollment Projection Enrollment and Budget Tables spreadsheet (Tab 3) Attached

#### 5. LIST OF SIMILAR DEGREES IN THE PURDUE SYSTEM AND DISTINCTIVE ELEMENTS FOR THIS DEGREE

Currently, there are no programs in Indiana that offer an MMT degree, specifically, nor that have the specialized clinical tracks offered by this proposed program. Both programs listed here are AMTA approved programs, and both lead to eligibility to sit for the national board certification exam.



Indiana University – Purdue University Indianapolis offers a Master of Science in Music Therapy (MSMT) degree program, which focuses on music technology and research in music therapy. It includes only limited clinical training and does not offer an advanced clinical focus. The proposed program at Purdue Fort Wayne provides the only clinically-oriented advanced music therapy training available at a public institution in Indiana and will prepare students to work in healthcare settings with specialized focus in treatment for infants, children and adolescents, or in integrative medicine.

St. Mary-of-the-Woods College, Terre Haute, offers a Master of Arts Degree in Music Therapy (MAMT), which includes general music courses at the graduate level and courses in other related areas. The SMWC degree program includes some clinical training but does not offer specialized clinical tracks. While some counseling courses are offered, the degree is non-specific in nature. They offer the degree program in a hybrid format, allowing working students to pursue the degree. In contrast, the proposed program at Purdue Fort Wayne offers a heavy clinical focus in specialized areas, and with the MMT designation, allows up to 100% of course work to be in music therapy, as well as the hybrid format.

**6. COMPETITIVE DEGREES – BRIEF SUMMARY**

**Similar Degree Programs at Universities Outside Indiana**

University	Location	Degree Offered	Format	Specialized Tracks
University of Dayton	Dayton, OH	MMT	Hybrid	Yes
Augsburg University	Minneapolis, MN	MMT	Hybrid	Yes
Radford University	Radford, VA	MMT	Traditional	No
Temple University	Philadelphia, PA	MMT	Hybrid	No

*Recommended Approval:*

*Approved:*

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Jay T. Akridge  
 Date  
 Provost and Executive Vice President for  
 Academic Affairs and Diversity

Mitchell E. Daniels, Jr.  
 Date  
 President

**Table 1**  
**Program Financial Projection**

**Financial Office Table**  
**Purdue FTW Campus**  
**Master of Music Therapy Degree Program**

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>I. ENROLLMENT</b>					
<b>1. Program Credit Hours Generated (FTE * 30 for BS &amp; FTE * 24 for masters/graduate)</b>					
a. Existing Courses	0	192	576	576	576
b. New Courses	192	128	0	0	0
<b>Total</b>	<b>192</b>	<b>320</b>	<b>576</b>	<b>576</b>	<b>576</b>
<b>2. Full-Time Equivalent (FTE)</b>					
a. Full-Time FTEs	6	12	18	18	18
b. Part-Time FTEs	2	4	6	8	9
<b>Total Full/Part-Time FTE</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>26</b>	<b>27</b>
c. On-Campus Transfer FTEs	0	0	0	0	0
d. New-to-Campus FTEs	8	8	8	8	10
<b>Total On/New-to-Campus FTE</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>3. Program Majors - Headcount</b>					
a. Full-Time Students	6	12	18	18	18
b. Part-Time Students	4	8	12	16	12
<b>Total Full/Part-Time HC</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>
c. In-State	6	12	17	20	20
d. Out-of-State	4	8	13	14	10
<b>Total In/Out of State HC</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>

## Notes

For both undergraduate and graduate degree enrollment projections, please carefully consider competitive degree enrollments and how the Purdue program will be marketed in the calculation of enrollment and degree completion projections.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>II. INCREMENTAL REVENUE</b>					
<b>1. Projected # of New Students</b> <sup>(1)</sup>	8	16	24	26	27
<b>2. General Tuition &amp; Fees</b> <sup>(2)(3)</sup>					
a. General Service	8,472	8,472	8,472	8,472	8,472
b. Technology Fee					
c. Repair & Rehabilitation Fee					
d. Student Fitness & Wellness Fee					
e. Student Activity Fee					
<b>Total General Service T&amp;F</b>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>
<b>2. Additional Fees - if applicable</b> <sup>(4)</sup>					
a. Differential Fees	32	32	32	32	32
b. Course Fees					
c. Other Fees					
<b>Total Additional Fees</b>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>
<b>Total Incremental Revenue</b>	<u><u>\$ 68,025</u></u>	<u><u>\$ 136,049</u></u>	<u><u>\$ 204,074</u></u>	<u><u>\$ 221,080</u></u>	<u><u>\$ 229,583</u></u>

## Notes

(1) New Students represents the anticipated number of *new* students to campus; transfers or existing students are *not* to be included. The Total is set equal to the 'New-to-Campus FTEs' completed in the Enrollment section (I2d).



a. Capitalized Equipment	1,000	1,000	1,000	1,000	1,000
b. Repair & Replacement	250	250	250	250	250
<b>Total Equipment</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>
<b>Total Expenditures</b>	<b>\$ 115,720</b>	<b>\$ 138,971</b>	<b>\$ 158,208</b>	<b>\$ 158,208</b>	<b>\$ 158,208</b>
<b>Projected Program Surplus/(Deficit)*</b>	<b>\$ (47,695)</b>	<b>\$ (2,922)</b>	<b>\$ 45,866</b>	<b>\$ 62,872</b>	<b>\$ 71,375</b>

\* For the CHE proposal, only identify the nature of the support. It is not necessary to note dollars in the report; however, it should be stated that there is sufficient revenue to cover expenses. Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

## FOOTNOTES

### I. Enrollment Details

1. Program Credit Hours Generated	23	39	39	39	39
2. Full-Time Equivalents (FTE)	8	16	24	26	27
3. Program Majors - Headcount	10	20	30	34	36

### II. Incremental Revenue Details

1. Projected # of New Students	8	16	24	26	27
2. General Tuition & Fees	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>
3. Additional Fees - if applicable	32	32	32	32	32

**III. Expenditure Details**

1. Salary and Wages	<u>\$</u> <b>108,220</b>	131471	150708	150708	150708
2. Fringes and Fee Remissions	0	0	0	0	0
3. Supplies and Expenses	6250	6250	6250	6250	6250
4. Capital	1250	1250	1250	1250	1250

**Table 2**  
**Program Revenue and Expenditure Summary**

**Board of Trustees Table**  
**Purdue FTW Campus**  
**Master of Music Therapy Degree Program**

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>Total Incremental Revenue*</b>	\$ 68,025	\$ 136,049	\$ 204,074	\$ 221,080	\$ 229,583
<b>Total Expenditures</b>	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
<b>Projected Program Surplus/(Deficit)**</b>	<b>\$ (47,695)</b>	<b>\$ (2,922)</b>	<b>\$ 45,866</b>	<b>\$ 62,872</b>	<b>\$ 71,375</b>

\*Based on the anticipated number of *new* students to campus; transfers or existing students are not included. Projected incremental revenue is based on the current *full-time, resident* tuition and fees approved by the Bursar.

\*\*Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

**Table 3  
Projected Headcount and FTE Enrollment and Degrees Conferred (Questions #6)**

**Board of Trustees & ICHE Table  
Purdue FTW Campus  
Master of Music Therapy Degree Program**

	<b>Year #1 FY 2021</b>	<b>Year # 2 FY 2022</b>	<b>Year # 3 FY 2023</b>	<b>Year # 4 FY 2024</b>	<b>Year # 5 FY 2025</b>
<b>Enrollment Projections (Headcount)</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>
<b>Enrollment Projections (FTE)</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>26</b>	<b>27</b>
<b>Degree Completions Projection</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>10</b>

CHE Code: 12-XX  
 Campus Code: XXXX  
 County: XXXX  
 Degree Level: XXX  
 CIP Code: Federal - 51.2305; State - 000000



## Library Resources – Questionnaire Master of Music Therapy Degree Proposal

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- o Which databases/indexing sources will be used by the courses in this program?

Academic Search Premier; CINAHL Complete; Cochrane databases; DSM; Dissertations & Theses; ERIC; Google Scholar; Healthstar; IngentaConnect; Medline; PsychArticles; PsychINFO; PubMed

- o What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Journal of Music Therapy; Music Therapy Perspectives; Nordic Journal of Music Therapy; Australian Journal of Music Therapy; Canadian Journal of Music Therapy; British Journal of Music Therapy; The Arts in Psychotherapy

At this time, these are the primary journals for the profession, along with several that are open access (e.g., Voices: A World Forum for Music Therapy)

- o Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

None exists at this time.

- o Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

There are new books published yearly that will need to be added to the library; however, since music therapy is still a very young profession, these will continue to be limited in number for the foreseeable future. A very liberal estimated cost of keeping book holdings up to date is around \$500. per year.

- o Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

o

Yes, it is likely that DDS will be used to gain access to articles that are not immediately available in full-text through one of the library's existing databases and books that are not in the on-campus holdings. It is also expected that dissertations and theses will be requested.

- o Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class

instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

Denise Buhr is the VPA library liaison. It is anticipated that Ms. Buhr may be requested to assist students in gaining access to more obscure articles and books for the completion of thesis research.

o Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

The program will be approved and overseen by the American Music Therapy Association. Its standards for Education and Training mention only “appropriate library resources” and do not stipulate anything regarding library personnel.

The National Association for Schools of Music accredits the department as a whole and found the library resources to be adequate during its review in fall of 2014. NASM largely defers to AMTA regarding specifics about music therapy degree programs.

## Liaison Librarian Memo

Date: 2/14/19  
 From: Denise Buhr  
 To: Nancy Jackson  
 Re: Master of Music Therapy degree proposal

Describe availability of library resources to support proposed new program:

The library currently subscribes to general, medical, and educational databases needed for this degree. These include Academic Search Premier, IngentaConnect, CINHALL, various Cochran databases, PubMed, psychology databases, ERIC, and access to dissertations. The library has access online to eight music therapy journals plus print copies of others. Document Delivery can provide any articles not immediately available. The book collection includes approximately 300 titles on the specific subject of music therapy. Related medical, therapy, psychology, or education topics are extensively covered and can be supplemented through interlibrary loan.

Comments:

American Music Therapy Association requires “appropriate library resources” to support a Master’s degree in Music Therapy. It is my opinion that the library well equipped to do so with the resources currently available. The library will continue to provide the databases listed above as they are core resources for other majors. The primary journals in Music Therapy are available through online sources and Document Delivery can fill any other article needs. The library’s print collection in Music Therapy was updated in 2014 and again more extensively in 2018. It is anticipated that 10-15 new volumes in the field would be published each year; library funding is more than adequate to keep the collection current. I believe the library is prepared to fully support a new Master’s degree in Music Therapy.

*Denise Buhr*

2/14/19

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*Liaison Librarian Signature*

*Date*

Please email [academic\\_program@ipfw.edu](mailto:academic_program@ipfw.edu) with questions about this form.  
 Send signed original to Carol Sterberger, Kettler Hall, Room 174

## Graduate Academic Program Memo

Date:

From:

To: Re:

**Brief description of the program:** This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

**Brief rationale for program request:** The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

**CIP Code: 51.2305**

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*Department Chair Signature*

*Date*

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*School Dean Signature*

*Date*



*Director of Graduate Studies*

*Date*



*Vice Chancellor for Academic Affairs Signature*

*Date*

Please email [academic\\_programs@ipfw.edu](mailto:academic_programs@ipfw.edu) with questions about this form.

Send signed original to Terri Swim, Kettler Hall, Room 174

## Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date: 4/16/2019

Institution: Purdue University

Campus: Fort Wayne

School or College: College of Visual and Performing Arts

Department: School of music

Location: Fort Wayne                      50% or more online: Yes                      **No XX**

County: Allen

Type: Degree

Program name: Master of Music Therapy

Graduate/Undergraduate: Graduate

Degree Code: MMT

**Brief Description:** This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

**Rationale for new or terminated program:** The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

CIP Code: 51.2305

Name of Person who Submitted Proposal: Nancy A. Jackson, Ph.D., MT-BC

Contact Information: [jacksonn@pfw.edu](mailto:jacksonn@pfw.edu); 260-481-6716

## Program Description

### Master of Music Therapy To Be Offered by the College of Visual and Performing Arts, School of Music, Purdue University Fort Wayne

#### 1. Characteristics of the Program

- a. Campus(es) Offering Program:** Fort Wayne campus
- b. Scope of Delivery** (Specific Sites or Statewide): Fort Wayne campus
- c. Mode of Delivery** (Classroom, Blended, or Online): hybrid format, with both online and face-to-face components for most courses
- d. Other Delivery Aspects** (Co-ops, Internships, Clinicals, Practica, etc.): clinical practica and internships
- e. Academic Unit(s) Offering Program:** School of Music, College of Visual and Performing Arts

#### 2. Rationale for the Program

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

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

The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

On average, the music therapy program fields 6-8 inquiries per month about master's level training at PFW. These inquiries come in the form of phone calls, emails, and visits by prospective students. In December 2019 alone, two prospective students visited campus who would qualify for admission to and are interested in a graduate program in music therapy, and additional email and phone inquiries were received. In addition, one prospective master's student took a prerequisite undergraduate course that she lacked as she is awaiting the start of a master's program at PFW.

###### *Estimate of Inquiries about Master's Level Training per Academic Year*

<b>Type of Inquiry</b>	<b>#</b>
Email	48
Phone	36
Prospective visits	12
In-person inquiry at community events	15
<i>ESTIMATED TOTAL</i>	111

In recent years, there is an increasing number of PFW graduates who have completed or are completing their graduate studies in music therapy. They have all gone to other schools because there is no program available at PFW. Currently, 3 students are in graduate school in music therapy master's programs. Two of these students are attending a school in Minneapolis in which one of PFW's music therapy faculty

teaches. While we do not always hear from alumni when they decide to return to school for graduate studies, we are aware of eleven graduates in the past 10 years who have entered master's programs in music therapy. These alumni account for 36% of our graduates in the last ten years. The highest number of graduates chose to attend another Indiana institution which costs significantly more than PFW would cost.

*Known PFW Graduates Entering Music Therapy Graduate Programs – Past Decade*

University	#
St. Mary-of-the-Woods College	5
Augsburg University	3
Radford University	2
Colorado State University	1

The current number of MT-BCs in Indiana is estimated at 162. Of these, about 12% have a graduate degree, and this number includes those who are university faculty (where a master's degree is the minimum requirement). This percentage is significantly lower than the national average, which currently sits at approximately 44.3%. Given that a graduate degree in music therapy is continuing to be the preferred level of education, and given that the profession continues to consider the move to master's level entry into the profession based on an AMTA 5-yr Task Force on MLE report (see the Task Force report provided), it is likely that many of the bachelor's level music therapists in the state would take advantage of a local and affordable opportunity to further develop their knowledge and skills in a graduate music therapy program.

Of all the inquiries about a master of music therapy degree program that the PFW music therapy program receives, approximately 20 of those inquiries each year are from prospective international students. Most often, these prospective students are from South American and Asian countries, and almost all have completed music performance degrees in their own countries. Currently, Augsburg University has 2 international students, Temple University has 6, and Radford University has 2. These are just representative schools who were informally asked about international students in their programs. It would not be unreasonable to project that 1-2 international students might enter the program each academic year. The post-baccalaureate certificate in music performance is approved for PFW, the number might reasonably be more than this.

All in all, the projections presented in this proposal for a Master of Music Therapy degree program at PFW are both sound and reasonable. A just-published study in *Music Therapy Perspectives*, supports the claims of this proposal. This study showed that, based on figures from all music therapy degree granting institutions in the U.S. from 2000-2017, "...music therapy program enrollment and degree attainment at the undergraduate and graduate levels are growing at a faster pace than all other music majors combined – and at all 4-year degree granting post-secondary institutions. (Iwamasa, D., 2019, pg. 196.)"\*\*\*

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

The current mission of Purdue University Fort Wayne is to drive the intellectual, social, economic, and cultural advancement of students and the region, with a vision to offer respected signature programs, and to prepare graduates to improve the quality of life in the community. Purdue University Fort Wayne is one of two public institutions in Indiana that offers a music therapy undergraduate degree, and the only established undergraduate degree with a history of strong performance. This master's degree program will be the only clinically-focused graduate music therapy degree program offered at an Indiana institution. The proposed program will continue a strong standing record of developing highly competent music therapists who have made and are continuing to make an impact on the immediate community, as well as the larger region, through provision of high-quality therapeutic treatment services to individuals and groups of vulnerable people, and the development of new businesses that offer these services. It will develop clinicians who have advanced level skill and knowledge, and who are prepared to meet the medical and mental health needs—

\*\*\*Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37(2), 196-204.



those requiring personnel with advanced-level training of the immediate community and the citizens of Indiana and beyond.

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

In a summary report from the on-going strategic planning that is underway at Purdue Fort Wayne, the desire to create signature programs that distinguish the identity of the university was noted, and music therapy was specifically named as one of those potential programs (*See Appendix 1, Summary Report for Focus Groups, page 6*). This proposed degree will strengthen the existing music therapy program making music therapy education and training an area that distinguishes Purdue Fort Wayne from all similar institutions in the region.

This Master of Music Therapy program will continue the tradition of student success that has been a hallmark of the current undergraduate program in recent years. As an integral part of the education and training that it will provide, music therapy graduate students will potentially have opportunities to be actively engaged in collaborations with others within the university (e.g., students and faculty in Psychology, Sociology, and Human Services) and with community partners through clinical practica, internships, and research. These types of relationships and collaborations will provide evidence of the creation, integration, and application of knowledge, as well as increasing Purdue University Fort Wayne’s visibility as an intellectual and cultural hub for northeast Indiana. As graduates continue to expand the availability of therapy services for the immediate community, and to meet the demand for music therapy services in the region and across the country, they will provide evidence that the program prepares graduates to successfully compete in the healthcare market. The increased community engagement and interdisciplinary collaboration that this program will foster is directly in alignment with the direction of the new strategic plan that is being developed for Purdue University Fort Wayne for the coming years.

Finally, this degree program will offer two specialized tracks: Music Therapy and Integrative Medicine, and Music Therapy with Infants, Children, and Adolescents. The Integrative Medicine track will provide specialized education and training directly applicable to the provision of advanced music therapy services in a medical environment with a wholistic healthcare mindset. The Infants, Children, and Adolescents track will provide specialized education and training in the provision of advanced music therapy services for settings in which specific developmental, health, and education needs of children are addressed. Both of these specialization tracks will answer need in the immediate and regional area in conjunction with services already present or currently developing, such as Parkview Integrative Medicine, the Parkview Women and Children’s Hospital, the Lutheran Children’s Hospital, the Allen County Juvenile Justice system and Department of Child Services, and Medicaid waiver programs. In this way, graduates of the proposed program will be an asset to the businesses and services in the immediate community, reflecting Purdue University Fort Wayne as a metropolitan university.

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

This program will be a new level of excellence for music therapy at Purdue Fort Wayne. The undergraduate program is currently a strong and nationally recognized program with exceptional success rates, evidenced by student involvement in research and presentation at professional conferences, an unusually high level of first-time pass rate on the board certification exam for professional music therapy credentials, and an excellent record of placement in professional music therapy positions. This master’s degree program will utilize the existing structures of the undergraduate program to continue the same level of excellence, while adding an advanced level of clinical training and increased involvement in research by capitalizing on the clinical experience and expertise of existing and guest faculty and further development of community partnerships for provision of active clinical experiences.

*See Appendix 1: Institutional Rationale, Detail*

**b. State Rationale**

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

While *Reaching Higher, Achieving More* is largely focused on undergraduate education, this Master of Music Therapy program supports numerous objectives outlined in the report. The hybrid format of the curriculum and its delivery offers a ***clear and efficient pathway*** for completion. The hybrid format is an ***innovative model*** for graduate education which allows students to complete their graduate education in a timely manner while also allowing them to work full-time if they choose, to live outside the northeast Indiana region while they complete the program, and to do this while keeping costs affordable and ***decreasing the amount of debt*** that results from completing the degree.

The resources that currently exist for the undergraduate program will fulfill the resource needs for the master's program to a significant extent. Additionally, graduate students who are already credentialed music therapists can provide clinical training and oversight to undergraduate students. This meets the objective of increasing ***shared services***.

Finally, ***quality assessment*** is foundational to this master's degree program. Music therapy education is competency-based, and the extent to which a curriculum is meeting the competencies is continually assessed in two different ways. The American Music Therapy Association, Inc. reviews all curricula for approval/re-approval according to competency standards immediately after departmental review by the National Association of Schools of Music. Individual students' achievement of competency standards are assessed during practica, the 6-month clinical internship, and ultimately by the national certification exam administered by the Certification Board for Music Therapists.

### c. Evidence of Labor Market Need

#### i. National, State, or Regional Need

##### •Is the program serving a national, state, or regional labor market need?

There is currently a wait-list for Medicaid waiver approved music therapy services in the state of Indiana due to a lack of approved providers. With the specialization track of Infants, Children and Adolescents, graduates of this program will be among the most qualified to take these types of open positions, as well as positions with service providers that require specialized training in child development. Information about the numbers of individuals approved for Medicaid waiver services is available in the Monthly Enrollment Reports, (<https://www.in.gov/fssa/ompp/4881.htm>).

With the expansion of medical services in northeast Indiana (e.g., the introduction of IU Health into the existing healthcare systems), it is reasonable to expect that competition between these systems will increase the need for highly qualified healthcare providers. Music therapists trained at the undergraduate level are not prepared to do the type of work that specialized medical services require; however, music therapists with advanced clinical skills developed at the graduate level will be properly trained and ready to provide services in highly skilled areas such as organ transplant units, cardiac care, oncology, and in hospice services. The specialization track of Integrative Medicine will provide this level of training.

While it does not provide projections for future need, the historical work force analysis published yearly by the American Music Therapy Association, Inc. (AMTA) demonstrates the growing demand for graduate-level training in music therapy. The following table shows the continued trend of increased graduate training and job availability:

<b>Comparison of Work Force Analysis Data from the American Music Therapy Association, Inc.</b>				
<b>National</b>		<b>2017</b>	<b>2012</b>	<b>2007</b>
Membership:	Non-degree (student)	3.5%	10%	29%
	Bachelor's	46.8%	47%	45%
	Master's	42.8%	36%	21%
MT Positions:	Newly created	98	66	49
	New private practice	5	13	13

Eliminated	10	51	3
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AMTA members with a bachelor's degree have held relatively stable over the years, but the number of those with graduate degrees has nearly doubled in the same time. Simultaneously, the growth of music therapy positions has steadily continued. Even in 2012 when the economy was recovering from the previous several years, and when the healthcare market was reacting to the Affordable Care Act, there were still more jobs created than lost. Considering that there are barely more than 10,000 music therapists worldwide, and approximately 5000 music therapists in the United States, these are significant increases in available music therapy positions.

[The table above is taken from the AMTA Member Survey and Workforce analysis Reports for 2017, 2012, and 2007, which are included in Appendix 2.](#)

## ii. Preparation for Graduate Programs or Other Benefits

### •Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

This program will provide graduates with an advanced degree that will make them more desirable to employers than credentialed music therapists with only an undergraduate level of training. A number of clinical settings are more appropriate for music therapists with advanced level training (e.g., oncology, hospice, addictions and eating disorder treatment, organ transplant units, Intensive Care, Neonatal Intensive Care, Cardiac Care), and some will not consider music therapists trained only at the undergraduate level. Graduates of this degree program will be prepared to fill employment positions that have these advanced level requirements as well as other entry-level positions. In addition, this program will prepare students for entry into terminal degree (Ph.D.) programs in music therapy and related fields through the development of advanced clinical skills and training in approaches appropriate to clinical, professional, and education and training research.

When MT-BCs enter a graduate program, they are usually working professionals. Their primary concern is not getting a job; the typical reason that music therapists return to school is to expand and further develop their knowledge and skills in order to be able to do more in the clinical setting in which they practice. Many times, this is related to getting access to types of clients in that setting that they cannot access because of the nature of undergraduate training and the need for advanced level clinical training. As a real-life example, a music therapist who had a music therapy clinical position at the Cleveland Clinic (who employs approximately 18 music therapists and currently has a job posting for another, with master's degree preferred) returned to school to complete a graduate degree in music therapy (MMT degree at Augsburg University) because she wanted to be able to work with ventilated patients on the organ transplant unit. The Cleveland Clinic, understanding the nature of an undergraduate education in music therapy which prepares students at a basic entry level, allowed her to begin working on the transplant unit only once she had completed a significant portion of her graduate level training. She now primarily works on the organ transplant unit which, is not a new job, but does meet her professional goals.

The cost of education is an important factor, and return for investment is of concern to student who invest in graduate education and training. The value of a PFW MMT degree, which will be the lowest cost graduate music therapy education option in the state, will both encourage enrollment and assist current MT-BCs in the state to provide better services to their clients and in the settings in which they work, as well as helping them to meet their professional goals.

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

### •Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

The data available from the Indiana DWD is not specific to music therapy or creative arts therapy, nor does it specifically apply to very closely related fields like child life specialists or licensed professional counselors. In the very broad category of “therapist”, however, the projected need between 2016 and 2026 ranges from approximately upper 900’s to around 2000 position openings (not including medical therapies that are not closely related). In other related areas, such as mental health, the range is between the upper 2000s to the mid-3000s for projected position openings. Data from the U.S. Department of Labor (which also does not provide music therapy or creative arts therapy specific statics) in its employment projections between 2016 and 2026 for the Healthcare and Social Assistance industry indicates that occupational areas under which music therapy might fall have a projected increase in need by a range of 8.9 – 28.2%.

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

#### **iv. National, State, or Regional Studies**

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

As indicated above, the profession of music therapy is rather small, with just over 10,000 music therapists worldwide, and about 5000 of those in the United States. Because of this size, statistics on national, regional, and state labor market for music therapy have not been recorded. The need for master’s level music therapists must, therefore, be explicated from what data does exist.

The data above in the AMTA Workforce Analysis are not broken down by state; however, the number of professional music therapists in Indiana and their mean salary for each of these years shows a similar kind of increase, and this general trend can be seen in the states surrounding Indiana as well. Given that there is a significant increase in the number of music therapists who are educated at the master’s level over the past ten years and that there is consistent growth in numbers and salary in the state of Indiana, it is a fair assumption that some of the growth includes music therapists educated at the master’s level. [The table in Appendix 3 is taken from the AMTA Member Survey and Workforce analysis Reports for 2017, 2012, and 2007, links to which are also included in that Appendix.](#)

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

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

**•Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.**

Analyses of major sites for job postings for music therapy were conducted in 2018 and immediately prior to the submission of this proposal in 2019. Music therapy-specific sites included the American Music Therapy Association (AMTA) and the Association for Indiana Music Therapy (AIMT). Please note that job postings on these two sites are available only to paid members. General job search sites included Glassdoor.com, Monster.com, and Indeed.com. Indeed.com only allows a job search including a specified area, so national numbers are not included for that site. While doing the searches, duplicate postings within each site were excluded, but there are necessarily overlaps in posted jobs between all sites. The tables below show the findings of these two searches.

It became clear in these searches that employers are increasingly requiring the MT-BC professional credential and not specifying a particular level of education. The MT-BC credential stands for “music therapist-board certified,” indicating that an individual has a degree in music therapy from an approved music therapy program and has subsequently successfully passed a national board certification exam. It is likely that employers who list only the MT-BC credential as the requirement want to be assured that the applicant has an AMTA-approved degree, but do not want to be held to a specific degree level when considering their applicants to ensure that positions are filled. This appears to be especially true in the Indiana listings, for which the number of posted jobs specifying only MT-BC as the requirement are included

in the tables in Appendix 4. Still, in both the 2018 and the 2019 job analyses, Indiana has a number of positions listed and either requiring or preferring applicants with a graduate degree.

Current undergraduate students in the Purdue Fort Wayne music therapy program were surveyed regarding their interest in pursuing graduate degrees in music therapy. The response rate was 41%. Of the 22 respondents, 15 (68%) indicated that they were definitely considering graduate study in music therapy, 5 (23%) indicated that they might consider it, and only 2 (9%) indicated they are not interested in graduate study after completion of their undergraduate degree. Of those who said they definitely or maybe were considering graduate study, 85% indicated that it is important that they be able to continue to work while pursuing their graduate degree, and 90% indicated that it is important to them that their graduate program have a curriculum that focuses on advancing specialized, advanced clinical skills for advanced areas of practice. While this survey is of a small sample of students, it demonstrates that there is a desire for continued education in music therapy past the undergraduate degree, and that the format and focus of this proposed Master of Music Therapy degree is likely to be desirable to students seeking a graduate degree in music therapy in the future.

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

## **vi. Letters of Support**

### **•Summarize, by source, the letters received in support of the program.**

Michael Mirro, MD, Senior VP Parkview Health System, Parkview Mirro Center for Research and Innovation, and Indiana University Board of Trustees

Fen-Lei Chang, M.D., Ph.D., Associate Dean and Director of the IU School of Medicine Fort Wayne

Hon. Charles F. Pratt, Justice of the Allen County Juvenile Court, Fort Wayne, IN

Angela Lasalle, M.D., Director of Integrative Medicine, Parkview Health System, Fort Wayne, IN

Bradley A. Tieszen, Vice President - Operations, Parkview Physicians Group-Integrative Medicine, Fort Wayne, IN

Denise Hughes, RN, Chief Program Officer, Turnstone Center for Adults & Children with Disabilities, Fort Wayne, IN

Lindsay Oldham Wright, MT-BC, Executive Director of Music Therapy, Opportunities for Positive Growth, Fishers, IN

Allison Thomas, MT-BC, Owner, Mainstay Music Therapy, Fort Wayne, IN

Emily Paar, MT-BC, Music Therapist, Visiting Nurse, Fort Wayne, IN

Cassandra Haines, MT-BC, Music Therapist, Peyton Manning Children's Hospital, Indianapolis, IN

Lee Grossman, CAE, Executive Director, American Music Therapy Association, Inc. Silver Spring, MD

*See Appendix 5: Letters of Support, Detail*

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

### **a. Costs**

#### **i. Faculty and Staff**

**•Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?**

Two full-time faculty are on staff who are qualified to teach in a graduate-level music therapy program; however, they currently are responsible for teaching more than 50% of the undergraduate course work so their use as faculty for the graduate program would need to be balanced with an additional faculty person (or equivalent part-time instructors) to compensate for lost undergraduate faculty. In addition, funds will need to be made available in the program budget to accommodate Limited Term Lecturers (adjunct faculty) for special topics courses offered in the program, with a projected need of three Limited Term Lecturers for three 2-3 credit hour special topics courses per year. The faculty for special topics courses would need to meet AMTA requirements for graduate faculty as well as having the expertise in the special topics area. In most cases, this will require hiring professionals or music therapy educators from outside of the region.

*See Appendix 6: Faculty and Staff, Detail*

## **ii. Facilities**

**•Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.**

Space is available in the current music therapy clinic in the Dolnick Learning Center, but renovations are needed to be made to make the space useable for both clinic and instruction. Poor air quality and inconsistent temperatures from the HVAC system in the building have led to repeated problems with damage to instruments (especially pianos) and furniture, growth of mold requiring professional remediation, unusable rooms due to excessive heat or cold, and so forth. The following issues must be addressed prior to housing the proposed program in this space:

- Correct the HVAC system to maintain a consistent temperature and improve air quality
- Ensure all water leakage issues are corrected to avoid further damage to instruments and furniture
- Repair peeling paint on walls, stained and broken ceiling tiles from water leaks
- Add additional storage in clinical spaces to properly maintain instrumentarium

*See Appendix 7: Facilities, Detail*

## **iii. Other Capital Costs (e.g. Equipment) \***

**•Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.**

Clinical and learning spaces in Dolnick Learning Center will need to be updated with a smart TV and video/audio recording and playback capabilities. The instrumentarium and electronic resources will need updating to include expanded instruments, iPods and tablets for clinical use, and adaptive instruments. Computers for the office and student use with corresponding scanning, storage, and printing equipment will be required in the resource area.

*See Appendix 8: Other Capital Costs, Detail*

## **b. Support**

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

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

While the majority of support for this program will be new, the qualified faculty from the undergraduate program will have teaching loads reallocated from the undergraduate program to the graduate program. This will necessitate the hiring of faculty to cover the undergraduate courses that the graduate faculty will no longer be covering.

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

No programs in the School of Music have been downsized or eliminated for the creation of this proposed program. This graduate degree program will be the first in the expansion of the previous Department of Music into the current School of Music.

**ii. Special Fees above Baseline Tuition**

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

There will be no differential fees that are needed above baseline tuition. On occasion, special topics elective courses that might be offered which could involve specialized professional training. In these cases, there may be fees associated with those professional courses offered by Limited Term Lecturers to cover the cost of the lecturer and/or materials for the course. This type of course typically involves training for special certification. Approval for the special fees will be sought prior to scheduling such a course on a case-by-case basis.

**Table 1**  
**Program Financial Projection**

**Financial Office Table**  
**Purdue FTW Campus**  
**Master of Music Therapy Degree Program**

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>I. ENROLLMENT</b>					
<b>1. Program Credit Hours Generated (FTE * 30 for BS &amp; FTE * 24 for masters/graduate)</b>					
a. Existing Courses	0	192	576	576	576
b. New Courses	192	128	0	0	0
<b>Total</b>	<b>192</b>	<b>320</b>	<b>576</b>	<b>576</b>	<b>576</b>
<b>2. Full-Time Equivalent (FTE)</b>					
a. Full-Time FTEs	6	12	18	18	18
b. Part-Time FTEs	2	4	6	8	9
<b>Total Full/Part-Time FTE</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>26</b>	<b>27</b>
c. On-Campus Transfer FTEs	0	0	0	0	0
d. New-to-Campus FTEs	8	8	8	8	10
<b>Total On/New-to-Campus FTE</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>3. Program Majors - Headcount</b>					
a. Full-Time Students	6	12	18	18	18
b. Part-Time Students	4	8	12	16	12
<b>Total Full/Part-Time HC</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>
c. In-State	6	12	17	20	20
d. Out-of-State	4	8	13	14	10
<b>Total In/Out of State HC</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>



## Notes

For both undergraduate and graduate degree enrollment projections, please carefully consider competitive degree enrollments and how the Purdue program will be marketed in the calculation of enrollment and degree completion projections.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>II. INCREMENTAL REVENUE</b>					
<b>1. Projected # of New Students</b> <sup>(1)</sup>	8	16	24	26	27
<b>2. General Tuition &amp; Fees</b> <sup>(2)(3)</sup>					
a. General Service	8,472	8,472	8,472	8,472	8,472
b. Technology Fee					
c. Repair & Rehabilitation Fee					
d. Student Fitness & Wellness Fee					
e. Student Activity Fee					
<b>Total General Service T&amp;F</b>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>
<b>2. Additional Fees - if applicable</b> <sup>(4)</sup>					
a. Differential Fees	32	32	32	32	32
b. Course Fees					
c. Other Fees					
<b>Total Additional Fees</b>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>
<b>Total Incremental Revenue</b>	<u><u>\$ 68,025</u></u>	<u><u>\$ 136,049</u></u>	<u><u>\$ 204,074</u></u>	<u><u>\$ 221,080</u></u>	<u><u>\$ 229,583</u></u>

## Notes

(1) New Students represents the anticipated number of *new* students to campus; transfers or existing students are *not* to be included. The Total is set equal to the 'New-to-Campus FTEs' completed in the Enrollment section (I2d).



a. Capitalized Equipment	1,000	1,000	1,000	1,000	1,000
b. Repair & Replacement	250	250	250	250	250
<b>Total Equipment</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>	<b>\$ 1,250</b>
<b>Total Expenditures</b>	<b>\$ 115,720</b>	<b>\$ 138,971</b>	<b>\$ 158,208</b>	<b>\$ 158,208</b>	<b>\$ 158,208</b>
<b>Projected Program Surplus/(Deficit)*</b>	<b>\$ (47,695)</b>	<b>\$ (2,922)</b>	<b>\$ 45,866</b>	<b>\$ 62,872</b>	<b>\$ 71,375</b>

\* For the CHE proposal, only identify the nature of the support. It is not necessary to note dollars in the report; however, it should be stated that there is sufficient revenue to cover expenses. Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

## FOOTNOTES

### I. Enrollment Details

1. Program Credit Hours Generated	23	39	39	39	39
2. Full-Time Equivalents (FTE)	8	16	24	26	27
3. Program Majors - Headcount	10	20	30	34	36

### II. Incremental Revenue Details

1. Projected # of New Students	8	16	24	26	27
2. General Tuition & Fees	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>	<b>\$ 8,472</b>
3. Additional Fees - if applicable	32	32	32	32	32

**III. Expenditure Details**

1. Salary and Wages	<u>\$</u> <b>108,220</b>	131471	150708	150708	150708
2. Fringes and Fee Remissions	0	0	0	0	0
3. Supplies and Expenses	6250	6250	6250	6250	6250
4. Capital	1250	1250	1250	1250	1250

**Table 2**  
**Program Revenue and Expenditure Summary**

**Board of Trustees Table**  
**Purdue FTW Campus**  
**Master of Music Therapy Degree Program**

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
<b>Total Incremental Revenue*</b>	\$ 68,025	\$ 136,049	\$ 204,074	\$ 221,080	\$ 229,583
<b>Total Expenditures</b>	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
<b>Projected Program Surplus/(Deficit)**</b>	<b>\$ (47,695)</b>	<b>\$ (2,922)</b>	<b>\$ 45,866</b>	<b>\$ 62,872</b>	<b>\$ 71,375</b>

\*Based on the anticipated number of *new* students to campus; transfers or existing students are not included. Projected incremental revenue is based on the current *full-time, resident* tuition and fees approved by the Bursar.

\*\*Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

#### 4. Similar and Related Programs

##### a. List of Programs and Degrees Conferred

###### i. Similar Programs at Other Institutions

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

Currently, there are no programs in Indiana that offer an MMT degree, specifically, nor that have the specialized clinical tracks offered by this proposed program. Both programs listed here are AMTA approved programs, and both lead to eligibility to sit for the national board certification exam.

Indiana University – Purdue University Indianapolis offers a Master of Science in Music Therapy (MSMT) degree program, which focuses on music technology and research in music therapy. It includes only limited clinical training and does not offer an advanced clinical focus. The proposed program at Purdue Fort Wayne provides the only clinically-oriented advanced music therapy training available at a public institution in Indiana and will prepare students to work in healthcare settings with specialized focus in treatment for infants, children and adolescents, or in integrative medicine.

St. Mary-of-the-Woods College, Terre Haute, offers a Master of Arts Degree in Music Therapy (MAMT), which includes general music courses at the graduate level and courses in other related areas. The SMWC degree program includes some clinical training but does not offer specialized clinical tracks. While some counseling courses are offered, the degree is non-specific in nature. They offer the degree program in a hybrid format, allowing working students to pursue the degree. In contrast, the proposed program at Purdue Fort Wayne offers a heavy clinical focus in specialized areas, and with the MMT designation, allows up to 100% of course work to be in music therapy, as well as the hybrid format.

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

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

###### ii. Related Programs at the Proposing Institution

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

##### b. List of Similar Programs Outside Indiana

**Similar Degree Programs at Universities Outside Indiana**

University	Location	Degree Offered	Format	Specialized Tracks
University of Dayton	Dayton, OH	MMT	Hybrid	Yes
Augsburg University	Minneapolis, MN	MMT	Hybrid	Yes
Radford University	Radford, VA	MMT	Traditional	No
Temple University	Philadelphia, PA	MMT	Hybrid	No

*c. Articulation of Associate/Baccalaureate Program – Not relevant to this graduate degree proposal.*

## **d. Collaboration with Similar or Related Programs on Other Campuses**

- **Indicate any collaborative arrangements in place to support the program**

There are currently no collaborative arrangements in place with programs on any other campus.

A suggestion was made that a dual master's degree in music therapy and mental health counseling be considered as a part of this proposal since such a degree is offered at other institutions. To that end, a complete review of every graduate music therapy program in the U.S. identified 3 dual programs of this kind out of a total of 38 programs. These programs are in the states of TX, PA, and MA. (See *Appendix 11.*) Licensure requirements differ from state to state, unlike certification which is typically national. All three of these programs are in states that base prerequisites for eligibility for the licensing exam in counseling on curricular content, meaning that they outline the areas that need to be included in a curriculum that a potential candidate completes. In addition, two of these programs, those in PA and MA, are in direct relation to requirements in surrounding states where music therapists working in state- or federally-funded agencies and facilities must have the minimum of a master's degree, and must obtain licensure as a Licensed Creative Arts Therapist, or LCAT. These curricula combine a traditional music therapy masters with supplemental counseling coursework to satisfy the LCAT prerequisites. In the state of Indiana, licensure as a mental health counselor (LMHC), the only applicable license and the one related to the Counseling Education program at PFW, has as its prerequisite that a candidate has graduated from a Master of Counseling program accredited by the CACREP, and further stipulates that an accredited program must be of 60 credits in counseling. So, to compare degree programs that lead to licensure in different states is problematic unless one understands the differences in licensure requirements.

Other schools which had planned on instituting dual degrees were contacted and asked about their progress towards these programs. These included Augsburg University, Loyola University, and Montclair University. In all three cases, the program directors indicated that proposals had not been successful to date because aligning curricular and licensure requirements was too difficult and resulted in programs with too many credits.

At this time, it does not seem plausible that a dual degree program that meets IN state licensure requirements is plausible, given that an individual would basically need to complete 100 graduate credits – more than is required for most doctoral degrees. And finally, mental health is only one area of practice in music therapy, and mental health services in Indiana are not currently widely available nor are they a priority within the Indiana healthcare mindset in general. It is highly unlikely that music therapists will come to PFW to complete this type of dual degree in order to continue practicing as a music therapist.

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

### **a. Credit Hours Required/Time To Completion**

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

There are two types of student who will potentially enter this program. The first is the student who has an undergraduate degree in music therapy. This student, in most cases, will already have the MT-BC credential and will have work experience as a professional music therapist. For students entering the MMT program with the MT-BC credential or a completed undergraduate degree in music therapy, 32 credit hours will be required for completion. These 32 credits, taken in full-time status, can be completed within two complete academic years, or five terms (fall, spring, summer, fall, spring).

The second type of student is one who does not have an undergraduate degree in music therapy and holds no designation as a professional music therapist. This type of student must complete coursework and clinical training to meet the AMTA Professional Competencies as well as the Advanced Competencies for the master's degree. This is referred to as a master's equivalency degree. For students entering under the equivalency option, 40 credits will be required for completion. At full-time status, these credits will require

seven terms (internship will necessarily account for two terms) and can be completed within three academic years.

*See Appendix 10: Credit Hours Required/Time To Completion, Detail*

### **c. Program Competencies or Learning Outcomes**

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

The learning outcomes for the proposed MMT degree program come directly from the AMTA Advanced Competencies on which the master's curriculum is required to be based. Those that apply to this proposed degree are as follows:

## **I. PROFESSIONAL PRACTICE**

### **A. Theory**

- 1.1 Apply comprehensive, in-depth knowledge of the foundations and principles of music therapy practice.
- 1.2 Differentiate the theoretical or treatment orientations of current models of music therapy.
- 1.3 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice, supervision, education and/or research.
- 1.4 Identify theoretical constructs from music therapy and related fields that underlie various clinical practices and research approaches.
- 1.5 Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.
- 1.6 Articulate and defend a personal philosophy, approach and/or theory to music therapy.

### **B. Clinical Practice**

#### **4.0 Advanced Clinical Skills**

- 4.1 Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation.
- 4.2 Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.
- 4.3 Understand the contraindications of music therapy for client populations served.
- 4.4 Understand the dynamics and processes of therapy from a variety of theoretical perspectives.
- 4.5 Utilize the dynamics and processes of various theoretical models in individual, dyadic, family and group music therapy.
- 4.6 Design or adapt assessment and evaluation procedures for various client populations.
- 4.7 Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients' strengths, needs and progress.
- 4.8 Design treatment programs for emerging client populations.
- 4.9 Employ one or more models of music therapy requiring advanced training.
- 4.10 Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context.
- 4.11 Assume the responsibilities of a primary therapist.
- 4.12 Relate clinical phenomena in music therapy to the broader treatment context.
- 4.13 Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.
- 4.14 Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.
- 4.15 Apply advanced skills in co-facilitating treatment with professionals from other disciplines.



4.16 Apply knowledge of social justice and disability studies in upholding the human rights of individuals served.

4.17 Understand the differential uses of the creative arts therapist and the roles of art, dance/movement, drama, psychodrama, and poetry therapy in relation to music therapy.

4.18 Recognize and apply comprehensive knowledge of contra-indications for music therapy interventions and seek consultation as indicated.

#### **D. Research**

6.1 Perform and evaluate the results of a comprehensive literature review to identify gaps in knowledge.

6.2 Translate theories, issues, and problems in clinical practice, supervision, administration, and higher education into meaningful research hypotheses or guiding questions.

6.3 Apply diverse research designs as appropriate to their intended uses.

6.4 Use various appropriate methods of data analysis.

6.5 Acknowledge one's biases and personal limitations related to research.

6.6 Identify funding sources and write grant proposals for funding research

6.7 Conduct research according to ethical principles for protection of human participants, including informed consent, assessment of risk and benefit, and participant selection.

6.8 Collect and analyze data using appropriate procedures to avoid or minimize potential confounding factors.

6.9 Collaborate with others, including non-music therapists, in conducting research.

6.10 Interpret and disseminate research results consistent with established standards of inquiry and reporting.

6.12 Evaluate research with regard to research questions and problems, methods, procedures, data collection, analysis, and conclusions.

## **II. PROFESSIONAL DEVELOPMENT**

### **B. Personal Development and Professional Role**

8.1 Utilize self-awareness and insight to deepen the client's process in music therapy.

8.2 Identify and address one's personal issues as may be relevant to the music therapy process.

8.3 Use personal reflection (e.g., journaling, artistic involvement, meditation, other spiritual pursuits).

8.4 Practice strategies for self-care.

8.5 Recognize limitations in competence and seek consultation.

8.6 Apply the principles of effective leadership.

8.7 Implement music therapy approaches based on knowledge of and sensitivity to the roles and meanings of musics in diverse cultures.

8.8 Work with culturally diverse populations, applying knowledge of how culture influences issues regarding identity formation, concepts of health and pathology, and understanding of the role of therapy.

8.9 Identify new applications of technology or develop new technologies for use in music therapy practice.

8.10 Stay apprised of current issues and trends in music therapy governance, ethics, scope of practice, certification and licensure.

#### **d. Assessment**

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

Assessment of students' mastery of the degree content will occur at various stages and will include both internal and external sources of evaluation. First, each course is designed to assist students in meeting the Advanced Professional Competencies (AMTA) upon which the curriculum is based; so, at the level of

each course, there will be evaluation of the extent to which a student is mastering the related competencies. Second, in clinical training, evaluation of clinical knowledge and skill will be made by clinical supervisors in community-based healthcare settings. Again, these will be based on specific clinical competencies outlined in the Advanced Professional Competencies document, but because the supervision will be by community-based professionals, this will constitute an external evaluation of the students' mastery and will occur at several points throughout the degree program. Third, for those students without the MT-BC credential, acceptance into and successful completion of a national roster internship program will be another external verification of the students' mastery. This will occur approximately 2/3 of the way through the curriculum. Fourth, the committee for master's thesis/clinical project will consist of outside faculty and community members with expertise in the area of the student's research or project. These individuals, along with the music therapy faculty person chairing the committee, will provide rigorous oversight and both internal and external evaluations of each student's mastery and preparation. For those students completing graduate study after earning the MT-BC credential, the thesis/clinical project will serve as the culminating evaluation. Finally, for those students without the MT-BC credential, successful passing of the national board certification exam will provide a culminating evaluation that is external and completely objective.

#### **e. Licensure and Certification**

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

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

This program will lead to the professional credential of MT-BC, music-therapist board certified, for those who are entering under the equivalency option. The national exam is administered by the Certification Board for Music Therapists, Inc. (CBMT), an NCCA organization, located in Downingtown, PA. For those entering with the MT-BC credential, no further certifications will be acquired.

#### **f. Placement of Graduates**

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

Graduates of this program will be prepared to take clinical music therapy positions requiring advanced level clinical skills in healthcare and educational settings. Examples of such positions include specialized hospital units such as cardiac care, NICU, PICU and ICU, organ transplant units, oncology, and hospice, and positions in education and child development agencies, such as the Department of Child Services and Child Protective Services. In addition, those following the infant, child, and adolescent specialization track will be qualified to become Medicaid waiver service providers and to work for childcare agencies that require specialized training in child health and welfare.

**•If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.**

While the intention of this degree program is not as a feeder to terminal degree programs, the graduates of this program will be solidly prepared to pursue Ph.D. studies in music therapy should they choose to do so because of the scholarly rigor of the curriculum, including the development of clinical research skills and in-depth knowledge and skill in a specialized area.

#### **g. Accreditation**

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

Accreditation through the National Association of Schools of Music (NASM) and approval by the American Music Therapy Association, Inc. (AMTA) will be sought. These will be sought at the time that approval for the degree program is granted. It is expected that NASM accreditation will be applied for and provisionally received during the first academic year of the program, as will approval by AMTA. Provisional approval will require a review by these bodies at 5 years, at which time full accreditation and approval are expected. Review for continued accreditation and approval will then fall into the existing timeline for the current music therapy undergraduate degree program and all music degrees in the School of Music.

**•Reason for seeking accreditation.**

In order for graduates to qualify to sit for the national board certification exam, the degree program must be approved by AMTA. Further, AMTA approval is predicated on successful accreditation by NASM; therefore, it is essential that this proposed degree program seek accreditation and approval from these bodies. Accreditation and approval also demonstrate to the public that the degree programs have and maintain an acceptable level of quality.

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

**•Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**

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

A projected headcount and FTE enrollment chart are included below. This proposed degree program will be offered only on the Purdue Fort Wayne campus.

**Table 3**  
**Projected Headcount and FTE Enrollment and Degrees Conferred (Questions #6)**

**Board of Trustees & ICHE Table**  
**Purdue FTW Campus**  
**Master of Music Therapy Degree Program**

	<b>Year #1</b> <b>FY 2021</b>	<b>Year # 2</b> <b>FY 2022</b>	<b>Year # 3</b> <b>FY 2023</b>	<b>Year # 4</b> <b>FY 2024</b>	<b>Year # 5</b> <b>FY 2025</b>
<b>Enrollment Projections (Headcount)</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>34</b>	<b>30</b>
<b>Enrollment Projections (FTE)</b>	<b>8</b>	<b>16</b>	<b>24</b>	<b>26</b>	<b>27</b>
<b>Degree Completions Projection</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>10</b>

CHE Code: 12-XX

Campus Code: XXXX

County: XXXX

Degree Level: XXX

CIP Code: Federal - 51.2305; State - 000000

## Appendix A

*This appendix includes the following:*

### Curriculum and Requirements

- 1.1 Admission Requirements
- 1.2 Curriculum Requirements
- 1.3 Sample Curriculum
- 1.4 Courses to be added

### 1.1 Admission Requirements

After meeting general requirements for admission to the PFW Graduate School, applicants for this proposed program must meet the following requirements:

- Completion of an undergraduate degree in music, or a closely related field with a music minor of 18 credits or more
- Submission of an application essay to demonstrate written communication skills
- Successfully pass a functional music skills audition, including performance on a primary instrument or voice, and demonstration of functional guitar, keyboard, and vocal skills at professional entry-level competency as defined by AMTA
- Successfully complete an interview with music therapy graduate faculty to assess verbal communication skills, social interaction skills, and understanding of the program demands
- For applicants without an undergraduate degree in music therapy, a minimum of 15 credits of undergraduate course work in human and social sciences, including courses in elementary psychology, abnormal psychology, and human biology
- For applicants without an undergraduate degree in music therapy and with no undergraduate course work in music therapy, completion of the MUSC 50000 Intensive Introduction to Music Therapy course (MUSC 50000 credits will not apply to the MMT credit requirement)
- A minimum TOEFL score of 79 for international applicants

### 1.2 Curriculum Requirements

The Master of Music Therapy degree program, intended for those students who already have the professional MT-BC credential or who have completed an undergraduate degree in music therapy, will require 32 credits in the following categories, including 6 credits of advanced clinical training:

- 22 credits – Music Therapy Core
- 10 credits – Specialized Track approved courses

The Master of Music Therapy with Equivalency degree program, intended for those students who do not have an undergraduate degree in music therapy, will require 40 credits in the following categories, including 4 credits of standard clinical training and 6 credits of advanced clinical training:

- 30 credits – Music Therapy Core
- 10 credits – Specialized Track approved courses

In the equivalency option, students are required to complete a 1040-hour clinical internship which accounts for 2 credits of the standard clinical training, or 1 credit each for two terms. While completing this fulltime clinical experience, the student will not be enrolled in additional classes as per the requirements of AMTA.

The requirements for the specialized tracks of Music Therapy and Integrative Medicine, and Music Therapy for Infants, Children, and Adolescents, will be met through special topics courses, electives, and focused clinical training beyond the core degree courses. The specialized tracks are necessarily flexible to allow for personalization of curriculum to meet the professional goals of the student.

### 1.3 Sample Curriculum

#### Master of Music Therapy (MMT)

-option for students with a completed undergraduate degree in music therapy and/or the MT-BC credential

<u>Core MMT Curriculum</u> (22 cr.)		Total Credits
MUSC 51000	Music Therapy in Medicine and Healthcare, 2 cr.	2
MUSC 51500	Clinical Practice in Music Therapy, 2 cr. x 2 sem	4
MUSC 51800	Topics in Music Therapy Ethics, 2 cr.	2
MUSC 52000	Music Psychotherapy, 2 cr.	2
MUSC 52500	Theories & Approaches in Music Therapy, 3 cr.	3
MUSC 53000	Music Therapy Research Methods I, 3 cr.	3
MUSC 53500	Music Therapy Research Methods II, 3 cr.	3
MUSC 55000	Music Therapy Thesis or Advanced Clinical Project, 3 cr.	3
<u>Specialized curriculum in Music Therapy in Integrative Medicine</u> (10 cr.)		
MUSC 54300	Advanced Practice I: Integrative Medicine, 2 cr.	2
MUSC 54400	Special Topics in Music Medicine, 2 cr.	2
Electives in approved music therapy or cognate area courses		6
<u>OR</u>		
<u>Specialized Curriculum in Music Therapy for Infants &amp; Children</u> (10 cr.)		
MUSC 54100	Music Therapy and Child Development, 2 cr.	2
MUSC 54300	Advanced Practice II: Infants, Children, & Adolescents, 2cr.	2
Electives in approved music therapy or cognate area courses		6
MMT degree credit total:		32

#### Master of Music Therapy with Equivalency (MMT/E)

-equivalency option for those students with no undergraduate music therapy degree or professional music therapy credential

<u>Core MMT Curriculum</u> (30 cr.)		Total Credits
MUSC 50500	Methods of Music Therapy I, 2 cr.	2
MUSC 50800	Methods of Music Therapy II, 2 cr.	2
MUSC 51000	Music Therapy in Medicine and Healthcare, 2 cr.	2
MUSC 51500	Clinical Practice in Music Therapy, 2 cr. x 2 sem	4
MUSC 51800	Topics in Music Therapy Ethics, 2 cr.	2
MUSC 52000	Music Psychotherapy, 2 cr.	2
MUSC 52500	Theories & Approaches in Music Therapy, 3 cr.	3
MUSC 53000	Music Therapy Research Methods I, 3 cr.	3
MUSC 53500	Music Therapy Research Methods II, 3 cr.	3
MUSC 54000	Intensive Music Therapy Practicum, 2 cr.	2
MUSC 54800	Clinical Internship, 2 cr.	2
MUSC 55000	Music Therapy Thesis or Advanced Clinical Project, 3 cr.	3

Specialized curriculum in Music Therapy in Integrative Medicine (10 cr.)

MUSC 54400	Special Topics in Music Medicine, 2 cr.	2
MUSC 54500	Advanced Practice II: Integrative Medicine, 2 cr.	2
	Electives in approved music therapy or cognate area courses	6

ORSpecialized Curriculum in Music Therapy for Infants, Children, & Adolescents (10 cr.)

MUSC 54100	Music Therapy and Child Development, 2 cr.	2
MUSC 54300	Advanced Practice I: Infants, Children, & Adolescents, 2 cr.	2
	Electives in approved music therapy or cognate area courses	6

MMT/E degree credit total: 40

**1.4 Courses**

All of the following courses have been fully approved through the Curriculog system.

***MUSC 50500 Methods of Music Therapy I, 2 cr.***

A comprehensive overview and in-depth exploration of receptive and re-creative music therapy methods. Application of receptive and re-creative methods from an integral thinking context will be examined in relation to clinical practice in various healthcare settings and with a variety of clientele. Research and professional literature on receptive and re-creative methods will be critiqued and will provide the basis for application into evidence-based clinical practice.

***MUSC 50800 Methods of Music Therapy II, 2 cr.***

A comprehensive overview and in-depth exploration of compositional and improvisational music therapy methods. Application of compositional and improvisational from an integral thinking context will be examined in relation to clinical practice in various healthcare settings and with a variety of clientele. Research and professional literature on receptive and re-creative methods will be critiqued and will provide the basis for application into evidence-based clinical practice.

***MUSC 51000 Music Therapy in Medicine & Healthcare, 2 cr.***

An advanced clinical practice course exploring applications of music therapy in medical and other healthcare settings. Current professional literature and research, along with clinical case studies, will be utilized for synthesis of evidence-based approaches into clinical applications that reflect best practice. Diagnostic information, assessment and evaluation approaches, and relevant medical terminology will be covered.

***MUSC 51500 Clinical Practice in Music Therapy, 2 cr.***

An applied practicum course in which students will develop and practice skill in music therapy assessment, implementation, and evaluation, under the supervision of a board-certified music therapist in a community-based medical or other healthcare setting. Includes a focus on developing reflexive practice and self-awareness in determining level of development in AMTA Professional and Advanced Clinical Competencies. May be repeated.

***MUSC 51800 Topics in Music Therapy Ethics, 2 cr.***

A varying topics course exploring various aspects of ethical music therapy thought and practice. The course will examine ethical decision-making focusing on topics such as clinical practice, multi- and cross-cultural issues, trauma-informed and responsive care, professional life, research and publication, business practice, and music therapy education, training, and supervision.

***MUSC 52000 Music Psychotherapy, 2 cr.***

Exploration of the four methods of music therapy within the context of music psychotherapy theory and practice. Special attention will be given to assessment, treatment, and evaluation of clinical responses to the psychotherapeutic needs of clients across the lifespan in medical and mental health settings. Includes an overview of professional and ethical issues related to music psychotherapy.

***MUSC 52500 Theories & Approaches in Music Therapy, 3 cr.***

Overview of philosophical and epistemological foundations of music therapy, and the related borrowed and indigenous approaches to clinical practice. Both traditional and emerging schools of thought will be explored through current professional literature with emphasis on integration into advanced clinical practice in a variety of clinical settings. Students will situate themselves within the spectrum of music therapy theoretical orientations.

***MUSC 53000 Music Therapy Research I, 3 cr.***

An in-depth overview of empirical, positivist research in music therapy, including epistemology, methodology, evaluation, and application. Current music therapy research literature design and methodology will be examined and critiqued, and statistical means of data analysis will be explored. Students will apply course content through the development of an empirical, positivist research proposal with related literature, based on their own clinical interests and experience, and contextualized in current music therapy literature.

***MUSC 53500 Music Therapy Research II, 3 cr.***

An in-depth overview of interpretivist and mixed methods research in music therapy, including epistemology, methodology, evaluation, and application. Current music therapy research literature design and methodology will be examined and critiqued, and researcher situatedness and bias will be explored. Students will apply course content through the development of an interpretivist or mixed methods research proposal with related literature, based on their own clinical interests and experience, and contextualized in current music therapy literature.

***MUSC 54000 Intensive Music Therapy Practicum, 2 cr.***

An applied clinical practice course focused on the development and advancement of skills in assessment, treatment implementation, evaluation, and termination in community-based healthcare settings under the direct supervision of a board-certified music therapist. Includes practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.

***MUSC 54100 Music Therapy and Child Development, 2 cr.***

Overview of child development through the lens of music, including developmental music benchmarks from psychological and educational orientations. Developmental models will be explored as the basis for various assessment procedures and treatment implementation strategies, and the impact of individual contexts, such as culture, trauma, and the family system will be highlighted.

***MUSC 54300 Advanced Practice I: Infants, Children, & Adolescents. 2 cr.***

An applied clinical practice course focused on the development of advanced clinical skills in assessment, treatment implementation, evaluation, and termination in settings serving infants, children and adolescents. Includes exploration of collaborative work with other child and family service professionals, practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.



***MUSC 54400 Special Topics in Music Medicine, 2 cr.***

A varying topics course exploring various aspects of music therapy practice in medical settings and healthcare. The course will explore advanced music therapy practice, focusing on topics such as chronic illnesses, pain management, NICU practice, ICU and CCU practice, neurology, and palliative and end of life care, in order to develop knowledge and skill in advanced practice settings and with clientele requiring specialized treatment.

***MUSC 54500 Advanced Practice II: Integrative Medicine, 2 cr.***

An applied clinical practice course focused on the development of advanced clinical skills in assessment, treatment implementation, evaluation, and termination in settings providing integrative medical treatment. Includes exploration of collaborative work with other medical professionals, practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.

***MUSC 54800 Music Therapy Clinical Internship, 2 cr.***

Completion of a National Roster Music Therapy Internship Program approved by the American Music Therapy Association (AMTA), or a university-based internship meeting the AMTA internship program requirements. Internship range from 900-1040 hours, based on completion of pre-internship practicum hours, to reach a total of 1200 clinical training hours. Must be completed prior to advanced practice clinical courses (MUSC 54300 and 54500).

***MUSC 55000 Music Therapy Thesis or Advanced Clinical Project, 3 cr.***

A culminating thesis or clinical project completed in independent study format with intensive faculty guidance. Includes learning contract, review of literature, research or clinical project development and implementation, and preparation of final report, with feedback and support given by faculty committee.

## **Appendix B**

### Faculty and Administrators

#### **Administration**

College of Visual and Performing Arts  
John O'Connell, Dean

School of Music  
Gregory R. Jones, D.M.A., Director

#### **Faculty**

Nancy A. Jackson, Ph.D., MT-BC  
Associate Professor/Director of Music Therapy  
Ph.D. in Music Therapy – Temple University, Philadelphia, PA – 2008  
Master of Music Therapy – Temple University, Philadelphia, PA – 2004  
Bachelor of Fine Arts in Music Therapy – University of Wisconsin-Milwaukee, Milwaukee WI – 1991  
CBMT certificant #04183  
Clinical experience – 30 years  
Areas of expertise: mental health, medicine, chronic illness, aging  
Specialized advanced training: BMGIM, MARI

Eileen Garwood, Ph.D., MT-BC  
Clinical Instructor  
Ph.D. in Music Therapy – Temple University, Philadelphia, PA – 2013  
Master of Music Therapy – Temple University, Philadelphia, PA – 2002  
Bachelor of Science in Music Therapy - Nazareth College, Rochester, NY - 1986  
CBMT certificant #01332  
Clinical experience – 30+ years  
Areas of expertise: school settings; intellectual and developmental disabilities; pediatric end-of-life care  
Specialized advanced training: BMGIM, DIR/Floortime

*Appendix 1: Institutional Rationale, Detail*

All documents related to the Purdue University Fort Wayne Strategic Plan process which is currently underway are available through the following link:

***<https://www.pfw.edu/strategic-plan/index.html>***

The specific focus group report cited in this proposal:

**[https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl\\_4brMZaOho\\_0gioJ-DVda?dl=0](https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl_4brMZaOho_0gioJ-DVda?dl=0)**

The current draft of the newest strategic plan is included here:

## Purdue University Fort Wayne—Strategic Plan

September 26, 2019

**Who We Are** We are Purdue University Fort Wayne, northeast Indiana’s comprehensive metropolitan public university.

**Our Mission** We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

**Our Core Values** Students First  
Excellence  
Innovation  
Diversity and Inclusion Engagement<sup>1</sup>

**Our Vision** Empower every person, every day, to improve our world.

We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

**Our Aspirations** Champion Student Success  
  
Enhance Quality of Place  
  
Embrace Diversity, Equity, and Inclusion  
  
Promote Community Engagement

### Champion Student Success

We will prepare students for academic, personal, and professional success. Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.

#### **Objective 1: Improve student learning.**

Measure: Increase the number of faculty who have redesigned their courses using demonstrably effective teaching and learning strategies by 20 percent by 2023.

##### Strategic Activities

- 1.1. Increase the use of active learning strategies and [High-Impact Practices](#) in high-enrolling and gateway courses and in online and hybrid courses.

#### **Objective 2: Increase student retention.**

Measure 1: Increase retention, graduation, and course completion rates.

Strategic Activities

- 2.1. Revise our General Education program to create a more consistent and supportive experience for first-year students.

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1. A list of expected behaviors to support our core values can be found on page 5.

- 2.2. Develop financial aid and assistance programs that make attending full-time a financially viable option, emphasize need, and support students at all stages of their academic careers.

**Objective 3: Build and integrate more robust academic advising into students' educational experience.**

Measure: Percentage of students who respond positively that advisors are utilizing best practices in supporting student academic success and career preparedness.

Strategic Activities

- 3.1. Develop a university advising model informed by the assessment of current advising practices, benchmarking of successful institutions, and advising best practices.
- 3.2. Invest in the technology necessary to support data-informed advising and interventions.

**Objective 4: Increase students' engagement with university life and invest in their holistic development.**

Measure: Increase in student engagement in campus life and utilization of campus support resources.

Strategic Activities

- 4.1. Expand resources and raise awareness of mental health and other health services on campus, including training faculty to be better equipped to identify and refer students to available resources.

## Enhance Quality of Place

We will make Purdue University Fort Wayne an employer and university of choice—a place where all students, staff, and faculty feel valued and empowered. We will create pride in our campus, which will foster our growth and advance our reputation.

**Objective 1: Attract and retain high-quality students, staff, and faculty.**

Measure: Growth in student enrollment and employee satisfaction on national benchmarking surveys.

Strategic Activities

- 1.1. Strengthen our reputation for the quality of student experience and career preparedness, leading to growth in enrollment.
- 1.2. Increase support for academic freedom; faculty research, scholarship, and creative endeavor; and staff professional development to help all employees achieve their maximum potential.

**Objective 2: Make our grounds and facilities inviting to the campus and surrounding communities.**

Measure: Be named to a list of best campuses on a state or national college magazine or website.

#### Strategic Activities

- 2.1. Invest in the physical and technological infrastructure necessary to facilitate excellence in teaching and research, scholarship, and creative endeavor.

### **Objective 3: Offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.**

Measure: Growth in programming and student, staff, faculty, alumni, and community participation in on-campus events.

#### Strategic Activities

- 3.1. Enhance the promotion of Purdue University Fort Wayne's arts, athletics, intellectual, cultural, and educational programming to attract diverse audiences and increase participation by students, staff, faculty, alumni, and the community.
- 3.2. Create opportunities for relationship and community building among students, staff, and faculty from across the university.

## **Embrace Diversity, Equity, and Inclusion**

We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path. We will create an atmosphere that values diversity of thought, experience, identity, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers that provide equal access and opportunity to all.

### **Objective 1: Cultivate an affirming campus climate that embraces a culture of mutual understanding, equity, and respect.**

Measure: Campus Climate Survey and Intercultural Development Inventory assessment.

#### Strategic Activities

- 1.1. Conduct a campus climate survey and use the results to drive activities that develop cultural competency and an appreciation for diversity in all its forms.
- 1.2. Create a support structure, including a leadership position, support staff, and requisite funding, to promote and advance diversity, equity, and inclusion (DEI) initiatives across campus and in each unit.
- 1.3. Develop and implement an institutional DEI plan and unit-level DEI plans initiated by units.

### **Objective 2: Pursue internationalization of the student educational experience.**

Measure: Growth in number of courses with demonstrated international and DEI content.

#### Strategic Activities

- 2.1. Assess current curriculum to ensure diverse offerings with international content and focus and encourage teaching and programming that includes diversity, equity, and inclusion.

**Objective 3: Develop university recruitment, retention, and graduation initiatives to improve diversity and inclusion on campus and reduce the achievement gap for diverse populations.** Measure: Diversity of new student population, total student population, and graduating student population.

Strategic Activities

- 3.1. Develop recruitment, retention, and graduation initiatives designed to support underrepresented and diverse populations.

## Promote Community Engagement

We will actively pursue community engagement through partnerships, structures, policies, and programs that support sharing and reciprocity with regional, state, national, and global constituents, and that emphasize the creation, integration, transfer, and application of knowledge for the benefit of everyone.

**Objective 1: Establish an organizational structure that supports and encourages community engagement by students, staff, faculty, and alumni.**

Measure: Number of students, staff, and faculty who participate in community-engagement activities; number of community-engagement projects.

Strategic Activities

- 1.1. Restructure and expand the Office of Engagement as an active, results-oriented unit that provides a broad spectrum of support functions to the university, including research and scholarship, administrative support, project funds, and assessment.

**Objective 2: Partner with organizations and the public at-large to provide value in the following domains:**

Economic Development: Positively impact communities in northeast Indiana and beyond in developing vibrant economies by supporting our regional business community, resulting in the creation and retention of high-skill and high-wage jobs. The university plays a key role in business retention, attraction, and expansion efforts through applied research, technology development, and other economic engagements.

Human Capital Development and Social Mobility: Develop the human capital within northeast Indiana and the state of Indiana through the delivery of relevant degree and nondegree educational programs to build skill sets in target groups and contribute to lifelong learning opportunities. Promote social mobility through the delivery of educational programs and experiences that benefit the populations of our region.

Social and Cultural Development: Positively impact the development of the communities in our region, supporting the goal of northeast Indiana becoming a place of choice to live for both current and prospective residents. The campus can provide a wide range of educational, cultural, and recreational programming, as well as international educational experiences for the community, allowing residents to appreciate social and cultural diversity in an interconnected world.

Health and Well-being: The campus makes significant contributions to the health and well-being of people in northeast Indiana and beyond through relevant applied research projects, educational programs, community service, and activities.

Environmental Sustainability: Positively impact the environment of the region, state, and beyond through responsible environmental stewardship, research, and educational programs. Measure: Annually increase the number of community partners, engagement projects, and campus events open to the public and the revenue generated by community-engagement projects.

### Strategic Activities

- 2.1. Establish new community partnerships at each level of engagement:
  - Presence: Showing up and being seen.
    - Connections: Knowing people in the community and people in the community knowing us.
  - Activity/Project/Event: Working with community partners to carry out activities, projects, and events.
  - Relationships: The culmination of the previous levels; results in ongoing collaboration and mutual benefit.
- 2.2. Develop undergraduate and graduate programs that drive economic development and social mobility.
- 2.3. Increase community-campus collaborations, including hosting and operating more events open to the public.

### **Objective 3: Students, staff, and faculty engage with the community through curricular, cocurricular, and volunteer experiences designed to enrich the student experience and transform student learning.**

Measure: Number of students engaged in volunteer; service-learning; and engaged, experiential learning experiences, and the impact of these activities on the student experience and student learning.

### Strategic Activities

- 3.1. Make community engagement a distinguishing attribute of the Purdue University Fort Wayne student experience.

### **Expected Behaviors to Support Our Core Values**

<b>Core Values</b>	<b>Expected Behaviors</b>
Students First	<ul style="list-style-type: none"> <li>• Consider all strategic decisions from the perspective of student impact.</li> <li>• Support programs and teaching pedagogies that advance student learning and success.</li> <li>• Foster a campus environment dedicated to the growth and well-being of the whole person.</li> <li>• Recruit and retain highly qualified faculty and staff with a commitment to students.</li> </ul>
Excellence	<ul style="list-style-type: none"> <li>• Achieve the highest standards of performance and outcomes in teaching, learning, research, service, and engagement.</li> <li>• Empower faculty, staff, and students to embrace bold thinking to pursue excellence.</li> <li>• Accept accountability for advancing toward excellence.</li> <li>• Promote a culture of continuous improvement in all we do.</li> </ul>



Innovation	<ul style="list-style-type: none"> <li>• Advance research, scholarship, and creative endeavor.</li> <li>• Value and encourage the pursuit of new ideas, entrepreneurial thinking, and interdisciplinary collaboration.</li> <li>• Pioneer innovations in teaching and student support that increase access, learning, and success.</li> <li>• Create diverse cultural, educational, and enrichment programming.</li> </ul>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>• Recognize the value of diverse perspectives and backgrounds.</li> <li>• Create an environment that is welcoming, respectful, and inclusive of all, both within and beyond the classroom.</li> <li>• Foster multicultural experiences and global engagement.</li> <li>• Provide equal opportunities and services to all.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Promote a culture of student, staff, and faculty participation in university activities, events, and decision-making.</li> <li>• Anticipate and address internal- and external-stakeholder needs.</li> <li>• Pursue collaborations that respond to current and emerging issues and opportunities</li> <li>• Establish mutually beneficial partnerships between campus and communities.</li> </ul>

### Learn More

You can find more information about our strategic planning process, including data collected, draft documents, and feedback reports, at [pfw.edu/strategic-plan](http://pfw.edu/strategic-plan).

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

Sites from which information regarding national and state labor statistics were procured are available at:

<http://www.bls.gov/oes/current/oes291129.htm>

Occupation		2016			2026				
Code	Title	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change	Employment change
29-1120	Therapists	546.1	2.7	75.5	685.0	2.8	78.1	25.4	138.8
29-1122	Occupational therapists	101.0	0.5	77.4	126.4	0.5	80.0	25.1	25.4
29-1123	Physical therapists	205.7	1.0	85.8	263.2	1.1	87.8	27.9	57.4
29-1124	Radiation therapists	17.4	0.1	91.2	19.5	0.1	91.6	12.3	2.1
29-1125	Recreational therapists	15.1	0.1	78.6	16.1	0.1	78.9	6.9	1.0
29-1126	Respiratory therapists	121.5	0.6	93.4	151.7	0.6	94.5	24.8	30.1
29-1127	Speech-language pathologists	70.0	0.3	48.2	89.7	0.4	52.6	28.2	19.7
29-1128	Exercise physiologists	5.9	0.0	38.7	6.7	0.0	39.2	14.3	0.8
29-1129	Therapists, all other	9.6	0.0	39.7	11.7	0.0	40.5	22.0	2.1

<http://www.hoosierdata.in.gov/FD/landing.aspx>

## Statewide Occupation Projections (2016-2026)

Indiana's 2016 and projected 2026 employment, job openings, education, training, and wages.

Select Filters:

Search by Occupation Keyword (e.g. Engineer)  
Contains "therapist"

Career Cluster  
All

Indiana Education Value  
All

Typical Training  
All

INDemand Ranking  
All

Avg. Annual Earnings  
N/A to \$273,570  
and Null values



Regional projections coming soon!

Check back Fall 2018 to view occupation projections by Indiana's Economic Growth Regions (EGRs) as displayed on the map.

Occupation	Indiana Education Value	Typical Training	INDemand Rating	Avg. Annual Wage	Growth Openings	Openings from Exits	Openings from Transfers	Total Openings
Marriage and Family Therapists	Bachelor's	Internship/residency	★★★	\$44,920	174	295	524	993
Massage Therapists	Certificate/Some college	None	★★★★	\$52,650	580	1,793	983	3,356
Occupational Therapists	Advanced	None	★★★★	\$79,490	646	607	815	2,068
Physical Therapist Aides	Associate's	On-the-job, Short	★★★	\$27,260	197	331	556	1,084
Physical Therapist Assistants	Associate's	None	★★★★	\$55,800	699	1,110	1,865	3,674
Physical Therapists	Advanced	None	★★★★★	\$82,190	1,208	997	1,077	3,282
Radiation Therapists	Bachelor's	None	★★★	\$80,830	53	115	97	265
Recreational Therapists	Bachelor's	None	★★★	\$40,100	45	125	114	284
Respiratory Therapists	Associate's	None	★★★★	\$54,130	979	1,043	1,006	3,028
Therapists, All Other	Bachelor's	None	★★★★	\$43,110	375	350	422	1,147

Note: Occupational openings may not sum to statewide total due to suppression of confidential numbers.  
Powered by the Indiana Department of Workforce Development

The AMTA workforce analysis surveys from years 2007, 2012, and 2017 are in booklet form and not conducive to copying here. They are available in a shared Dropbox folder accessible through this link:

[https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl\\_4brMZaOho\\_0gioJ-DVda?dl=0](https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl_4brMZaOho_0gioJ-DVda?dl=0)

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

	2017	2012	2007
<b>Indiana</b>			
<b># of MTs</b>	<b>146</b>	<b>112</b>	<b>69</b>
<b>Average Salary</b>	<b>47,204.00</b>	<b>45,179.00</b>	<b>37,074.00</b>
Ohio			
# of MTs	211	172	143
Average Salary	45,854.00	45,370.00	40,336.00
Illinois			
# of MTs	157	122	122
Average Salary	54,000.00	53,323.00	44,829.00
Michigan			
# of MTs	97	119	109
Average Salary	55,889.00	50,621.00	50,281.00
Kentucky			
# of MTs	52	30	22
Average Salary	56,286.00	49,167.00	41,33.00

The AMTA workforce analysis surveys from years 2007, 2012, and 2017 are available in a shared Dropbox folder accessible through this link:

[https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl\\_4brMZaOho\\_0gioJ-DVda?dl=0](https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl_4brMZaOho_0gioJ-DVda?dl=0)

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

The analysis on available jobs was completed using the following websites. Please note that the information on these websites change on a daily basis.

**www.glassdoor.com**

**www.monster.com**

**www.indeed.com**

<b>March, 2019</b>							
Source	Total	Required	Preferred	IN Total	IN Required	IN Preferred	MT-BC
Music Therapy-specific Site Job Postings							
AMTA	127	13	22	24	3	7	9
AIMT	-	-	-	26	3	5	10
Music Therapist Postings in General Job Search Sites							
Glassdoor.com	100+	7	18	11	0	0	9
Monster.com	100+	6	13	5	2	1	2
Indeed.com	-	-	-	22	5	2	9
<b>June, 2018</b>							
Source	Total	Required	Preferred	IN Total	IN Required	IN Preferred	MT-BC
Music Therapy-specific Site Job Postings							
AMTA	136	15	26	27	5	7	11
AIMT	-	-	-	29	4	8	10
Music Therapist Postings in General Job Search Sites							
Glassdoor.com	100+	12	22	12	0	3	4
Monster.com	100+	8	12	6	1	1	1
Indeed.com	-	-	-	23	4	4	7

*Note:* “Required” refers to job postings in which the requirements identify the master’s degree level, and “Preferred” refers to those that states that the master’s degree level is preferred. “MT-BC” refers to those job postings that require the MT-BC credential in place of specifying an educational degree level. “100+” indicated that there were more than 100 music therapy job postings available on the site. In these cases, only the first 100 listed postings were included in this analysis.

The full statistics report from the current student survey is available in a shared Dropbox folder accessible through this link:

[https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl\\_4brMZaOho\\_0gioJ-DVda?dl=0](https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl_4brMZaOho_0gioJ-DVda?dl=0)

*Appendix 5: Letters of Support, Detail*

Fort Wayne Area Education and Healthcare Support

Michael Mirro, MD, Senior VP Parkview Health System, Parkview Mirro Center for Research and Innovation, and Indiana University Board of Trustees

Fen-Lei Chang, M.D., Ph.D., Associate Dean and Director of the IU School of Medicine Fort Wayne

Hon. Charles F. Pratt, Justice of the Allen County Juvenile Court, Fort Wayne, IN

Angela Lasalle, M.D., Director of Integrative Medicine, Parkview Health System, Fort Wayne, IN

Bradley A. Tieszen, Vice President - Operations, Parkview Physicians Group-Integrative Medicine, Fort Wayne, IN

Denise Hughes, RN, Chief Program Officer, Turnstone Center for Adults & Children with Disabilities, Fort Wayne, IN

Local and State Music Therapy Support

Lindsay Oldham Wright, MT-BC, Executive Director of Music Therapy, Opportunities for Positive Growth, Fishers, IN

Allison Thomas, MT-BC, Owner, Mainstay Music Therapy, Fort Wayne, IN

Emily Paar, MT-BC, Music Therapist, Visiting Nurse, Fort Wayne, IN

Cassandra Haines, MT-BC, Music Therapist, Peyton Manning Children's Hospital, Indianapolis, IN

Profession Support

Lee Grossman, CAE, Executive Director, American Music Therapy Association, Inc. Silver Spring, MD



# PARKVIEW MIRRO CENTER

FOR RESEARCH AND INNOVATION

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March 6, 2019

Gregory Jones PhD  
Director; Purdue FW School of Music

RE: Masters in Music Therapy

Dear Professor Jones,

The purpose of this letter is to indicate our enthusiastic support for the P-FW School of Music to offer a Master Degree in music therapy.

The need for music therapists has grown substantially in our region with the important clinical needs of our patients at Parkview and beyond. The significant impact that therapist have on our patients that result in enhanced clinical outcomes is clear. Beyond our system, music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Many healthcare settings (e.g. hospice and palliative care; oncology; NICU; mental health) require the knowledge and skills that only music therapists who have advanced level education and training can provide.

Regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy, something that was rare even 10 years ago.

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for more than 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. Music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.







As the lead clinical research scientist in the region, our team at Parkview feels very strongly in moving forward with this program.

Please reach out if we can support at ICHE.

Sincerely,

A handwritten signature in black ink that reads "Michael J. Mirro MD".

Michael J Mirro MD, FACC, FHRS, FAHA  
Senior VP Parkview Health System  
Chief Academic – Research Officer  
Phone: 260-266-7750  
Email: Michael.Mirro@parkview.com



Chairman, Board of Trustees, Indiana University.



MJM/bsm

CC: Ron Elsenbaumer, Chancellor  
Mitch Daniels, President



**INDIANA UNIVERSITY**  
**SCHOOL OF MEDICINE-FORT WAYNE**

January 28, 2019

Dr. Gregory Jones  
Purdue University Fort Wayne School of Music  
2101 E. Coliseum Blvd.  
Fort Wayne, IN 46805

Dear Dr. Jones,

I am writing in support of establishing a Master of Music Therapy degree program at Purdue University Fort Wayne School of Music. This program would be an excellent addition to the School of Music and for the healthcare needs of northeast Indiana.

In northeast Indiana we continue to strive to meet the healthcare needs of the region through innovative treatments and technology. One of the therapies most sought after by healthcare facilities, service providers and caregivers is music therapy, as it has been shown to address emotional, cognitive and social needs of patients and improve health outcomes.

While the School of Music at Purdue University Fort Wayne has an excellent record of accomplishment with the Bachelor of Science in Music Therapy program, graduates have had to seek programs outside of our community to obtain the master's degree.

Regulatory changes in health care have led to the increasing need for a graduate degree to practice music therapy. According to the American Music Therapy Association, at least 25% of job announcements in the field of music therapy require that candidates have a master's degree in music therapy. This is likely to increase to be a requirement for future job postings in this field.



**INDIANA UNIVERSITY**  
**SCHOOL OF MEDICINE-FORT WAYNE**

The establishment of the Master of Music Therapy degree program at Purdue University Fort Wayne School of Music will provide the advanced training needed for practice as well as elevate the significance of music therapy services in northeast Indiana.

As a practicing physician leader in our community, I have been involved in music therapy in elderly patients affected by Parkinson disease and various dementia. I am confident that the Master of Music Therapy degree program will enhance patient care/support and the wellbeing of our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Fen-Lei Chang MD PhD".

Fen-Lei Chang, MD, PhD  
Professor of Neurology  
Associate Dean and Director, IU School of Medicine-Fort Wayne  
Chair, IU Fort Wayne Executive Committee  
Medical Director, Parkview Neuroscience





**ALLEN SUPERIOR COURT**  
FORT WAYNE, INDIANA

Judge  
CHARLES F. PRATT

January 7, 2019

Dr. Gregory Jones, Director  
School of Music  
Purdue University Fort Wayne  
2101 E. Coliseum Boulevard  
Fort Wayne, IN 46805-1499

Dear Dr. Jones,

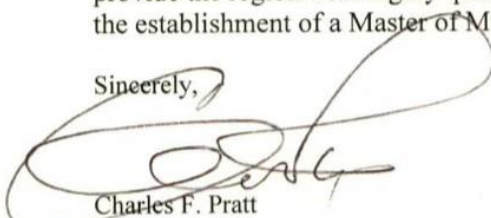
I am writing in support of establishing a Master of Music Therapy degree program in the Purdue Fort Wayne (PFW) School of Music. As the Northeast Indiana region continues to strive to meet the healthcare needs of its citizens (including those involved in the court system) using the best technology and most cutting edge treatment approaches available, music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Many of these healthcare settings (e.g. hospice and palliative care; oncology; NICU; mental health) require the knowledge and skills that only music therapists who have advanced level education and training can provide. A number of regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy, something that was rare even 10 years ago.

Allen Superior Court, Family Relations Division, as part of its Mental Health Specialty Track, routinely refers both parents and children to mental health care services in our community. Research suggests that significant positive outcomes could be achieved by providing music therapy services to those involved in CHINS (Children in Need of Services) cases. The court currently uses several existing mental health services providers. We would like to see those existing partners consider employing more music therapists, especially master's level therapists, and also create some new partnerships with other agencies retaining Masters level music therapists. The availability of this degree in Fort Wayne will encourage music therapists to remain in the community as they seek advanced training, as well as to elevate the quantity and quality of music therapy services that are available to the Northeastern Indiana community. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

PFW has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. These graduates have not only gone on to provide high quality clinical services for citizens in the Northeast Indiana area, but have established thriving music therapy businesses in the community, have been approved as Medicaid Waiver service providers throughout the state, have filled healthcare administrative and clinical positions throughout the state, and can be found working as supervisors and clinicians in a broad array of healthcare settings throughout the country. Unfortunately, IPFW graduates have had to go to schools outside of the region for the master of music therapy degree they needed in order to qualify for some of these positions.

Given its excellent track record of success and its many relationships with healthcare facilities and services in the Fort Wayne and surrounding areas, Purdue Fort Wayne is poised and ready to provide the region with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program.

Sincerely,



Charles F. Pratt  
Judge

CC: Dr. Nancy Jackson



March 4, 2019

Dear Dr. Gregory Jones, Director, Purdue University Fort Wayne School of Music,

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

Music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Within Parkview Health System, we have many specialties that are in great need of the services of Music Therapists, especially those with advanced training. Currently we have both training opportunities and clinical need within Integrative Medicine, Neurology and could easily expand into Pain Management, Oncology, Physical Medicine and Rehabilitation and many other departments.

Dr. Fen Lei Chang, chairman of Neurology and myself, Medical Director of Integrative Medicine, are committed to building preceptorships and future research opportunities for the Music Therapy department. It is our desire to see Purdue Fort Wayne to expand into graduate studies so that we may have the assistance of graduate level music therapists to provide clinical services to our more complex patient populations. Discussions are already happening within our health system regarding Music Therapy and the roles that the graduate students could have within our care teams and we are excited about the possibilities.

The Purdue Fort Wayne program has a longstanding track record of excellence in the field of Music Therapy, and it would be appropriate and desired to expand this program to offer graduate training. The availability of this degree in Fort Wayne will encourage music therapists in the community to remain in the community and allow us, as clinicians, to provide a higher level of quality in our patient care.

I am asking your assistance in expediting the approval of this program. As an alumna of Purdue Fort Wayne (formerly IPFW), I have had the opportunity to interact with the Music Therapy students since 1983, and have known Dr. Nancy Jackson since 2005. I have complete confidence that Purdue Fort Wayne has both the reputation and resources to build an outstanding graduate program, and I am pleased to offer my assistance and support to this effort.

Sincerely,

Angela Dye LaSalle, MD, DABFM, ABoIM

Medical Director Parkview Physician's Group Integrative Medicine





2/15/19

Dr. Gregory Jones  
Director  
Purdue University Fort Wayne School of Music

Re: Purdue FW Master of Music Therapy Program

Dr. Jones,

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

In my current leadership role at Parkview Physician Group, I have experienced first-hand the positive impact & effect of music. For young people in the hospital, simply being there can be a frightening and terrifying experience, let alone fighting cancer or another serious illness. A one side-effect of being in the hospital is stress, which in itself can cause health problems. Some of the common symptoms of stress are: headaches, muscle tension or pain & fatigue. Stress can also effect the mood and result in anxiety, irritability & feeling overwhelmed.

One of the best remedies for stress is music. Music is often linked to moods and certain songs can make individuals feel a variety of emotions from happy, calm, energetic or relaxed. According to Psychology Today, "All forms of music may have therapeutic effects".

At Parkview Physicians Group, the establishment of a Master of Music Therapy degree program locally will enable and add research capability to our current wellness programs that are in existence throughout our various service lines, such as neurosciences, behavioral health & medical specialties.

Also, Northeast Indiana region continues to strive to meet the healthcare needs of its citizens using the best technology and most cutting edge treatment approaches available and music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for more than 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists.

At Parkview Health, we believe in serving the community through Excellent Care, Every Person and Every Day. A Purdue FW Master of Music Therapy Program will certainly serve to the benefit of the community and provide for excellence in the health care setting for generations to come.

Respectfully,

Bradley A. Tieszen, MPA, CMPE  
Vice President, Operations  
Parkview Physicians Group-Integrative Medicine  
260-373-7872  
Bradley.Tieszen@parkview.com



March 19, 2019

Dr. Gregory Jones, Director,  
Purdue University Fort Wayne School of Music:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

At Turnstone we have had the privilege of working with the faculty and students from the School of Music, specifically the Music Therapy program through Purdue FW. The clients in our Adult Day Service and our Memory Care Program look forward to the student sessions. The Turnstone staff has noticed a visible positive impact on the clients, following the music therapy sessions.

Northeast Indiana continues to strive to meet the healthcare needs of the community utilizing the best technology and cutting edge treatment approaches available. With a Master of Music Therapy degree program located at Purdue FW, Turnstone could continue to participate as an organization welcoming students with internships, programs for applied skill development and research. Music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

Turnstone appreciates the opportunity to lend our support to the Master of Music Therapy degree program.

Please do not hesitate to contact me if I can be of any further assistance,

Sincerely,

Denise R. Hughes  
Chief Program Officer  
260-483-2100, x 227  
[DeniseH@turnstone.org](mailto:DeniseH@turnstone.org)

Turnstone  
33220 North Clinton St.  
Fort Wayne, IN 46805





10080 East 121<sup>st</sup> Street  
 Suite 112  
 Fishers, IN 46037  
 317-813-1780  
 (Fax) 317-813-1788  
 www.opgrowth.com

February 15, 2019

Dr. Gregory Jones, Director  
 Purdue University Fort Wayne School of Music  
 2101 E. Coliseum Boulevard  
 Fort Wayne, IN 46805-1499

Dr. Gregory Jones:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music. I lead a department of occupational therapists, employment specialists, and twenty-three music therapists. As we look to diversify our funding, populations, and services, we hope to reach into new healthcare settings. Many of these settings would benefit from a masters-level music therapist due to the complexity of the work and we currently employ only four Master-level MT-BC's as well as two MT-BC's currently enrolled in distance graduate level programs.

Purdue FW (Formerly known as IPFW) has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. I finished my music therapy coursework at IPFW back in 2007 and have gone on to lead a large department serving around 700 Indiana residents on an ongoing basis. I have often considered pursuing a graduate degree, but would need to look elsewhere for the Master of Music Therapy degree as many of those in my IPFW cohort have done.

Given its excellent track record of success and its many relationships with healthcare facilities and services in the Fort Wayne and surrounding areas, Purdue FW is poised and ready to provide the state with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program. The availability of this degree in Fort Wayne will encourage music therapists working at Opportunities for Positive Growth to remain in our workforce as they seek advanced training, as well as to elevate the quantity and

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10080 East 121<sup>st</sup> Street  
Suite 112  
Fishers, IN 46037  
317-813-1780  
(Fax) 317-813-1788  
[www.opgrowth.com](http://www.opgrowth.com)

---

quality of music therapy services that are available through our company and to the community as a whole. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that Indiana residents are receiving the best cutting-edge, evidence-based healthcare services possible.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lindsey Wright", is written over a light blue rectangular background.

Lindsey Wright, MT-BC  
Executive Director of Therapies and Advancement  
Opportunities for Positive Growth, Inc.

*Inspiring people in the pursuit of a rewarding life*



Mainstay Music Therapy, Inc.  
10812 Coldwater Rd, Ste. 400  
Fort Wayne IN 46845

---

2/18/19

To whom it may concern:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne School of Music. As both a graduate of Indiana-Purdue University Fort Wayne music therapy undergraduate program and as a local employer of music therapists, I have a unique viewpoint of the need for a more advanced degree program for music therapists in this area. My company's music therapy services are increasingly being sought out by healthcare settings (e.g. hospice and palliative care; NICU; mental health; geriatric; developmental health) in our community, and we do not currently have enough skilled therapists to cover these requests. Many of these settings require the knowledge and skills that only music therapists who have advanced level education and training can provide. A number of regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy.

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. Many graduates, like myself, have gone on to establish thriving music therapy businesses, and others have filled music therapy positions in hospitals, hospice settings, nursing homes and forensic and mental health settings. It has been unfortunate for me to see colleagues who have contributed significantly to our community, leave this region to seek out the master of music therapy degree they needed in order to qualify for the positions which they desire.

Purdue FW is poised and ready to provide the region with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program. The availability of this degree in Fort Wayne will encourage music therapists in the community to remain here as they seek advanced training, as well as to elevate the quantity and quality of music therapy services that are available to the Northeastern Indiana community. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

Sincerely,

*Allison Thomas, MT-BC*

Allison Thomas, MT-BC

CEO/Music Therapist

260-409-8246

Allison@MainstayMusicTherapy.com

Mainstay Music Therapy, Inc.  
www.mainstaymusictherapy.com  
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 Phone (260) 435-3222 • Fax (260) 435-3235  
 www.vnfw.org • mail@vnfw.org

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 and ensure quality of life for those affected by serious illness.



Dr. Gregory Jones, Director, Purdue University Fort Wayne School of Music

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music. I am a graduate of IPFW, with a Bachelor of Science in Music Therapy. I began my career in music therapy at Visiting Nurse Hospice. After acclimating to a full-time music therapy position and entering into the professional world, it became apparent that there was so much more to know. I attended conferences and sought guidance from advanced music therapy practitioners. Ultimately, I decided that it was worthwhile to find a master's program, which would help to further prepare me for the intimate and quite complicated landscape of hospice care. I have been attending Augsburg University, in Minneapolis, MN, for over two years now. The depth and breadth of music therapy literature and research is constantly amazing me. Music therapy, especially in healthcare and counseling settings, requires advanced training, that a bachelor's degree can not possibly cover.

I believe in the Music Therapy program at PFW, and I think it is both timely and necessary that they create a Master of Music Therapy program. While the bachelor program provides a wonderful beginning entry point to music therapy work, a master's program would help to explore the deep impact and extensive possibilities of this work. Developing a master's program would help to support the many music therapists, in this region, who desire continuing education, but are unable to travel out of state to acquire it. The music therapy profession continues to grow and the acceptance, understanding and need for it continues to expand, especially in the healthcare setting. A PFW master's program would be highly sought after. As someone who may possibly be in a position, to hire additional music therapists one day, I would be much more interested in candidates who had furthered their education. This would tell me that they saw opportunity for growth and have a passion and understanding of the important skills necessary, to be a competent and highly educated music therapist.

Sincerely,

Emily Paar, MT-BC  
 Music Therapist at Visiting Nurse



**Peyton Manning**  
Children's Hospital



at  St. Vincent

Pediatrics  
2001 W. 86th Street  
Indianapolis, IN 46260  
(317) 338-2052  
Fax (317) 338-8883

Cassandra Haines, MT-BC  
Healing Arts Department  
[Cassandra.haines@ascension.org](mailto:Cassandra.haines@ascension.org)



03/11/2019

Dr. Gregory Jones  
Director  
Purdue University Fort Wayne - School of Music  
2101 E. Coliseum Blvd.  
Fort Wayne, IN 46805

To Whom This May Concern:

My name is Cassandra Haines and I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

I am a full-time music therapist currently working at Peyton Manning Children's Hospital, Women's Hospital, and St. Vincent Stress Center in Indiana. On an everyday basis, I am being consulted and given referrals for patients from pediatric physicians, oncology physicians, surgeons, nursing management, hospice and palliative care teams, social work, case management and many other professionals inside the hospital base. I am consulted for specific intents such as: facilitating heart-beat recordings for legacy and bereavement, songwriting/recording opportunities for self-exploration, beat recording/mixing for self-expression, and drum circles for group outreach and universality. All of these different areas are guided by specialized care that all require higher training and education outside of an undergraduate degree in music therapy. Inside each of these specific intents, is a high need for tools, techniques and processing skills facilitated by the music therapist to adequately serve their patients well. This level of training is typical of next level education, a master program in music therapy.

Each professional that consults and refers patients to me should be able to understand with confidence that the level of care that I provide meets their expectations and offers a different perspective and insight regarding their patient in a different way than they do. With my current department of likewise therapists in art and dance and movement therapies holding master's degrees, it is a high need to uphold the level of education and training for departmental sake and advocacy. It is times like the present where I am finding myself craving next level education in music therapy at a university that I know that I can trust. With all the cutting-edge advancements in different types of assessments, theoretical frameworks, counseling techniques, philosophies, and additional certifications in music therapy, the need and professional competition for a deeper level of understanding in music therapy grows stronger.

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THE SPIRIT OF CARING®...for kids

**Peyton Manning**  
Children's Hospital



at  St. Vincent

Pediatrics  
2001 W. 86th Street  
Indianapolis, IN 46260  
(317) 338-2052  
Fax (317) 338-8883

Cassandra Haines, MT-BC  
Healing Arts Department  
[Cassandra.haines@ascension.org](mailto:Cassandra.haines@ascension.org)



I am confident that completing my Bachelor of Science degree in music therapy underneath the professors and instructors from PFW's music therapy department was the best start to success in my field. The longevity of the music therapy program at PFW (formerly IPFW) is also something of interest to my trust and consideration of this school.

My undergraduate degree has helped me find my way into professionally supervising students in music therapy, instructing introductory courses in music therapy, building, owning and organizing a professional clinic space, presenting at multiple professional conferences in music therapy, counseling psychology conferences, music teacher national associations, and specialty tutoring services in the Fort Wayne area. This education has also helped me to start work towards applying for Peyton Manning Children's Hospital to become a national roster-based site for music therapy. Becoming a director of a music therapy internship site also seems to spread urgency on an increased need for next level education to further help meet the needs of the new music therapy professionals that I will work with.

In the past, looking in to a trustworthy master's in music therapy program within the surrounding areas of Indiana has been difficult. Knowing that the opportunity of finding trustworthy, next level training towards a Master of Music Therapy program is ever present at PFW makes me revisit the thought of starting my Master of Music Therapy training and education.

I look forward to continuing watching the music therapy program at PFW grow into next level education and training. I know that this program's longevity of increased interest from prospective students will only continue to grow with an increase of opportunity and development- it has followed this record for over 40 years!

Please feel free to contact me with any needs.

Sincerely,

 MT-BC  
Cassandra Haines, MT-BC





AMERICAN  
**MUSIC**  
**THERAPY**  
ASSOCIATION®

March 22, 2019

Graduate Curriculum Committee  
Purdue University  
Fort Wayne, IN

Dear Sir/Madam:

AMTA is pleased to provide this letter to support a proposed master's level music therapy degree at Purdue University at Fort Wayne.

For over forty years, the Purdue bachelor's degree program in music therapy has a long and successful history of educating therapy students. That is an impressive achievement and I'm sure one in which the University takes great pride. Many graduates of the Purdue program have gone on to become leaders in the music therapy profession.

At this time the entry level requirements to practice in this profession are a bachelor's degree. However, music therapy research continues to expand in areas such as mental health and medicine, and this is having a significant impact on the practice of music therapy; requiring more depth and breadth of clinical skill which a master's degree is uniquely suited to provide.

The proposed Master of Music Therapy (MMT) curriculum at Purdue University-Fort Wayne, which has a focus on medicine, is well timed to meet the current research priorities of AMTA; to not only provide students with the knowledge and skills necessary to work in medical settings with patients recovering from complex conditions such as acquired brain injury and comorbidity, but also to contribute to the research base in this area to refine and improve music therapy services for the future.

Another reason for a master's degree is the increased demand for new degree programs. Music therapy is undergoing unprecedented growth throughout the United States and abroad, and continues to gain momentum as evidenced by media attention, presence on the World Wide Web, and attention from the alternative/complementary medicine community.

8455 COLESVILLE ROAD

SUITE 1000

SILVER SPRING, MD 20910

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Page 2  
PU-FW Letter  
3/22/19

As a result, the demand for degree programs is increasing. This is consistent with the mission of the American Music Therapy Association, which is to support the growth and development of the profession to ensure that music therapy is available for every person who can benefit from it.

In the past couple of years, we have received many requests from colleges and universities across the country for information on the development of music therapy degree programs, so we know the interest is significant and continuing to increase. In order to direct a bachelor's program in music therapy, a master's degree is required, so it is also important to meet the growing demand for music therapists with master's degrees to direct new undergraduate music therapy degree programs.

Thanks to the many music therapy graduates who stayed in the state, music therapy is highly visible in Indiana, and well established as an allied health profession in this state. Purdue University-Fort Wayne is now well poised to add a master's degree program in music therapy, which will serve music therapists in the eastern part of the state as well as the border states Ohio and Michigan.

A master's program at Purdue University-Fort Wayne would be an important asset to the profession and the community.

We look forward to receiving a degree proposal in the near future. If we can be of any assistance, please contact us.

Sincerely,



Lee Grossman, CAE  
Executive Director

**Appendix 6: Faculty and Staff, Detail**

## Current Faculty

Faculty Name	Degree	Certification	Rank	Current FTE	Projected FTE in MMT	Notes
Nancy Jackson	Ph.D.	MT-BC	Assoc. Professor	1.0	1.0	Will initially continue teaching in BSMT program
Eileen Garwood	Ph.D.	MT-BC,	Clinical Instructor	1.0	0.5	Will initially continue teaching in BSMT program

## Anticipated Faculty Needed

Faculty Name	Minimum Degree	Certification	Rank	Undergrad FTE	MMT FTE	Notes
Limited-term Lecturer <sup>1</sup>	MMT, MAMT, or MSMT	MT-BC	Adjunct Lecturer	N/A	0.17	Individual guest lecturers for specific special topics courses
Continuing Lecturer <sup>2</sup>	MMT, MAMT, or MSMT	MT-BC	Clinical Instructor	1.0	N/A	Cover teaching and clinical training in the BSMT program
Tenure Track <sup>3</sup>	Ph.D.	MT-BC	Assistant Professor	1	N/A	Take over coordination of the BSMT program

<sup>1</sup> individual to be determined according to special topics course needs beginning in first summer term; up to two individuals will be needed per AY

<sup>2</sup> undergraduate-qualified faculty for BSMT program to replace loss of current FTE faculty; will be needed in first AY of MMT program

<sup>3</sup> will be needed by fourth AY of the MMT program

*Appendix 7: Facilities, Detail*

<b>Facilities Renovations and Needs**</b>	
Renovation Need	Correction/Improvement
Fix or replace HVAC system	<ul style="list-style-type: none"> <li>–ensure consistent temperature in building</li> <li>–decrease environmental damage to instruments</li> <li>–discourage growth of mold</li> </ul>
Water leakage	<ul style="list-style-type: none"> <li>–protect further damage to instruments and furniture</li> <li>–discourage growth of mold</li> </ul>
Paint and ceiling tiles	<ul style="list-style-type: none"> <li>–remove peeling paint and repaint surfaces</li> <li>–replace water-stained ceiling tiles</li> </ul>
Additional storage	<ul style="list-style-type: none"> <li>–proper maintenance of instrumentarium</li> <li>–add Wenger Orff garage and storage cabinet (<i>see Appendix 8 for cost</i>)</li> <li>–install wall-mounted shelving</li> </ul>

\*\*Scope, schedule, and budget for facilities renovation are being considered in conjunction with Purdue University Fort Wayne Facilities Management.

*Appendix 8: Other Capital Costs, Detail*

<b>Initial Instrument and Learning Resource Needs</b>				
Instrument	Source	Quantity	Unit Cost	Total Cost
Yamaha Clavinova CSP150	Sweetwater	1	\$ 4,000.00	\$ 4,000.00
Jolie hybrid harp and case	Musicmakers	1	\$ 5,500.00	\$ 5,500.00
Portable Somatron mat and case	Rehabmart	1	\$ 3,300.00	\$ 3,300.00
Reverie harp and case	Musicmakers	2	\$ 585.00	\$ 1,170.00
Yamaha FG800 guitar	Sweetwater	2	\$ 200.00	\$ 400.00
Remo tunable tubanos (14-12-10 set)	Sweetwater	1 set	\$ 750.00	\$ 750.00
Remo Apex djembe and stand	Sweetwater	2	\$ 275.00	\$ 550.00
Pearl 9 note Cmaj tongue drum	Sweetwater	1	\$ 249.00	\$ 249.00
Remo 22" ocean drum	Sweetwater	2	\$ 99.00	\$ 198.00
Remo bodhran and tipper	Sweetwater	1	\$ 212.00	\$ 212.00
Toca doumbek	Sweetwater	1	\$ 90.00	\$ 90.00
			Subtotal	\$ 16,419.00
Electronics/Resources	Source	Quantity	Unit Cost	Total Cost
iPad 32G	Apple	2	\$ 330.00	\$ 660.00
iPod Touch 128 G	Apple	2	\$ 300.00	\$ 600.00
Bose Soundlink portable speaker	Sweetwater	2	\$ 200.00	\$ 400.00
			Subtotal	\$ 1,660.00
			<b>TOTAL</b>	<b>\$ 18,079.00</b>

<b>Other Initial Equipment Needs</b>		
	Estimated Costs	Comments
Electronics		
laptop	\$1,200.00	faculty use; needs to be portable and have enough memory to store evaluations and other student and program materials



computers	\$2,000.00 (2 @ \$1000.00ea)	desktop; student use in resource room
scanner/printer	\$300.00	both student and faculty use; needs Bluetooth capability
external hard drive	\$300.00	high-capacity external hard drive for storage or scanned music and resource files for general access
Smart TV monitor	\$2,500.00	large screen smart Tv compatible with faculty laptop for wall mount in large group room for both clinical and learning applications
audio speakers	\$300.00	wall mounted sound system integrated with TV monitor and accessible from portable components (cell phone, iPad, iPod)
video recording	\$500.00	high quality video and sound recording equipment with stand and power accessories for both clinical and learning applications
Storage		
Wenger Orff Garage and storage cabinet	\$4,000.00	storage cabinets for fixed installation for proper storage and maintenance of instrumentarium
Estimated Total Cost	\$10,800.00	

*Appendix 10: Credit Hours Required/Time To Completion, Detail*

**Course Rotation by Term (Full-time Grad Student, MT-BC)**

<b>YEAR</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	Methods of MT I - 2cr	Methods of MT II - 2cr	Theories and Approaches in Music Therapy - 3cr
	MT in Medicine and Healthcare - 2cr	Music Psychotherapy - 2cr	TOTAL SEMESTER CREDITS - 3
	MT Research Methods I - 3cr	MT Research Methods II - 3 cr	
	Topics in Music Therapy Ethics - 2 cr	Clinical Practice in MT - 2cr	
	TOTAL SEMESTER CREDITS - 9	TOTAL SEMESTER CREDITS - 9	
<b>2</b>	MT in Child & Adol. Development - 2 cr OR Special Topics in Integrative Medicine - 2cr	Adv. MT Pract. With Inf. Ch. & Adol. - 2cr OR Adv. MT Pract. in Integrative Med. - 2 cr	
	Clinical Practice in Music Therapy - 2cr	MT Thesis or Adv. Clinical Project - 3 cr	
	Approved Specialty Elective -2 cr Approved Specialty Elective – 2 cr.	TOTAL SEMESTER CREDITS - 5	
	TOTAL SEMESTER CREDITS - 8		

**Course Rotation by Term (Full-time Grad Student, non-MT-BC)**

<b>YEAR</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	Methods of MT I - 2cr	Methods of MT II - 2cr	Theories and Approaches in Music Therapy - 3cr
	MT in Medicine and Healthcare - 2cr	Music Psychotherapy - 2cr	Intensive MT Practicum - 2 cr.
	MT Research Methods I - 3cr	MT Research Methods II - 3 cr	TOTAL SEMESTER CREDITS - 5 - cr.
	Topics in Music Therapy Ethics - 2 cr	Clinical Practice in MT - 2cr	
	TOTAL SEMESTER CREDITS - 9	TOTAL SEMESTER CREDITS - 9	
<b>2</b>	Internship - 1 cr. (off-campus)	Internship - 1 cr. (off-campus)	Approved Specialty Elective - 2 cr.
			TOTAL SEMESTER CREDITS - 2 cr.
<b>3</b>	MT in Child & Adol. Development - 2 cr OR Spec. Topics in Music Medicine - 2cr	Adv. MT Pract. With Inf. Ch. & Adol. - 2cr OR Adv. MT Pract. in Integrative Med. - 2 cr	
	Clinical Practice in MT - 2cr	MT Thesis or Adv. Clinical Project - 3 cr	
	Approved Specialty Elective -2 cr	TOTAL SEMESTER CREDITS - 5	
	Approved Specialty Elective -2 cr		
	TOTAL SEMESTER CREDITS - 8		

*Appendix 11 - Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree*

**Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree**

University	State	Dual Masters	Credit #	State Licensure Requirements
Appalachian State University	NC	No	-	-
Arizona State University	AR	No	-	-
Augsburg University	MN	No	-	-
Berklee College of Music	MA	No	-	-
Colorado State University	CO	No	-	-
Drexel University	PA	Yes	90	based on curriculum content
Florida State University	FL	No	-	-
Georgia College & State University	GA	No	-	-
Illinois State University	IL	No	-	-
Immaculata University	PA	No	-	-
IUPUI	IN	No	-	-
Lesley University	MA	Yes	60	based on curriculum content
Loyola University	LA	No	-	-
Maryville University	MO	No	-	-
Molloy College	NY	No	-	-
Montclair State University	NJ	No	-	-
Nazareth College	NY	No	-	-
NYU	NY	No	-	-
Ohio University	OH	No	-	-
Radford University	VA	No	-	-
Sam Houston State University	TX	No	-	-
Shenandoah University	VA	No	-	-
Slippery Rock University	PA	No	-	-
St. Mary-of-the-Woods College	IN	No	-	-
SYNU-Fredonia	NY	No	-	-
SUNY - New Paltz	NY	No	-	-
Temple University	PA	No	-	-
Texas Woman's University	TX	Yes	70	based on curriculum content
University of Dayton	OH	No	-	-
University of Iowa	IA	No	-	-
University of Kansas	KS	No	-	-
University of Kentucky	KY	No	-	-
University of Miami	FL	No	-	-
University of Minnesota	MN	No	-	-
University of Missouri - KC	MO	No	-	-
University of the Pacific	CA	No	-	-
Wartburg College	IA	No	-	-
Western Michigan University	MI	No	-	-

## Purdue University Fort Wayne Graduate Subcommittee

### Proposal Review: Masters in Music Therapy

The graduate subcommittee has completed its review of the Masters in Music Therapy (MMT) degree proposal. We want to inform you that the proposal has been denied by a unanimous vote. There are a number of concerns related to this proposal in its current form, each of which are outlined herein.

- There is a lack of substantive quantitative data to justify the enrollment projections provided in the proposal. While the lack of regional competitors and the internal survey of current student interest in such a program are duly noted, further data is needed to support current projections. This stands as particularly important in light of the relatively low number of music therapists nationally and internationally, as well as the relatively low projected 10-year growth numbers according to the Indiana DWD and U.S. Department of Labor (i.e.; 2016-2026, 2%).

The committee would therefore recommend that the music therapy program faculty gather and provide quantitative data to substantiate proposal claims regarding, but not limited to:

- *The number of prospective students who have contacted or otherwise shown interest in entering a MMT program at PFW;*
  - *The number of alumni who enroll in MMT programs at other universities due to the lack of an established program offering at PFW;*
  - *The number of current MT-BC practitioners in the region who might be interested in entering the MMT program and how that pool might be accessed;*
  - *The number of international students who might apply for the MMT program and how this pool might be accessed and sustained.*
- There is a lack of substantive quantitative data to support the contention that students who participate in the MMT program will find employment opportunities. The committee recognizes that labor market data specific to music therapists is lacking (i.e.; Indiana DWD, U.S. Department of Labor, AMTA Workforce Analysis by state) but would still prefer to see more detailed data to support contentions related to employability as set forth in the proposal.

Within the proposal, an analysis of major job postings indicates that employers identify the MT-BC credential as a sufficient requirement for employment. Committee searches (across public search domains) found the same. This signifies insufficient evidence that employers are actively seeking Masters-level music therapists at this time rather than bachelors-level music therapists. While the letters of support lend credence to employability claims made in the proposal, they are general and largely ideological in nature without quantitative support.

The committee would therefore recommend that the music therapy program faculty:

- *Provide proof of track-specific job opportunities for MMT graduates, including but not limited to agreements sought from, obtained and/or supported by major employers in the region;*
- *Provide quantitative evidence to support the contention that MMT graduates will gain more, specialized, or better paying job opportunities relative to MT-BC practitioners.*

- The committee identified numerous Masters-degree Programs nationwide that provide a dual degree option for a Masters in Counseling and a Masters in Music Therapy. PFW has a counselor education program with an established curriculum for a Master's degree in Clinical Mental Health Counseling and high employment rates following graduation. As such, interdepartmental collaborations in some form could increase employment opportunities for program graduates with a dual degree, enhance regional visibility of the MMT program, and reduce MMT program development and maintenance costs. However, the committee also realizes that the proposed MMT specializations and related curricula do not clearly overlap with the counselor education program curriculum.

The committee would therefore recommend that the music therapy program faculty:

- *Engage in a direct conversation with the counselor education program faculty regarding potential opportunities and limitations of collaborative efforts;*
- *Provide a substantive explanation in any future proposal regarding the outcome of this interdepartmental discussion;*
- *Articulate the benefits, in any future MMT proposal, of a self-sustaining Masters in Music Therapy degree relative to a dual Masters-degree in Mental Health Counseling and Music Therapy, including additional evidence to support those cited benefits.*

We appreciate the work that was put into this proposal. However, due to the lack of quantitative data to support claims regarding enrollment projections and employment opportunities, as well as the prospect that an interdepartmental endeavor might provide graduate students better job opportunities, increase the regional visibility of the MMT program, and reduce overall costs, the proposal in its current form has been denied by the Graduate Subcommittee. Any future proposal will need to address the concerns outlined herein by the committee in arriving at its final decision.

## Proposal for a Master of Music Therapy (MMT) Degree Program

### Responses to Graduate Subcommittee Recommendations

#### 1. Lack of substantive quantitative data to justify the enrollment projections

*“The committee would therefore recommend that the music therapy program faculty gather and provide quantitative data to substantiate proposal claims regarding, but not limited to:*

- *The number of prospective students who have contacted or otherwise shown interest in entering a MMT program at PFW;*
- *The number of alumni who enroll in MMT programs at other universities due to the lack of an established program offering at PFW;*
- *The number of current MT-BC practitioners in the region who might be interested in entering the MMT program and how that pool might be accessed;*
- *The number of international students who might apply for the MMT program and how this pool might be accessed and sustained.”*

(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)

On average, the music therapy program fields 6-8 inquiries per month about master’s level training at PFW. These inquiries come in the form of phone calls, emails, and visits by prospective students. In December 2019 alone, two prospective students visited campus who would qualify for admission to and are interested in a graduate program in music therapy, and additional email and phone inquiries were received. In addition, one prospective master’s student took a prerequisite undergraduate course that she lacked as she is awaiting the start of a master’s program at PFW.

#### *Estimate of Inquiries about Master’s Level Training per Academic Year*

<b>Type of Inquiry</b>	<b>#</b>
Email	48
Phone	36
Prospective visits	12
In-person inquiry at community events	15
<i>ESTIMATED TOTAL</i>	111

In recent years, there is an increasing number of PFW graduates who have completed or are completing their graduate studies in music therapy. They have all gone to other schools because there is no program available at PFW. Currently, 3 students are in graduate school in music therapy master’s programs. Two of these students are attending a school in Minneapolis in which one of PFW’s music therapy faculty teaches. While we do not always hear from alumni when they decide to return to school for graduate studies, we are aware of eleven graduates in the past 10 years who have entered master’s programs in music therapy. These alumni account for 36% of our graduates in the last ten years. The highest number of graduates chose to attend another Indiana institution which costs significantly more than PFW would cost.

*Known PFW Graduates Entering Music Therapy Graduate Programs – Past Decade*

<b>University</b>	<b>#</b>
St. Mary-of-the-Woods College	5
Augsburg University	3
Radford University	2
Colorado State University	1

The current number of MT-BCs in Indiana is estimated at 162. Of these, about 12% have a graduate degree, and this number includes those who are university faculty (where a master's degree is the minimum requirement). This percentage is significantly lower than the national average, which currently sits at approximately 44.3%. Given that a graduate degree in music therapy is continuing to be the preferred level of education, and given that the profession continues to consider the move to master's level entry into the profession based on an AMTA 5-yr Task Force on MLE report (see the Task Force report provided), it is likely that many of the bachelor's level music therapists in the state would take advantage of a local and affordable opportunity to further develop their knowledge and skills in a graduate music therapy program.

Of all the inquiries about a master of music therapy degree program that the PFW music therapy program receives, approximately 20 of those inquiries each year are from prospective international students. Most often, these prospective students are from South American and Asian countries, and almost all have completed music performance degrees in their own countries. Currently, Augsburg University has 2 international students, Temple University has 6, and Radford University has 2. These are just representative schools who were informally asked about international students in their programs. It would not be unreasonable to project that 1-2 international students might enter the program each academic year. The post-baccalaureate certificate in music performance is approved for PFW, the number might reasonably be more than this.

All in all, the projections presented in this proposal for a Master of Music Therapy degree program at PFW are both sound and reasonable. A just-published study in *Music Therapy Perspectives*, supports the claims of this proposal. This study showed that, based on figures from all music therapy degree granting institutions in the U.S. from 2000-2017, "...music therapy program enrollment and degree attainment at the undergraduate and graduate levels are growing at a faster pace than all other music majors combined – and at all 4-year degree granting post-secondary institutions. (Iwamasa, D., 2019, pg. 196.)"

Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37(2), 196-204.

## **2. Lack of substantive quantitative data regarding employment opportunities**

*"The committee would therefore recommend that the music therapy program faculty:*

- *Provide proof of track-specific job opportunities for MMT graduates, including but not limited to agreements sought from, obtained and/or supported by major employers in the region;*
- *Provide quantitative evidence to support the contention that MMT graduates will gain more, specialized, or better paying job opportunities relative to MT-BC practitioners."*  
(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)



The spirit of these recommendations is understood; however, they are predicated on the idea that music therapists return to graduate school only to make more money or to get a job. These are erroneous assumptions in the case of music therapy graduate work. When MT-BCs enter a graduate program, they are usually working professionals. Their primary concern is not getting a job; the typical reason that music therapists return to school is to expand and further develop their knowledge and skills in order to be able to do more in the clinical setting in which they practice. Many times, this is related to getting access to types of clients in that setting that they cannot access because of the nature of undergraduate training and the need for advanced level clinical training. As a real-life example, a music therapist who had a music therapy clinical position at the Cleveland Clinic (who employs approximately 18 music therapists and currently has a job posting for another, with master's degree preferred) returned to school to complete a graduate degree in music therapy (MMT degree at Augsburg University) because she wanted to be able to work with ventilated patients on the organ transplant unit. The Cleveland Clinic, understanding the nature of an undergraduate education in music therapy which prepares students at a basic entry level, allowed her to begin working on the transplant unit only once she had completed a significant portion of her graduate level training. She now primarily works on the organ transplant unit which, is not a new job, but does meet her professional goals.

Certainly, the cost of education is an important factor, and return for investment is of concern. The value of a PFW MMT degree, which will be the lowest cost graduate music therapy education option in the state, will both encourage enrollment, assist current MT-BCs in the state to provide better services to their clients and in the settings in which they work, as well as helping them to meet their professional goals. The letters of support from the community include some from upper administration at Parkview Healthcare System, and several area employers of music therapists. It is true that none of these letters includes an agreement to hire potential graduates of such a program, but they do demonstrate that area employers and healthcare facilities are interested in having a PFW graduate program as a new resource. It seems unreasonable that employers would make written agreements to hire individuals from a program that has not yet been approved, and which will not have graduates for 4-5 years from now.

Throughout 2019, the PFW music therapy program has been meeting with Dr. Chang of the IU Medical School (letter included) and Dr. Angela Lasalle who directs the integrative medicine program for Parkview Healthcare System (letter included). In these meetings we were building programs for preceptorships, collaborative projects, and community engagement, the majority of which were predicated on the establishment of an MMT degree program at PFW. With the extended delay in approval of the PFW MMT, these meetings have subsequently been suspended because there isn't sufficient opportunity for undergraduate students to be involved given the need for advanced level clinical training on specialized units in the hospital. If the letters of support from these and other large community stakeholders (e.g., Allen County Juvenile Justice System) are insufficient to show their interest in music therapists who are trained at a higher level, then the purpose of including these letters is unclear.

### **3. Consider a dual Master in MT/Counseling degree**

“The committee identified numerous Masters-degree Programs nationwide that provide a dual degree option for a Masters in Counseling and a Masters in Music Therapy.”

“The committee would therefore recommend that the music therapy program faculty:

- Engage in a direct conversation with the counselor education program faculty regarding potential opportunities and limitations of collaborative efforts;
- Provide a substantive explanation in any future proposal regarding the outcome of this interdepartmental discussion;

- Articulate the benefits, in any future MMT proposal, of a self-sustaining Masters in Music Therapy degree relative to a dual Masters-degree in Mental Health Counseling and Music Therapy, including additional evidence to support those cited benefits.”  
(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)

While we are not opposed to having this conversation, it is important to base such conversations on accurate, current information. A complete review of every graduate music therapy program in the U.S. identified 3 dual programs of this kind out of a total of 38 programs. These programs are in the states of TX, PA, and MA. (See table below.) Licensure requirements differ from state to state, unlike certification which is typically national. All three of these programs are in states that base prerequisites for eligibility for the licensing exam in counseling on curricular content, meaning that they outline the areas that need to be included in a curriculum that a potential candidate completes. In addition, two of these programs, those in PA and MA, are in direct relation to requirements in surrounding states where music therapists working in state- or federally-funded agencies and facilities must have the minimum of a master’s degree, and must obtain licensure as a Licensed Creative Arts Therapist, or LCAT. These curricula combine a traditional music therapy masters with supplemental counseling coursework to satisfy the LCAT prerequisites. In the state of Indiana, licensure as a mental health counselor (LMHC), the only applicable license and the one related to the Counseling Education program at PFW, has as its prerequisite that a candidate has graduated from a Master of Counseling program accredited by the CACREP, and further stipulates that an accredited program must be of 60 credits in counseling. So, to compare degree programs that lead to licensure in different states is problematic unless one understands the differences in licensure requirements.

Other schools which had planned on instituting dual degrees were contacted and asked about their progress towards these programs. These included Augsburg University, Loyola University, and Montclair University. In all three cases, the program directors indicated that proposals had not been successful to date because aligning curricular and licensure requirements was too difficult and resulted in programs with too many credits.

At this time, it does not seem plausible that a dual degree program that meets IN state licensure requirements is plausible, given that an individual would basically need to complete 100 graduate credits – more than is required for most doctoral degrees. And finally, mental health is only one area of practice in music therapy, and mental health services in Indiana are not currently widely available nor are they a priority within the Indiana healthcare mindset in general. It is highly unlikely that music therapists will come to PFW to complete this type of dual degree in order to continue practicing as a music therapist. It is far more likely that those individuals who want counseling jobs would apply to that program.

### **Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree**

<b>University</b>	<b>State</b>	<b>Dual Masters</b>	<b>Credit #</b>	<b>State Licensure Requirements</b>
Appalachian State University	NC	No	-	-
Arizona State University	AR	No	-	-
Augsburg University	MN	No	-	-
Berklee College of Music	MA	No	-	-
Colorado State University	CO	No	-	-
Drexel University	PA	Yes	90	based on curriculum content
Florida State University	FL	No	-	-

Georgia College & State University	GA	No	-	-
Illinois State University	IL	No		
Immaculata University	PA	No	-	-
IUPUI	IN	No	-	-
Lesley University	MA	Yes	60	based on curriculum content
Loyola University	LA	No	-	-
Maryville University	MO	No	-	-
Molloy College	NY	No	-	-
Montclair State University	NJ	No	-	-
Nazareth College	NY	No	-	-
NYU	NY	No	-	-
Ohio University	OH	No	-	-
Radford University	VA	No	-	-
Sam Houston State University	TX	No	-	-
Shenandoah University	VA	No	-	-
Slippery Rock University	PA	No	-	-
St. Mary-of-the-Woods College	IN	No	-	-
SYNU-Fredonia	NY	No	-	-
SUNY - New Paltz	NY	No	-	-
Temple University	PA	No	-	-
Texas Woman's University	TX	Yes	70	based on curriculum content
University of Dayton	OH	No	-	-
University of Iowa	IA	No	-	-
University of Kansas	KS	No	-	-
University of Kentucky	KY	No	-	-
University of Miami	FL	No	-	-
University of Minnesota	MN	No	-	-
University of Missouri - KC	MO	No	-	-
University of the Pacific	CA	No	-	-
Wartburg College	IA	No	-	-
Western Michigan University	MI	No	-	-

## Counseling Licensure in Indiana

Indiana has a different licensure title than most states. Their title is known as the Licensed Mental Health Counselor (LMHC), although many of the requirements are quite similar to other states. You will first want to familiarize yourself with the Indiana Professional Licensing Agency website which you can find [here](#):

The steps to become licensed as a counselor with the title Licensed Mental Health Counselor (LMHC) is as follows:

1. Complete the necessary educational background of a Master of Counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program.
2. Complete a practicum or internship element.
3. Apply with the state board to sit for your NCE.
4. Take the National Counselor Examination (NCE) as administered by the National Board of Certified Counselors (NBCC).
5. Apply for your LMHC license.

MEMORANDUM

TO: James Toole, Chair, Senate Executive Committee

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 3/25/2020

SUBJ: Temporary suspension of SAT and ACT exam scores for Fall 2020 Admissions

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A significant number of prospective students are being challenged by the cancellation of Spring SAT and ACT exams. Therefore, the Educational Policy Committee supports the Vice Chancellor of Academic Affairs and Enrollment Management’s proposal to suspend the requirement of the SAT and ACT exam scores for Fall 2020 admissions. We also support their related proposal to find a way to map those students who don’t have a test score to the Fort Wayne scholarship matrix.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
Stacy Betz				Cheryl Hine
Zhuming Bi				Teri Swim
Steven Hanke				
Donna Holland				
Shannon Johnson				
Kate White				

MEMORANDUM

TO: James Toole, Chair, Senate Executive Committee

FROM: Steven Hanke, Chair of the Educational Policy Committee

DATE: 3/25/2020

SUBJ: One-time changes to academic regulations for Spring 2020 semester

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The Educational Policy Committee supports adopting policies similar to those outlined in the “One-time changes to academic regulations for S20 semester” that was issued by the Purdue University Office of the Provost and is included on the last page of this document.

As with any policy, we recognize the proposed changes could have some drawbacks. However, recent events have had (and could have significantly more) impacts on many students lives. Therefore, the EPC recommended that PFW should adopt a similar policy so we can allow students further flexibility during these unprecedented times.

At the same time, we believe the following issues should be carefully considered and communicated to faculty/students.

- Informing students on how the selection of these options impacts their Financial Aid, if there are in fact impacts.
- Communicate the following clarifying statement from the PFW Catalog to all faculty: “P Passing Grade. Under the P/NP option, equivalent to the grade of A+, A, A-, B+, B, B-, C+, C or C-” (<https://catalog.pfw.edu/content.php?catoid=54&navoid=1887#grades>). We wanted to highlight this given at our meeting, there was the question raised regarding how “passing” is defined under the P/NP option.
- Based on our understanding, faculty will not “know ahead of time” if the student(s) have selected a P/NP option. Therefore, all faculty need to continue grading exams/projects to determine a “letter” grade. They also will need to enter that letter grade into Banner at the end of the semester. The system will then automatically “flip” this letter grade to a “P/NP” equivalent for the students who have selected this option.

We have communicated these concerns to the Purdue Fort Wayne Vice Chancellor of Academic Affairs and Enrollment Management (Dr. Carl Drummond). He has responded that each of these concerns, as well as others (e.g., IU teach out and IUFW students), are being examined.

In regards to our first concern (financial aid issues) we have subsequently received the following information from the Director of Financial Aid at Purdue Fort Wayne (Douglas Hess):

“The biggest impact is students who were not making GPA progress after fall semester if they change to P/NP then they will not be able to improve their GPA to get back in a good standing by the end of spring semester. It could also impact credit completion if they receive a NP grade as that is the same as failing the course.

Our other impact could be on merit scholarships that require a certain GPA. Again for students not making progress after fall semester if they change to P/NP for spring they

have no way to improve their GPA or if Spring was their first term they will not have a calculated GPA so they will look like they are not earning the renewal GPA for merit.

We plan to be very liberal (as noted that we could be in the DOE directive from early March) in our SAP appeals this summer/fall.”

**Approved**

Stacy Betz  
Zhuming Bi  
Steven Hanke  
Donna Holland  
Shannon Johnson  
Kate White

**Opposed**

**Abstention**

**Absent**

**Non-Voting**

Cheryl Hine  
Teri Swim

TO: All Instructors  
FROM: The Office of the Provost  
RE: One-time changes to academic regulations for S20 semester

We deeply appreciate the efforts of all of our instructors and students working to teach and learn under the conditions imposed by the viral pandemic. While we will maintain our current grading process and standards, we are keenly aware of the pressures students face in making such an abrupt transition to a new learning mode late in a semester, as well as the challenges our instructors face in quickly adjusting their courses to unfamiliar modalities of instruction and assessment. We recognize many factors that may impact our students' ability to learn over the coming weeks: illness, caring for loved ones, challenges in a new learning mode, isolation, among many others. Therefore we are relaxing a number of deadlines with our current academic regulations and providing a one-time exception to others to provide a broad safety net for students with challenges in this new learning environment. These one-time exceptions apply to undergraduate programs. Graduate and professional programs will develop their own set of academic regulation guidelines.

This plan, which is being conveyed to all students today, will modify key dates of our current academic regulations, making as few changes as possible – while accommodating the challenging situation that you and your students find yourselves in:

- In general, assign letter grades as you normally would. However, some deadlines that have already passed will be extended:
  - o Students will have until the end of the semester (May 1, Friday before finals) to switch the course from a letter grade to P/NP. (Deadline was originally Friday before Spring Break, already extended to April 3.)
  - o Students will have until the end of the semester (May 1, Friday before finals) to withdraw from (drop) a course. (Deadline was originally March 13)
  - o Any student receiving an incomplete for a Spring 2020 class will have the full 20-21 academic year to clear the incomplete, which is the existing regulation. However, we strongly discourage the over-issuing of incompletes.
  - o No student will be dropped from the University as a result of their performance in Spring 2020. Normal regulation will be reapplied in the fall.
  - o No student will be placed on academic probation as a result of their performance in Spring 2020. Normal regulation will be reapplied in the fall.
- Your unit academic advisors will receive a plan for handling the downstream consequences of increased P/NP grades for your students' academic progress. One of the major modifications will be that a S20 grade of P will count for any and all degree, admissions indexes, and pre-requisite requirements internal to Purdue.
- A comment will be added to the transcript of all students enrolled this semester making reference to the COVID-19 pandemic for the S20 semester

Thank you all for your extraordinary efforts at this difficult time.