FORT WAYNE SENATE AGENDA
MONDAY
APRIL 9, 2012
12:00 P.M., KT G46

1. Call to order

2. Approval of the minutes of March 12, 2012

3. Acceptance of the agenda – K. Pollock

4. Reports of the Speakers of the Faculties
   a. Purdue University – P. Dragnev
   b. Indiana University – S. Davis

5. Report of the Presiding Officer – R. Barrett

6. Special business of the day – Memorial Resolution (Senate Reference No. 11-21) – R. Friedman

7. Committee reports requiring action
   a. Nominations and Elections Committee (Senate Reference No. 11-22) – A. Merz
   b. Educational Policy Committee (Senate Document SD 11-18) – J. Toole
   c. Educational Policy Committee (Senate Document SD 11-19) – J. Toole
   d. Educational Policy Committee (Senate Document SD 11-20) – J. Toole:
      (Proposed Amendment to the Bylaws of the Fort Wayne Senate)
   e. Educational Policy Committee (Senate Document SD 11-21) – J. Toole
   f. Educational Policy Committee (Senate Document SD 11-22) – J. Toole
   g. Faculty Affairs Committee (Senate Document SD 11-23) – M. Masters
   h. University Resources Policy Committee (Senate Document SD 11-24) – M. Lipman

8. New business

9. Committee reports "for information only"
   a. Educational Policy Committee (Senate Reference No. 11-23) – J. Toole
   b. Educational Policy Committee (Senate Reference No. 11-24) – J. Toole
   c. Executive Committee (Senate Reference No. 11-25) – K. Pollock
   d. Executive Committee (Senate Reference No. 11-26) – K. Pollock
   e. Curriculum Review Subcommittee (Senate Reference No. 11-27)
   f. Curriculum Review Subcommittee (Senate Reference No. 11-28)
   g. University Resources Policy Committee (Senate Reference No. 11-29) – M. Lipman

10. The general good and welfare of the University

11. Adjournment*

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

Approving	Non Voting	Absent
R. Barrett	A. Downs	A. Ushenko
M. Codispoti		
S. Davis		
M. Dixson		
P. Dragnev		
K. Pollock, Chair		

ATTACHMENTS LISTED ON THE NEXT PAGE

Attachments:

"Memorial Resolution – Kenneth Stevenson" (SR No. 11-21)
"Slate for the Election of Senate Committees and Subcommittees" (SR No. 11-22)
"Academic Calendar Formula" (SD 11-18)
"Academic Calendar for 2014-2015" (SD 11-19)
"Proposed Amendment to the Bylaws of the Fort Wayne Senate: Charge to the Developmental Studies Subcommittee" (SD 11-20)
"IPFW Credit Hour Policy" (SD 11-21)
"Creation of an Ad Hoc General Studies Program Council" (SD 11-22)
"Student Evaluation Task Force Report" (SD 11-23)
"Analysis of Staffing and Budget Data" (SD 11-24)
"Protecting Your Intellectual Property" (SR No. 11-23)
"Calendar Formula Survey Results" (SR No. 11-24)
"Senate Membership, 2012-2013" (SR No. 11-25)
"End-of-the-Year Committee Reports" (SR No. 11-26)
"Proposals for B.S. in Dental Hygiene and A.S. in Dental Assisting (SR No. 11-27)
"Proposal for Minor in Astronomy" (SR No. 11-28)
"Analysis of Staffing and Budget Data" [for information only] (SR No. 11-29)

KENNETH L. STEVENSON
August 1, 1939 – February 22, 2012

Dr. Ken Stevenson, Professor Emeritus of Chemistry, lost his battle with cancer on February 22, 2012. Ken was a significant figure in the IPFW community, arriving as an Assistant Professor in 1968 after completing his PhD at the University of Michigan that same year. He was promoted to Associate Professor in 1974 and to Full Professor in 1978. He chaired the Chemistry Department for almost 25 years from 1979 to 2003, with the exception of 1986 to 1987 when he served as Acting Dean of the School of Science and Humanities. His research focused on the field of photochemistry, in which he published over 50 peer-reviewed articles and one book, and for which he obtained 21 funded grant proposals. His career included sabbaticals at New Mexico State University, the Solar Energy Research Institute in Colorado and Veszprém University (Hungary). For his research on copper complexes, Ken was recognized as the 'Chemist of the Year' twice by the local American Chemical Society section and the 1994 'Researcher of the Year' by the IPFW Sigma Xi chapter. He was very proud of the picture in the weekly magazine *Chemical & Engineering News* showing his light-induced production of hydrogen gas not only for its scientific achievement but also because he took the picture himself.

Ken was passionate about his family and friends. With his first wife Virginia, who died in 1991, he had two daughters – Mindy and Jill – and he loved taking trips to both Scotland and to North Carolina to visit them and their families. He also relished the time he spent with his wife Carmen and their daughter Sarah. Ken was enthusiastic about music and photography and, in retirement, he wrote a children's story with original music entitled "Violet and the Purple Piano" and a musical play "The Bonnie Lad that's far Awa" which was performed at the Scottish Cultural Society of Fort Wayne Burns Supper in 2010. Ken was able to combine his love of family, friends, music, photography, history and nature while travelling throughout the world both as a professor and in retirement.

Ken loved IPFW and chemistry, and it is for this reason that he asked memorial donations be made to the IPFW Department of Chemistry Scholarship Fund. He touched the lives of many chemistry students at IPFW and, through this scholarship fund will continue to do so.

We will all remember the lasting impact Ken had on our lives.

MEMORANDUM

TO: The Senate

FROM: Nominations and Elections Committee

DATE: March 26, 2012

SUBJ: Slate for the Election of Senate Committees and Subcommittees

Attached is the slate for the committees and subcommittees of the Senate for which the Nominations and Elections Committee has responsibility. Nominations may be made from the floor, and the official elections will be held after the meeting via an online ballot.

jp

NOTE: Questions concerning this document should be addressed to Alice Merz at Ext. 16444

COMMITTEE NOMINEES
April 2012 Senate Election

[ ] = unit has reached maximum number allowed

ATHLETICS, SUBCOMMITTEE ON
Vacancies: 5

Mark DeLancey, THTR
Robert Vandell, MATH
Abraham Schwab, PHIL
James Hersberger, MATH
David Momoh, CEIT
Suining Ding, MCET
David Young, PSY
Lowell Beineke, MATH
Ahmad Karim, MGMT/MKT

BUDGETARY AFFAIRS SUBCOMMITTEE
Vacancies: 4

Suining Ding, MCET
Peter Ng, CS
Zhuming Bi, ENGR
Hui Di, ACFN
Talia Bugel, ILCS
Steven Hanke, ACFN
Ahmad Karim, MGMT/MKT
Susan Anderson, LIB
Cigdem Gurgur, MGMT/MKT
Peter Iadicola, SOC
Christopher Bradley, SOC
Dana Goodman, FINA
James Hersberger, MATH
Lubomir Stanchev, CS

CALENDAR SUBCOMMITTEE
Vacancies: 2

Steven Stevenson, CHM
Suining Ding, MCET
Suzanne LaVere, HIST
Zhuming Bi, ENGR
Abraham Schwab, PHIL
Prasad Bingi, MGMT/MKT
Steven Hanke, ACFN
Ahmad Karim, MGMT/MKT
Gang Wang, PHYS
Stella Batagiannis, EDUC
Desiderio Vasquez, PHYS
Assem Nasr, COM
Hui Di, ACFN
Guoping Wang, ENGR
Talia Bugel, ILCS
Gokhan Karaatli, MGMT/MKT
Cheu-jey Lee, EDUC

CAMPUS APPEALS BOARD
Vacancies: 1

Gail Hickey, EDUC
Cigdem Gurgur, MGMT/MKT
Desiderio Vasquez, PHYS

CONTINUING EDUCATION ADVISORY SUBCOMMITTEE
Vacancies: 3

Sarah Beckman, NURS
Dong Chen, ENGR
Prasad Bingi, MGMT/MKT
Peter Ng, CS
Cigdem Gurgur, MGMT/MKT
Solomon Isiorho, GEOS

DEVELOPMENTAL STUDIES SUBCOMMITTEE
Vacancies: 1

Sara Webb-Sunderhaus, ENGL
Talia Bugel, ILCS
Sarah Beckman, NURS
David Momoh, CEIT

EDUCATIONAL POLICY COMMITTEE

Vacancies: 3

Timothy Grove, PHYS
Suleiman Ashur, ENGR
Ann Livschiz, HIST
Andres Montenegro, VCD
Brenda Valliere, DAE
Cigdem Gurgur, MGMT/MKT
Peter Iadicola, SOC
Zeynep Isik-Ercan, EDUC
Abraham Schwab, PHIL

EXECUTIVE COMMITTEE
Vacancies: 3 [no DSB seats available]

Marcia Dixson, COM
Andres Montenegro, VCD
Brenda Valliere, DAE
Yvonne Zubovic, MATH
Peter Iadicola, SOC

FACULTY AFFAIRS COMMITTEE
Vacancies: 4

Cigdem Gurgur, MGMT/MKT
Marcia Dixson, COM
Sandra Berry, MATH
Bruce Kingsbury, BIOL
Abraham Schwab, PHIL
Timothy Grove, PHYS
Janet Badia, WOST
Daren Kaiser, PSY
Andres Montenegro, VCD
Brenda Valliere, DAE

GENERAL EDUCATION SUBCOMMITTEE
Vacancies: 3

Suleiman Ashur, ENGR
Suining Ding, MCET
Todor Cooklev, ENGR
Peter Ng, CS
Kirsten Ataoguz, FINA
James Hersberger, MATH
Cheu-jey Lee, EDUC
Susan Anderson, LIB
Linda Wright-Bower, MUS
Mark DeLancey, THTR
Stevens Amidon, ENGL
Laurie Corbin, ILCS
Donna Holland, SOC

GRADE APPEALS SUBCOMMITTEE
Vacancies: 2 [no HS or DSB seats available]

Suzanne LaVere, HIST
Desiderio Vasquez, PHYS
Denise Buhr, LIB
Lubomir Stanchev, CS
Robert Vandell, MATH
Clark Butler, PHIL
Dana Goodman, FINA

HONORS PROGRAM COUNCIL
Vacancies: 3 [no ETCS or VPA seats available]

Susan Anderson, LIB
Cigdem Gurgur, MGMT/MKT
Christopher Bradley, SOC
Denise Buhr, LIB
Cheu-jey Lee, EDUC
Tanya Soule, BIOL
Suzanne LaVere, HIST
Chand Chauhan, MATH
Prasad Bingi, MGMT/MKT
Ae-Sook Kim, PPOL
Eric Ohlander, PHIL
Solomon Isiorho, GEOS

INDIANA UNIVERSITY COMMITTEE ON INSTITUTIONAL AFFAIRS
Vacancies: 3

Cigdem Gurgur, MGMT/MKT
Andres Montenegro, VCD
Harold Odden, ANTH
Brenda Valliere, DAE

INTERNATIONAL SERVICES ADVISORY SUBCOMMITTEE
Vacancies: 2

Dong Chen, ENGR
Assem Nasr, COM
Gail Hickey, EDUC
Suining Ding, MCET
Janette Neuman, NURS
Clark Butler, PHIL
Prasad Bingi, MGMT/MKT
Dana Goodman, FINA
Ae-Sook Kim, PPOL
Florence Mugambi, LIB
Shannon Bischoff, ENGL
Zhuming Bi, ENGR
Desiderio Vasquez, PHYS
Cigdem Gurgur, MGMT/MKT
Solomon Isiorho, GEOS
Guoping Wang, ENGR
Stephen Buttes, ILCS
David Liu, CS
Gokhan Karaatli, MGMT/MKT
David Momoh, CEIT
Lubomir Stanchev, CS

LIBRARY SUBCOMMITTEE
Vacancies: 3 [no ETCS seats available]

Hui Di, ACFN
Suzanne LaVere, HIST
Susan Ahrens, NURS
Stephen Buttes, ILCS
Damian Fleming, ENGL
Gokhan Karaatli, MGMT/MKT
Stella Batagiannis, EDUC
Robert Vandell, MATH
Kirsten Ataoguz, FINA
Adam Coffman, MATH
Steven Hanke, ACFN
Cheu-jey Lee, EDUC

NOMINATIONS & ELECTIONS COMMITTEE
Vacancies: 1

Cigdem Gurgur, MGMT/MKT
Steven Stevenson, CHM
Zeynep Isik-Ercan, EDUC

STRATEGIC PLANNING & REVIEW COUNCIL (SPARC)
Vacancies: 2 (Chancellor's committee)

Susan Anderson, LIB
Peter Iadicola, SOC
Susan Ahrens, NURS
Stevens Amidon, ENGL

STUDENT AFFAIRS COMMITTEE
Vacancies: 1

Cigdem Gurgur, MGMT/MKT
Janet Badia, WOST
Max Montesino, OLS
Sandra Berry, MATH
Daren Kaiser, PSY

UNIVERSITY RESOURCES POLICY COMMITTEE
Vacancies: 2

Cigdem Gurgur, MGMT/MKT
Peter Iadicola, SOC
Andres Montenegro, VCD
Max Montesino, OLS
Suleiman Ashur, ENGR
Bruce Kingsbury, BIOL
Brenda Valliere, DAE

Senate Document SD 11-18

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 19, 2012

SUBJ: Academic Calendar Formula

DISPOSITION: To the presiding officer for implementation

WHEREAS Senate Reference No. 00-11, as updated, has served as a good template for the creation of successive IPFW academic calendars; and

WHEREAS the survey recently conducted by the Calendar Subcommittee shows very strong support for all current calendar features, including the 16-week (including a one-week final examination period) length of the fall and spring semesters; the current form of fall break; the current form of Thanksgiving break; a full week for spring break; a break of at least two weeks between the end of the fall semester and the beginning of the spring semester; an end to the semester by the first week of May; a full week for final exams; the two-hour final exam periods; the current 50, 75, and 150 minute per week classes; and two six-week summer sessions; and

WHEREAS the Calendar Subcommittee has expressed unanimous support for maintaining the current calendar formula; therefore,

BE IT RESOLVED that Senate Reference No. 00-11 be made Senate policy.

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	L. Hite	P. McLaughlin
R. Jensen		W. McKinney	
D. Lindquist			
J. Toole, chair			
Y. Zubovic			

Senate Document SD 11-18
(Supersedes Senate Reference No. 00-11)

Senate Reference No. 00-11
(Updated on 1/13/2003)
(Updated, 3/15/2004)
(Updated, 3/14/2005)

IPFW ACADEMIC CALENDAR FORMULA

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August 20 and August 26, inclusive.

2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.

3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.

4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday*, and the following Friday and weekend.

SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January 8 and January 14, inclusive.

2. The period of time between the regular fall and spring semesters will be called “Winter Intersession” for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.

3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.

4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.

5. Weekend College shall be suspended Easter weekend.

SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.

2. Memorial Day (Observed), the 4th Monday in May, and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.

3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

Senate Document SD 11-19

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 19, 2012

SUBJ: Academic Calendar for 2014-2015

DISPOSITION: To the presiding officer for implementation

RESOLVED, that the proposed academic calendar for 2014-2015 be adopted.

For Calendar Subcommittee:

Approving	Not Approving	Absent	Nonvoting
N. Adilov	None	J. Schrader	P. McLaughlin
G. Hickey			
J. Leatherman			
D. Lindquist			
J. O'Connell			
J. Ross			
C. Tennis			

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	L. Hite	P. McLaughlin
R. Jensen			
D. Lindquist			
W. McKinney			
J. Toole			
Y. Zubovic			

ACADEMIC CALENDAR FOR 2014-2015

Fall Semester, 2014

Monday	25 August	Classes Begin
Friday	29 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	2 September	Classes Resume
Mon.-Tues.	13-14 October	Fall Recess
Wednesday	15 October	Classes Resume
Tuesday	25 November	Thanksgiving Recess Begins After Last Class
Monday	1 December	Classes Resume
Mon.-Sun.	15-21 December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2014-2015

Monday	22 December	Classes Begin
Thurs.-Fri.	25-26 December	Classes Suspended (Christmas Holiday)
Monday	29 December	Classes Resume
Thursday	1 January	Classes Suspended (New Year's Day)
Friday	2 January	Classes Suspended (Presidents' Designated Holiday)
Monday	5 January	Classes Resume
Sunday	11 January	Last Day of Classes

Spring Semester, 2015

Monday	12 January	Classes Begin
Monday	19 January	Martin Luther King Jr. Holiday
Mon.-Sun.	9-15 March	Spring Break Recess
Monday	16 March	Classes Resume
Friday	3 April	Classes Suspended at 4:30 p.m.
Monday	6 April	Classes Resume
Mon.-Sun	4-10 May	Final Exam Week/ Last Week of Classes
Wednesday	13 May	Tentative Date of Commencement

Summer Semester, 2015

Monday	11 May	Summer Semester Begins
Monday	18 May	Summer Session I: Classes Begin
Friday	22 May	Memorial Day Recess Begins at 4:30 p.m.
Tuesday	26 May	Classes Resume
Friday	26 June	Summer Session I: Classes End at 4:30 p.m.
Monday	29 June	Summer Session II: Classes Begin
Fri.-Sun.	3-5 July	Independence Day Holiday and Weekend Recess
Monday	6 July	Classes Resume
Friday	7 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	23 August	Summer Semester Ends

Senate Document SD 11-20

To: Fort Wayne Senate

From: Educational Policy Committee
James Toole, Chair

Date: March 19, 2012

Subj: Proposed Amendment to the Bylaws of the Fort Wayne Senate: Charge to the Developmental Studies Subcommittee

Disposition: To the presiding officer for implementation

WHEREAS the Bylaws of the Senate include the director of the Center for Academic Support and Achievement (CASA) as a member of the Developmental Studies Committee, though that position no longer exists; and

WHEREAS the Associate Vice-Chancellor for Academic Success now fills that role, and should be included in the committee membership; and

WHEREAS the Indiana Commission on Higher Education has made changes to the University's mission which has changed the mission of CASA from one of remediation to a broader definition which includes the development of all students; and

WHEREAS CASA is now under the direction of the Vice Chancellor for Student Affairs rather than the Vice Chancellor for Academic Affairs; therefore,

BE IT RESOLVED that the following changes be made to the Bylaws of the Fort Wayne Senate.

5.3.3.2 ***The Developmental Studies Subcommittee*** shall consist of the ~~Director of the Center for Academic Support and Advancement~~ **Associate Vice Chancellor for Academic Success**; one representative from each of the departments of English and Linguistics and of Mathematical Sciences, appointed by the department chair; and four elected Voting Faculty members, no more than two of whom may come from the same school. Elected members shall serve staggered three-year terms of office. The Subcommittee shall elect its chair from among the elected members.

The Subcommittee shall ~~recommend~~ **review those** policies and goals ~~for the Center for Academic Support and Advancement program and other developmental courses and programs~~ **of the Academic Success Center and those programs within the Center for**

Academic Support and Achievement, First Year Experience, and Mastodon Advising that affect underprepared students. ~~It shall assess the coordination and effectiveness of existing programs. It shall recommend policies concerning the admission and retention of students with academic deficiencies.~~ **It shall also recommend policies concerning the admission, placement, and retention of underprepared students. It shall assess the coordination and effectiveness of these programs and policies and shall assist the Associate Vice Chancellor for Academic Success with program review for the Center for Academic Success.** It shall make an annual report of its recommendations and assessments to the Educational Policy Committee.

For the Educational Policy Committee:

Approving:	Not approving:	Absent:	Nonvoting:
A. Argast	None	W. McKinney	P. McLaughlin
L. Hite			
R. Jensen			
D. Lindquist			
J. Toole, chair			
Y. Zubovic			

For the Developmental Studies Subcommittee:

Approving:	Not approving:	Absent:	Nonvoting:
K. Dehr, chair	None	None	None
S. Amidon			
B. Busby			
C. Chen			
S. Mau			
F. Mugambi			
D. Zook			

Senate Document SD 11-21

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 26, 2012

SUBJ: IPFW Credit Hour Policy

DISPOSITION: To the presiding officer for implementation

WHEREAS the United States Department of Education has adopted regulations implementing the Higher Education Opportunity Act, as amended, to provide a federal definition of a credit hour (34 CFR 600.20); and

WHEREAS these regulations (34 CFR 602.24(f)) also require regional and other accrediting organizations to evaluate institutional assignment of credit hours to courses; and

WHEREAS the Higher Learning Commission has adopted a conforming policy (Policy No. 3.10); and

WHEREAS the Higher Learning Commission has adopted a Protocol for Peer Reviewers Reviewing Credit Hours under the Higher Learning Commission's New Policies which gives additional guidance to institutions; and

WHEREAS this policy framework requires institutions to have and follow policies on the assignment of credit hours to courses and programs; and

WHEREAS the proposed policy also reflects the guidance provided by the USDoE, the Higher Learning Commission, and other institutions; therefore

BE IT RESOLVED that the attached policy be adopted by the Senate.

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	L. Hite	P. McLaughlin
R. Jensen		D. Lindquist	
W. McKinney			
J. Toole, chair			
Y. Zubovic			

Senate Document SD 11-21

IPFW CREDIT HOUR POLICY

Introduction

A credit hour is the unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

Considerable variation exists from institution to institution and within a given institution. A semester credit hour is the most commonly used system of measuring course work and is usually based on at least a 14-17 week calendar.[1] Further, a class hour varies from 45 to 60 minutes in various institutions. Many of the definitions refer to weekly student class hours (WSCH). Most faculties adopt a consistent measure within guidelines for their institution's course offerings. These consistencies have made it possible for accrediting groups to compare programs at multiple institutions. They make the acceptance of transfer credit from institution to institution reasonably systematic. They make it possible for institutions to issue transcripts that follow commonly understood practices and accurately reflect a student's academic experience. Further, prospective students can make meaningful comparisons between institutions and academic programs. Additionally, federal and state reporting requirements can be completed, analyzed, and compared.

Credit hours are awarded to students for successful completion of courses or for equivalent demonstrations of fulfillment of learning outcomes.

Pre-existing IPFW Policies

IPFW has already established policies for credit hour assignment, including the following:

<u>SD 85-18 Academic Regulations:</u>
•1.2 Credit: the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.
•1.2.1 Resident credit: credit earned at IPFW or at another campus of Indiana University or Purdue University, depending on which university the student is enrolled in at IPFW.
•1.2.1.1 Course credit: resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.
•1.2.1.2 Special credit: resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

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1 Ashford, Brenda (AACRAO). "2000-2001 Academic Calendars Study: Analytical Profiles of Calendar Use and Conversions".

•1.2.1.2.1 Credit by examination: credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)
•1.2.1.2.2 Departmental/divisional credit: credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.
•1.2.1.2.3 Achievement credit: credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)
•1.2.2 Transfer credit: nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

•1.7 Work not scheduled for a regular fall or spring semester: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

•10.1: Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

SR 00-11 IPFW Academic Calendar Formula
The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

Note: The calendar formula can be found in Senate Document 11-18. It has been translated by the Registrar's office, in cooperation with the Calendar Subcommittee, into standard class meeting times for on-campus classes, with 50 minutes representing one hour of class meeting time. The Approved Class Scheduling Patterns list is available on the Registrar's office website (http://new.ipfw.edu/offices/registrar/faculty/schedule_production.html)
at http://new.ipfw.edu/dotAsset/153415.pdf.

General Guidelines for Assigning Credit to Courses

1. The credit hour assignment for a course will generally follow the definition of the Carnegie Unit of Credit, which describes the total time commitment that an average student is expected to devote to learning per week of study, with one unit of credit representing a total of three hours per week of in-class and out-of-class work.
2. The credit hour assignment for a course will be established by the department/division responsible for the course, when the course is established, and approved through the regular course-approval process.
3. The credit hours assigned for a course will not be affected by the mode in which the course is offered, e.g. on-campus/in-person, distance education, or independent study.
4. The credit hours assigned for a course will be established without regard to the level of the course, including both (a) levels of undergraduate courses and (b) distinctions between undergraduate and graduate courses.

Specific Guidelines for Assigning Credit to Courses

1. One semester credit hour is assigned to courses for each of the following kinds of academic activity:
    A. One class meeting in a lecture or equivalent format for 50 minutes per week for a semester, with two hours per week of out-of-class preparation, study, and homework time also expected.
    B. Two hours of laboratory activities per week, with one hour per week of out-of-class preparation, study, and homework time also expected.
    C. Three hours of laboratory activities per week, and homework time may be expected.
    D. Three hours of independent study or fieldwork activities per week, and additional out-of-class time may be expected.
    E. 1.67 hours to 5.0 hours per week of clinical experience, studio work or experiential study.

2. These standards may be modified by the academic unit only when required to meet standards of an accrediting agency.

Senate Document SD 11-22

TO: Fort Wayne Senate

FROM: Educational Policy Committee
James Toole, Chair

DATE: March 26, 2012

SUBJ: Creation of an Ad Hoc General Studies Program Council

DISPOSITION: To the presiding officer for implementation

WHEREAS the General Studies Program at IPFW is a long-standing and successful program; and

WHEREAS the General Studies Program has been locally administered by the Director of the General Studies Program reporting through the IPFW Division of Continuing Studies and in consultation with a faculty advisory committee; and

WHEREAS the General Studies Program has been under the authority of the Indiana University School of Continuing Studies; and

WHEREAS Indiana University has now dissolved the School of Continuing Studies, leaving the General Studies Program without an academic home from July 1, 2012; and

WHEREAS faculty governance is essential to the successful operation of any academic program; and

WHEREAS many issues concerning the status and operation of General Studies at IPFW will remain unresolved as of July 1, making it more advisable to create a temporary faculty governance council than to create one having a more permanent membership and charge; therefore

BE IT RESOLVED that the Senate do the following:

The Senate shall create an ad hoc General Studies Program Council reporting to the Senate through the Educational Policy Committee. The Council shall expire at the end of the 2012-2013 academic year. During the 2012-2013 academic year, the Educational Policy Committee shall study the development of General Studies at IPFW in order to determine what form a more permanent faculty governing council should take. By the April 2013 Senate meeting, the Educational Policy Committee shall propose an amendment to the Senate By-laws creating a permanent General Studies Program Council as a subcommittee of the Educational Policy Committee.

The ad hoc Council shall consist of:
-- Three (3) Faculty from the College of Arts and Sciences
-- Three (3) Faculty from the other schools and colleges
-- The Director of General Studies
-- The Associate Vice Chancellor for Academic Programs
-- Two (2) General Studies alumni, as non-voting members, appointed by the General Studies Director

The ad hoc Council shall exercise the Faculty's authority with regard to academic matters related to the General Studies Program.

The ad hoc Council shall be appointed by the Senate's Executive Committee, in consultation with the Director of General Studies. Once a permanent council is created, its faculty members shall be elected by the Senate.

For Educational Policy Committee:

Approving	Not Approving	Absent	Nonvoting
A. Argast	None	D. Lindquist	P. McLaughlin
L. Hite			
R. Jensen			
W. McKinney			
J. Toole, chair			
Y. Zubovic			

Senate Document SD 11-23

MEMORANDUM

TO: Fort Wayne Senate

FROM: Mark Masters, Chair
Faculty Affairs Committee

DATE: March 22, 2012

SUBJECT: Student Evaluation Task Force Report

DISPOSITION: To the Executive Committee for inclusion in the next senate meeting

WHEREAS, the Fort Wayne Senate charged the Student Evaluation Task Force with "formulating 'a set of standards for IPFW for the procedure and use' of student evaluations; and

WHEREAS, the Student Evaluation Task Force completed their responsibilities and submitted their report to Faculty Affairs along with creating a web-based resource site (http://libguides.lib.ipfw.edu/courseevaluations); and

WHEREAS, Faculty Affairs believes their findings to be well supported and reasonable;

BE IT RESOLVED, That the Fort Wayne Senate endorse the use of the *Recommendations and Best Practices Guidelines:* (http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1149/357554/StudentEvaluationTaskForceReport.pdf) from the task force in future use of student evaluations at IPFW.

Faculty Affairs Committee

Mark Master, Chair
Margit Codospoti
Marcia Dixson
Peter Dragnev
David Liu
William McKinney
Audrey Ushenko

TO: Mark Masters, Chair of Senate FAC
FROM: Student Evaluation Task Force
DATE: December 16, 2011
SUBJECT: Recommendations from the Student Evaluation Task Force

In spring 2011 the Student Evaluation Task Force was charged with formulating "a set of standards for IPFW for the procedure and use" of student evaluations. The Task Force was to submit its report to the Faculty Affairs Committee of the Senate by December 2011. We have completed this charge and our report is attached for your consideration.

The first part of the charge to the Student Evaluation Task Force was to consider alternatives to the current scanner system. For this charge, the Task Force has sent a memo (attached) to Vice Chancellor McKinney with our recommendations concerning the delivery system as well as an institutional home for the oversight responsibilities for student evaluations on the campus.

The second part of the charge concerned the instrument, procedures for administration of the evaluations, and policy related to how student evaluations are used. In our report we have distinguished between policy recommendations and best practices guidelines. We present two sets of recommendations for the Faculty Affairs Committee to consider implementing as policy: (1) Items Used and Oversight of the Process, and (2) Administration Procedures. Our report also includes a set of Best Practices Guidelines that would not be binding, but should be shared with departments and administrators and sent to the Senate for information only.

We assume that you will send policy recommendations to the Senate as an action item. If you have any questions about the recommendations or guidelines, please don't hesitate to contact Yvonne Zubovic.

Task Force Members:
Elaine Blakemore, COAS & PSY, co-chair
Yvonne Zubovic, MATH, co-chair
Hardin Aasand, ENGL, COAS representative
Tiff Adkins, LIBR representative
Sheena Choi, EDUC, CEPP representative
Cigdem Gurgur, MMK, DSB representative
Rebecca Jensen, NURS, HHS representative
Dina Mansour-Cole, OLS, ETCS representative
Joyanne Outland, MUS, VPA representative
Carol Sternberger, OAA representative

Enclosed Attachments:
Recommendations and Best Practices Guidelines
Memo to Vice Chancellor

IPFW Faculty Senate Student Evaluation Task Force, 2011
Recommendations and Best Practices Guidelines
December 16th, 2011

This document is in three sections. The first section is preliminary remarks about the role of student evaluations at IPFW. The second is a set of recommendations that we are presenting to the Faculty Affairs Committee of the Senate for them to consider implementing as policy that would be binding on faculty and academic departments at IPFW. The third is a set of best practices guidelines that we recommend being made available to departments and administrators, but which would not be binding. There is also an appendix concerning the online administration of student evaluations.

Preliminary Remarks

Over the course of the Spring and Fall semesters of 2011, The Student Evaluation Task Force engaged in a very extensive data gathering process. We examined scholarly literature about student evaluations of teaching, explored systems used by other campuses, and surveyed both chairs and the faculty with respect to their experiences and departmental policies about student evaluations. Results of the data gathering, committee minutes, and other documents can be found on a website constructed for this purpose by Task Force member Tiff Adkins.[1]

It is very important to consider the purposes of student evaluations. The two major purposes are often labeled as formative (teaching improvement) and summative (evaluation for purposes of promotion, tenure, and annual review). Based on the survey of faculty, faculty members appear to believe that the formative role of student evaluation data is more important to them (i.e., student feedback helps faculty to improve their teaching and the structure of their courses, and can be used by chairs and other mentors to assist faculty in improving). We also think that is the more important purpose.

With respect to the summative evaluation of teaching, the majority of faculty responding to our survey thought student evaluations ought to be no more nor less important than other measures of teaching effectiveness. However, they also indicated that general practice on this campus is to make student evaluations THE most important measure, and they were not especially satisfied with that state of affairs. That is, the faculty appear to be saying that student evaluations have been overemphasized as a measure of teaching effectiveness for purposes of tenure, promotion, and annual review at IPFW.

For many years IPFW administrators and others have stated that teaching should be evaluated with multiple measures. Experts in faculty evaluation support that position. For example, one widely used resource[2] suggests 13 ways to evaluate teaching (see the Task Force website for additional references). Student evaluations are surveys of student satisfaction with teaching.

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[1] http://libguides.lib.ipfw.edu/courseevaluations

[2] Arreola, R. (2007). *Designing a Comprehensive Faculty Evaluation System* (3rd ed.). San Francisco: Anker Publishing Co.

They are affected by many variables in addition to effectiveness of instruction. It is consistently recommended that they be one measure of teaching effectiveness, but not the only one.

It is also the case that students are capable of evaluating only certain things (e.g., whether information presented is clear, whether instructor is enthusiastic, whether instructor is fair, whether materials are returned in a timely fashion, etc.). They are not capable of determining others (e.g., appropriateness of objectives; instructor's knowledge, its depth, and whether it's current; the instructor's incorporation of department policies or course objectives; the appropriateness of grading standards). Instruments to be completed by students should include only items that students are able to judge, and faculty peers should be the evaluators of items that are deemed important that students cannot judge.[3]

Student feedback should certainly continue to play a role in the summative review of teaching, but we agree with the majority of the faculty in our survey: student evaluations should be no more nor less important than other measures of teaching effectiveness. Further, our reading of the scholarship on this topic[4] leads us to conclude that results from student evaluations should generally only be used to make very broad judgments for summative purposes (e.g., exemplary, competent, not competent).

Policy Recommendations
I: Items Used and Oversight of the Process

1. The content of student evaluations should be predominantly determined at the department level. However, having a small number of consistent items is reasonable and desirable, both at the university and college levels.
2. For summative purposes (evaluation for promotion, tenure, reappointment, and annual review) and to ensure comparability across all departments and programs, the university should adopt two core items, generally known as "instructor overall," and "course overall." Sample items from the Purdue Instructor Course Evaluation Service (PICES) are below:
    a. Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor
    b. Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.
3. Departments should adopt some items taken from a standardized instrument with known reliability and validity, rather than a locally-developed instrument whose quality is unknown. Note that such instruments often have hundreds of items from which to choose. Examples of such instruments are the PICES[5] and the IDEA[6] systems. (PICES items can be used without permission, and incur no cost for their use.)
4. All departments should include some items for summative purposes (evaluation) and some items for formative purposes (teaching improvement).
5. We recommend that the Division of Continuing Studies (DCS) no longer undertake the evaluation of instructors who teach distance learning courses that carry academic credit. Rather, departments should evaluate their own courses and instructors in all cases. DCS may

[3] See Seldin, P. (2006). *Evaluating faculty performance: A practical guide to assessing teaching, research, and service*. San Francisco: Anker Publishing Company. (page 56)
[4] e.g., see McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist, 52*(11), 1218-1225.
[5] http://www.purdue.edu/cie/web/search/catalog.pdf
[6] http://www.k-state.edu/catl/ratings/idea/index.htm

certainly wish to survey students taking distance classes as to services they can offer, but the summative and formative review of faculty (full- and part-time) should be done by academic departments.

6. Norm comparisons and comparisons to department means or medians, to other faculty, courses, or departments should be avoided for summative purposes (i.e., for promotion, tenure, and annual review). Rather, departments are asked to develop criteria or standards by which, in their estimation, student evaluation results for their courses reflect competent or exemplary teaching. Under such a set of standards, *in principle*, all faculty might be found to be competent teachers. We note that if this recommendation is adopted it will require a modification to OAA 99-1, which asks for departmental means to be included in P&T cases. In the place of norms or means, the departmental criteria or standards for competent or exemplary teaching would be provided. (Suggestions for the appropriate use of norms are provided below in the "best practices" section.)
7. For summative review of faculty (promotion, tenure, reappointment, annual review), including the evaluation of part-time faculty, student evaluations will typically be part of the data considered. However, they should be only one of several possible measures of teaching effectiveness, and should not be given more weight than other measures.[7]

Policy Recommendations
II: Administration Procedures

1. There should be a standard set of instructions that accompany the evaluations, and they should be printed and included with the packet of evaluations, and read to the class. We recommend these instructions:
   "*Please use this opportunity to evaluate this course over the entire semester. Your thoughtful answers to these questions will provide helpful information to your instructor and to the department. Please do not talk with other students while you are completing the evaluation. Your responses are anonymous (do not include your name or any identifying information), and will not be provided to the instructor until after final grades have been turned in.*"
2. Evaluations should be administered in a regular class period near the end of the semester. For online classes they should be available at some point during the last week or two of the semester.
3. The instructor should **not** be present when the instrument is administered, and the evaluation should be proctored by someone else. The proctor can be a student chosen by the instructor, or a staff member, or someone else chosen by the faculty member or the department. If the proctor is a student in the class, the instructor may read the standard instructions to students prior to leaving the room.
4. We **do not recommend** as a campus policy a process where student evaluations are delivered online for all classes. Many faculty were not in favor of this mode of delivery for face-to-face classes, and the literature on this topic clearly shows a reduction in student response rate that would compromise the validity of the data. Thus, we do recommend that paper delivery of student evaluations continue to be made available. Of course, should particular departments,

[7] Some may ask what other measures are available for part-time faculty, or for senior tenured faculty who no longer undergo peer review. At the very least, a faculty member can easily report what steps they took to keep their teaching current and/or to make changes in the past year such as incorporating new scholarship in the field in which they are teaching, and/or taking steps to keep current in relevant pedagogical practices.

schools, and colleges choose to deliver all student evaluations online that is their prerogative, but they should seriously consider the threat to the validity of the data that this practice engenders. Because of the importance of this issue, we have attached a summary appendix on this topic.

Best Practices Guidelines

1. We recommend that the university provide resources to maintain normative data (i.e., average ratings—means or medians; standard deviations; ranges) of items over time, at least over a rolling five-year period. (Note: Normative data, especially with respect to items about specific aspects of teaching that can be used for formative purposes—to make decisions about what aspects of teaching to modify—can assist faculty and their mentors in showing areas for improvement. However, it should be noted that small deviations in scores from average ratings should not be overemphasized.)
2. Because departments should be the unit for determining the majority of the content of student evaluations, when practical, we recommend that departments use some common items for all their courses. Online courses, labs, and clinics may follow a different format.
3. We strongly recommend that departments include some items that measure such things as whether the instructor was rigorous or demanding and whether the students learned in the course. Some sample items from PICES[8] (item number in parentheses) include: "My instructor has high academic standards" (384), "This course supplies me with an effective range of challenges" (402), "My instructor challenges me to think" (412), "I worked harder on this course than on most courses I have taken" (431), "I learned a great deal from my instructor" (433). We found it difficult to find items that seemed appropriate for all courses; we thus thought it better for departments to make their own decisions about what items of this type would be suitable for them.
4. Although we have recommended that departments have their own core of items that are used in all their courses, they should also be encouraged to have flexible instruments that meet a variety of course, instructor, and learning goals, and to support faculty in making flexible choices of items that meet their needs. Instruments such as PICES have hundreds of items from which to choose, and departments and faculty may supplement these with locally-developed items. Having a variety of items across a department's courses also makes the instrument more interesting for students to complete, and thus they may take it more seriously.
5. Departments may wish to consider including some open-ended items as well as some scaled items on their departmental instrument. Open-ended items often produce more useful information when they ask about specific items (e.g., small groups, lectures, quizzes, the textbook) rather than a general "comments" item. Open-ended student comments are often very helpful for formative purposes; one can get good ideas about how to improve from students' comments. However, experts in the student evaluation field are very cautious about using student comments for summative purposes. Summative review—review that impacts someone's job evaluation and future employment—should be based on measures that are well developed, credible, and legally defensible; student comments don't meet that standard. There is little evidence that they are representative of all students, reliable, or a valid measure

[8] http://www.purdue.edu/cie/web/search/catalog.pdf

of actual teaching effectiveness. Thus we recommend against using student comments for summative review.

6. Department chairs, other administrators, and promotion and tenure committees are urged to be very cautious about using formative items for summative purposes.
7. Chairs, committees, and other evaluators should be mindful of how class attributes impact student ratings. For example, lower level and general education classes are often rated less positively than higher level and graduate classes.
8. Department chairs are encouraged to have a grace period (e.g., a year) before using student ratings to evaluate new faculty, especially those with little prior teaching experience. Of course, this information can certainly be used for formative and mentoring functions by the chair and others. A grace period can also be applied when a more experienced faculty member makes a change to their teaching practices or courses. In all cases, summative judgments are best based on several courses over at least a period of a year, preferably longer.
9. Instruments should not be overly long—an instrument that takes longer than approximately 10-15 minutes to complete is probably too long for most classes. In some cases, however, an instructor may wish to use a longer diagnostic instrument to assist in teaching improvement.
10. Departments should take steps to ensure the security of the data—such that while in transit to the department they cannot be tampered with, modified, lost, or obtained by the instructor prior to completion of class grades.
11. Departments should make every effort to provide timely results to faculty members. Ideally, they should be received no later than two months after the completion of the semester, sooner if possible.
12. Ideally, there should be a proctor-identification-form to be signed by the person administering the instrument indicating the class, date and time, whether the instructor left the room, and whether students completed the form independently and refrained from discussions with other students.
13. Untenured faculty are typically encouraged to evaluate every class, and to make all of these evaluations available to the chair for both formative and summative functions. All faculty are encouraged to evaluate all classes so that students have an opportunity to make their views known. However, departments may want to develop policies such that tenured (or long-time continuing lecturers, clinical faculty, and limited term lecturers) may choose to provide (or have considered) only a subset of these for purposes of annual evaluation.
14. Departments should take steps to make sure that an appropriate number of students complete student evaluations. Various researchers have provided guidelines as to the number of responses needed for the sample of respondents to be representative of the entire class enrollment. Franklin and Theall[9] indicate that the sample size needed depends on the class size—the smaller the class size, the higher the response rate needed. Their recommendations are provided in the table below. Others recommend that a minimum of 10 students raters and at least 67% of the class are needed for representation.

[9] Franklin, J. L., and Theall, M. (1991). Communicating ratings results to decision makers: Design for good practice. In M. Theall and J. L. Franklin (Eds.), *Effective practices for improving teaching. New directions for teaching and learning*, no. 48. San Francisco: Jossey Bass

Class Size	Recommended response rate
5 – 20	At least 80 percent; more recommended
20 – 30	At least 75 percent; more recommended
30 – 50	At least 66 percent; 75 percent or more recommended
50 – 100	At least 60 percent; 75 percent or more recommended
100 or more	More than 50 percent; 75 percent or more recommended

15. Related to this question is class size overall. Sometimes evaluations are not administered in very small classes. Departments must consider and balance four things when judging whether to administer evaluations in very small classes: 1) students having a right to, or at least an expectation of, anonymity; 2) students having an opportunity to provide feedback; 3) faculty members needing to receive student feedback for formative purposes; and 4) faculty members needing data for summative review.
16. Administrators and faculty who make personnel decisions using student evaluation should undergo training as to the appropriate use of this information. We hope that in future, the Office of Academic Affairs or CELT will make such training available on a regular basis.

17.

Appendix A
Online versus Face-to-Face Administration (for face-to-face classes)

Many universities are beginning to move to online administration of Student Evaluations of Instruction (SET; Berk, 2006; Pallett, 2006). The table below (adapted from Berk, 2006) summarizes strengths and weaknesses of each:

	Face-to-Face	**Online**
Cost	More expensive to administer	Higher initial setup cost, then cheaper to administer
Accessibility	Only one available time	More accessible, but should probably have a defined window of availability
Ease of administration		Perhaps easier, but still requires set up by staff
Anonymity	Hand written forms may be less anonymous	All responses are typed
Staff time	More, especially if cleanup and typing are needed	Less, but not zero, responses need to be downloaded and organized
Responses to open-ended items		Tend to be longer, more detailed, more thoughtful
Turnaround time	Slower, especially if open-ended responses are typed	Much faster
Response rate	Typically at least 80%	Can drop much lower unless incentives and encouragement are used. If lower than 65%, not valid measure
Possibility for collaboration	Controlled by proctor	No control over shared completion
Standardization of administration conditions	High	Lower
Ability to modify instrument	More difficult	Simple

Obviously, the main advantages of moving to online SET are lower cost and reduction of staff time to clean and scan forms and type open-ended responses (note that only some departments do this). The main disadvantages are lack of control over the conditions of administration and reductions in the response rates. These reductions can be serious. Pallett (2006) reports a typical drop from more than 80% of students completing forms to 45-55% doing so, a range that would produce high rates of invalid and nonrepresentative results. Nulty's (2008) comparison finds a typical range of 55 to 75% for paper surveys, and 20 to 45% for online surveys, lower in both cases than Pallett's figures, and alarmingly low for online surveys in some cases.

This phenomenon has also been reported in the popular press:

http://www.boston.com/news/local/massachusetts/articles/2010/04/07/colleges_see_decline_in_evaluations_after_going_online/

There are various suggestions for improving response rates, and experimental evidence that they can work (e.g., Dommeyer, Baum, Hanna, & Chapman, 2004). Nulty (2008) lists fifteen recommendations, some of which are included below:

a. Link the survey in an email sent directly to students (called "pushing" the survey).
b. Send multiple reminders (especially if they can only go to students who haven't yet completed it).
c. Strong encouragement from faculty, with emphasis that responses are important and will be taken seriously. Give directions or advice on how to make constructive criticisms, and include items (usually open-ended) where this can happen.
d. Provide rewards, small number of points as incentives, access to grades earlier, or drawings for prizes.
e. Assure students of anonymity.
f. Make the survey brief.

Note: References can be found on the Task Force Web page at:
http://libguides.lib.ipfw.edu/courseevaluations

Task Force Members
Elaine Blakemore, COAS & PSY, co-chair
Yvonne Zubovic, MATH, co-chair
Hardin Aasand, ENGL, COAS representative
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Dina Mansour-Cole, OLS, ETCS representative
Joyanne Outland, MUS, VPA representative
Carol Sternberger, OAA representative

TO: Vice Chancellor McKinney
FROM: Student Evaluation Task Force
DATE: December 12, 2011
SUBJECT: Institutional Home for Student Evaluations

Part of the charge of the Student Evaluation Task Force was to consider issues related to the delivery and administration of student evaluations. Related to this issue is the question of where the processing center for student evaluations should be housed. In considering the possible "institutional homes" for a student evaluation processing center, the Task Force looked at what other universities, including several of our peer institutions, do. These universities house this function in a variety of offices, all of which report to academic affairs. We also discussed issues related to our specific campus needs and culture. Based on this work, we have the following recommendations:

(1) The office with oversight for student evaluations should be under Academic Affairs.
(2) Given the importance of this work, additional staff should be assigned to cover these oversight responsibilities. We recommend not adding these duties to an already heavily burdened staff member.
(3) We suggest that the oversight of student evaluations be housed within one of the following (not in rank order):
    a. Assessment Office
    b. CELT
    c. Testing Services, but with this office moved from Student Affairs to Academic Affairs

We have investigated several student evaluation systems and evaluated them using criteria related to convenience of use, flexibility of items, availability of norms over time, and paper versus online delivery. Our ranking of these systems, along with an estimated annual cost, is provided in the attached table titled Systems Ranked in Order of Preference. We were reluctant to recommend systems with only online delivery of student evaluations given the persistent problem with low response rates. The literature raises the possibility that incentives to increase these response rates (such as withholding grades) may have limited impact or may result in a negative response by students, calling into question the validity of the evaluations. We recommend that Class Climate be adopted for use, with items drawn from the Purdue PICES library. This system will allow either paper or online delivery of the evaluations, allows maintenance of norms over time, and offers a wide range of items suitable for the needs of the various departments and schools on campus.

Task Force Members

Elaine Blakemore, COAS & PSY, co-chair
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Joyanne Outland, MUS, VPA representative
Carol Sternberger, OAA representative

Systems Ranked in order of Preference (Final)

	Annual Cost	Convenience and IPFW staff time	Flexibility of items	Availability of Norms over time	Online versus paper
Class Climate (note scanner also needed)	Scanner (but software comes with this system). $40,000 to $50,000 per year licensing fees and other startup costs Some staff time here	Some staff time to set up items and print forms, but less than currently. Sounds convenient	High, whatever departments use, or could include some standard items	Yes, and could maintain over time, and use flexibly	Both
Local, online plus paper, staff person to build norms	Scanner and software; paper costs; staff person's salary and benefits	Very convenient to departments; remove a large workload from some departments	High, whatever departments use, or could include some standard items	Yes; that would be one of the main purposes of this person	Both
Status Quo + new software/scanner	Scanner and software cost; Annual cost of paper and staff time in departments	Low, still many hours of local departmental staff time	High, whatever departments use, or could include some standard items	Probably not unless department does it for own use, but not across campus	Both
Local, online, staff person to build norms and oversee	Cost of staff person's salary and benefits	Very convenient to departments; remove a large workload from some departments	High, whatever departments use, or could include some standard items	Yes; that would be one of the main purposes of this person	Online only
Course Eval	$20,000 the first year; $16,000 years 2 and 3; no other costs	Removes almost all work from local staff Benefit of access to community of users	High, whatever departments use, or could include some standard items	No, but big enough semester database for decent normative data	Online only
Local, only online	None; very cheap; departmental staff time, hidden cost	Still hours of departmental staff time, but significantly less than above	High, whatever departments use, or could include some standard items	No, unless department does it, but not across campus	Online only
IDEA	Ranges from $12,000 to $17,000 annually depending on which form used, and which reports desired	Extremely convenient, very little staff time, basically just ordering and shipping	Need to use IDEA items, short or long form. Could add some items of own, but least flexible of all options.	Excellent maintenance of long-term norms; national database, comparisons to all relevant groups	Both

Scantron forms for evaluations (the ones presently in use) cost about $50 per 500.

Blakemore, 11/14/2011

TO: Fort Wayne Senate
FROM: URPC
SUBJECT: Analysis of Staffing and Budget Data
DATE: 28 MAR 2012

WHEREAS, IPFW is facing a budget shortfall for the coming fiscal year (FY 2013), which is projected to be approximately 3% ($ 2.2 M) of the IPFW budget; and

WHEREAS, any shortfall in the budget must be covered by cuts in recurring dollars, which requires serious short-term budget decisions; and

WHEREAS, this 3% projected budget shortfall is real and manageable; and

WHEREAS, prudence requires IPFW budget planners to consider the current changes in IPFW's revenue stream to be long-term, and short-term solutions often create long-term problems;

THEREFORE BE IT RESOLVED THAT,

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to minimize impact on the academic quality of our programs;

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to minimize impact on current employees;

BE IT FURTHER RESOLVED THAT,

If reductions in expenditures are necessary to meet the budget, such cuts should be designed to at least maintain credit hours and graduation rates;

Dean, Chairs, Program Directors, and every other member increase effort to recruit, retain, and graduate students;

Every non-academic IPFW unit should undergo a regular, formal strategic review, similar to the academic Program Review process. This review should demonstrate how the unit effectively and uniquely contributes to the mission of the University;

IPFW should exact a temporary freeze on new administrative positions;

IPFW employ a transparent process with stringent criteria to determine the need to fill any open position.

IPFW explore voluntary long-term reduction in FTE for individual employees.

Approve:		Disapprove:	Non-voting:	Absent:
Anne Argast	Abdula Eroglu		Jay Harris	Ann Livschiz
Walter Branson	Zeynep Isik-Ercan			William McKinney
Carol Crosby	Marc Lipman			Zelimir Todorovic
Rachel Dirig	Alice Mertz			Robert Wilkinson
Peter Dragnev	John Niser			

Senate Reference No. 11-23

TO: Fort Wayne Senate

FROM: Educational Policy Committee

DATE: March 19, 2012

SUBJ: Protecting Your Intellectual Property

DISPOSITION: For Information Only

The Educational Policy Committee has reviewed the following document and is submitting it for information only.

Protecting Your Intellectual Property

Author Rights

The University permits authors to retain the copyright to Instructional Copyrightable Works and Scholarly Copyrightable Works (http://www.purdue.edu/policies/pages/teach_res_outreach/viii.4.1.htm). Under the U.S. Copyright Law (17 USC 106) (http://www.copyright.gov/title17/92chap1.pdf) the owner of the copyright has the exclusive rights to do and to authorize any of the following:

(1) to reproduce the copyrighted work in copies or phonorecords;
(2) to prepare derivative works based upon the copyrighted work;
(3) to distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
(4) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly;
(5) in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly; and
(6) in the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.

Retaining or Assigning Copyright

Authors retain the copyright to their works until they assign it to someone else. Many times publishers will want authors to assign their copyright to them in exchange for publishing the work. The decision to assign copyright is serious and impacts any future use of your work.

It is up to you whether to assign all of your rights, some of them or none of them to a publisher. You might want to retain some of your rights so that you can use your works in the following ways:

- To post your work on your website
- To distribute copies to colleagues
- To reuse portions of the work or all of it in future publications
- To add to your institutional repository

Copyright Management Options

Managing your copyright effectively will benefit you now and in the future. There are several options that you might want to consider when making your copyright decisions.

1. Research which publishers have the best agreements for your needs.

The copyright policies of many journals and publishers can be found at the Sherpa/Romeo website. Investigate which policies match your goals as a scholar.

2. Negotiate the terms of the publishing agreement

There are many publishers who are willing to negotiate the publishing agreement. Determine what terms of the agreement are amenable to you and which are not and then negotiate for the terms you are willing to accept. Always keep in mind the outcomes that you need as a scholar. In the end only you can make the decision as to whether or not to sign the agreement.

3. Attach the CIC author's addendum to the publisher agreement

The Committee on Institutional Cooperation (CIC) is a consortium of 12 research universities who collaborate on various initiatives. One such initiative is to provide options to faculty to assist them in management of their copyrights. The CIC developed an addendum that can be attached to publishing agreements. The addendum allows the author to retain the rights to their work for teaching and research purposes. Although IU and Purdue do not require their faculty to use the addendum, it is strongly recommended that they consider doing so.

4. Retain copyright and license specific rights to publisher

Rather than assigning copyright to the publisher, grant them an exclusive or non-exclusive license. An exclusive license is when the copyright holder grants to the publisher sole permission for using the work for a certain period of time. A non-exclusive license is when the copyright holder allows multiple people to use the work. For examples of non-exclusive licenses, check into Creative Commons licenses.

Reporting Alleged Copyright Infringement

Unless you have expressly given permission, your work may not be reproduced, distributed, publicly performed or displayed or derivative works created from your work.

The Digital Millennium Copyright Act (DMCA) provides a procedure for requesting the removal of or the disabling of access to material posted on the Internet without your permission. All take-down requests to the site owner must follow the DMCA format. Failure to do so may result in a delay or non-compliance with the processing of your request.

In accordance with the DMCA (Pub. L. 105-304), all infringement claims must be in writing and must include the following information:

1. Identification of the copyrighted work claimed to have been infringed, or, if multiple copyrighted works at a single online site are covered by a single notification, a representative list of such works at that site" (17 U.S.C. § 512(c)(3)(A)(ii)).

2. Information reasonably sufficient to permit the service provider to locate the material (17 U.S.C. § 512(c)(3)(A)(iii)), preferably the specific document URL (i.e., not school, department or course URL) of the allegedly infringing content.
3. Information reasonably sufficient to permit the site owner to contact you, such as an e-mail or home/work address, and telephone number (17 U.S.C. § 512(c)(3)(A)(iv)).
4. A statement that you have "a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law" (17 U.S.C. § 512(c)(3)(A)(v)).
5. A statement that the information in your letter is accurate, and under penalty of perjury, that you are "authorized to act on behalf of the owner of an exclusive right" (17 U.S.C. § 512(c)(3)(A)(vi)).
6. A physical or electronic signature of the person authorized to act on behalf of the copyright owner (17 U.S.C. § 512(c)(3)(A)(i)).

Other University Resources Available for Protecting your Work

Institutional Protections

IPFW's *Ethical Guidelines for IPFW Information Technology (IT) Users* http://new.ipfw.edu/offices/its/policies/ethical-guidelines/ethical-guidelines.html defines the rights and responsibilities of IT users in regard to intellectual property and the procedures in place to deal with copyright violations.

The Higher Education Opportunity Act (HEOA PUB. L. 110-315) added provisions requiring institutions to take steps to combat the unauthorized distribution of copyrighted materials through illegal downloading or peer-to-peer distribution of intellectual property. IPFW annually sends a letter to enrolled students informing them of institutional policies and sanctions related to the unauthorized distribution of copyrighted materials.

Faculty Resources

Faculty can remind students in class, on their syllabus, in Blackboard, etc. that "The materials for this course are only for the use of students enrolled in this course and may not be further disseminated," and that unauthorized distribution of copyrighted materials is subject to university disciplinary action.

IPFW's Center for the Enhancement of Learning and Teaching (CELT) (http://www.ipfw.edu/celt/contact.shtml) provides workshops on IPFW's Media Vault which is now available to house media developed for a course and distribute that media to students over a secure network that prevents redistribution. CELT can also provide guidance on other technological measures available to prevent or discourage redistribution of copyrighted materials.

Information about copyright law and guidance on copyright issues is available on campus through the Helmke Library Copyright Information Web site (http://copyright-information.lib.ipfw.edu/) and by contacting the Dean at truesdel@ipfw.edu.

Senate Reference No. 11-24

TO: Fort Wayne Senate

FROM: Educational Policy Committee

DATE: March 19, 2012

SUBJ: Calendar Formula Survey Results

DISPOSITION: For Information Only

The Educational Policy Committee has reviewed the following document and is submitting it for information only.

My Report

Last Modified: 02/23/2012

1. My role in the IPFW Community is:

#	Answer	Bar	Response	%
1	Administrative		27	6%
2	Faculty		213	46%
3	Staff		56	12%
4	Student (Graduate Student)		12	3%
5	Student (Senior)		38	8%
6	Student (Junior)		37	8%
7	Student (Sophomore)		43	9%
8	Student (Freshman)		39	8%
	Total		465	

Statistic	Value
Min Value	1
Max Value	8
Mean	3.64
Variance	4.93
Standard Deviation	2.22
Total Responses	465

2. I am pleased / satisfied with:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	the semester calendar (15 + 1 weeks) currently being used.	22	28	74	199	134	457	3.86
2	the current form of "fall break"	21	49	92	172	117	451	3.70
3	the current form of Thanksgiving break	17	20	61	213	143	454	3.98

Statistic	the semester calendar (15 + 1 weeks) currently being used.	the current form of "fall break"	the current form of Thanksgiving break
Min Value	1	1	1
Max Value	5	5	5
Mean	3.86	3.70	3.98
Variance	1.12	1.23	0.96
Standard Deviation	1.06	1.11	0.98
Total Responses	457	451	454

3. It is important that our academic calendar contain:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	a full 15 contact weeks of classes/semester	19	31	92	160	150	452	3.87
2	a full week for final exams	8	22	62	176	190	458	4.13
3	two-hour final exam periods	10	35	90	151	171	457	3.96
9	at least two full weeks from the end of the fall semester until the beginning of the spring semester	5	6	30	114	304	459	4.54
5	a full week for spring break	6	5	51	147	246	455	4.37
6	an end for the spring semester by 1st week of May	7	23	134	141	152	457	3.89
7	current 50, 75, and 150 minute/week classes	14	24	131	187	101	457	3.74
8	two six-week summer sessions	15	31	178	130	100	454	3.59

Statistic	a full 15 contact weeks of classes/semester	a full week for final exams	two-hour final exam periods	at least two full weeks from the end of the fall semester until the beginning of the spring semester	a full week for spring break	an end for the spring semester by 1st week of May	current 50, 75, and 150 minute/week classes	two six-week summer sessions
Min Value	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5
Mean	3.87	4.13	3.96	4.54	4.37	3.89	3.74	3.59
Variance	1.17	0.88	1.08	0.59	0.68	0.96	0.93	1.02
Standard Deviation	1.08	0.94	1.04	0.77	0.83	0.98	0.96	1.01
Total Responses	452	458	457	459	455	457	457	454

4. I am open to alternative semester calendar formats that would include:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	a repackaged schedule of classes within a (14 + 1) semester	55	63	128	140	67	453	3.22
2	a mid-semester week-long fall break (even if it meant starting the fall semester earlier)	87	102	90	127	51	457	2.90
3	a fall schedule that would begin after Labor Day yet still finish in mid-December (even if it meant sacrificing "fall break")	66	114	94	122	62	458	3.00

Statistic	a repackaged schedule of classes within a (14 + 1) semester	a mid-semester week-long fall break (even if it meant starting the fall semester earlier)	a fall schedule that would begin after Labor Day yet still finish in mid-December (even if it meant sacrificing "fall break")
Min Value	1	1	1
Max Value	5	5	5
Mean	3.22	2.90	3.00
Variance	1.48	1.70	1.64
Standard Deviation	1.22	1.30	1.28
Total Responses	453	457	458

5. If you would like to make additional comments, please use the space below.

Text Response
I thnk that we should think about alternative ways to offer courses, provide opportunities for flexibility as a way to do what is best for specific courses, while not setting up too many barriers. On the other hand, we must have a plan for holding all faculty (whether do alternative schedules or not) accountable for measuring student learning at rigorous levels.
Alternate Fall Break so that it doesn't always fall on Mon. -Tues.
Also to consider would be "January terms" or other mechanisms for short, concentrated courses. These might be very attractive to adult students and/or corporate sponsorship and enrollment.
I don't have an opinion on any of this yet, as I just started working here recently.
I do not like the final schedule. The website that lists when finals are is very confusing and every semester there are students that arrive to my classes the week of finals late because they do not understand the meeting time. I feel that finals should be one hour not two. Also, it was my understanding that you had to meet with your class on finals week. However, I have heard multiple times this semester that students did not have to meet and did not have a final during finals week.
The long spring break seems to increase 'spring fever' in students and some faculty once they return.
I think coming into campus for only one 50 minute three times a week is a waste of time and fuel. I prefer two or three longer classes.
Is a shortened semester helpful to those areas such as nursing and accounting which really have no leeway? Unless you can have a separate program for certain majors, I don't see how you can speed up the academic year. I don't believe a fall break is needed, and I totally disagree with the lack of academics during the few days prior to Thanksgiving–can you go back and fix what has happened to that partial week? If not, you might as well declare that to be the fall break.
It would be nice if fall finals could occur 1 week earlier due to all of the pressures, events, and responsibilities of Christmas time.
It is difficult to respond to these items out of context. Each proposed change would affect other aspects of the calendar (i.e. trade-offs), but there is no explanation of what that might be or what the rationale might be for each of the proposed alternatives (e.g., is there research to suggest why these alternatives might be better?). Given those limitations, it is hard to see how the results from this survey will be useful.
a1 week before finals
I would love to see math classes be on a MWF or 5 days a week at lower class times to let the material really set in and provide us with more time and chances to ask questions and completely understand the work!
i am really satisfied with the current two-session compresses summer sessions and am adamant about not wanting any change to that. So the best thing to do since the cuurent work was finished is leave everything as is. Thanks for asking, put no changes please. Mark
I think the setup with the schedule is nice. As being a student both at IU for 4 years and now here at IPFW for 5 I have enjoyed how the calendar years have always been about the exact same. I would not change a thing as the breaks are nice exactly where they are within the academic calendar.
End weekend college and put those resources into the monday-friday schedule.
For most of the classes I've taken, I can't imagine a week less of lectures. I think that professors have just the right amount of time to go at a pace that most people can follow, if they had to rearrange their lectures to fill a smaller amount of time I think that people who are doing only average or poorly would not be able to keep up and there would be more people who fail the classes.
Liked the idea of intersession classes that my Mom described when she attended IPFW (in the 70's). Class met for 2 1/2 hours daily for 3 weeks. Has anything like that been considered?
Sacrificing a full week of classes by going to a 14+1 schedule would greatly hamper many areas of instruction and lab time. With the current rules regarding the week before finals, it would be even more detrimental. I am strongly against shifting/changing our current calendar for a multitude of reasons.
I am pretty open to change, but I look forward to "fall break". It lets me relax a little bit after taking four to five exams.
I believe that a week long spring break is necessary, and I also believe a longer fall break would really help students who are having trouble keeping up with all their work. I found the fall break quite helpful for catching up on homework and studying, and a longer break would help even more. I am also appreciative of the two week break for Christmas. Students who have been working hard all semester need to be able to relax and de-stress before starting the spring semester. The current two week break also gives them a chance to be with their families for a while over Christmas.
The mid semester break is much needed! midterms in every class have students stressed and are just like final exams so a break is essential
please schedule final exams during each class's scheduled class period. for example, a 9am class mwf should have a final at 9 am on one of those days. The same goes for tuesday thursday classes
I actually do not like the 2+ week break between the semesters. I am one of the few lucky students who just attend college and are able to not have to work. I have a horribly long few weeks between classes that I don't get GI bil benefits, meaning I loose housing allowance money for 2-3 weeks between semesters and have to use student loans to cover the costs during that period. I wish classes ended the week of finals and started up again the next week so there was no 2-3 week break. I very strongly wish the spring break was the SAME time as the local community schools breaks. I know a very large amount of students have children, when there are two separate spring breaks between IPFW's and the public school system, it makes it so the parents are unable to do anything due to their children having class and when the kids have their spring break, it puts a financial burden on the parents working around a baby sitter that school normally would take care of.
Moving Fall Break to the week of Thanksgiving to give the entire week of Thanksgiving off.
Shortening the semesters is not a good idea as it would mean putting more pressure on professors to teach more in less time and that in turn means more work on us students when we are already pushed to our limits as everything already stands. One suggestion I do have is extending our winter break to at least a month instead of having barely 3 weeks off and I don't think most students would complain about starting the Spring semester a week or so later and having it end a little later in May if it meant having extra time after Fall semester ends. And if your plans are to make IPFW's semesters more in schedule with FWCS I would say that is not a good idea unless you are also going to implement their snow policy. Closing IPFW campus only when there is a certain level snow emergency is not working because some students cannot reach campus when the roads are really bad and punishing us students for having to miss because we refuse to take our lives in our hands and drive treacherous roads is not right and should be changed.
I like the way the calendar year is set up now. The idea of starting fall a little earlier to get a week off for fall break is an interesting idea. It would give students a little more time to finish up papers and projects during that week and spend time with family also if they must travel for Thanksgiving. Otherwise, I am very satisfied with the calendar year as it is.
I can't find the calender itself, just the link to this stupid survey
I'm open to the 14+1 schedule "repackaging" as long as we don't lose any class time with the professors. Don't shorten the amount of time we're in class!!!!!!!
I would like to see more hours added to the final test exam. Plus you need to add more minutes to be at least an hour long each class per week. Plus online classes should have the same breaks (fall, thanksgiving and spring) as the students that go to class in person.
It would be nice if we had more days off during Spring, even if it means going an extra week into May. There are so few days off and holidays, compared to Fall, that it really tends to wear students out with "the daily grind".
I believe the break between fall and spring semesters (i.e. the one over Christmas) should be longer. I think it gives the students more time to decompress especially going from exams straight into the festivities of Christmas and New Years. An extra week to recover from the craziness of that time period would be much appreciated.
I am a returning student trying to finish my Elementary degree. I am a parent and I work full time in an elementary school. As I approach my last couple of classes, I am finding it difficult to find the evening classes that I will need in order to complete my degree. As more and more people are returning to school, I am wondering why it is so hard to find evening classes. I have talked to several other students here at IPFW who are in the same situation. I enjoy going to IPFW, but might have to transfer in order to complete my degree.

I think 8 week summer classes would be nice. Fall break is not really necessary.
We most definitely need a longer break between fall and spring semesters. An additional week (three instead of two) would be heaven. I don't mind going later into May.
The current semester of 15 + is too long. Our December holiday break is also far too short–much shorter than most universities.
I actually am not a fan of the time of Spring Break. Maybe it is a college thing, but the beginning of March is still winter for a lot of places. I know we get out earlier than most places, but it's still a bit of an off-putter for me.
I do not want to go to a trimester system unless there was a provision for the summer term to be considered a full funded term for financial aid. Also, trimester credits and semester credits are different and transferring/exchanging between schools could be very difficult for IPFW students.
I think that a shorter semester by one week or two would be nice. I think that Chem 111 & 112 lectures, along with BIOL 203 & 204 could meet once a week, instead of twice a week. Many students that take Chem 112 take BIOL 204 and would find the once a week lectures helpful & much easier for scheduling. I hope that once a week lectures are considered, especially with the many students that live off campus that commute to study at IPFW. With rising prices of gas, I think it would be econnomically helpful as well as more convienient to schedule. The professors may even find they like it as well.
Starting after Labor Day is very important. Ending by the first week of May is equally important.
I feel that the fall semester currently has the appropriate break time, with a total approximating one week (fall break + Thanksgiving break).
The one major change that I would like to see is an extension of winter break. As a faculty member our current winter break does not offer an opportunity to do productive research. Almost as soon as the fall semester ends, on-duty week begins.
Not clear what a repackaged schedule would mean or look like. It would be nice for breaks to coincide more closely to the Allen county school districts' calendars.
I would like to see us abandon the "dead week." This encourages students to sleepwalk their way through the last week of classes: they are lax about attendance, too. Eliminate it.
Coordinating spring break with local school districts would be nice for those who have kids
Put our Spring Break with local school districts for the sake of families
I would like to see trimesters
a longer winter break give us time to better prepare for spring semester.
I think we need to move toward more 75 minute classes. I have a TR class and attendance is pretty good. The same class on a MWF schedule somehow is easier to skip .... Attendance on Fridays is a problem ... somehow when the baseball team is gone on Friday it is easier for others to be absent as well. What about a MW and TR with Friday (or Wednesdays) being for more hybrid courses, online courses and intensive things? I would use Fridays as online time with the MWF classes if we had adequate TA and/or tech support.
Most class meetings prior to Labor Day have marginal impact. All of August should be part of 'summer break'. Classes could be repackaged (minutes per meeting &/or meetings per week) to provide same contact time in fewer weeks between Labor Day and Christmas. The science faculty have historically opposed such alternatives due to the "number of labs"; we need to get creative and move beyond this obstructionist anchor.
The 15-week semester format works well as it is. Faculty members would need to completely readjust their courses if they were required to hack out a week from each one. That is something they don't need to do even if they had time to (which they don't). In short, altering the 15-week schedule is a tremendously bad idea.
As a tenure-track faculty member, I need the time during the break between fall and spring to catch up on pending projects, planning for the spring classes and summer research. This is the time I would use to propose projects, seek funding, work on IRB proposals... etc. Two weeks during the holidays is not enough. I am sure I share this with most faculty: December break is not really a break but rather at time to do uninterrupted work. This is why I plead that the semesters be shorter that what they currently are.
Two weeks between fall semester and spring semester is not long enough. As a faculty with two extended families outside the region, I can't possibly visit family for the holidays and still prepare for the start of spring semester. Break between semesters should be a full three weeks, with the semester starting after MLK day. This would also eliminate the stuttered start to the semester caused by MLK day.
14+1 semester means changing the outcomes of some accredited programs. For example we schedule labs once a week due to the length of labs (usually 3 hours) and availability of labs.
Sounds like some folks are seeking to reduce their workload with these suggestions!
Hated this winter break with two partial weeks.
what are the options for a change to the quarter system or to a modified quarter system???
I have always thought it would be nice to schedule classes on Tuesday, Wednesday, Thursday during summer sessions, rather than Monday, Tuesday, Thursday. Just an idea.
17 weeks is too long. Does IPFW have in writing the required contact hours (or objectives for online courses) that justify a 3-credit hour course? I do not believe there is a policy stating that 45 contact hours = 3 credit hours. Aren't IUB's contact hours 38, to equal 3-credits, and PUWL's 42?
I think in order to be competitive with local and national colleges/schools, we need to look at accelerated scheduling as well.
I would like greater flexibility in scheduling classes that meet once a week inregards to both time of day and duration of class meetings. I would be open to restructuring how and when classes meet, but still would like the 15 weeks of time to devote to developing course content/learning experiences for students. If you teach on Saturday, the current fall schedule isn't great because you miss the second week of class due to Labor Day and then you also miss again during Thanksgiving break.
I think that our current schedule works just fine. Purdue and IU have adapted schedules that are closer to ours, so we must be doing something right.
Would like trimesters like purdue also maybe.
I am open to new ideas. If students would like a different schedule, it is ok with me
Our current Fall Break does not allow enough time for students who live far away to get home at Thanksgiving and back. Many of the Eastern universities start after Labor Day.
It would be nice to have spring break broken up into two pieces, so there would be two short breaks instead of one full week. It is hard to know what to do with spring break as it is now. It isn't spring yet, and there's nothing to do but work. We call it "Winter Work Week".
Have a dead week/ a no contact week before Finals week. It becomes extremely stressful trying to study for finals then to get homework assignments on top of having the final.
For me, Fall Break is useless. It is more of an annoyance than anything because the semester is just getting in the swing of things and then we have a few days off. Any breaks less than 1 week are not helpful to me. I think that we should incorporate a longer break during the summer by ditching the fall break and starting school after Labor Day.

Statistic	Value
Total Responses	67

My Report

Last Modified: 03/13/2012
Filter By: Report Subgroup

1. My role in the IPFW Community is:

#	Answer	Bar	Response	%
1	Administrative		0	0%
2	Faculty		213	100%
3	Staff		0	0%
4	Student (Graduate Student)		0	0%
5	Student (Senior)		0	0%
6	Student (Junior)		0	0%
7	Student (Sophomore)		0	0%
8	Student (Freshman)		0	0%
	Total		213	

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	213

2. I am pleased / satisfied with:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	the semester calendar (15 + 1 weeks) currently being used.	8.61%	7.18%	11.00%	37.80%	35.41%	209	3.84
2	the current form of "fall break"	5.37%	11.22%	20.49%	32.68%	30.24%	205	3.71
3	the current form of Thanksgiving break	5.83%	4.85%	15.05%	39.81%	34.47%	206	3.92

Statistic	the semester calendar (15 + 1 weeks) currently being used.	the current form of "fall break"	the current form of Thanksgiving break
Min Value	1	1	1
Max Value	5	5	5
Mean	3.84	3.71	3.92
Variance	1.51	1.36	1.21
Standard Deviation	1.23	1.17	1.10
Total Responses	209	205	206

3. It is important that our academic calendar contain:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	a full 15 contact weeks of classes/semester	6.16%	6.16%	17.54%	29.38%	40.76%	211	3.92
2	a full week for final exams	1.89%	6.60%	14.15%	33.49%	43.87%	212	4.11
3	two-hour final exam periods	2.84%	8.53%	19.43%	31.75%	37.44%	211	3.92
9	at least two full weeks from the end of the fall semester until the beginning of the spring semester	0.94%	0.94%	4.25%	18.87%	75.00%	212	4.66
5	a full week for spring break	1.44%	1.44%	10.58%	28.85%	57.69%	208	4.40
6	an end for the spring semester by 1st week of May	1.42%	7.08%	33.02%	27.83%	30.66%	212	3.79
7	current 50, 75, and 150 minute/week classes	4.74%	6.64%	25.59%	41.23%	21.80%	211	3.69
8	two six-week summer sessions	3.81%	7.62%	45.71%	21.90%	20.95%	210	3.49

Statistic	a full 15 contact weeks of classes/semester	a full week for final exams	two-hour final exam periods	at least two full weeks from the end of the fall semester until the beginning of the spring semester	a full week for spring break	an end for the spring semester by 1st week of May	current 50, 75, and 150 minute/week classes	two six-week summer sessions
Min Value	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5
Mean	3.92	4.11	3.92	4.66	4.40	3.79	3.69	3.49
Variance	1.38	1.01	1.17	0.48	0.71	1.01	1.07	1.05
Standard Deviation	1.18	1.00	1.08	0.69	0.85	1.00	1.04	1.03
Total Responses	211	212	211	212	208	212	211	210

4. I am open to alternative semester calendar formats that would include:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses	Mean
1	a repackaged schedule of classes within a (14 + 1) semester	18.66%	17.70%	22.49%	23.92%	17.22%	209	3.03
2	a mid-semester week-long fall break (even if it meant starting the fall semester earlier)	27.36%	20.28%	19.34%	22.64%	10.38%	212	2.68
3	a fall schedule that would begin after Labor Day yet still finish in mid-December (even if it meant sacrificing "fall break")	17.84%	24.88%	19.25%	24.41%	13.62%	213	2.91

Statistic	a repackaged schedule of classes within a (14 + 1) semester	a mid-semester week-long fall break (even if it meant starting the fall semester earlier)	a fall schedule that would begin after Labor Day yet still finish in mid-December (even if it meant sacrificing "fall break")
Min Value	1	1	1
Max Value	5	5	5
Mean	3.03	2.68	2.91
Variance	1.86	1.85	1.75
Standard Deviation	1.36	1.36	1.32
Total Responses	209	212	213

Senate Reference No. 11-25

TO: The Faculty
FROM: Jacqueline Petersen
Secretary of the Faculty
DATE: April 9, 2012
SUBJ: Senate Membership, 2012-2013

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Cheryl Duncan, RAD, 2011-14
Christine Erickson, HIST, 2012-15
Abdullah Eroglu, ENGR, 2011-14
Christopher Ganz, FINA, 2012-15
Timothy Grove, PHYS, 2012-15
Cigdem Gurgur, MGMT/MKT, 2011-13
Rachel Hile, ENGL, 2012-15
Debrah Huffman, ENGL, 2010-13

Peter Iadicola, SOC, 2012-13
Zeynep Isik-Ercan, EDUC, 2010-13
Daren Kaiser, PSY, 2011-13
Myeong Hwan Kim, ECON, 2010-13
Bruce Kingsbury, BIOL, 2012-15
David Lindquist, EDUC, 2011-14
Marc Lipman, MATH, 2011-14
David Liu, CS, 2011-14
Alice Merz, EDUC, 2010-13
David Momoh, CEIT, 2012-15
Andres Montenegro, VCD, 2011-13
Max Montesino, OLS, 2012-15
John Niser, CFS, 2010-13
Harold Odden, ANTH, 2011-14
Koichiro Otani, PPOL, 2010-13
Reynaldo Pablo, MCET, 2012-15
Kathy Pollock, ACFN, 2011-14
Lewis Roberts, ENGL, 2010-13
Samuel Savage, MUS, 2012-15
Abraham Schwab, PHIL, 2011-14
Steven Stevenson, CHEM, 2012-15
Jennifer Taylor, BIOL, 2011-14
Brenda Valliere, DAE, 2011-14
Nancy Virtue, ILCS, 2012-15
Michael Wolf, POLS, 2012-15
Max Yen, ETCS Dean
Ryan Yoder, PSY, 2012-15
Yvonne Zubovic, MATH, 2011-14

<u>At-Large</u>

Arts and Sciences
Sandra Berry, 2011-13
Ann Livschiz, 2012-15
Richard Sutter, 2011-14

Business & Management Sciences
Gokhan Karaatli, 2012-15

Engineering, Technology, and Computer Science
Mohammad Alhassan, 2011-14
Suleiman Ashur, 2012-15

Visual and Performing Arts
Hamilton Tescarollo, 2012-15

THE SENATE
260-481-4160 • FAX: 260-481-6880

MEMORANDUM

TO: The Faculty

FROM: Kathy Pollock, Chair
Senate Executive Committee

DATE: 26 March 2012

SUBJ: End-of-the-Year Committee Reports

Attached are brief reports from Senate committees and subcommittees of their activities and actions for the past year.

Chairs:

Academic Computing and Information Technology Advisory Subcommittee (M. Wolf)
Subcommittee on Athletics (M. DeLancey)
Budgetary Affairs Subcommittee (S. Ahrens)
Calendar Subcommittee (J. Ross)
Continuing Education Advisory Subcommittee (S. Skekloff)
Curriculum Review Subcommittee (A. Livschiz, C. Lawton)
Developmental Studies Subcommittee (K. Dehr)
Educational Policy Committee (J. Toole)
Faculty Affairs Committee (M. Masters)
General Education Subcommittee (L. Wright-Bower)
Graduate Subcommittee (S. Johnson)
Honors Program Council (T. Bugel)
Indiana University Committee on Institutional Affairs (S. Davis)
International Services Advisory Subcommittee (N. Virtue)
Library Subcommittee (G. Hickey, C. Truesdell)
Nominations and Elections Committee (A. Merz)
Professional Development Subcommittee (M. Walsh)
Purdue University Committee on Institutional Affairs (P. Dragnev)
Student Affairs Committee (K. Pollock)
University Resources Policy Committee (A. Livschiz, M. Lipman)
NCAA Faculty Representative (E. Blumenthal)

Senate Reference No. 11-26

TO: The Senate

FROM: Michael Wolf, Chair
Academic Computing and Information Technology Advisory Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

1) We put together a campus-wide committee to assess how Blackboard Learn is functioning so that we have evidence when deciding on a future adoption of Blackboard Learn or other Learning Management System.

2) We are nearly completed with two pieces of business that will be forwarded to ITPC and URPC and OAA.

a) We are writing a policy about faculty use of third-party websites for instruction (social media sites) that follow academic freedom, critical university information, intellectual property, and FERPA limitations. We are adopting a policy built from the Indiana University policy on Use of Social Networks, Blogs, Wikis, and Other Third-Party Hosted Tools in Instruction.

b) Second, we are nearly complete with a recommended software support and adoption policy. This will provide a mechanism for faculty, departments, and colleges to adopt software to benefit teaching, learning, and research while also assuring security for the network, cost, and balancing realistic levels of support from ITS and CELT.

Membership:

Troy Bassett
Prasad Bingi
Samantha Birk (ex officio, voting)
John Fitzgerald (ex officio, nonvoting)
Rebecca Jensen
Robert Kostrubanic (ex officio, nonvoting)
David Liu
Alice Merz
Andres Montenegro
Carlos Pomalaza-Raez
Cheryl Truesdell (ex officio, voting)
Matthew Walsh
Michael Wolf

Senate Reference No. 11-26

TO: The Senate

FROM: Mark DeLancey, Chair
Subcommittee on Athletics

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Addressed the following issues:

1) How IPFW's new admission policy will affect athletics

2) Conference schedules for men's indoor and outdoor track

3) Scheduling games during finals

4) Staffing changes in Athletics

5) Role of new MAP center for student athletes

6) Gates seating policy for games

Membership:

James Bell (ex officio, nonvoting)
Elliott Blumenthal (Faculty Rep.)
I. Dan Coroian
Mark DeLancey
Jeannie DiClementi (Asst. Faculty Rep)
Suining Ding
Julie Dominguez
Patricia Farrell (Alumna)
Kelley Hartley (ex officio)
Donald Linn
Kimberly McDonald
James Moore
Robert Visalli
Lauren Wilson (Comp. Coord, nonvoting)
Nashwan Younis

Senate Reference No. 11-26

TO: The Senate

FROM: Budgetary Affairs Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Discussed the budget shortfall.

Membership:

Susan Ahrens
Margit Codispoti
Suining Ding
Mark Jordan
Donald Linn
David Liu
Peter Ng
Ali Rassuli

TO: The Senate

FROM: Jody Ross, Chair
Calendar Subcommittee

DATE: March 22, 2012

SUBJ: End-of-the-Year Report, 2011-2012

During the fall 2011 semester, the Calendar Subcommittee approved the 2014-15 academic calendar and began surveying the IPFW community about the academic calendar and potential changes to the calendar formula. During the spring 2012 semester, the Calendar Subcommittee approved a revised version of the 2013-14 calendar and compiled and discussed the data collected from the survey of IPFW students, staff, faculty, and administrators regarding the academic calendar. These data indicated that the IPFW community is generally satisfied with the current IPFW calendar and strong support was not indicated for making any major changes to the calendar. Based on the results of the survey, the calendar subcommittee decided that no changes to the calendar formula were warranted. The current IPFW Academic Calendar Formula (Senate Reference No. 00-11) was approved by a unanimous vote. Although no changes were made to the originally-approved 2014-15 academic calendar, based on the formal calendar formula approved by the Calendar Subcommittee, the 2014-15 calendar was again approved by a unanimous vote.

Membership:

Nodir Adilov
Gail Hickey
Jane Leatherman
David Lindquist
Teri Luce
Patrick McLaughlin (ex officio, nonvoting)
John O'Connell
Jody Ross
Julie Schrader

Senate Reference No. 11-26

TO: The Senate

FROM: Susan Skekloff, Chair
Continuing Education Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

No report received.

Membership:

Susan Ahrens
Denise Buhr
Deborah Conklin (ex officio)
Sally Hartman
Debrah Huffman
Peter Ng
Susan Skekloff

TO: The Senate

FROM: Carol Lawton, Acting Chair
Curriculum Review Subcommittee

DATE: March 25, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Proposed the following programs:

Minor in Medieval Studies
Minor in Professional and Applied Ethics
Certificate in Information Systems Application
Major in Early Childhood Education with Two Concentrations: B-5 and P-3
Certificate in Lesbian, Gay, Bisexual, and Transgender (LGBT)
B.S. in Dental Hygiene
A.S. in Dental Assisting
Minor in Astronomy

Membership:

Ron Duchovic
Il-Hee Kim
Carol Lawton
Ann Livschiz
Barbara Resch
Becky Salmon
Steven Sarratore (ex officio)
Susan Skekloff
Lubomir Stanchev
Nichaya Suntornpithug

Senate Reference No. 11-26

TO: The Senate

FROM: Karol Dehr, Chair
Developmental Studies Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Committee members: Stevens Amidon (Spring 2012 only; on sabbatical Fall 2011), Bruce Busby, Chao Chen, Karol Dehr, Sue Mau, Florence Mugambi, Dianna Zook

The following summary is based on Secretary Bruce Busby's minutes.

September 16, 2011 meeting:

1. Bruce provided an update on the Enrollment Strategies and First Year Council discussions on proposed admissions requirements, term retention, and proposed first year schedule.
2. The committee discussed any possible overlapping of this subcommittee's charge with those of the Advising Council and First Year Council.

October 20, 2011 meeting:

1. The committee discussed that the prior proposal changing the Senate description of the Developmental Studies Subcommittee is still in process and has not moved through the Senate. Sue will track down the status of those changes. The existing language and proposed language were reviewed.
2. Bruce provided an update of the Enrollment Strategies and First Year Council, noting that the proposed First Year Schedule identifying courses for the three admission groups was rejected by the Advising Council.
3. Copies of the Annual Review of the Academic Success Center for 2010 were distributed. The subcommittee was asked to review the document for the next meeting.

December 9, 2011 meeting:

1. Further discussion of the subcommittee's charter occurred.
2. Bruce led a discussion of the 2010 Academic Success Center's Annual Report.

February 17, 2012 meeting:

1. The subcommittee reviewed the most recent language for the proposed changes to the bylaws, after having received an email from Jamie Toole asking for some clarification. The committee unanimously voted to accept the language.

March 16, 2012

1. Karol reported that the EPC had approved the proposal and it is now under consideration by the Senate for ratification.
2. Steve reported on a meeting where he, Bruce, Doug Townsend, and Joseph McCormick met with representatives from Pearson to discuss possible MyLab products.
3. Bruce reported that the 4 piloted sections of the COAS-W111 with MyReadingLab was showing promise with students demonstrating measurable improvement in reading skills. A more complete report will be available at the end of the semester.

TO: The Senate

FROM: James Toole, Chair
Educational Policy Committee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

1. Approved amendment of the Senate by-laws to alter the membership of the Graduate Subcommittee.

2. Discussed regulations on academic misconduct.

3. Reviewed IPFW policies on late partial withdrawals and recommended changes to the forms used to process such withdrawals.

4. Reviewed IPFW policies on the acceptance of credits and grades through the Indiana College Network.

5. Recommended revisions to the Registrar's room scheduling policy.

6. Discussed the protection of faculty copyright and forwarded a document on that to the Senate for information only.

7. Approved revision of the Academic Regulations to modify rules on changes from credit to audit status.

8. Approved revision of the 2013-2014 academic calendar.

9. Approved the 2014-2015 academic calendar.

10. Reviewed the academic calendar formula document and approved changing it from a Senate reference document to a Senate document.

11. Worked with the General Education Subcommittee to (1) more clearly specify learning objectives for each of the six General Education areas and (2) connect General Education program goals more clearly to the Baccalaureate Framework.

12. Approved amendment of the Senate by-laws to modify the charge of the Developmental Studies Subcommittee.

13. Discussed IPFW policies concerning the penultimate week of the semester.

14. Approved an IPFW credit hour policy.

15. Approved the creation of an ad hoc General Studies Program Council.

16. Discussed the residency requirements in the Academic Regulations.

Membership: Anne Argast, Linda Hite, Rebecca Jensen, David Lindquist, William McKinney (ex officio), Patrick McLaughlin, James Toole, Yvonne Zubovic

Senate Reference No. 11-26

TO: The Senate

FROM: Mark Masters, Chair
Faculty Affairs Committee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

The FAC has focused the majority of its attention on promotion and tenure criteria documents. In particular, we have been striving to revise and combine SD 88-25 and SD 94-3. There have been many fruitful discussions and we have been coming to a consensus but it is a very large task.

We have also been working on revision of SD10-14 the document on workloads. We have also made progress here but have not yet finished.

We have considered the report of the task force on student evaluations.

Still remaining for this year will be the Associate Faculty Teaching Award.

Membership:

Margit Codispoti
Marcia Dixson
Peter Dragnev
David Liu
Mark Masters
William McKinney (ex officio)
Audrey Ushenko

OFFICE OF GENERAL EDUCATION

MEMORANDUM

TO: Kathy Pollock, Chair, Senate Executive Committee
Jacqui Petersen, Secretary, Senate Executive Committee

FROM: Linda Wright-Bower
Chair, General Education Subcommittee

DATE: March 26, 2012

SUBJECT: End-of-the-Year Committee Reports

GES Members:

Duston Moore, Director of General Education
Linda Wright-Bower, Music & GES Chair
Margit Codispoti, Library
Andrew Downs, Political Science
Peter Iadicola, Sociology
Ann Livschiz, History
Mark Masters, Physics
Janet Papiernik, Accounting
Wanda Johnson, Secretary for General Education & Assessment

Summary of GES Activities and Committee Work:

The GES web site has been reorganized and enhanced. GES now has an email address. In addition, GES has been working to identify strong general education proposals, syllabi, and assessment plans. Several examples have been added to the GES websites in an effort to share best practices with the faculty. The general education course proposal form is now an online form. The rubrics used by the GES committee members in the course proposal review are also located on the website.

The GES continues to review proposals for new general education course offerings. One new course was approved for area two and another proposal for area three was denied.

Several GES members have worked informally with faculty interested in generating new proposals and/or re-certifying area six courses. The Director of General Education has initiated discussions with many departments concerning the need for new area six courses.

The GES has continued efforts to re-certify area six courses. During the 2011-2012 academic year, one course has been recertified while four others are in the process of making slight revisions. The most

common problems are the omission of general education goals and outcomes stated on the syllabi and missing or erroneous course assessment plans. The GES will be making recommendations about the status of area six re-certification non-respondents at our last two meetings. Note that the Director of General Education has made multiple efforts to solicit re-certification proposals.

The GES has begun to review area six course assessment reports. Implementation of course assessment for area six is still in the early implementation phase.

The GES is working with CELT and FACET to develop follow-up faculty development events for faculty who attend the March 30th Critical Thinking Institute and wish to pursue critical thinking in greater depth. GES members have encouraged faculty interested in area six to attend this event.

The GES has initiated several procedures to streamline proposal submission beginning with a screening process. A flow chart and documentation procedures have been developed so that there will be an ongoing record of GES activities and actions. General office procedures were developed with the able assistance of Wanda Johnson, the GES and Assessment Office secretary, along with the GES Chair and General Education Director.

The GES has developed other internal committee procedures including a working definition of quantitative reasoning and policies concerning the approval of variable title courses. Concern was expressed during the last North Central Accreditation visit about the apparent lack of connection between the Baccalaureate Framework and the General Education Program. The GES was charged by the Educational Policy Committee (EPC) to align the specific general education learning outcomes with the Baccalaureate Framework by March 30th. A GES subcommittee consisting of four members was established to work on this charge. Members included Andrew Downs, Margit Codispoti, Duston Moore, and Linda Wright-Bower. This work was completed and a report was unanimously approved by the GES subcommittee on March 26th and forwarded to the EPC. This report included an annotated list of general education outcomes based upon on 2005 draft of specific outcomes and supplemented by departmental and library definitions produced after 2005. The GES work also included two supplemental documents: (1) an alignment of the outcomes according to Baccalaureate Framework area "themes" and (2) a Baccalaureate Framework category listing of specific outcomes for every category.

The GES chair and the Director of General Education have served on the IPFW Assessment Council this academic year and have been involved in several assessment projects including the review of departmental and program assessment reports. The GES Chair and Director of General Education also attended the AAC&U General Education and Assessment Conference during February 2012. Several ideas have been shared with the GES and the Assessment Council concerning course assessment and general education course mapping.

The GES has been quite productive this year, especially in terms of setting up office procedures. GES looks forward to the ongoing promotion of general education at IPFW and the continuing identification of best practices.

Respectfully submitted,

Linda M. Wright-Bower

Linda M. Wright-Bower
Chair, General; Education Subcommittee

Senate Reference No. 11-26

TO: The Senate

FROM: Graduate Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Nothing to report.

Membership:

Susan Ahrens
Sheena Choi
Linda Hite (PU Liaison)
Shannon Johnson
Karen Leonard (IU Liaison)
David Liu
Sue Mau
James Moore
Steven Sarratore (ex officio)

Senate Reference No. 11-26

TO: The Senate

FROM: Stanley Davis, Chair
Indiana University Committee on Institutional Affairs

DATE: March 20, 2012

SUBJ: End-of-the-Year Report, 2011-2012

We have been meeting monthly with our IU campus counterparts. Ongoing on the agenda are IU benefits, IU P&T processes and updates to the IU Constitution and By-laws.

Membership:

Stanley Davis
David Lindquist
Michael Nusbaumer
Zelimir Todorovic

TO: The Senate

FROM: Nancy Virtue
International Services Advisory Subcommittee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Wrote an online survey to poll faculty about their international expertise/experience, as well as their interest in/knowledge about international curricula at IPFW. We are planning to administer the survey either this semester or next.

Membership:

Nodir Adilov
Sheena Choi
Jane Ehle (ex officio)
Mark Jordan
Myeong Hwan Kim
Brian Mylrea (ex officio)
Nancy Virtue

Senate Reference No. 11-26

TO: The Senate

FROM: Cheryl Truesdell, Acting Chair
Library Subcommittee

DATE: March 21, 2012

SUBJ: End-of-the-Year Report, 2011-2012

At its fall meeting the subcommittee received a detailed update from the Dean on library accomplishments and issues. The subcommittee began a discussion of the best ways to provide feedback to the faculty and administration on the critical needs of the library. At its first spring meeting the subcommittee discussed taking a leadership role in soliciting feedback from faculty for the library's first program review. The subcommittee will develop questions for a survey of faculty targeted for fall 2012. The last meeting of the subcommittee will be in April 2012 to review and award Special Needs grants to faculty.

Membership: Prasad Bingi, Chao Chen, Adam Coffman, Barry Dupen, Gail Hickey (Chair), Linda Hite, Donald Lin, Kathleen Murphey, Cheryl Truesdell, ex-officio.

TO: The Senate

FROM: Alice Merz, Chair
Nominations and Elections Committee

DATE: March 26 2012

SUBJ: End-of-the-Year Report, 2011-2012

1. Conducted election for the Indiana University Speaker.
2. Conducted election for Presiding Officer
3. In the process of collecting faculty nominations for various Senate committees and subcommittees.

Membership:

Suining Ding
Myeong Hwan Kim
Alice Merz
Zelimir Todorovic

Senate Reference No. 11-26

TO: The Senate

FROM: Matthew Walsh
Professional Development Subcommittee

DATE: March 27, 2012

SUBJ: End-of-the-Year Report, 2011-2012

1. Evaluated applications for the IPFW Summer Faculty Research Grant program (27 proposals received)
2. Evaluated applications for the IPFW Summer Senior Faculty Research Grant Program (6 proposals received)
3. Evaluated sabbatical applications in November.

Membership:

Susan Ahrens
Jihad Albayyari (ex officio, nonvoting)
Margit Codispoti
Andrew Downs
Peter Ng
Susan Skekloff
Matthew Walsh
David Young

Senate Reference No. 11-26

TO: The Senate

FROM: Peter Dragnev, Chair
Purdue University Committee on Institutional Affairs

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Nothing to report.

Membership:

Peter Dragnev
Abdullah Eroglu
Marc Lipman
David Liu
John Niser

Senate Reference No. 11-26

TO: The Senate

FROM: ~~Suzanne LaVere~~, Chair
Student Affairs Committee

DATE: March 19, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Nothing to report.

Membership:

Jeffrey Casazza
Chand Chauhan
David Liu
George McClellan (ex officio)
Kathy Pollock
Yvonne Zubovic

Senate Reference No. 11-26

TO: The Senate

FROM: Marc Lipman, Acting Chair
University Resources Policy Committee

DATE: March 26, 2012

SUBJ: End-of-the-Year Report, 2011-2012

Reported to Senate an analysis of staffing and budget data.

Membership:

Anne Argast
Walter Branson
Carol Crosby
Rachel Dirig
Peter Dragnev
Abdullah Eroglu
H. Jay Harris (ex officio, nonvoting)
Zeynep Isik-Ercan
Marc Lipman
Ann Livschiz
William McKinney (ex officio)
Alice Merz
JohnNiser
Zelimir Todorovic
Jack Dahl/Robert Wilkinson (non-voting)

Senate Reference No. 11-27

TO: Kathy Pollock, Chair, Senate Executive Committee
FROM: Carol Lawton, Acting Chair, Curriculum Review Subcommittee
DATE: March 12, 2012
SUBJECT: Proposals for B.S. in Dental Hygiene and A.S. in Dental Assisting

Curriculum Review Subcommittee members support the proposal for a Bachelor of Science in Dental Hygiene degree and find that the proposal requires no Senate review. We also support the proposal for an Associate of Science in Dental Assisting degree and find that it requires no Senate review.

Approving	Not Approving	Absent
R. Duchovic		A. Livschiz (sabbatical)
I.-H. Kim		B. Resch (leave)
C. Lawton		
B. Salmon		
S. Skekloff		
L. Stanchev		
N. Suntornpithug		

NEW PROGRAM PROPOSAL
BACHELOR OF SCIENCE IN DENTAL HYGIENE
INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE
August 2011

Institution: Indiana University – Purdue University Fort Wayne

College: Health and Human Services

Department: Dental Education

Degree Program Title: Bachelor of Science in Dental Hygiene (BSDH)

Suggested CIP Code: 51.0602

Location of Program/Campus Code: Fort Wayne, Indiana

Projected Date of Implementation: Fall 2012

Date Proposal was approved by
Institutional Board of Trustees:

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action (Date)

DEGREE PROPOSAL

BACHELOR OF SCIENCE IN DENTAL HYGIENE

Indiana University-Purdue University Fort Wayne
College of Health and Human Services

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BACHELOR OF SCIENCE IN DENTAL HYGIENE

Indiana University–Purdue University Fort Wayne (IPFW)

A. ABSTRACT

There is a national shortage of allied dental professionals who have the educational foundation to meet the challenges of an evolving profession. Federal mandates for access to health care for children, minority populations, elderly, uninsured, and underinsured individuals have prompted allied health professions to create new levels of dental practitioners to meet the demand for better health care. Fewer than half of all Americans currently seek routine, non-emergency dental care procedures. Barriers to routine dental care include limited income, lack of dental insurance, transportation needs, inadequate access to free dental clinics, fear of dental procedures, and language and cultural differences. In an effort to increase access to oral healthcare, the Federal government, the American Dental Association (ADA), the American Dental Hygienists' Association (ADHA), and the American Dental Educators Association (ADEA) have developed best practice models for a more highly skilled, versatile, better educated dental workforce.

The purpose of the Bachelor of Science in Dental Hygiene (BSDH) is to prepare dental hygiene graduates for leadership roles in a changing profession. The baccalaureate degree also prepares dental hygiene graduates for admission into graduate degree programs. Indiana University-Purdue University Fort Wayne (IPFW) Department of Dental Education in the College of Health and Human Services currently offers a three-year Associate of Science in Dental Hygiene degree and seeks to create a baccalaureate degree that emphasizes trans-cultural competence, critical thinking, evidence-based decision making, collaborative practice models, cooperative learning, dental public health policy development, and community-based service learning opportunities. This baccalaureate degree will provide greater opportunities for students and graduates to provide oral health care for the underserved, uninsured dental patients in the community.

The four-year baccalaureate degree will gradually replace the three-year associate degree. It is structured to accommodate students who have graduated from any ADA Commission on Dental Accreditation (CODA) dental hygiene program and seek further education and a broader range of career opportunities through a degree completion program. IPFW will fully articulate with Indiana's Ivy Tech Community College dental hygiene programs.

Clientele to Be Served:

IPFW associate degree dental hygiene students currently graduate with 90 or more credits to fulfill graduation requirements. The proposed baccalaureate degree will continue to provide quality education for dental hygiene students seeking careers in private dental practice settings. Educational experiences will continue to include emphasis on traditional clinical competencies, but an expanded four-year curriculum will provide an opportunity for greater emphasis on leadership development, critical thinking, self-assessment, evidence-based

decision making, public health policy development, and professional growth. The BSDH degree will provide the knowledge and experiences necessary for success in alternative career pathways, such as dental public health, dental leadership and sales, dental product research and development, entry level clinical dental hygiene faculty positions (at community colleges and at universities (with completion of an appropriate graduate degree), and expanded clinical practice positions. This degree also provides a baccalaureate completion degree track for associate degree dental hygienists who want a degree which prepares them for career opportunities beyond private practice settings. Students will be given numerous opportunities to collaborate with community partners to provide more comprehensive clinical and educational services in a variety of community and educational settings.

Curriculum:

PREREQUISITE COURSES		**Gen Ed Area**	**Credits**
ENG W131	Elementary Composition I	I	3
COM 114	Fundamentals of Speech Communication	I	3
CHM 111	General Chemistry w/lab	II	3
CHM 112	General Chemistry w/lab	II	3
PSY 120	Elementary Psychology	III	3
SOC S161	Principles of Sociology	III	3
BIOL 203	Human Anatomy & Physiology I w/lab		4
BIOL 204	Human Anatomy & Physiology II w/lab		4
BIOL 220	Microbiology for Allied Health Professionals		4
TOTAL			**30**

OTHER REQUIRED COURSES		**Gen Ed Area**	**Credits**
PHIL 312	Medical Ethics	IV	3
(Select one) ***English Comp***	ENG W233 Intermediate Expository Writing or ENG W232 Introduction to Business Writing		3
(Select one) ***Language***	Spanish, any other international language, or American Sign Language		3
(Select one) ***Cultural Competency***	NUR 309 Trans-cultural Healthcare, or COM 303 Intercultural Communication or PSY 334 Cross Cultural Psychology		3
(Select one)	Gen Ed Area I: Math/Statistics Course	I	3
(Select one)	Gen Ed Area IV: Humanistic Thought Course	IV	3
(Select one)	Gen Ed Area V: Creative/Artistic Expression Course	V	3
(Select one)	Gen Ed Area VI: Inquiry/Analysis Course	VI	3
(Select one) **Specialty Concentration Core*	Dental Hygiene Education Core Courses, Community Dental Hygiene Core Courses, or Dental Leadership and Sales Core Courses		9
TOTAL			**33**

PROFESSIONAL COURSES			Credits
DHYG H204	Periodontics		2
DHYG H205	Medical & Dental Emergencies		2
DHYG H211	Head & Neck Anatomy		2
DHYG H214	Oral Anatomy & Histology		3
DHYG H215	Pharmacology & Therapeutics		2
DHYG H216	Chemistry & Nutrition		2
DHYG H217	Preventive Dentistry		2
DHYG H218	Fundamentals of Dental Hygiene		5
DHYG H219	Clinical Practice I		4
DHYG H221	Clinical Dental Hygiene Procedures		2
DHYG H240	Introduction to Dental Ethics		1
DHYG H250	Local Anesthetic and Pain Control		2
DHYG H301	Clinical Practice II		5
DHYG H302	Clinical Practice III		5
DHYG H303	Radiology		2
DHYG H304	Oral Pathology		2
DHYG H305	Radiology Clinic I		2
DHYG H306	Radiology Clinic II		1
DHYG H307	Radiology Clinic III		1
DHYG H308	Dental Materials		2
DHYG H309	Community Dental Hygiene		2
DHYG H320	Practice Management, Ethics, & Jurisprudence		2
DHYG H321	Periodontics II		2
DHYG H344	Senior Hygiene Seminar (Capstone Course)		2
DHYG H347	Dental Public Health		3
TOTAL			**60**

Students will select ONE of the following specialty concentration cores

SPECIALTY CONCENTRATION CORE 1: Dental Hygiene Education			Credits
DHYG D401	Principles of Dental Sciences Education		3
DHYG D402	Practicum in Dental Sciences Education		3
EDUC M479	Methods of Dental Health Education		3
TOTAL			**9**

SPECIALTY CONCENTRATION CORE 2: Community Dental Hygiene			Credits
DHYG H403	Advanced Community Dental Hygiene		3
DHYG H408	Practicum in Community Health		3
(Select one) ANTH E445 PSY 317 SOC S314	 Medical Anthropology Addictions: Biology, Psychology, and Society Social Aspects of Health and Medicine	 VI VI	3
TOTAL			**9**

SPECIALTY CONCENTRATION CORE 3: Dental Leadership and Sales			Credits
OLS 252	Human Relations in Organizations	III	3
OLS 274	Applied Leadership		3
(Select one) COM 318 COM 325 OLS 320 OLS 342 OLS 454 OLS 485	 Principles of Persuasion Interviewing: Principles & Practice Customer Service & Commitment Interviewing Strategies in Organizations Gender and Diversity in Management Leadership for Team Development		3
TOTAL			**9**

See **Appendix A** for examples of a four-year baccalaureate degree sequence.

Employment Possibilities:

Employment opportunities for baccalaureate prepared dental hygienists are excellent and, according to the Occupational Outlook Handbook of the U.S. Bureau of Labor, employment opportunities are expected to grow faster than average occupations. According to the ADEA's December 2009 monthly newsletter, employment in dental hygiene is projected to increase by 30% between 2006 and 2016.

The 2006 ADEA report, *Unleashing the Potential,* addressed several employment concerns related to the future dental workforce. According to this report, only 50% of all Americans receive non-emergency, routine, preventive dental care. Many of the underserved people include minority populations, new immigrants, special needs children and adults, elderly patients, and children from low income areas. For the first time in history, the number of dentists graduating from American dental schools is lower than the number of dentists who are retiring or leaving clinical dentistry. The ADEA report estimates it will take an additional 11,000 dental hygienists to eliminate the oral health care disparities for the 43 million Americans living in dental health care shortage areas. According to the U.S. Department of Health and Human Services Bureau of Health Professions and the Indiana State Department of Health, Indiana has an immediate need for dental healthcare providers who are willing to work in areas that serve low income residents. Given the manpower disparity and the Federal Government's desire to achieve better access to healthcare, employment opportunities for dental hygienists with baccalaureate degrees currently exist or will be created in the near future.

B. PROGRAM DESCRIPTION

B.1. *Describe the proposed program and state its objectives:*

The Dental Hygiene Program is proposing a Bachelor of Science in Dental Hygiene (BSDH) degree. The baccalaureate degree will gradually replace the current three year, 92-credit Associate of Science in Dental Hygiene degree. The BSDH

curriculum also accommodates associate degree dental hygiene graduates as a baccalaureate completion degree.

The purpose of the proposed BSDH degree is to prepare graduates for leadership roles and employment in commercial dental businesses, dental product research and development, dental insurance companies, and public health settings. The academic rigor of this degree will provide a strong foundation for admission into graduate programs and dental schools. When used as a completion degree program, it provides an opportunity for dental hygienists to complete a degree program that prepares them for a broader range of career opportunities.

Objectives of the Bachelor of Science in Dental Hygiene

IPFW Baccalaureate Framework	BSDH Objectives
1. Acquisition of Knowledge	Demonstrate knowledge, skills, and values necessary for positions of responsibility in a variety of health care, educational, clinical, business, research, and community settings. Demonstrate knowledge and skills necessary to become responsible dental professionals and leaders in local, regional, national and international organizations and communities.
2. Application of Knowledge	Evaluate current dental literature and apply that knowledge to make sound, evidence-based decisions and continue life-long learning.
3. Personal and Professional Values	Demonstrate highest levels of personal integrity and professional ethics in the delivery of dental hygiene services in diverse practice settings.
4. A Sense of Community	Promote the dental hygiene profession through service learning activities, affiliations with professional organizations, and partnerships with the community.
5. Critical Thinking and Problem Solving	Demonstrate proficiency in critical thinking, reasoning, questioning, and decision-making skills.
6. Communication	Develop oral, written, and multimedia skills necessary to communicate effectively with diverse populations in a variety of professional and educational settings.

Proposed Program Mapped With the IPFW Baccalaureate Framework

The baccalaureate framework mapping of prerequisite courses is determined by respective departments offering each course. Prerequisite courses include BIOL 203 and 204 Anatomy & Physiology, BIOL 220 Microbiology for the Health Professional, CHM 111 and 112 General Chemistry, COM 114 Fundamentals of Speech Communication, ENG W131 English Composition, PSY 120 Elementary Psychology, and SOC S161 Principles of Sociology.

Baccalaureate framework mapping for the dental hygiene professional courses are listed below.

Program sequence identifier	Dept	Course number	Credits	Course name	Acquisition of Knowledge	Application of Knowledge	Personal and Professional values	A sense of community	Critical thinking and problem solving	Communication
DHYG 2	DHYG	H205	2	Dental/Medical Emergencies and Therapeutics	X	X	X	X	X	X
DHYG 2	DHYG	H204	2	Periodontics I	X	X	X		X	X
DHYG 2	DHYG	H211	2	Head and Neck Anatomy	X				X	
DHYG 2	DHYG	H214	3	Oral Anatomy	X	X				
DHYG 2	DHYG	H215	2	Pharmacology and Therapeutics	X	X		X		
DHYG 2	DHYG	H216	2	Chemistry and Nutrition	X				X	X
DHYG 2	DHYG	H217	2	Preventive Dentistry		X		X	X	X
DHYG 2	DHYG	H218	5	Fundamentals of Dental Hygiene	X	X	X	X	X	X
DHYG 2	DHYG	H219	4	Clinical Practice I	X	X	X	X	X	X
DHYG 2	DHYG	H221	2	Clinical Dental Hygiene Procedures	X					X
DHYG2	DHYG	H240	1	Introduction to Dental Ethics	X	X	X		X	
DHYG2	DHYG	H250	2	Local Anesthetic and Pain Control	X	X	X		X	X
DHYG 3	DHYG	H301	5	Clinical Practice II	X	X	X	X	X	X
DHYG 3	DHYG	H302	5	Clinical Practice III	X	X	X	X	X	X
DHYG 3	DHYG	H303	2	Radiology	X		X			
DHYG 3	DHYG	H304	2	Oral Pathology	X	X			X	
DHYG 2	DHYG	H305	2	Radiology Clinic I	X	X			X	X
DHYG 3	DHYG	H306	1	Radiology Clinic II	X	X			X	X
DHYG 3	DHYG	H307	1	Radiology Clinic III	X	X			X	X
DHYG 3	DHYG	H308	2	Dental Materials	X	X	X			
DHYG 3	DHYG	H309	2	Practice of Community Dental Hygiene	X	X	X	X	X	X

DHYG 3	DHYG	H320	2	Practice Management, Ethics & Jurisprudence	X	X	X		X	X
DHYG 3	DHYG	H321	2	Periodontics II	X	X	X		X	X
DHYG 3	DHYG	H344	2	Senior Hygiene Seminar (Capstone course)	X	X	X		X	X
DHYG 3	DHYG	H347	3	Dental Public Health	X	X	X	X	X	X
DHYG 4	DHYG	D401	3	Practice in Dental Sciences Education	X	X	X	X	X	X
DHYG 4	DHYG	D402	3	Practicum in Dental Sciences Education	X	X	X		X	X
DHYG 4	DHYG	H403	3	Practice in Community Dental Hygiene	X	X	X	X	X	X
DHYG 4	DHYG	H408	3	Practicum in Community Health	X	X	X	X	X	X
DHYG 4	EDUC	M479	3	Methods in Dental Hygiene Education	X	X	X		X	X

Supporting Documentation

According to the Pew Health Profession Commission Report, *Healthy America: Practitioners for 2005*, "Graduates completing advanced degrees must have enhanced knowledge and experience in patient management, clinical practice in community settings, cultural diversity, and evidence-based decision making." In its 2005 report, *Dental Hygiene: Focus on Advancing the Profession*, the ADHA recommended the development of dental hygiene practitioners with education at the master's degree level to attain new levels of knowledge, technical skills, and clinical abilities appropriate for an advanced level of responsibility. Graduates of the IPFW baccalaureate degree program will be better prepared for the expanded dental practice settings of the future.

B.2.a. ***Describe admissions requirements, anticipated student clientele, and student financial support.***

Students seeking admission into the BSDH degree program must complete a minimum of 30 credits of prerequisite courses with a grade point average of 3.30 or higher. Credit will not be given for prerequisite courses taken on a pass/fail or audit option. Prerequisite courses may be repeated only once to improve the course grade. If courses are repeated, the second grade will replace the first grade. All prerequisite courses must be completed by June 1 for fall admission into the program.

Microbiology, human anatomy, and human physiology must include laboratory experiences and must be completed within five years of admission into the program. Credits in all other prerequisite courses will be accepted for 10 years. Outdated courses must be retaken. Selection into the dental hygiene program will be based on prerequisite, cumulative, science grade point averages and appropriate cognitive tests.

Students who apply for admission into the BSDH completion degree program must enter with an associate degree in dental hygiene granted by an ADA CODA accredited program. Completion degree students must maintain an active license to practice dental hygiene in Indiana or be eligible for Indiana licensure. Transfer students must also complete a minimum of 32 residency credits at IPFW.

Students who apply for the completion degree program will be required to meet with the IPFW Dental Hygiene Program director or dental hygiene faculty advisors for an individualized assessment of their previous college credits. The IPFW Office of Admissions will help determine course equivalencies. Depending on the applicant's transcripts, the program director and/or faculty advisors will make recommendations regarding any curriculum deficiencies. **Appendix B** compares an Ivy Tech Community College Dental Hygiene Program's curriculum to IPFW's dental hygiene curriculum. Listed below are three subjects found to be insufficient in depth and scope in Ivy Tech Community College's dental hygiene curriculum.

- Periodontics
- Ethics and Jurisprudence
- Community Dental Hygiene

Given this example, the student would be required to complete the three courses listed above at IPFW as part of their baccalaureate completion degree. Credits from these courses will be used to fulfill minimum graduation requirements.

All students are eligible for financial assistance through the IPFW Office of Financial Aid. Additionally, financial assistance opportunities also exist for completion degree students through the ADHA, ADEA, IPFW Center for Women and Returning Adults, and potential employers, such as Colgate-Palmolive, Hu-Friedy, Proctor and Gamble, Inc.

B2.b ***State whether the program is designed to meet the needs of specific student clienteles- e.g. part-time, currently employed professionals, non-traditional students, women preparing to re-enter the job market, etc.***

This program is designed to meet the needs of both full- and part-time students. Many of the general education and completion degree courses are offered as evening, weekend, and distance education courses. However, due to limited faculty resources and clinical/laboratory space, the two-year professional curriculum must be taken on a full-time basis.

B2.c. ***If enrollment is limited, describe the restrictions, reasons for them, and criteria for selecting among applicants.***

Enrollment into the four-year BSDH program will be limited to 30 students per year due to the facility restrictions of current clinics, laboratories, and designated classrooms. Admission will be based on prerequisite, cumulative, science grade point averages and other objective criteria, achieved by completing the minimum 30 credits of prerequisite courses.

Enrollment into the BSDH completion program will be limited to an additional 20 students. Admission into the completion program will be based on cumulative grade point averages.

B2.d. ***For graduate and professional programs, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.***

Not applicable.

B3. Describe the proposed curriculum

B3.a. ***Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.***

Students graduating with the BSDH degree must successfully complete a minimum of **123 credits** which includes the following course areas:

- **30 credits** - pre-professional courses
- **60 credits** - dental hygiene professional courses
- **33 credits** – specialty concentration core and other required courses

The baccalaureate curriculum includes a minimum of 33 credits of general education courses. A variety of practicum experiences and internships are included through core concentration courses and will be dependent upon the student's chosen concentration. Field experiences and internships will include active participation in community and educational settings, such as

- Matthew 25 Health and Dental Clinic
- Lafayette Street Dental Clinic
- Allen County Amish Schools
- Fort Wayne Community Schools
- Healthy Cities Health Fair
- Cancer Services of Northeast Indiana
- Hope Center
- Park Center
- Turnstone
- Allen County Juvenile Detention Center
- Golden Years Retirement Home

B3.b ***Provide a sample curriculum consisting of the semester-by-semester sequence of courses a program major might take.***

See Appendix A.

B3.c ***Existing courses and offerings during last three years.***

All courses in the Associate of Science in dental hygiene degree have been offered at least once per year for more than three years. See **Appendix A** for the complete curriculum.

B3.d ***Indicate all new courses, approvals, etc***

All courses for the bachelor's program have been approved, including the following new courses:

• DHYG H204	Periodontics	2 credits
• DHYG H205	Medical & Dental Emergencies	2 credits
• DHYG H240	Introduction to Dental Ethics	1 credit
• DHYG H403	Advanced Community Dental Hygiene	3 credits
• DHYG H408	Practicum in Community Health	3 credits

B3.e ***Note course requirements for the degree delivered by another institution.***

All courses for the BSDH will be delivered by IPFW. However, students may transfer credits for equivalent courses from other accredited colleges and universities as long as students meet IPFW residency requirements by graduation.

B4. Describe form of recognition

B4.a ***Type of Degree:***

Bachelor of Science in Dental Hygiene

B4.b ***CIP code*** 51.0602

B4.c ***Diplomas will read:***

Bachelor of Science in Dental Hygiene
Indiana University–Purdue University Fort Wayne

B5. List program faculty and administrators.

B5.a ***List name, rank, and specialization, nature of the appointment and highest academic degree earned by those who would be directly involved in the program, including campus administrators.***

Campus Administrators:

Michael A. Wartell, Ph.D., Chancellor
William J. McKinney, Ph.D., Vice Chancellor for Academic Affairs
Ann M. Obergfell, J.D., Interim Dean, College of Health and Human Services

Department of Dental Education Faculty:
Connie L. Kracher, Ph.D., MSD, Chair and Associate Professor, Department of Dental Education
Brenda M. Valliere, D.D.S., Director and Clinical Assistant Professor, Dental Hygiene Program
Mary D. Cooper, M.S.Ed., Professor, Department of Dental Education
Elaine S. Foley, M.S.Ed., Clinical Associate Professor, Department of Dental Education
Nancy K. Mann, M.S.Ed., Clinical Associate Professor, Department of Dental Education
Marlaina Lantzy, MS, Visiting Instructor, Department of Dental Education

B5.b ***New Faculty Positions needed to implement programs.***

No new faculty positions will be required to implement this degree.

B6. ***Describe needed learning resources.***

B6.a ***Describe scope and quality of library holdings, audio-visual materials, etc. that are available and would directly support the program.***

No additional learning resources will be needed. The Helmke Library at IPFW maintains current dental references, dental textbooks and journals, as well as dental and medical database indices online. Interlibrary loans are available for references not held at the Helmke Library. Library resources are also available through the Indiana University School of Dentistry in Indianapolis.

New courses will not require additional supplies or clinical space. Courses will be scheduled in rooms already equipped with multimedia equipment.

B6.b ***Describe in detail need for additional learning resources that, if unmet, will prohibit the offering of a high quality program.***

Not applicable.

B7. ***Describe other program strengths.***

B7.a ***Describe special features which inform the character or personality of the proposed program and make it distinctive.***

In the 2002 ADHA publication, *A Future Vision for Dental Hygiene,* the ADHA Task Force stated, "As the population ages and becomes more culturally diverse,

overall health and oral health needs are becoming more complex, requiring health care practitioners to have a broad-based education. Programs of limited length struggle to incorporate new content and techniques to enhance oral health care. As a result, curricula are overcrowded." The Bachelor of Science in Dental Hygiene will provide unique interdisciplinary cooperative learning opportunities, extramural assignments, and internships that will improve graduates' competence in a variety of dental hygiene careers.

The proposed baccalaureate degree builds on the strength of the current associate degree. IPFW's Dental Hygiene Program has been in existence for 45 years and is well-supported by members of the local and state dental and dental hygiene communities.

An additional strength of the proposed completion degree is its ability to articulate with all ADA CODA accredited dental hygiene programs in the United States and Canada. Approximately 72% of all dental hygiene programs in the United States are located in community colleges that do not offer baccalaureate or master degrees. The development of distance education courses will further enhance the viability of this degree. As a result of a more broad-based education, graduates will be prepared to assume leadership roles in both clinical and non-clinical settings. As the dental hygiene profession develops opportunities for expanded responsibilities in more diverse practice settings, this degree's emphasis on critical thinking, evidence-based practice, trans-cultural healthcare, and community health policy development will prepare graduates for future career opportunities.

The completion degree is designed to meet the needs of working students. The part-time curriculum, distance education, and evening courses provide opportunities for students to reach their professional goals.

B7.b ***Anticipated collaborate arrangements with other parties, inter-institutional arrangements for course sharing, cooperative programs, clinical affiliations, etc. The extent of the relationship should be explained and instruction or other resource to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreement, should be attached.***

Course sharing and cooperative program arrangements will not be needed. Community dental clinic affiliations are already in place for the Associate of Science in Dental Hygiene degree. Affiliation agreements for Matthew 25 Health and Dental Clinic and Neighborhood Health Clinic are included as **Appendix F.**

C. PROGRAM RATIONALE

C1. Institutional Factors

C1.a. ***Explain how the proposed program is compatible with the institution's mission.***

The mission of IPFW is to meet the educational needs of those living in Northeastern Indiana through a broad range of programs leading to associate's, baccalaureate, and graduate degrees, as well as providing a wide variety of continuing education opportunities. The Bachelor of Science in Dental Hygiene will fulfill the need for further education, leading to expanded career opportunities for dental hygienists.

In 2004 and 2007, surveys were sent to dental hygiene alumni and current dental hygiene students to investigate the level of interest in the proposed BSDH degree. **Appendix E** demonstrates the interest in this baccalaureate completion degree. Of those responding, 64.6% (188/291) stated they would be interested in pursuing a BSDH Completion Degree at IPFW. An additional 65 students (22.3% of all respondents) stated an interest in pursuing the completion degree once they are free from student loan debt.

C1.b ***Describe the planning process which resulted in the development and submission of the proposal for a new program. Indicate when the program first appeared in the institution's educational services plan, describing the planned timeline for its submissions and implementation.***

The planning process for the new program has been gradual. The degree has been modeled from student feedback, advances in the field of dentistry, recommendations from the ADHA and ADEA, and conversations among the dental hygiene faculty, administrators, graduates, and current students. It is anticipated this degree would be offered for students beginning fall of 2012.

C1.c ***Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.***

The proposed dental hygiene degree will have minimal impact on other university programs. The proposed degree will require students to enroll in additional general education courses offered by the College of Arts & Sciences. The increase in undergraduate students will generate additional student use of library holdings, clinical and laboratory facilities, instructional media, computer equipment, and software.

C1.d ***Describe how the proposed program would more fully utilize existing resources?***

The baccalaureate degree will increase the utilization of the technology-equipped dental hygiene clinical and laboratory facilities. These facilities are already established and are currently used by existing dental education students. The addition of completion degree students will bring the utilization of clinical, laboratory, and off-campus clinical facilities to full capacity. Increasing the

number of students at extramural sites and internship facilities will positively impact the quality and quantity of dental health care services available to underserved/uninsured members of the community.

C2. Student Demand

C2.a. ***Describe how enrollment projections for the program have been derived. State whether the new program is expected to add students to the total enrollment of the campus. Indicate the extent to which the new curriculum is expected to attract majors and the extent it will provide service courses or electives for majors in other programs.***

The proposed baccalaureate degree is not expected to add additional full-time students. Maximum class size for the professional courses is 30 students per year because of limited clinic and laboratory space.

It is anticipated that 15-20 part-time completion degree students will enroll in courses as dental hygiene majors through the IPFW Dental Hygiene Program annually. This projected student enrollment is based on the statistics generated by the 2004 and 2007 student and alumni surveys in which 64.6% of respondents indicated they would consider enrolling in a BSDH completion degree at IPFW. See **Appendix E.**

The completion degree will attract graduate dental hygienists because of its unique opportunity for career advancement and preparation for graduate studies. Most of the dental hygiene baccalaureate completion degrees in the United States offer only one career path, such as advanced clinical practice, dental public health, or allied dental education. The unique strength of the proposed degree is the diversity of career options offered.

This degree is not expected to attract other majors because dental hygiene has such specialized curriculum and licensure requirements.

C3. Transferability

Summarize the existing or planned arrangements for the transferability of program credits, number of graduates expected to transfer, constraints on transfer students. Document any unique agreements.

It is anticipated that all or most of the courses completed at accredited colleges and universities will transfer into this degree. However, for completion degree students, dental hygiene professional courses must have been taken at an ADA CODA accredited program in the United States or Canada. The Office of Admission will be a valuable resource in determining course equivalencies for courses transferred from other colleges and universities.

With the exception of the general education component, prerequisite and professional courses in the IPFW dental hygiene associate degree curriculum are

similar to those offered at Indiana University-Purdue University Indianapolis, Indiana University South Bend, Indiana University Northwest, University of Southern Indiana, and the Ivy Tech Community College dental hygiene programs at Anderson and South Bend. Students who complete associate degrees at other institutions must meet IPFW residency requirements and enter with a cumulative grade point average of 3.0 or higher.

C4. Access to graduate and professional programs

Respond if program will prepare students for entry into graduate or professional schools. Describe briefly the requirements for admission, prospects for employment.

Graduates are eligible to apply to master's degree programs through IPFW, as well as graduate programs at other colleges and universities across the United States.

Many opportunities exist in non-clinical settings for baccalaureate and/or master's degree dental hygienists. Examples include dental product companies, dental research facilities, hospital and extended care facilities, public health agencies, and dental clinics for the indigent and underserved populations.

C5. Demand and employment factors

Respond to this question if preparing students for specific employment opportunities is a key program objective. In such cases, provide the kinds of information described in Appendix B, Demand and Employment Analysis.

Not applicable.

C6. Regional, state, and national factors

C6.a. ***List comparable programs in the region or state and explain why these existing programs cannot meet the need of perspective students and/or employers in the geographic area which the program would serve.***

Most IPFW students live within commuting distance and believe a degree from the IPFW Dental Hygiene Program is the most desirable option. The dental hygiene baccalaureate degrees offered at Indiana University School of Dentistry in Indianapolis, Indiana University South Bend and the University of Southern Indiana in Evansville are not viable options for completion degree students because employment and family responsibilities prohibit such long commutes.

C6.b External agencies

Describe the regional accrediting, professional association and licensing requirement that have helped shape the program's curriculum.

Accrediting Bodies
The American Dental Association Commission on Dental Accreditation (ADA CODA) establishes the standards for the accreditation of dental hygiene programs. Dental hygiene programs are required to submit annual reports demonstrating compliance with the standards and are subject to onsite program reviews by ADA CODA representatives every seven years.

Professional Associations
The American Dental Hygienists' Association (ADHA) is the professional organization for dental hygienists. The ADHA offers services to dental hygiene program faculty and students such as scholarship opportunities, instructional programs, brochures, access to current dental research, and professional journals. ADHA scholarships are available for students at the associate, baccalaureate, master, and doctorate levels. The ADHA, the Indiana Dental Hygienists' Association (IDHA), and the Isaac Knapp Dental Hygienists' Association (IKDHA), the local component, also provide opportunities for leadership development within the profession.

The American Dental Educators Association (ADEA) represents dental educators across the United States and provides leadership in the advancement of dental education. ADEA also assists dental hygiene education by providing curriculum guidelines.

Licensing Requirements
Entry level dental hygienists must successfully complete national, regional, and state licensing examinations before being eligible for licensure to practice dental hygiene in any state. Graduates must pass each examination with a score of 75% or higher. The Dental Hygiene National Board Examination is an eight hour, comprehensive, computerized examination. Regional examinations consist of a two-hour computerized national board-style examination, followed by a four-hour clinical examination. Dental state boards require successful completion of a dental law examination prior to receiving an active dental hygiene license. State licenses must be renewed every two years.

D. PROGRAM IMPLEMENTATION AND EVALUATION

Describe how the program will be implemented and evaluated. Indicate which measures of performance will be used to determine the program's success. Some measures should be quantitative and others qualitative.

Once approved, the program will immediately begin admitting students into the baccalaureate and completion degree programs.

The IPFW Dental Hygiene Program submits annual assessment reports to the ADA CODA, College of Health and Human Services assessment committee, and the campus assessment committee. Assessment and ADA CODA reports will be used to determine the success of the program and areas for improvement. In addition to student evaluations of instruction for each course, other assessment measures will include:

- **Retention and Graduation Rate**
  Expected Level of Performance:
  90 % of students will graduate from the program.

- **Pass Rate on National, Regional, and State Licensing Examinations**
  Expected Level of Performance:
  100% of graduates will pass all licensing examinations.

- **Job Placement Rate**
  Expected Level of Performance:
  90% of graduates will be employed within six months of graduation.

- **Graduate Satisfaction Survey**
  Expected Level of Performance:
  Graduates will rate the program above average in all areas.

- **Employer Satisfaction Survey**
  Expected Level of Performance:
  Employers will rate graduates' abilities above average in all areas.

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APPENDIX A

YEAR ONE - FALL		
BIOL 203	Anatomy & Physiology w/lab	4
CHM 111	General Chemistry I w/lab	3
ENG W131	Elementary Composition	3
SOC S161	Principles of Sociology	3
TOTAL		**13**

YEAR ONE - SPRING		
BIOL 204	Anatomy & Physiology w/lab	4
CHM 112	General Chemistry II w/lab	3
COM 114	Fund. of Speech Comm.	3
PSY 120	Elementary Psychology	3
TOTAL		**13**

YEAR ONE - SUMMER I		
BIOL 220	Microbiology for Allied Health Professionals	**4**

YEAR ONE - SUMMER II		
Gen Ed Area I	Math/Statistics Course	**3**

YEAR TWO - FALL		
DHYG H205	Medical/Dental Emergencies	2
DHYG H214	Oral Anat./Histol./Embryology	3
DHYG H217	Preventive Dentistry	2
DHYG H218	Fundamentals of Dental Hyg	5
DHYG H240	Intro to Dental Ethics	1
DHYG H303	Radiology	2
TOTAL		**15**

YEAR TWO - SPRING		
DHYG H204	Periodontics	2
DHYG H211	Head & Neck Anatomy	2
DHYG H215	Pharmacology & Therapeutics	2
DHYG H219	Clinical Practice I	4
DHYG H221	Clinical Dental Hyg Procedures	2
DHYG H305	Radiology Clinic I	2
DHYG H308	Dental Materials	2
TOTAL		16

YEAR TWO - SUMMER I		
PHIL 312	Medical Ethics	**3**

YEAR TWO - SUMMER II		
Choose 1		**3**
NUR 309 COM 303 PSY 334	Transcultural Health Care <u>or</u> Intercultural Communication <u>or</u> Crosscultural Psychology	

APPENDIX A (continued)

YEAR THREE - FALL		
DHYG H250	Local Anes./Pain Control	2
DHYG H301	Clinical Practice II	5
DHYG H304	Oral Pathology	2
DHYG H306	Radiology Clinic II	1
DHYG H321	Periodontics II	2
DHYG H347	Dental Public Health	3
TOTAL		**15**

YEAR THREE - SPRING		
DHYG H216	Chemistry & Nutrition	2
DHYG H302	Clinical Practice III	5
DHYG H307	Radiology Clinic III	1
DHYG H309	Community Dent Hyg	2
DHYG H320	Practice Mgmt, Ethics, Jurisprud.	2
DHYG H344	Senior Hyg Seminar (Capstone)	2
TOTAL		14

YEAR THREE - SUMMER I		
Gen Ed IV	Humanistic Thought Course	**3**

YEAR THREE - SUMMER II		
Gen Ed V	Creative/Artistic Express. Course	**3**

YEAR FOUR – FALL		
Choose 1	Writing Course:	3
ENG W233	Intermediate Expos. Writing or	
ENG W234	Intro. To Business Writing	
DHYG	***Specialty Concentration Course 1***	3
DHYG	***Specialty Concentration Course 2***	3
Language	International Language Course	3
TOTAL		**12**

YEAR FOUR - SPRING		
Gen Ed. VI	Inquiry & Analysis Course	3
DHYG	***Specialty Concentration Course 3***	3
TOTAL		**6**

APPENDIX B

Comparison of IPFW and Ivy Tech Associate of Science in Dental Hygiene Curricula

SUBJ		IPFW PREREQUISITE COURSES	Cr
BIOL	203	Anatomy & Physiology I	4
BIOL	204	Anatomy & Physiology II	4
CHM	111	Chemistry I	3
CHM	***112***	***Chemistry II***	***3***
COM	114	Communication	3
ENG	131	English Composition	3
PSY	120	Introduction to Psychology	3
SOC	S161	Introduction to Sociology	3
		COREQUISITE COURSE	
BIOL	220	Microbiology	4
		Pre and Corequisite Total	**30**
		PROFESSIONAL COURSES	
DHYG	H204	Periodontics	2
DHYG	H205	Medical/Dental Emergencies	2
DHYG	H211	Head & Neck Anatomy	2
DHYG	H214	Oral Anatomy & Histology	3
DHYG	H215	Pharmacology & Therapeutics	2
DHYG	H216	Chemistry & Nutrition	2
DHYG	H217	Preventive Dentistry	2
DHYG	H218	Fundamentals of Dental Hygiene (Lecture, lab and preclinic)	5
DHYG	H219	Clinical Practice I	4
DHYG	H221	Clinical Dental Hygiene Procedures	2
DHYG	***H240***	***Introduction to Dental Ethics***	***1***
DHYG	H250	Local Anesthetic & Pain Control	2
DHYG	H301	Clinical Practice II	5
DHYG	H302	Clinical Practice III	5
DHYG	H303	Dental Radiology	2
DHYG	H304	Oral Pathology	2
DHYG	H305	Radiology Clinic I	2
DHYG	H306	Radiology Clinic II	1
DHYG	H307	Radiology Clinic III	1
DHYG	H308	Dental Materials	3
DHYG	H309	Community Dental Hygiene	3
DHYG	***H320***	***Practice Mgmt, Ethics, Jurisprudence***	***2***
DHYG	***H321***	***Periodontics II***	***2***
DHYG	H344	Senior Hygiene Seminar (Capstone)	2
DHYG	H347	Dental Public Health	3
		Professional Total	**62**
IPFW ASDH TOTAL			**92**

SUBJ		IVY TECH PREREQUISITE COURSES	Cr
APHY	101	Anatomy & Physiology I	3
APHY	102	Anatomy & Physiology II	3
BIOL	201	Microbiology I	3
CHEM	111	Chemistry I	4
ENGL	111	English Composition	3
IVYT	***1XX***	***Life Skills Elective***	***1***
MATH	***111***	***Intermediate Algebra***	***3***
PSYC	101	Introduction to Psychology	3
SOCI	111	Introduction to Sociology	3
		Select <u>one</u> of the following courses	
COMM	101	Fundamentals of Public Speaking	3
COMM	102	Intro to Interpersonal Communic.	3
		Prerequisite Total	**29**
		PROFESSIONAL COURSES	
DHYG	208	Periodontology	2
DHYG	121	Medical & Dental Emergencies	1
DHYG	107	Head & Neck Anatomy	1
DHYG	104	Dental Anatomy	2
DHYG	106	Oral Histology & Embryology	1
DHYG	120	Pharmacology	2
DHYG	105	Nutrition & Oral Health	2
DHYG	109	Preventive Dentistry	1
DHYG	101	Fundamentals of Dental Hygiene	2
DHYG	102	Fundamentals of Dental Hygiene Lab	2
DHYG	114	Dental Hygiene Clinic I	5
DHYG	228	Dental Hygiene Clinical Procedures	1
DHYG	224	Dental Hygiene Clinic II	5
DHYG	234	Dental Hygiene Clinic III	6
DHYG	103	Dental Radiography	2
DHYG	222	Oral Pathology	2
DHYG	***122***	***General Pathology***	***1***
DHYG	113	Dental Radiography Clinic I	1
DHYG	203	Dental Materials	2
DHYG	204	Pain Management	2
DHYG	230	Clinic Seminar (Capstone Course?)	2
DHYG	201	Community & Public Health Dent.	3
		Professional Total	**48**
IVY TECH ASDH TOTAL			**77**

Courses without a counterpart are identified in ***bold and italics.***

APPENDIX C

Bachelor of Science in Dental Hygiene Completion Degree Curriculum

	Minimum Credits	Total
Associate of Science in Dental Hygiene		**90**
• Prerequisite Courses	30	
• Professional Curriculum	60	
General Education Courses		**12**
• Area I Course Quantitative Reasoning	3	
• Area IV Course Humanistic Thought	3	
• Area V Course Creative and Artistic Expression	3	
• Area VI Course Inquiry & Analysis		
Additional Required Courses		**12**
• **PHIL 312 Medical Ethics** (Area IV)	3	
• **Professional Writing Course** *(Select one)* ❑ ENG W233 Intermediate Expository Writing ❑ ENG W232 Introduction to Business Writing	3	
• **International Language/Communication Requirement** *(Select one)* ❑ Spanish or any other international language ❑ American Sign Language	3	
• **Cultural Competency Requirement** *(Select one)* ❑ NUR 309 Transcultural Healthcare ❑ COM 303 Intercultural Communication ❑ PSY 334 Cross-Cultural Psychology (Area VI)	3	
Bachelor of Science in Dental Sciences Specialty Concentrations *(Select one)*		**9**
• **Community Dental Hygiene Concentration Core**	9	
• **Dental Hygiene Education Concentration Core**	9	
• **Dental Leadership and Sales Concentration Core**	9	
TOTAL		**123**

APPENDIX D

Budget Requests

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS
Annual Totals by Fiscal Year (use SIS Definitions)

Campus: Indiana University - Purdue University Fort Wayne
Program: B.S. in Dental Hygiene
Date: July, 2011

	TOTAL YEAR 1 FY 12-13	TOTAL YEAR 2 FY 13-14	TOTAL YEAR 3 FY 14-15	TOTAL YEAR 4 FY 15-16	TOTAL YEAR 5 FY 16-17
A. PROGRAMS CREDITS HOURS GENERATED					
1. Existing Courses	1,050	2,010	3,090	4,110	4,290
2. New Courses	90	240	360	540	660
TOTAL	1,140	2,250	3,450	4,650	4,950
B. FULL-TIME EQUIVALENTS (FTE)					
1. FTEs generated by Full-Time students	30	60	90	120	120
2. FTEs generated by Part-Time students	8	15	25	35	45
TOTAL	38	75	115	155	165
3. On-Campus Transfer FTEs	35	67	103	137	143
4. New-to-Campus FTEs	3	8	12	18	22
C. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	30	60	90	120	120
2. Part-time students	15	30	50	70	90
TOTAL	45	90	140	190	210
3. On-Campus Transfers	40	75	115	155	165
4. New-to-Campus Majors	5	15	25	35	45
5. In-State	45	90	140	190	210
6. Out-of-State	0	0	0	0	0
D. COMPLETIONS	0	30	40	45	50

TABLE 2A

TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUES

Campus: Indiana University - Purdue University Fort Wayne
Program: B.S. in Dental Hygiene
Date: July, 2011

	TOTAL YEAR 1 FY 12-13 FTE	COST	TOTAL YEAR 2 FY 13-14 FTE	COST	TOTAL YEAR 3 FY 14-15 FTE	COST	TOTAL YEAR 4 FY 15-16 FTE	COST	TOTAL YEAR 5 FY 16-17 FTE	COST
A. TOTAL DIRECT PROGRAM COSTS										
1. Existing Departmental Faculty Resources	4.00	280,000	4.00	280,000	4.00	280,000	4.00	280,000	4.00	280,000
2. Other Existing Resources	----	20,000	----	20,000	----	20,000	----	20,000	----	20,000
3. Incremental Resources	0.40	19,800	1.20	52,800	1.60	79,200	2.20	118,800	2.40	145,200
TOTAL	4.40	319,800	5.20	352,800	5.60	379,200	6.20	418,800	6.40	445,200

	TOTAL YEAR 1 FY 12-13	TOTAL YEAR 2 FY 13-14	TOTAL YEAR 3 FY 14-15	TOTAL YEAR 4 FY 15-16	TOTAL YEAR 5 FY 16-17
B. SOURCES OF PROGRAM REVENUE					
1. Reallocation	300,000	300,000	300,000	300,000	300,000
2. New-to-Campus Student Fees	19,800	52,800	79,200	118,800	145,200
3. New State Appropriations					
a. Enrollment Change Funding	0	0	0	0	0
b. Other State Funds	0	0	0	0	0
TOTAL	319,800	352,800	379,200	418,800	445,200

Campus: Indiana University - Purdue University Fort Wayne
Program: B.S. in Dental Hygiene
Date: July, 2011

TABLE 2B:
DETAIL ON INCREMENTAL OR OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	TOTAL FTE	FY 12-13 COST	TOTAL FTE	FY 13-14 COST	TOTAL FTE	FY 14-15 COST	TOTAL FTE	FY 15-16 COST	TOTAL FTE	FY 16-17 COST
1. PERSONAL SERVICES										
a. Faculty	0.0	0	0	0	0	0	0	0	0	0
b. Support Staff	0.4	19,800	1.0	40,000	1.0	40,000	1.0	40,000	1.0	40,000
c. Other Staff –Assoc. Fac.	0	0	0.2	12,800	0.6	39,200	1.2	78,800	1.4	105,200
TOTAL PERSONAL SERVICES	0.4	19,800	1.2	52,800	1.6	79,200	2.2	118,800	2.4	145,200
2. SUPPLIES AND EXP.										
a. General S&E		0		0		0		0		0
b. Recruiting		0		0		0		0		0
c. Travel		0		0		0		0		0
d. Library Acquisitions		0		0		0		0		0
TOTAL SUPPLIES AND EXPENSES		0		0		0		0		0
EQUIPMENT										
a. New equipment Necessary for Program		0		0		0		0		0
b. Routine Replacement		0		0		0		0		0
TOTAL EQUIPMENT		0		0		0		0		0
4. FACILITIES		0		0		0		0		0
5. STUDENT ASSISTANCE										
a. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
TOTAL STUDENT ASSISTANCE		0		0		0		0		0
SUM OF ALL INCREMENTAL DIRECT COSTS		19,800		52,800		79,200		118,800		145,200

TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
DATE: July, 2011

I. Prepared by Institution

Institution/Location: Indiana University – Purdue University Fort Wayne
Program: B.S. in Dental Hygiene
Proposed CIP Code: 51.0602

	YEAR 1 FY 12-13	YEAR 2 FY 13-14	YEAR 3 FY 14-15	YEAR 4 FY 15-16	YEAR 5 FY 16-17
Enrollment Projections (Headcount)	45	90	140	190	210
Enrollment Projections (FTE)	38	75	115	155	165
Degree Completions Projection	0	30	40	45	50
New State Funds Requested (Actual)	0	0	0	0	0
New State Funds Requested	0	0	0	0	0

II. Prepared by CHE

New State Funds to be Considered for Recommendation (Actual)					
New State funds to be considered for Recommendation (Increases)					

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

Comment :

APPENDIX E – SURVEY RESULTS

SURVEY OF INTEREST IN BACHELOR OF SCIENCE IN DENTAL HYGIENE

SURVEY DEMOGRAPHICS

Survey Questions	Alumni Responses	1st Year Student Responses	2nd Year Student Responses
Respondents	**N=58**	**N=119**	**N=114**
Response Rate	**63%**	**99.2%**	**97.4%**
Current employment in dental field	**YES** Full-time - **28** Part-time - **25** **NO** **5** **Reasons:** 2- Motherhood 1- Physical problems 1 – Sales rep. 1 – Burnout	**YES** Full-time - **0** Part-time - **20** **NO** **99** **Reasons:** Full-time students	**YES** Full-time - **0** Part-time - **4** **NO** **110** **Reasons:** Full-time students
Number of yrs of college completed	1-2 yrs = **0** 3 yrs = **30** 4 yrs = **17** 5 yrs = **9** 6+ yrs = **2**	1 yr = **20** 2 yrs = **47** 3 yrs = **30** 4 yrs = **11** 5 yrs = **7** 6+ yrs = **4**	1 yr = **0** 2 yrs = **31** 3 yrs = **36** 4 yrs = **26** 5 yrs = **16** 6+ yrs = **5**
College degrees	8 - Cert Dental Asst 1 - Cert EMS 55- AS Dent Hygiene 1 - AS Early Childhood Educ. 1 - Bachelor Gen St 2 - BS/BA Education 1 - BS Management	4 - Cert Dental Asst 1 - AS Dent Lab Tech 1 - AS Admin Asst 2 - BS/BA Education 2 - BS Biology 1 - BS Chemistry 2 - BS Psychology 2 - Bachelor Gen St.	3 – Cert Dental Asst 1 – Cert Med Asst 1 - Cert Accounting 1 - AS Business 3 - BS/BA Education 1 - BS Tourism Mgmt 1 - Ecology 2 – Bachelor Gen St

SUMMARY OF INTEREST IN BACCALAUREATE DEGREE

Survey Questions	Alumni Responses	1st Year Student Responses	2nd Year Student Responses
Currently taking classes toward an advanced degree	**YES** 2 Bachelor Gen Studies **NO** 56	**YES** 12 Bachelor Gen Studies **NO** 107	**YES** 10 Bachelor Gen Studies **No** 104
Considering IPFW BSDS completion degree	**YES** 38 0 – Full-time 38 - Part-time **Max. # courses per semester?** 1 course – 7 2 courses- 10 3 courses – 1 **NO** 20 No reason given.	**YES** 83 39 – Full-time 44 – Part-time **Unsure –** 26 It depends upon how I like working in an office. I cannot afford to take more classes right now. Moving out of state. Planning to go to dental school. **NO** 10 Only interested in private practice for now.	**YES** 67 25 - Full-time 42 - Part-time **Unsure –** 39 Money/Debt Want to work for awhile first. Not sure what else I would do with the BS degree. **NO** 8 I already have a BS degree.
Course delivery preference	Traditional - 6 Distance - 10 Combination- 37	Traditional - 31 Distance - 11 Combination – 44	Traditional - 18 Distance - 4 Combination – 34
1. Interested in Dental Hygiene Education Track	**35**	**69**	**56**
2. Interested in Dental Sales & Leadership Track	**27**	**65**	**48**

3. Interested in Dental Research & Product Develop. Track	**32**	**64**	**60**
4. Interested in Dental Public Health Track	**27**	**79**	**63**
5. Interested in other fields of study?	Advanced clinical dent hygiene **33** Dental School **3** Nutrition Educ **1** **TOTAL 37**	Advanced clinical dent hygiene **36** Dental school **4** History **1** **TOTAL 41**	Advanced clinical dent hygiene **49** Spanish **4** Dental School **3** Art History **1** Nursing **1** MS Education **1** PhD in something **1** **TOTAL 60**

STUDENT SURVEY COMMENTS

- The program should already be a BS degree because of the time commitment
- I want to continue with college to complete my degree at one time.
- I need to make some money first before I can continue in school. I have lots of bills and loans to pay off.
- I would complete my BS degree because I want to be able to pursue different aspects of dental hygiene.
- I think we can do more with a higher degree.
- I am interested in both teaching and research options.
- If I cannot find a job easily, I will go back to school.
- It will be great to have an opportunity to complete this BS degree.
- Please create this opportunity for us.
- I want a BS degree, but need more info about each option to make a decision.
- It would be helpful to have a pamphlet listing each different major/option in detail and course requirements for each.
- I just want to get some clinical experience first.
- Right now I am only interested in clinical dental hygiene.
- I am not interested. I already have a BS degree.
- It depends on how well I like working in a dental office.
- I might change my mind after I have been out of school for awhile.

- Maybe it would be helpful if I am injured or unable to practice dental hygiene.
- If it is not necessary for employment, I already have another BS degree.
- The program should already be a BS degree due to the difficulty and time commitment.
- I am very interested in the Dental Business Leadership and Sales concentration.
- I need to find out what classes I need to take next. Can we get this BS degree ASAP?
- Yes. It is difficult to study again if you take too much time off.
- I would attend if it is offered part-time (4 respondents)
- It depends on the financial aspects of the BS degree program.
- Maybe I'll be ready after working for awhile
- I want to start a family first.
- I need to pay off student loans first.
- I need a break from school at this point and cannot think about a BS degree.
- Having a BS degree doesn't guarantee a raise or increased responsibilities, so why spend time and money?

ALUMNI SURVEY COMMENTS

- I am very interested in a BSDH degree. (5 respondents)
- Wonderful idea. I wish we already had it.
- I wish this degree would have been a choice when I first started. I could be receiving my BSDH this year, instead of a BGS degree.
- A BSDH would be a great thing to bring to IPFW.
- I really want a BS or MS degree. I hope we get this degree so I can further my education.
- Great idea! Let's do it!
- If a BS degree in dental hygiene is offered at IPFW, I will definitely enroll.
- The advanced periodontal skills emphasis would be my first choice.
- I want to know what other classes I can take now that will go toward this degree. Thanks for pursuing this completion degree for us.
- I am taking General Studies courses now, but would prefer a BS in Dental Public Health degree.
- I am pursuing my BGS now. I want to at least have a BS degree in something with all the credit hours I have completed. An ASDH is just not enough anymore.
- I am interested in knowing if credits from a previous degree would transfer to another BS degree. If many credits would count, I would definitely go ahead with a BSDH degree.

APPENDIX F
AFFILIATION AGREEMENTS

Attached are copies of the Matthew 25 Health and Dental Clinic Affiliation Agreement and Neighborhood Health Clinics, Inc. Affiliation Agreement.

EDUCATION PROGRAM AGREEMENT

BETWEEN

Matthew 25

AND

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

Initial Agreement effective August 21, 2000. This Agreement, effective July 1, 2007, is entered into by and Matthew 25 ("FACILITY") and the College of Health and Human Services, Indiana University-Purdue University Fort Wayne for its Dental Hygiene Program ("UNIVERSITY") for the purpose of providing a Clinical Dental Hygiene Extended Campus Education Experience ("PROGRAM").

WITNESSETH:

WHEREAS the UNIVERSITY would like to provide an extended clinical dental hygiene experience for students enrolled in the IPFW Dental Hygiene Program and,

WHEREAS the FACILITY has the clinical environment to provide a PROGRAM, the UNIVERSITY will send to the FACILITY students enrolled in the Dental Hygiene Program to receive instruction and dental hygiene.

THEREFORE:

I. The UNIVERSITY and the FACILITY agree to work together to:

A. Establish the number of students who will participate in the PROGRAM, the dates of the PROGRAM, and the length of the PROGRAM.

B. Establish rules and regulations for students participating in the PROGRAM.

C. Remain responsible for the acts of their respective employees and agents.

D. Notify the other party if one party becomes aware of a claim asserted by any person who seems to arise out of this Agreement or any activity carried out under this Agreement. Such information shall be communicated to other the party as soon as possible. The parties will attempt to resolve which party, if either, should be responsible to investigate, settle, or defend the claim. It is understood that each party will be influenced by its insurance carrier if the particular claim is among risks insured by its carrier.

E. To recognize that the specific nature of the PROGRAM required by the UNIVERSITY may vary and that following execution of this Agreement and within the scope of its provisions, the UNIVERSITY may develop letter agreements with their counterparts in the FACILITY to formalize operational details of the PROGRAM. These letter agreements shall be approved by the Director of the Dental Hygiene Program, Chair of the Department of Dental Education, the Dean of the College of Health and Human Services, and the Dental Director and Chief Executive Officer of the FACILITY.

F. Appoint two persons to be responsible for each PROGRAM. The UNIVERSITY shall appoint a program director _____. The FACILITY shall appoint a Clinical Dental Hygiene Extended Campus Education Program supervisor named_____, Each party will supply the other party with the name of this person along with the person's professional and academic credentials. Each party shall notify the other in writing of any change of that person. The FACILITY supervising dentist will be given the UNIVERSITY title of Adjunct Clinical Assistant Professor and the FACILITY supervising dental hygienists will be given the UNIVERSITY title of Adjunct Clinical Instructors.

G. Provide the other party with a two-year advanced notice should the need for termination of this agreement arise. This two-year written notification will assure that students' education will not be disrupted and will provide time for both parties to develop an appropriate contingency plan.

H. Hold each other harmless for all claims, damages, losses, and expenses, including attorney fees, arising out of any claim for negligence resulting from the action or inaction of its employees and/or students under this agreement.

II. The FACILITY agrees to:

A. Provide a supervised PROGRAM of clinical dental hygiene experiences.

B. Maintain complete records and reports on each student's performance and to provide an evaluation to the UNIVERSITY on forms provided by the UNIVERSITY.

C. Permit upon reasonable request, the inspection of the FACILITY and services available for the PROGRAM, the student records and other items pertaining to the PROGRAM by the UNIVERSITY or accreditation agencies.

D. Assign duties to each student that includes only those procedures which can legally be delegated to dental hygienists according to the current ***Indiana Dental Practice Act.***

E. Request post-exposure evaluation to determine the HBV, HCV, and HIV status of FACILITY patient/s involved in exposure incident/s at no cost to FACILITY or FACILITY patient/s. An appropriate testing site will be determined by UNIVERSITY. The current incident reporting protocol, incident report forms, and the name of the approved testing site will be provided to the FACILITY by the UNIVERSITY. See attached exposure incident forms.

III. The UNIVERSITY agrees to:

A. Assign to the PROGRAM only those students who have satisfactorily completed the prerequisite portions of the curriculum.

B. Disseminate the established rules and regulations to the participating students.

C. Withdraw from the extended campus PROGRAM, at the request of the FACILITY, any student whose performance is unsatisfactory for any reason or who violates the established rules and regulations of the FACILITY or the UNIVERSITY. Students will continue to remain under the sole management and control of the UNIVERSITY and each student must abide by the rules and policies of the individual FACILITY.

D. Determine testing site for post-exposure evaluation.

E. Pay for post-exposure evaluation for PROGRAM students, faculty, and FACILITY patient/s involved in exposure incident/s.

F. Require all students to carry professional liability insurance. (University policy limitations: One million per claim; three million maximum per year). A certificate showing coverage will be available upon request.

IV. Terms of Agreement:

A. **This Agreement shall be subject to review and renewal by the parties annually or as needed.** Either party shall provide a two-year advanced notice of termination should the need for termination of this agreement arise. This two-year written notification will assure that students' education will not be disrupted and will provide time for both parties to develop an appropriate contingency plan. All students enrolled in the PROGRAM at the time notice to terminate this Agreement is given, shall be permitted to complete the PROGRAM. Termination shall occur only at the end of a two-year period.

B. This Agreement may be modified by mutual consent of the parties.

C. Neither party shall be liable for failure to perform any condition of this agreement as a result of conditions beyond its control, such as fires, floods, acts of God, power failures, or natural disasters.

This agreement has been executed and delivered in and shall be governed by the laws of the State of Indiana.

APPROVED AND ACCEPTED "**FACILITY**"

By _____ / 8-24-07
Chief Executive Officer, Matthew 25 — Date

By _____ / 8/24/07
Dental Director, Matthew 25 — Date

APPROVED AND ACCEPTED "**UNIVERSITY**"

By _____ 8/16/07
Director, Dental Hygiene Program — Date

By _____ 8/16/07
Chair, Department of Dental Education — Date

By _____ 8/16/07
Dean, College of Health and Human Services — Date

By _____ 8/17/07
Business Manager, College of Health and Human Services — Date

Encl: Exposure Incident forms

i:\Matthew 25.Contract.2007

EDUCATION PROGRAM AGREEMENT

BETWEEN

Neighborhood Health Clinic, Inc

AND

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

Initial Agreement effective August 21, 2000. This Agreement, effective July 1, 2007, is entered into by and Neighborhood Health Clinic, Inc ("FACILITY") and the College of Health and Human Services, Indiana University-Purdue University Fort Wayne for its Dental Hygiene Program ("UNIVERSITY") for the purpose of providing a Clinical Dental Hygiene Extended Campus Education Experience ("PROGRAM").

WITNESSETH:

WHEREAS the UNIVERSITY would like to provide an extended clinical dental hygiene experience for students enrolled in the IPFW Dental Hygiene Program and,

WHEREAS the FACILITY has the clinical environment to provide a PROGRAM, the UNIVERSITY will send to the FACILITY students enrolled in the Dental Hygiene Program to receive instruction and dental hygiene.

THEREFORE:

I. The UNIVERSITY and the FACILITY agree to work together to:

A. Establish the number of students who will participate in the PROGRAM, the dates of the PROGRAM, and the length of the PROGRAM.

B. Establish rules and regulations for students participating in the PROGRAM.

C. Remain responsible for the acts of their respective employees and agents.

D. Notify the other party if one party becomes aware of a claim asserted by any person which seems to arise out of this Agreement or any activity carried out under this Agreement. Such information shall be communicated to other the party as soon as possible. The parties will attempt to resolve which party, if either, should be responsible to investigate, settle, or defend the claim. It is understood that each party will be influenced by its insurance carrier if the particular claim is among risks insured by its carrier.

E. To recognize that the specific nature of the PROGRAM required by the UNIVERSITY may vary and that following execution of this Agreement and within the scope of its provisions, the UNIVERSITY may develop letter agreements with their counterparts in the FACILITY to formalize operational details of the PROGRAM. These letter agreements shall be approved by the Director of the Dental Hygiene Program, Chair of the Department of Dental Education, the Dean of the College of Health and Human Services, and the Dental Director and Chief Executive Officer of the FACILITY.

F. Appoint two persons to be responsible for each PROGRAM. The UNIVERSITY shall appoint a program director _____. The FACILITY shall appoint a Clinical Dental Hygiene Extended Campus Education Program supervisor named_____, Each party will supply the other party with the name of this person along with the person's professional and academic credentials. Each party shall notify the other in writing of any change of that person. The FACILITY supervising dentist will be given the UNIVERSITY title of Adjunct Clinical Assistant Professor and the FACILITY supervising dental hygienists will be given the UNIVERSITY title of Adjunct Clinical Instructors.

G. Provide the other party with a two-year advanced notice should the need for termination of this agreement arise. This two-year written notification will assure that

students' education will not be disrupted and will provide time for both parties to develop an appropriate contingency plan.

H. Hold each other harmless for all claims, damages, losses, and expenses, including attorney fees, arising out of any claim for negligence resulting from the action or inaction of its employees and/or students under this agreement.

II. The FACILITY agrees to:

A. Provide a supervised PROGRAM of clinical dental hygiene experiences.

B. Maintain complete records and reports on each student's performance and to provide an evaluation to the UNIVERSITY on forms provided by the UNIVERSITY.

C. Permit upon reasonable request, the inspection of the FACILITY and services available for the PROGRAM, the student records and other items pertaining to the PROGRAM by the UNIVERSITY or accreditation agencies.

D. Assign duties to each student that includes only those procedures which can legally be delegated to dental hygienists according to the current *Indiana Dental Practice Act.*

E. Request post-exposure evaluation to determine the HBV, HCV, and HIV status of FACILITY patient/s involved in exposure incident/s at no cost to FACILITY or FACILITY patient/s. An appropriate testing site will be determined by UNIVERSITY. The current incident reporting protocol, incident report forms, and the name of the approved testing site will be provided to the FACILITY by the UNIVERSITY. See attached exposure incident forms.

III. The UNIVERSITY agrees to:

A. Assign to the PROGRAM only those students who have satisfactorily completed the prerequisite portions of the curriculum.

B. Disseminate the established rules and regulations to the participating students.

C. Withdraw from the extended campus PROGRAM, at the request of the FACILITY, any student whose performance is unsatisfactory for any reason or who violates the established rules and regulations of the FACILITY or the UNIVERSITY. Students will continue to remain under the sole management and control of the UNIVERSITY and each student must abide by the rules and policies of the individual FACILITY.

D. Determine testing site for post-exposure evaluation.

E. Pay for post-exposure evaluation for PROGRAM students, faculty, and FACILITY patient/s involved in exposure incident/s.

F. Require all students to carry professional liability insurance. (University policy limitations: One million per claim; three million maximum per year.) A certificate showing coverage will be available upon request.

IV. Terms of Agreement:

A. This Agreement shall be subject to review and renewal by the parties annually or as needed. Either party shall provide a two-year advanced notice of termination should the need for termination of this agreement arise. This two-year written notification will assure that students' education will not be disrupted and will provide time for both parties to develop an appropriate contingency plan. All students enrolled in the PROGRAM at the time notice to terminate this Agreement is given, shall be permitted to complete the PROGRAM. Termination shall occur only at the end of a two-year period.

B. This Agreement may be modified by mutual consent of the parties.

C. Neither party shall be liable for failure to perform any condition of this agreement as a result of conditions beyond its control, such as fires, floods, acts of God, power failures, or natural disasters.

This agreement has been executed and delivered in and shall be governed by the laws of the State of Indiana.

APPROVED AND ACCEPTED "**FACILITY**"

By Mary L Harpert, 08/21/07
President and Chief Executive Officer, Neighborhood Health Clinic, Inc. — Date

By _____, 08/21/07
Dental Director, Neighborhood Health Clinic, Inc. — Date

APPROVED AND ACCEPTED "**UNIVERSITY**"

By Elaine S Foley — 8/16/07
Director, Dental Hygiene Program — Date

By Connie L Kramer, MSD — 8/16/07
Chair, Department of Dental Education — Date

By _____ KN PhD — 8/16/07
Dean, College of Health and Human Services — Date

By _____ — 8/17/07
Business Manager, College of Health and Human Services — Date

Encl: Exposure Incident forms

NEW PROGRAM PROPOSAL
ASSOCIATE OF SCIENCE IN DENTAL ASSISTING
INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE
October 2011

Institution: Indiana University – Purdue University Fort Wayne

College: Health and Human Services

Department: Dental Education

Degree Program Title: Associate of Science in Dental Assisting (ASDA)

Suggested CIP Code: 51.0601

Location of Program/Campus Code: Fort Wayne, Indiana

Projected Date of Implementation: Fall 2012

Date Proposal was approved by
Institutional Board of Trustees:

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action (Date)

DEGREE PROPOSAL

ASSOCIATE OF SCIENCE IN DENTAL ASSISTING

Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Department of Dental Education

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ASSOCIATE OF SCIENCE IN DENTAL ASSISTING
Indiana University–Purdue University Fort Wayne (IPFW)

A. ABSTRACT

As the profession of dentistry evolves to meet the national access to healthcare issues, allied dental professionals must have the educational foundation to meet current and future challenges. Federal mandates for access to healthcare for children, minority populations, elderly, uninsured, and underinsured individuals have prompted allied health professions to create new levels of practitioners to meet the demand for better health care. Just this past year, the Pew Trust released a 74-page report stressing the need to the American Dental Association (ADA) to authorize a new primary care dental provider that would provide access to care for our nation's children. Fewer than half of all Americans currently seek routine, non-emergency dental care procedures. Barriers to routine dental care include limited income, lack of dental insurance, transportation needs, inadequate access to free dental clinics, fear of dental procedures, language and cultural differences. In an effort to increase access to oral healthcare, the federal government, the ADA, and the American Dental Education Association (ADEA) are proposing new dental practice models for a more highly skilled, versatile, and educated dental workforce.

The IPFW Department of Dental Education in the College of Health and Human Services is proposing an Associate of Science in Dental Assisting (ASDA). The new associate degree and completion degree in dental assisting will prepare our IPFW Certified Dental Assistant (CDA) graduates for expanded roles in a rapidly changing profession. Currently, the Department of Dental Education offers a 46-53 credit hour certificate in dental assisting (dependent on the anatomy & physiology courses completed). With recent legislative changes in Indiana (January 2, 2011) expanding the role of dental assisting, as well as the recent trend with states such as Ohio, Minnesota, Kansas, Washington, New Mexico, Connecticut, California, Vermont, and Alaska developing new allied dental professionals to meet the national access to care issues, the new IPFW associate degree in dental assisting could not come at a better time. These recent legislative changes in Indiana will expand the role of our IPFW Certified Dental Assistant graduates who already work in private general and specialty practices placing braces on teeth (orthodontics), assisting in surgery in both offices and hospitals (oral surgery and periodontics), placing silver and tooth colored fillings in teeth (restorative), and working as business assistants.

The IPFW Department of Dental Education seeks to offer a 69 credit hour associate degree and a 73-75 credit hour completion degree option emphasizing evidence-based decision making, transcultural competence, critical thinking, collaborative practice models, cooperative learning, leadership, and community-based service learning opportunities. This degree will provide greater opportunities for students and graduates to provide oral healthcare to the underserved and uninsured dental patients in the community. The new completion degree curriculum will also be structured to accommodate students who are graduates of ADA Commission on Dental Accreditation (CODA) dental assisting programs

who seek advanced education and alternative career opportunities through a degree completion program. The degree will fully articulate with other Indiana dental assisting programs at Ivy Tech Community Colleges (Columbus, Anderson, Kokomo, and Lafayette) and other institutions (IUSB, IUPUI, USI, and IUNW).

Clientele to Be Served:
The IPFW dental assisting students currently graduate with 46-53 credits while fulfilling graduation requirements for the certificate program. The pre-dental assisting students continue to tell the dental assisting academic advisors they want education beyond a certificate program by obtaining a higher degree in their chosen profession – dental assisting. Most of the applicants to the dental assisting certificate program are transfer students having already completed 40-60 credit hours or more. Feedback from pre-dental assisting advisees and students in the professional dental assisting program indicate students want their credit hours to apply to an undergraduate degree in allied dental education.

The proposed associate degree and the completion degree options will continue to provide quality education for dental assisting students seeking fulfilling careers in private dental practice settings with an emphasis on traditional clinical competencies. The new degree will also provide an opportunity for greater emphasis on leadership development, critical thinking, self-assessment, evidence-based decision making, and professional growth needed as the allied dental profession continues to expand as access to healthcare issues are addressed by legislators.

The Associate of Science in Dental Assisting degree will provide the knowledge and experiences necessary for success in alternative career pathways, such as dental leadership and sales, entry-level clinical dental assisting faculty positions at community colleges and at universities (with completion of higher-level programs), and expanded clinical practice positions in restorative dentistry. This degree also provides a completion degree track for dental assisting certificate graduates who want a degree which prepares them for career opportunities beyond private practice settings. Students will be given numerous opportunities to collaborate with community partners to provide more comprehensive clinical and educational services in a variety of community and educational settings.

Curriculum:

PREREQUISITE COURSES		**Gen Ed Area**	**Credits**
DAST A101	Anatomy & Physiology		2
ENG W131	Elementary Composition I	I	3
COM 11400	Fundamentals of Speech Communication	I	3
NUR 10600	Medical Terminology		3
PSY 12000	Elementary Psychology	III	3
TOTAL			**14**

OTHER REQUIRED COURSES		Gen Ed Area	Credits
Cultural Competency *(Select one)*	Gen Ed Area III NUR 30900 Transcultural Healthcare or COM 30300 Intercultural Communication		3
(Select one)	Gen Ed Area I Math/Statistics Course	I	3
TOTAL			**6**

PROFESSIONAL COURSES			Credits
DAST A112	Medical and Dental Emergencies, & Therapeutics		2
DAST A121	Microbiology & Asepsis		2
DAST A131	Dental Materials I		3
DAST A132	Dental Materials II		3
DAST A141	Preventive Dentistry & Nutrition		3
DAST A171	Clinical Science I		4
DAST A172	Clinical Science II		3
DAST A182	Practice Management, Ethics, & Jurisprudence		2
DAST A273	Advanced Clinical Practice		3
DHYG H214	Oral Anatomy, Histology & Embryology		3
DHYG H215	Pharmacology & Therapeutics		1
DHYG H242	Introduction to Dental Specialties		2
DHYG H303	Radiology		3
DHYG H304	Oral Pathology		1
DHYG H305	Radiology Clinic I		1
DHYG H347	Dental Public Health		3
DHYG H400	Evidence-based Decision Making		3
Advanced Specialty *(Select one)*	DAST A301 Advanced Orthodontic Practice or DAST A401 Restorative Dentistry Clinical Practice		4
DHYG H405	Advances Dental Sciences (capstone course w/ community dentistry extramurals)		3
TOTAL			**49**
Associate Degree Total			**69**

Employment Possibilities:

The purpose of the proposed associate degree is to prepare dental assisting graduates for clinical practice, as well as employment in commercial dental businesses, dental assisting education, risk management, dental sales, and dental insurance companies. The degree will provide a strong foundation for a future baccalaureate degree. The completion degree provides an opportunity for Certified Dental Assistants to complete a degree that prepares them for alternative career opportunities.

Employment opportunities for associate degree prepared dental assistants are excellent and, according to the Occupational Outlook Handbook of the U.S. Bureau of Labor, employment opportunities are expected to grow faster than average occupations. Dental assisting employment is expected to increase 36% from 2008 to 2018, as Certified Dental Assistants work in every general dental office and specialty practice—both in the clinical and business areas. According to the Bureau of Labor Statistics, dental assisting employment is projected to grow from 295,300 in 2008 to over 400,000 by 2018.

In the 2006 American Dental Education Association report: *Unleashing the Potential,* it was reported only 50% of all Americans receive non-emergency, routine, preventive dental care. Many of the underserved people include minority populations, new immigrants, special needs children and adults, elderly patients, and children from low income areas. For the first time in history, the number of dentists graduating from American dental schools is lower than the number of dentists who are retiring or leaving clinical dentistry. The ADEA report estimates it will take thousands of additional allied dental personnel to eliminate the oral health care disparities for the 43 million Americans living in dental health care shortage areas.

According to the U.S. Department of Health and Human Services Bureau of Health Professions and the Indiana State Department of Health, Indiana has an immediate need for dental healthcare providers who are willing to work in areas that serve low income residents. Given the dental workforce disparity and the federal government's desire to achieve better access to healthcare, employment opportunities for dental assistants with college degrees currently exist or will be created in the near future.

In response to this need in all areas of the country the American Dental Association has developed new workforce models. This new clinical dental professional is called the *Certified Oral Preventive Assistant.* This new midlevel provider provides preventive dental services in communities that lack clinical dentists. The Dental Assisting National Board (DANB) this past year developed a new national certification examination for this new midlevel provider. The states of Minnesota and Alaska have also contributed to access to care creating their own workforce model called the *Dental Therapist* to meet the needs in their states. Other states such as Ohio, Kansas, Washington, Vermont, New Mexico, Connecticut, and California are creating new workforce models through the W.K. Kellogg Foundation. The Foundation has invested over $16 million to address the increasing oral health needs in the United States. Moreover, the Governor of the State of Indiana signed a new law in 2011, delegating more preventive tasks to Indiana dental assistants as the scope of the dental assisting profession is rapidly changing.

The development of this new degree is extremely timely as the allied dental profession is rapidly growing to meet the needs of healthcare. This degree will enable dental assisting graduates to continue to seek employment in private dental offices and community dental clinics, as well as prepare them to assume leadership positions in office management,

hospital dentistry, dental assisting education programs, dental insurance/risk management companies, and dental products companies.

B. PROGRAM DESCRIPTION

B.1. *Describe the proposed program and state its objectives:*

The Department of Dental Education is proposing an Associate of Science in Dental Assisting (ASDA) degree. The ASDA curriculum was also adapted to accommodate the graduates of the certificate program as an associate completion degree.

The purpose of the proposed associate degree is to prepare dental assisting graduates for clinical practice, as well as employment in commercial dental businesses, dental assisting education, risk management, dental sales, and dental insurance companies. The degree will provide a strong foundation for a future baccalaureate degree. When used as a completion degree program, it provides an opportunity for Certified Dental Assistants to complete an advanced degree that prepares them for alternative career opportunities. The proposed degree has also been mapped to the IPFW Baccalaureate Framework.

Objectives of the Associate of Science in Dental Assisting

IPFW Baccalaureate Framework	ASDA Objectives
1. Acquisition of Knowledge	Demonstrate the knowledge, skills, and values necessary for positions of responsibility in a variety of health care, educational, clinical, business, research, and community settings. Demonstrate knowledge and skills necessary to be responsible dental professionals and leaders in local, regional, national and international organizations and communities.
2. Application of Knowledge	Evaluate current dental literature and apply that knowledge to make sound, evidence-based decisions and continue life-long learning.
3. Personal and Professional Values	Demonstrate the highest levels of personal integrity and professional ethics in the delivery of dental assisting services in diverse practice settings.
4. A Sense of Community	Promote the dental assisting profession through service learning activities, affiliations

	with professional organizations, and partnerships with the community.
5. Critical Thinking and Problem Solving	Demonstrate proficiency in critical thinking, reasoning, questioning, and decision making skills.
6. Communication	Develop the oral, written, and multimedia skills necessary to communicate effectively with diverse populations in a variety of professional and educational settings.

Proposed Program Mapped With the IPFW Baccalaureate Framework

The baccalaureate framework mapping of prerequisite courses is determined by respective departments offering each course. Prerequisite courses include DAST A111 Anatomy & Physiology, DHYG H214 Oral Anatomy, Histology, and Embryology, COM 11400 Fundamentals of Speech Communication, ENG W131 English Composition I, PSY 12000 Elementary Psychology, and NUR 10600 Medical Terminology. The baccalaureate framework mapping for the dental education professional courses are listed below.

Program sequence identifier	Dept	Course number	Credits	Course name	Acquisition of Knowledge	Application of Knowledge	Personal and Professional values	A sense of community	Critical thinking and problem solving	Communication
DAST 1	DAST	A101	2	Anatomy & Physiology	X	X	X		X	X
DAST 1	DAST	A112	2	Dental/Medical Emergencies and Therapeutics	X	X	X	X	X	X
DAST 1	DAST	A121	2	Microbiology & Asepsis	X	X	X	X	X	X
DAST 1	DAST	A131	3	Dental Materials I	X	X	X		X	X
DAST 1	DAST	A132	3	Dental Materials II	X	X	X		X	X
DAST 1	DAST	A141	3	Preventive Dentistry & Nutrition	X	X	X	X	X	X
DAST 1	DAST	A171	4	Clinical Science I	X	X	X	X	X	X
DAST 1	DAST	A172	3	Clinical Science II	X	X	X	X	X	X
DAST 1	DAST	A182	2	Practice Management, Ethics & Jurisprudence	X	X	X	X	X	X
DAST 2	DAST	A273	3	Advanced Clinical Practice	X	X	X	X	X	X
DHYG 2	DHYG	H214	3	Oral Anatomy	X	X			X	X
DHYG 2	DHYG	H215	1	Pharmacology & Therapeutics	X	X	X		X	X
DHYG 2	DHYG	H242	2	Introduction to Specialties	X	X	X	X	X	X
DHYG 3	DHYG	H303	3	Radiology	X	X	X	X	X	X

DHYG 3	DHYG	H304	1	Oral Pathology	X	X	X	X	X	X
DHYG 3	DHYG	H305	1	Radiology Clinic I	X	X	X	X	X	X
DHYG 3	DHYG	H347	3	Dental Public Health	X	X	X	X	X	X
DHYG 4	DHYG	H400	3	Evidence-based Decision Making	X	X	X	X	X	X
DHYG 3	DAST	A301	4	Advanced Orthodontic Practice	X	X	X	X	X	X
DAST 4	DAST	A401	4	Restorative Dentistry Clinical Practice	X	X	X	X	X	X
DHYG 4	DHYG	H405	3	Advanced Dental Sciences (capstone course)	X	X	X	X	X	X

Supporting Documentation

According to the Pew Health Profession Commission Report, *Healthy America: Practitioners for 2005*, "graduates completing advanced degrees must have enhanced knowledge and experience in patient management, clinical practice in community settings, cultural diversity, and evidence-based decision making." With recent workforce models created by the American Dental Association and individual states to meet the needs of access to dental care, the American Dental Education Association has stressed these newly created dental models must include appropriate advanced levels of education and credentials for those dental professionals providing direct care dentistry to the public. Our IPFW degree graduates would have these advanced clinical skills considered appropriate for an advanced level of responsibility and they will be better prepared as dental practice settings expand in the future.

B.2.a. ***Describe admissions requirements, anticipated student clientele, and student financial support.***

Students seeking admission into the ASDA degree program must complete a minimum of 14 credits of prerequisite courses with a grade point average of 2.5 or higher. Credit will not be given for prerequisite courses taken on a pass/fail or audit option. Prerequisite courses may be repeated only once to improve the course grade. If courses are repeated, the second grade will replace the first grade given for each course. All prerequisite courses must be completed to be considered for regular admission into the program. Selection into the dental assisting program will be based on prerequisite courses, GPA cumulative, and appropriate cognitive tests.

Completion degree students must maintain an active license to practice dental assisting in Indiana or be eligible for Indiana licensure. Students who apply for the completion degree program will be required to meet with the IPFW Dental Assisting faculty advisors for individualized assessment of their previous college credits. Assistance from the IPFW Office of Admissions will be needed to determine course equivalencies. Depending on the applicant's transcripts, the

faculty advisors will make recommendations regarding any curriculum deficiencies.

Appendix C compares an Ivy Tech Community College dental assisting certificate curriculum to IPFW's dental assisting associate degree curriculum. To articulate into the associate degree program, the students would need to complete the courses listed in Appendix C at IPFW as part of their completion degree. Credits from these courses would be used to fulfill minimum graduation requirements.

All students are eligible for financial assistance through the IPFW Office of Financial Aid. Additionally, financial assistance opportunities also exist for completion degree students through the ADAA, ADEA, IPFW Center for Women and Returning Adults, and potential employers such as corporate dental suppliers.

B2.b ***State whether the program is designed to meet the needs of specific student clienteles- e.g. part-time, currently employed professionals, non-traditional students, women preparing to re-enter the job market, etc.***

The degree completion program is designed to meet the needs of both full- and part-time students. Many of the general education and completion degree courses are offered as evening, weekend, and distance education courses. However, due to limited faculty resources and clinical/laboratory space, the professional curriculum must be taken on a full-time basis.

B2.c. ***If enrollment is limited, describe the restrictions, reasons for them, and criteria for selecting among applicants.***

Enrollment into the program will be limited to 24 students per year due to the facility restrictions of current dental assisting clinics, laboratories, and designated classrooms. Admission will be based on prerequisite courses, cumulative GPA, and other objective criteria, achieved by completing a minimum of 14 credits of prerequisite courses.

Enrollment into the ASDA completion program will be limited to 20 students and admission to the program will be based on cumulative grade point averages.

B2.d. ***For graduate and professional programs, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.***

Not applicable

B3. Describe the proposed curriculum

B3.a. ***Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.***

Students graduating with the Associate of Science in Dental Assisting degree must successfully complete a minimum of **69 credits** which includes the following courses:

- **14 credits** – pre-professional courses
- **49 credits** – dental assisting professional courses
- **6 credits** – other required courses

The associate degree curriculum includes 15 credit hours of general education courses. A variety of practicum experiences and externships are included through core concentration courses and will be dependent upon the student's chosen concentration. Field experiences and externships will include active participation in community and educational settings, such as:

- Matthew 25 Health and Dental Clinic
- Neighborhood Dental Clinic
- IPFW Lafayette Street Dental Clinic
- Private dental offices

B3.b ***Provide a sample curriculum consisting of the semester-by-semester sequence of courses a program major might take.***

See Appendix A

B3.c ***Existing courses and offerings during last three years.***

All courses in the dental assisting program have been offered at least once per year for more than three years. See **Appendix A** for the complete curriculum.

B3.d ***Indicate all new courses, approvals, etc***

All new course approvals have been obtained, including the following:

DAST A273	Advanced Clinical Practice	3 credits
DHYG H215	Pharmacology & Therapeutics	variable from 1-2 credits
DHYG H303	Radiology	variable from 1-3 credits
DHYG H304	Oral Pathology	variable from 1-2 credits

B3.e ***Note course requirements for the degree delivered by another institution.***

All courses for the Associate of Science in Dental Assisting will be delivered by IPFW. However, students may transfer credits for equivalent courses from other accredited colleges and universities as long as students meet IPFW residency requirements by graduation.

B4. Describe form of recognition

B4.a ***Type of Degree:***

Associate of Science in Dental Assisting

B4.b ***CIP code*** 51.0601

B4.c ***Diplomas will read:***

Associate of Science in Dental Assisting
Indiana University–Purdue University Fort Wayne

B5. List program faculty and administrators.

B5.a ***List name, rank, and specialization, nature of the appointment and highest academic degree earned by those who would be directly involved in the program, including campus administrators.***

Campus Administrators:
Michael A. Wartell, Ph.D., Chancellor
William J. McKinney, Ph.D., Vice Chancellor for Academic Affairs
Ann Obergfell, J.D. RT(R), Interim Dean, College of Health and Human Services

Department of Dental Education Faculty:
Connie L. Kracher, Ph.D., MSD, Chair and Associate Professor, Department of Dental Education
Steve Schimmele, DDS, Adjunct Assistant Professor, Department of Dental Education
Parveen Quarrar, Ph.D., Continuing Lecturer, Department of Biology
Willie Leeuw, MS, CDA, Clinical Assistant Professor, Department of Dental Education (currently half-time)
Deborah Stuart, MS, CDA, Clinical Assistant Professor, Department of Dental Education (currently half-time)
Part-time Faculty

B5.b ***New Faculty Positions needed to implement programs.***

The Department of Dental Education is requesting the two half-time faculty be increased to full-time due to the increased number of students and courses in the proposed associate and completion degrees **moving the certificate program to an associate degree**. Responsibilities for these faculty positions will include teaching a minimum of twelve credit hours of didactic, laboratory, and clinical courses, as well as research responsibilities, academic advising, committee assignments, and community involvement. Because the proposed degree includes 18 additional credit hours in dental education courses, the two half-time faculty being increased to full-time is necessary to start the new associate degree.

B6. ***Describe needed learning resources.***

B6.a ***Describe scope and quality of library holdings, audio-visual materials, etc. that are available and would directly support the program.***

No additional learning resources will be needed. The Helmke Library at Indiana University-Purdue University maintains current dental references, dental textbooks and dental journals, as well as dental and medical database indices online. Interlibrary loans are available for references not held at the Helmke Library. Library resources are also available through the Indiana University School of Dentistry in Indianapolis.

Three of the courses will require additional supplies for the public health, community dentistry, and restorative dentistry clinical practice courses. However, current dental laboratory and clinical space is satisfactory to accommodate students in the program. Courses will be scheduled in rooms already equipped with multimedia equipment.

B6.b ***Describe in detail need for additional learning resources that, if unmet, will prohibit the offering of a high quality program.***

Not applicable.

B7. ***Describe other program strengths.***

B7.a ***Describe special features which inform the character or personality of the proposed program and make it distinctive.***

The Associate of Science in Dental Assisting will provide unique interdisciplinary cooperative learning opportunities, extramural assignments, and internships that will improve graduates' competence in dental assisting careers. The IPFW Dental Assisting Program has been in existence for 46 years and is well-supported by members of the local and state dental and dental assisting communities.

An additional strength of the proposed completion degree is its ability to articulate with all ADA CODA accredited dental assisting programs in the United States and Canada. The development of distance education courses will further enhance the viability of this degree.

The IPFW dental assisting associate degree graduates will be prepared to assume leadership roles in both clinical and non-clinical settings and as the profession evolves due to legislative changes with more responsibilities delegated in clinical practice the opportunities will expand in more diverse practice settings. This new degree will emphasize critical thinking, evidence-based practice, transcultural healthcare, and community health policy development preparing graduates for future career opportunities.

B7.b ***Anticipated collaborate arrangements with other parties, inter-institutional arrangements for course sharing, cooperative programs, clinical affiliations, etc. The extent of the relationship should be explained and instruction or other resource to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreement, should be attached.***

Course sharing and cooperative program arrangements will not be needed. Community dental affiliations are already in place with the certificate program. Extramural affiliation agreements used for private dental offices, Matthew 25 Health and Dental Clinic, and Neighborhood Health Clinic are included as **Appendix E.**

C. PROGRAM RATIONALE

C1. Institutional Factors

C1.a. ***Explain how the proposed program is compatible with the institution's mission.***

The mission of IPFW is to meet the educational needs of people living in Northeastern Indiana through a broad range of undergraduate programs leading to certificate, associate, baccalaureate, and graduate degrees, as well as providing a wide variety of continuing education opportunities. The Associate of Science in Dental Assisting will fulfill the need for advanced education leading to expanded career opportunities for dental assistants.

C1.b ***Describe the planning process which resulted in the development and submission of the proposal for a new program. Indicate when the program first appeared in the institution's educational services plan, describing the planned timeline for its submissions and implementation.***

The planning process for the new program has been gradual. The degree has been modeled from student feedback, advances in the field of dentistry, recommendations from ADEA, and conversations among the dental assisting faculty, administrators, graduates, and current students. It is anticipated this degree would be offered for students beginning Fall, 2012.

C1.c ***Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.***

The proposed dental assisting associate degree will have minimal impact on other university programs. The proposed degree will require students to enroll in additional general education courses offered by the College of Arts & Sciences. The increase in undergraduate students will generate additional student use of library holdings, clinical and laboratory facilities, instructional media, computer equipment, and software.

C1.d ***Describe how the proposed program would more fully utilize existing resources?***

The degree will increase the utilization of the technology-equipped dental assisting laboratory and dental hygiene clinical facilities. These facilities are already established and are currently used by the current 126 dental education students. The addition of completion degree students will bring the utilization of clinical and laboratory facilities to full capacity. Increasing the number of students at extramural facilities will positively impact the quality and quantity of dental healthcare services available to underserved/uninsured members of the community.

C2. Student Demand

C2.a. ***Describe how enrollment projects for the program have been derived. State whether the new program is expected to add students to the total enrollment of the campus. Indicate the extent to which the new curriculum is expected to attract majors and the extent it will provide service courses or electives for majors in other programs.***

The entry-level degree option is not expected to add additional full-time students. The maximum class size for the professional courses is 24 students per year because of limited clinic and laboratory space. However, the additional courses required to complete the associate degree will increase student enrollment in dental education core courses and general education courses by 20 students per year.

In 2007, surveys were sent to dental assisting alumni (1964-2007) to investigate the level of interest in the proposed degree. Graduates from the Classes of 2007, 2008, 2009, and 2010 were also surveyed right before graduation. **Appendix B** demonstrates the interest in a completion degree. Of those responding to the 2007 surveys, 65% (93/144) stated they would be interested in pursuing an IPFW completion degree. Additional students stated an interest in pursuing the completion degree later.

It is anticipated that 15-20 part-time completion degree students will enroll in courses as dental assisting majors through the IPFW Dental Department of Dental Education annually. This projected student enrollment is based on the following statistics: the 2007 alumni survey, the 2007-09 graduate surveys where 79% of graduates were interested in the new degree, 91% of the students in the Class of 2010, and 95% of the Class of 2011 would consider enrolling in a completion degree at IPFW. See **Appendix B.**

The completion degree will attract graduate Certified Dental Assistants because of its unique opportunity for employment. This degree is not expected to attract other majors because dental assisting has such specialized curriculum and licensure requirements.

C3. Transferability

Summarize the existing or planned arrangements for the transferability of program credits, number of graduates expected to transfer, constraints on transfer students. Document any unique agreements.

It is anticipated that all or most of the courses completed at accredited colleges and universities will transfer into this degree. However, for completion degree students, dental assisting professional courses must have been taken at an ADA CODA accredited program in the United States or Canada. The IPFW Office of Admissions will be a valuable resource in determining course equivalencies for courses transferred from other colleges and universities.

With the exception of the general education component, prerequisite and professional courses in the IPFW dental assisting certificate curriculum are similar to those offered at Indiana University-Purdue University Indianapolis, Indiana University South Bend, Indiana University Northwest, University of Southern Indiana, and Ivy Tech Community College dental assisting programs. Students who complete certificates at other institutions must meet IPFW residency requirements and enter with a cumulative grade point average of 2.5 or higher.

C4. Access to graduate and professional programs

Respond if program will prepare students for entry into graduate or professional schools. Describe briefly the requirements for admission, prospects for employment.

Not applicable

C5. Demand and employment factors

Respond to this question if preparing students for specific employment opportunities is a key program objective. In such cases, provide the kinds of information described in Appendix B, Demand and Employment Analysis.

Federal mandates for access to healthcare for children, minority populations, elderly, uninsured, and underinsured individuals have prompted allied health professions to create new levels of practitioners to meet the demand for better health care. In an effort to increase access to oral healthcare, the federal government, the American Dental Association (ADA), and the American Dental Educators Association (ADEA) are proposing new dental practice models for a more highly skilled, versatile, and educated dental workforce.

See Appendix B

C6. Regional, state, and national factors

C6.a. ***List comparable programs in the region or state and explain why these existing programs cannot meet the need of perspective students and/or employers in the geographic area which the program would serve.***

Currently there one associate degree in dental assisting in the State of Indiana (University of Southern Indiana). After surveying students and graduates, most IPFW students live within commuting distance and believe a degree from the IPFW Department of Dental Education is desirable over other degree options outside dentistry.

C6.b External agencies

Describe the regional accrediting, professional association and licensing requirement that have helped shape the program's curriculum.

Accrediting Bodies
The ADA Commission on Dental Accreditation (CODA) establishes the standards for the accreditation of dental assisting programs. Dental assisting programs are required to submit annual reports demonstrating compliance with the standards

and are subject to onsite program reviews by ADA CODA representatives every seven years.

Professional Associations
The ADAA is the professional organization for dental assistants. The ADAA provides services to dental assisting program faculty and students such as scholarship opportunities, instructional programs, brochures, access to current dental research, and professional journals. ADAA scholarships are available to students. The ADAA, the Indiana Dental Assistants Association (IDAA), and the Isaac Knapp Dental Assistants Society (IKDAS), our local component, also provide opportunities for leadership development within the profession.

The ADEA represents dental educators at dental schools and allied programs across the United States and provides leadership in the advancement of dental education. ADEA assists dental assisting education by providing curriculum guidelines.

Licensing Requirements
Entry level dental assistants complete two national board examinations and must complete a state licensing examination before being eligible for dental radiology licensure in the State of Indiana and to become a Certified Dental Assistant. Graduates must pass each examination with a score of 75% or higher. The Dental Assisting National Board Examination is a four hour, comprehensive, computerized examination. State licenses must be renewed every two years by the Indiana Health Professions Bureau.

D. PROGRAM IMPLEMENTATION AND EVALUATION

Describe how the program will be implemented and evaluated. Indicate which measures of performance will be used to determine the program's success. Some measures should be quantitative and others qualitative.

Once approved, the program will immediately begin admitting students into the degree program. Students will be eligible to choose the entry level degree or the completion degree option immediately.

The IPFW Dental Assisting Program submits annual assessment plans and reports to both the ADA CODA and the IPFW College of Health and Human Services and the IPFW Campus Assessment Committees. Assessment plans and ADA CODA reports are used to determine the success of the program and areas for improvement. In addition to student evaluations of instruction for each course, other assessment measures will include:

- Retention and Graduation Rate
  Expected Level of Performance:
  90 % of students will graduate from the program.

- Pass Rate on National, Regional, and State Licensing Examinations
  Expected Level of Performance:
  100% of graduates will pass all licensing and certification examinations.

- Job Placement Rate
  Expected Level of Performance:
  90% of graduates will be employed within six months of graduation.

- Graduate Satisfaction Survey
  Expected Level of Performance:
  Graduates will rate the program above average in all areas.

- Employer Satisfaction Survey
  Expected Level of Performance:
  Employers will rate graduates' abilities above average in all areas.

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Appendix A

Associate of Science in Dental Assisting
Entry Level Degree Curriculum

Associate of Science in Dental Assisting Proposed Degree Curriculum

Curriculum	Required	Completed
1. Pre-Professional Credit Hours	14	
2. Professional Credit Hours	49	
3. Additional Required Courses	6	
Total ASDA Credit Hours	69	

1. Pre-Professional Courses		
	Course	Cr Hrs
Area I COM11400	Fundamentals of Speech Communication	3
DAST A101	Anatomy & Physiology	2
Area I ENG W131	English Composition I	3
NUR 10600	Medical Terminology	3
Area III PSY 12000	Elementary Psychology	3
	TOTAL	14

2. Professional Courses		
	Course	Cr Hrs
DAST A112	Medical & Dent Emergencies	2
DAST A121	Microbiology & Asepsis	2
DAST A131	Dental Materials I	3
DAST A132	Dental Materials II	3
DAST A141	Preventive Dentistry & Nutrition	3
DAST A171	Clinical Science I	4
DAST A172	Clinical Science II	3
DAST A182	Practice Manag, Ethics & Juris	2
DAST A273	Advanced Clinical Practice	3
DHYG H214	Oral Anatomy, Histol & Embryol	3
DHYG H215	Pharmacology and Therapeutics	1
DHYG H242	Introduction to Dental Specialties	2
DHYG H303	Radiology	3
DHYG H304	Oral Pathology	1
DHYG H305	Radiology Clinic I	1
DHYG H347	Dental Public Health	3
DHYG H400	Evidence-based Decision Making	3
DHYG H405	Advanced Dental Sciences (capstone course w/ community dentistry extramurals)	3
	Choose one of the following courses below	
DAST A301	Advanced Orthodontic Practice	4
DAST A401	Restorative Dentistry Clinical Practice	
	TOTAL	49

3. Additional Required Courses		
	Course	Cr Hrs
Area I	Math or Statistics	3
Choose One: Area III NUR 30900 or	Transcultural Healthcare	3
Area III COM 30300	Intercultural Communication	
	TOTAL	6

Miscellaneous			
Yes	No	DANB Certified Dental Assistant National and State Boards	
Yes	No	Active Indiana State Radiology License #	
Yes	No	Active CPR/BLS Certification	
Yes	No	Residency Requirements Met	

Associate of Science in Dental Assisting
Completion Degree Curriculum

Associate of Science in Dental Assisting Proposed Completion Degree Curriculum

Curriculum	Required	Completed
1. Pre-Professional Credit Hours	12	
2. Professional Certificate Credit Hours	34	
3. Additional Required Courses	27-29	
Total ASDA Credit Hours	**73-75**	

1. Pre-Professional Courses		
	Course	Cr Hrs
Area I COM11400	Fundamentals of Speech Communication	3
Area I ENG W131	English Composition I	3
NUR 10600	Medical Terminology	3
Area III PSY 12000	Elementary Psychology	3
	TOTAL	12

2. Certificate Professional Courses		
	Course	Cr Hrs
DAST A111	Anatomy , Physiology, and Oral Pathology	2
DAST A112	Medical & Dent Emergencies	2
DAST A121	Microbiology & Asepsis	2
DAST A131	Dental Materials I	3
DAST A132	Dental Materials II	3
DAST A141	Preventive Dentistry & Nutrition	2
DAST A171	Clinical Science I	4
DAST A172	Clinical Science II	6
DAST A182	Practice Manag, Ethics & Juris	2
DHYG H214	Oral Anatomy, Histol & Embryol	3
DHYG H242	Introduction to Dental Specialties	1
DHYG H303	Radiology	2
DHYG H305	Radiology Clinic I	2
	TOTAL	34

3. Additional Required Courses		
	Course	Cr Hrs
Area I	Math or Statistics	3
Choose One: Area III NUR 30900 or	Transcultural Healthcare	3
Area III COM 30300	Intercultural Communication	
DHYG H215	Pharmacology and Therapeutics	1

DHYG H304	Oral Pathology	1
DHYG H347	Dental Public Health	3
DHYG H400	Evidence-based Decision Making	3
DHYG H405	Advanced Dental Sciences (capstone course w/ community dentistry extramurals)	3
	Choose one of the following courses below	
DAST A301	Advanced Orthodontic Procedures	4
DAST A401	Restorative Dentistry Clinical Practice	4
	Choose two of the following courses below	
BIOL 20300	Human Anatomy & Physiology I	4
BIOL 20400	Human Anatomy & Physiology II	4
CHM 11100	General Chemistry	3
CSD 18100	1st Crs in American Sign Language	3
SPAN S120	Reality Spanish	3
	TOTAL	27-29

Miscellaneous			
Yes	No	DANB Certified Dental Assistant National and State Boards	
Yes	No	Active Indiana State Radiology License #	
Yes	No	Active CPR/BLS Certification	
Yes	No	Residency Requirements Met	

APPENDIX B – SURVEY RESULTS

SURVEY OF INTEREST - SURVEY DEMOGRAPHICS

Survey Questions	Alumni Responses
Respondents **Response Rate**	**N=144** **20.1%**
Current employment in dental field	**YES** Full-time - **125** Part-time - **13** **NO** **6** **Reasons:** 4- Motherhood 2 - Couldn't find employment
Number of yrs of college completed	1-2 yrs = **79** 3 yrs = **41** 4 yrs = **14** 5 yrs = **9** 6+ yrs = **1**
College Degrees Completed After Certificate in Dental Assisting	7 – AS Dental Hygiene 1 – Dental Laboratory Technology 5 – BGS Gen Studies 13 – AAGS Gen Studies 6 – BS OLS 5 – AS OLS 1 – BS Education 1 – AS Education 1 – Purdue HTM 1 – BS Biology 1 – BS Psychology 1 – AS Business

SUMMARY OF INTEREST

Survey Questions	2007-2009 Alumni Responses	2010 Graduate Responses
Currently taking classes toward an advanced degree	**YES** **13** Bachelor Gen Studies Bachelor OLS **NO** **54**	
Considering IPFW completion degree	**YES** **53** 0 – Full-time 53 - Part-time **Max. # courses per semester?** 1 course – **9** 2 courses- **44** 3 courses – **0** **NO** **14**	**YES** **21** 1 – Full-time 20 – Part-time **Max. # courses per semester?** 1 course – **8** 2 courses- **13** 3 courses – **0** **NO** **2** BS in HTM from Purdue Moving out of state
Course delivery preference	Traditional - **8** Distance - **25** Combination- **20**	Traditional - **2** Distance - **4** Combination- **15**
1. Interested in Dental Education Core	**13**	**4**
2. Interested in Dental Sales & Leadership Core	**17**	**1**
3. Interested in Restorative Dentistry Core	**23**	**16**

CLASS OF 2009 STUDENT SURVEY COMMENTS
• I'm interested in the Restorative Concentration (16 respondents)
• I'm interested in the Dental Business Leadership and Sales Concentration (1 respondent)
• I'm interested in Dental Education Concentration (4 respondents)
• I'm moving out of state

CLASS OF 2008 STUDENT SURVEY COMMENTS
• I'm interested in the Restorative Concentration (11 respondents)
• I'm interested in the Dental Business Leadership and Sales Concentration (2 respondents)
• I'm interested in the Dental Education Concentration (3 respondents)
• I might be interested in a bachelor degree, but need more information (3 respondents)
• I might enroll after I have been out of school for a while (2 respondents)
• I need to pay off school loans.
• I'm moving out of the area.

CLASS OF 2007 STUDENT SURVEY COMMENTS
• I'm interested in the Restorative Concentration (12 respondents)
• I'm interested in the Dental Business Leadership and Sales Concentration (3 respondents)
• I'm interested in the Dental Education Concentration (3 respondents)
• I might be interested in a bachelor degree, but need more information (2 respondents)
• I might enroll after I have been out of school for a while.
• I need to pay off school loans.
• I might be interested in the future.

ALUMNI SURVEY COMMENTS

- I'm very interested in a BSDS restorative degree (13 respondents).
- I wish this degree would have been a choice when I first started. I could be receiving my BSDS instead of a BGS degree.
- Let us know when you start the degree. Several of my classmates are interested.
- I just completed my AS in OLS and would like to pursue my bachelor degree in dental education.
- I am taking General Studies courses now, but would prefer a BS degree in dental education.
- I have always wanted to teach in the dental assisting program. Please let me know when you start it.
- I currently am pursuing a bachelor degree in general studies, but would prefer a degree in dentistry. I hope my credit hours transfer.
- I just finished my BGS, but would have liked to have the BSDS on my resume.

APPENDIX C

Articulation with Ivy Tech Certificate Dental Assisting Programs in Anderson, Kokomo, Columbus, and Lafayette

Course	IPFW Course Name	Credit Hours	Course	Ivy Tech Course Name	Credit Hours
DAST A101	Anatomy and Physiology	2	DENT 131	Basic Integrat Science	2
DHYG H214	Oral Anatomy, Histol & Embryol	3	DENT 123	Dental Anatomy	2
COM 11400	Fundamentals of Speech Communication	3	COMM 102	Intro to Inter Com	3
ENG W131	English Composition	3	ENGL 111	English Composition	3
NUR 10600	Medical Terminology	3	DENT 131	Basic Integrat Science	
PSY 12000	Psychology	3	*	*	*
DAST A112 DHYG H215	Medical & Dent Emergencies Pharmacology & Therapeutics	2 1	DENT 116	Dental Emerg/Pharm	2
DAST A121	Microbiology & Asepsis	2	DENT 115	Preclinical Practice I	
DAST A131	Dental Materials I	3	DENT 102	Dental Mat and Lab I	3
DAST A132	Dental Materials II	3	DENT 129	Dental Mat and Lab II	3
DAST A141	Preventive Dent & Nutrition	3	DENT 124	Prevent Dent/Diet & Nutr	2
DAST A171	Clinical Science I	3	DENT 115	Preclinical Practice	4
DAST A172	Clinical Science II	3	DENT 122 DENT 130	Clinical Practicum Clinical Externship	1 5
DAST A182	Practice Manag, Ethics & Juris	2	DENT 117 DENT 115	Dental Office Manage Preclinical Practice I	2
DAST A273	Advanced Clinical Practice	3	*	*	*
DHYG H242	Introduction to Specialties	2	DENT 125	Preclinical Practice II	3
DHYG H303	Radiology	3	DENT 118	Dental Radiography	4
DHYG H304	Oral Pathology	1	*	*	*
DHYG H305	Radiology Clinic I	1	DENT 118	Dental Radiography	
DHYG H347	Dental Public Health	3	*	*	*
DHYG H400	Evidence-based Decision Making	3	*	*	*
DAST A301	Advanced Orthodontic Practice	4	*	*	*
DAST A401	Restorative Dentistry Clinical Practice	4	*	*	*
DHYG H405	Advanced Dental Sciences (capstone)	3	*	*	*
Area I	Math or Statistics	3	*	*	*
NUR 309 or COM 303	Transcultural Healthcare or Intercultural Communication	3	*	*	*

*Subject content: psychology, oral pathology, dental public health, restorative dentistry, evidence-based decision making, advanced dental sciences (capstone), and advanced clinical practice were not found in the current Ivy Tech certificate curriculum. These courses will need to be supplemented with the associate degree program https://wwwapps.ivytech.edu/cgi-bin/curr/gpprogram_list.cgi#

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS
Annual Totals by Fiscal Year (use SIS Definitions)

Campus: Indiana University - Purdue University Fort Wayne
Program: A.S. in Dental Assisting
Date: August, 2011

	YEAR 1 FY 12-13	YEAR 2 FY 13-14	YEAR 3 FY 14-15	YEAR 4 FY 15-16	YEAR 5 FY 16-17
A. PROGRAM CREDIT HOURS GENERATED					
1. Existing Courses	700	900	900	900	900
2. New Courses	320	420	420	420	420
TOTAL	1,020	1,320	1,320	1,320	1,320
B. FULL-TIME EQUIVALENTS (FTE)					
1. FTEs – generated by Full-Time students	24	24	24	24	24
2. FTEs generated by Part-Time students	10	20	20	20	20
TOTAL	34	44	44	44	44
3. On-Campus Transfer FTEs	24	24	24	24	24
4. New-to-Campus FTEs	10	20	20	20	20
C. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	24	24	24	24	24
2. Part-time students	20	40	40	40	40
TOTAL	44	64	64	64	64
3. On-Campus Transfers	24	24	24	24	24
4. New-to-Camp. Majors	20	40	40	40	40
5. In-State	44	64	64	64	64
6. Out-of-State	0	0	0	0	0
D. PROGRAM COMPLETIONS	24	44	44	44	44

TABLE 2A

TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUES

Campus: Indiana University - Purdue University Fort Wayne
Program: A.S. in Dental Assisting
Date: August, 2011

	TOTAL YEAR 1 FY 12-13 FTE	TOTAL YEAR 1 FY 12-13 COST	TOTAL YEAR 2 FY 13-14 FTE	TOTAL YEAR 2 FY 13-14 COST	TOTAL YEAR 3 FY 14-15 FTE	TOTAL YEAR 3 FY 14-15 COST	TOTAL YEAR 4 FY 15-16 FTE	TOTAL YEAR 4 FY 15-16 COST	TOTAL YEAR 5 FY 16-17 FTE	TOTAL YEAR 5 FY 16-17 COST
A. TOTAL DIRECT PROGRAM COSTS										
1. Existing Departmental Faculty Resources	3.00	180,000	3.00	180,000	3.00	180,000	3.00	180,000	3.00	180,000
2. Other Existing Resources	---	0	---	0	---	0	---	0	---	0
3. Incremental Resources	1.10	71,000	1.40	93,000	1.40	93,000	1.40	93,000	1.40	93,000
TOTAL	4.10	251,000	4.40	273,000	4.40	273,000	4.40	273,000	4.40	273,000

	TOTAL YEAR 1 FY 12-13	TOTAL YEAR 2 FY 13-14	TOTAL YEAR 3 FY 14-15	TOTAL YEAR 4 FY 15-16	TOTAL YEAR 5 FY 16-17
B. SOURCES OF PROGRAM REVENUE					
1. Reallocation	180,000	180,000	180,000	180,000	180,000
2. New-to-Campus Student Fees	71,000	93,000	93,000	93,000	93,000
3. New State Appropriations					
a. Enrollment Change Funding	0	0	0	0	0
b. Other State Funds	0	0	0	0	0
TOTAL	251,000	273,000	273,000	273,000	273,000

Campus: Indiana University - Purdue University Fort Wayne
Program: A.S. in Dental Assisting
Date: August, 2011

TABLE 2B:
DETAIL ON INCREMENTAL OR OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	TOTAL FTE	FY 12-13 COST	TOTAL FTE	FY 13-14 COST	TOTAL FTE	FY 14-15 COST	TOTAL FTE	FY 15-16 COST	TOTAL FTE	FY 16-17 COST
1. PERSONAL SERVICES										
a. Faculty	1.0	60,000	1.0	60,000	1.0	60,000	1.0	60,000	1.0	60,000
b. Support Staff	0	0	0	0	0	0	0	0	0	0
c. Other Staff –Assoc. Fac.	0.1	5,000	0.4	27,000	0.4	27,000	0.4	27,000	0.4	27,000
TOTAL PERSONAL SERVICES	1.1	65,000	1.4	87,000	1.4	87,000	1.4	87,000	1.4	87,000
2. SUPPLIES AND EXPENSES										
a. General S&E		6,000		6,000		6,000		6,000		6,000
b. Recruiting		0		0		0		0		0
c. Travel		0		0		0		0		0
d. Library Acquisitions		0		0		0		0		0
TOTAL S&E EXPENSES		6,000		6,000		6,000		6,000		6,000
3. EQUIPMENT										
a. New Equipment		0		0		0		0		0
b. Routine Replacement		0		0		0		0		0
TOTAL EQUIPMENT		0		0		0		0		0
4. FACILITIES		0		0		0		0		0
5. STUDENT ASSISTANCE										
a. Grad. Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
TOTAL STU.ASSISTANCE		0		0		0		0		0
SUM OF ALL INCREMENTAL DIRECT COSTS		71,000		93,000		93,000		93,000		93,000

TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
DATE: August, 2011

I. Prepared by Institution

Institution/Location: Indiana University – Purdue University Fort Wayne
Program: A.S. in Dental Assisting
Proposed CIP Code: 51.0601

	YEAR 1 FY 12-13	YEAR 2 FY 13-14	YEAR 3 FY 14-15	YEAR 4 FY 15-16	YEAR 5 FY 16-17
Enrollment Projections (Headcount)	44	64	64	64	64
Enrollment Projections (FTE)	34	44	44	44	44
Degree Completions Projection	24	44	44	44	44
New State Funds Requested (Actual)	0	0	0	0	0
New State Funds Requested	0	0	0	0	0

II. Prepared by CHE

New State Funds to be Considered for Recommendation (Actual)					
New State funds to be considered for Recommendation (Increases)					

APPENDIX E

EXTRAMURAL AFFILIATION AGREEMENT
Private Dental Offices
Matthew 25 Dental Clinic
Neighborhood Dental Clinic

EDUCATION PROGRAM AGREEMENT

BETWEEN

Office(s) of: _____

AND

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

This Agreement, effective Jan. 1, 2010, is entered into by the above noted office - ("FACILITY") and Indiana University-Purdue University Fort Wayne for and on behalf of its Dental Assisting Program ("UNIVERSITY") for the purpose of providing a Clinical Dental Assisting Extramural Education Program ("PROGRAM") experience.

WITNESSETH:

WHEREAS the UNIVERSITY is desirous of providing instruction and clinical dental assisting experience to UNIVERSITY students enrolled in the Dental Assisting Program and,

WHEREAS the FACILITY has the facilities to provide the PROGRAM and, WHEREAS for the purpose of furthering the following objectives of the parties hereto, the UNIVERSITY will send to FACILITY, students enrolled in the Dental Assisting Program who desire to receive instruction and dental assisting experience through this PROGRAM: 1) to provide clinical dental assisting experiences and related instruction for students of the PROGRAM. 2) to improve the overall educational program by providing opportunities for learning experiences that allow the student to progress to advanced levels of performance. 3) to provide and operate a program of the high quality.

NOW THEREFORE:

I. The UNIVERSITY and the FACILITY agree:

A. To establish the number of students who will participate in the PROGRAM, the dates of the PROGRAM, and the length of the PROGRAM.

B. To establish rules and regulations for students participating in the PROGRAM.

C. To remain responsible for the acts of their respective employees and agents.

D. To notify the other party if one party becomes aware of a claim asserted by any person which seems to arise out of this Agreement or any activity carried out under this Agreement. Such information shall be communicated to other the party as soon as possible. The parties will attempt to resolve which party, if either, should be responsible to investigate, settle, or defend the claim. It is understood that each party will be influenced by its insurance carrier if the particular claim is among risks insured by its carrier.

E. To recognize that the specific nature of the PROGRAM required by the UNIVERSITY may vary and that following execution of this Agreement and within the scope of its provisions, the UNIVERSITY may develop letter agreements with their counterparts in the FACILITY to formalize operational details of the PROGRAM. The Director of the Dental Assisting Program, the Chair of the Department of Dental Education, the Dean of the College of Health and Human Services, the College Business Manager, and the Owner/Manager of the FACILITY shall approve this letter agreement.

F. To appoint two persons to be responsible for each PROGRAM. The UNIVERSITY shall appoint the program director, **Connie Kracher, Ph.D**. The FACILITY shall appoint a Clinical Dental Assisting Extramural Program supervisor , (or mentor) in the instance that the FACILITY owner/manager is not the supervisor. Each party will supply the other party with the name of this person along with the person's professional and academic credentials. Each party shall notify the other in writing of any change of that person.

G. The student will continue to remain under the sole management and control of the supervising instructors of the UNIVERSITY; except that each student will be made to understand that he/she must abide by the rules and policies of the individual FACILITY.

II. The FACILITY agrees:

A. To provide an opportunity for student practice and/or observation in the dental services of the FACILITY by creating a supervised PROGRAM of clinical dental assisting experiences.

B. To maintain complete records and reports on each student's performance and to provide an evaluation to the UNIVERSITY on forms provided by the UNIVERSITY.

C. To permit upon reasonable request, the inspection of the FACILITY and services available for the PROGRAM, the student records and other items pertaining to the PROGRAM by the UNIVERSITY or accreditation agencies.

D. The duties assigned each student should include only those procedures which can legally be delegated to dental assistants according to the current ***Indiana Dental Practice Act.***

E. To request post-exposure evaluation to determine the HBV and HIV status of FACILITY patient/s involved in exposure incident/s at no cost to the FACILITY or FACILITY patient/s. Testing site to be determined by UNIVERSITY. The current incident reporting protocol, incident report forms, and the name of the approved testing site will be provided to the FACILITY by the UNIVERSITY.

III. The UNIVERSITY agrees:

A. To assign to the PROGRAM only those students who have satisfactorily completed the prerequisite portions of the curriculum.

B. To disseminate the established rules and regulations to the participating students.

C. To withdraw from the extramural PROGRAM, at the request of the FACILITY, any student whose performance is unsatisfactory for any reason or who violates the established rules and regulations of the FACILITY or the UNIVERSITY.

D. To determine testing site for post-exposure evaluation.

E. To pay for post-exposure evaluation for PROGRAM student and FACILITY patient/s involved in exposure incident/s.

IV. Term of Agreement:

A. This Agreement shall be subject to review and renewal by the parties annually provided, however, that either party shall have the right to terminate this Agreement upon ninety (90) days written notice to the offer. All students enrolled in the PROGRAM at the time notice to terminate this Agreement is given, shall be permitted to complete the PROGRAM. Termination shall occur only at the end of an academic term (semester) or term.

B. This Agreement may be modified by mutual consent of the parties.

APPROVED AND ACCEPTED **"FACILITY"**

By_____ / _____
Facility Owner/Manager Date

APPROVED AND ACCEPTED **"UNIVERSITY"**

By _____ / _____
Director, Dental Assisting Program Date

By _____ / _____
Chair, Department of Dental Education Date

By _____ / _____
Dean, College of Health and Human Services Date

By _____ / _____
Business Manager, College of HHS Date

Senate Reference No. 11-28

TO: Kathy Pollock, Chair, Senate Executive Committee
FROM: Carol Lawton, Acting Chair, Curriculum Review Subcommittee
DATE: March 23, 2012
SUBJECT: Proposal for Minor in Astronomy

Curriculum Review Subcommittee members support the proposal for a Minor in Astronomy and find that the proposal requires no Senate review.

Approving	Not Approving	Absent
R. Duchovic		A. Livschiz (sabbatical)
I.-H. Kim		B. Resch (leave)
C. Lawton		
B. Salmon		
S. Skekloff		
L. Stanchev		
N. Suntornpithug		

IPFW
Request for a New Minor

Proposed Title of Minor: Minor in Astronomy
Department Offering the Minor: Physics

Projected Date of Implementation: Spring 2012

I. Why is this minor needed? (Rationale)

For a university the size of IPFW, the lack of any form of astronomy program is glaring. The IPFW Physics Department would like to correct this gap by offering a Minor in Astronomy. The physics department believes that this lack has also had an impact upon the physics program since astronomy is a course that can inherently interest students (more so than Newtonian Mechanics!).

We are aware that physics (and engineering) students are interested in Astronomy and that we have lost several promising students to IU because of our lack of an astronomy program.

Many of our students have gone to work in the aerospace industry and this course work would give them a better foundation for that industry.

The minor will build upon the first three semesters of physics and provide a four course sequence in astronomy.

II. List the major topics and curriculum of the minor.

PHYS 15200 Mechanics (Calculus based Introductory Physics, and its co-requisite (MA 16600 Calculus II)) -	5 Credit Hours.
ASTR 36400 Stars and Galaxies –	3 Credit Hours
PHYS 25100 Heat Electricity and Optics -	5 Credit Hours
PHYS 34200 Modern Physics –	3 Credit Hours
ASTR 37000 Cosmology –	3 Credit Hours
ASTR 40100 Introduction to Astrophysics –	3 Credit Hours
Total Core	22 Credit Hours

The inclusion of 3 physics courses from the major program is an important recognition of the hierarchical nature of physics. To understand astronomy you have to understand basic mechanics (152), thermal physics and light (251), and some basic quantum mechanics (342). The removal of any of these would harm the integrity of the minor.

Electives (Optional courses that provide conceptual background information.)
AST 100 The Solar System (Taught by Geoscience) to give an introduction to planetary astronomy. 3 Credit Hours
PHYS 13500 The First Three Minutes – to provide an introduction to cosmology. 3 Credit Hours

Students who start may not be able to immediately take PHYS 15200 may take AST100 and PHYS 135. Courses such as AST 100 and PHYS 13500 provide students with the valuable opportunity to learn background information at a conceptual level. However, it is important to note that AST100 and PHYS 135 do not have the same mathematical complexity as other courses within the minor which is why they are left as electives.

III. What are the admission requirements?

Open to all IPFW students who are eligible for PHYS 152

IV. Describe student population to be served.

Principally, the program will serve physics majors, engineering majors, chemistry majors, and math majors. These are the students who typically will take the calculus based introductory physics course. This sequence will provide the students with a new field of study.

V. How does this minor complement the campus or departmental mission?

Part of the Physics Department mission mission is to "provide physical and scientific knowledge to the greater community". Astronomy is a part of physics and it is an important opportunity to provide to the students, and an opportunity for education in region served by IPFW.

IPFW's mission is to meet the higher education needs of northeast Indiana. Providing this new minor fits within that mission.

VI. Describe any relationship to existing programs within the university.

Clearly, this is very close to the physics degrees. Half of the required courses for the minor are required by the physics major (and some chemistry and engineering majors). This minor complements the physics program by offering a new application of physics.

VII. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

There will be some supplies necessary to be purchased such as images and "demonstration" materials. Existing department funds will be adequate for these purchases. We will probably reassign faculty from present general education courses to astronomy courses. We envision offering them on a 18 month rotating schedule at first.

Please see the attached statement from the Library.

VIII. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

Walter E. Helmke Library

Resources in Support of Proposed Minor in Astronomy

November 3, 2011

This review provides an overview of the Helmke Library resources available to students and faculty in the proposed minor in Astronomy.

The physical and electronic collection at the Helmke Library in the subject areas of astronomy and physics are substantial. In addition, the library collection at IU Bloomington which supports the Astronomy and Astrophysics program (offering a BA, MA and PhD) and the Physics program (offering a BA, BS MAT, MS and PhD) is very strong and augments the resources available to IPFW students and faculty via Helmke's Document Delivery Services.

This review consists of three areas: I. Monographic Materials, II. Journals and Databases and III. Professional Support.

I. Monographic Materials

IPFW monographic materials by subject (print and electronic format)

Astronomy	706
Cosmology	217
Astrophysics	163
Stars	146
Galaxies	138
Biophysics	39
Physics, astronomy and astrophysics	8

II. Journals and Databases

Helmke Library's collection of astronomy and biophysics journals includes many of the prominent journals in these specialty areas. A recent Sci-Bytes report on *Highlighted Journals: Astronomy & Astrophysics* from August 2011 listed prominent journals in the field by three metrics found in Journal Citation Reports®: the field's prolific journals, journals 2010 Impact Factor and the Eigenfactor™ score for journals. The weekly *Sci-Bytes - What's New in Research* reports are provided by *ScienceWatch.com* from Thomson Reuters. Several of the journals highlighted are available in the Helmke collection:

Annual review of astronomy and astrophysics [electronic resource]
The astronomy and astrophysics review [electronic resource]
Annual review of earth and planetary sciences [electronic resource]
Physical review. D [electronic resource]
The Astronomical Journal [electronic resource]

The journal collection at Helmke also includes a number of titles addressing various aspects of an astronomy minor.

IPFW journals by subject (print and electronic format)

Astronomy	60
Biophysics	27
Astrophysics	20
Cosmology	7
Stars	5

Helmke Library offers a strong selection of databases and indexes providing access to full text journals, including the major databases of *Web of Science*, *Physical Review Online Archive (PROLA), SciFinder Scholar, MathSciNet, Compendex* and the *Wiley Online Library*. Additional broader coverage needed to support the needs of faculty and students is provided through databases such as *Dissertations and Theses* and *Conference Papers Index*.

III. Professional Support

Helmke Library has a satisfactory collection of available materials to support the proposed astronomy minor. As the program grows, more materials for the library's collections will need to be purchased. Along with continuing collection development efforts, students and faculty will also have the support of the excellent Document Delivery Services offered by Helmke Library.

The subject liaison librarian, Florence Mugambi, will continue to provide expert research advice and assistance to students and faculty. The liaison librarian can provide support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions on selecting and searching databases, or tailored course guides to guide students through particular research assignments. Librarians can also assist in doing cited reference searches and help students and faculty take advantage of current awareness services offered by library databases or journals. However, in the future, it may be necessary to support Library efforts to recruit a librarian with a strong science background.

Senate Reference SR 11-29

TO: Fort Wayne Senate

FROM: URPC

SUBJECT: Analysis of Staffing and Budget Data

DATE: 28 MAR 2012

This report is necessarily preliminary. It includes relevant data about IPFW staffing levels and budget realities. It is preliminary because there are more data that need to be gathered and analyzed. Overall trends are broadly supported by the data available.

1. **CHARGE**. The Executive Committee charged the URPC to analyze university data and report to the Senate concerning the budget process in time for that report to be considered by the upper administration. These data included both budgetary and staffing reports. The data reveal a very real revenue shortfall for this fiscal year. Because it is not easy to create new revenue streams quickly, the administration must address the shortfall by planning to reduce IPFW expenditures if necessary. The shortfall must be made up by reductions in recurring dollars. It must be noted that there is both a short-term problem and a long-term problem. Short-term, this year's budget must be balanced. Long-term, it is necessary to consider structural and procedural changes to contain costs, while maintaining academic quality, and to increase revenue to keep IPFW fiscally sound.

2. **STAFFING DATA**. It is difficult to get complete, accurate data about staffing. URPC used data from official IPFW Statistical Profiles and public staffing data (available in the library). It is non-trivial to account for positions funded with soft money, and job classifications sometimes change. The Office of Institutional Research is working to reconcile these data. URPC has requested additional data, which the Office of Institutional Research is also working on.

3. **STAFFING TRENDS**. The data suggest some long-term trends in employment at IPFW. We caution that the raw numbers do not provide a complete picture. Some of the growth in administrative positions is directly related to the academic mission, for example in IT Services, CELT, and the Academic Success Center. It is much more difficult to determine the precise impact of much administrative growth on delivering the IPFW mission. This is the primary reason why URPC suggests that every unit at IPFW should undergo a regular, formal review to determine actual costs, needs, and effectiveness, similar to currently conducted academic Program Review.

The single most obvious trend in staffing levels over the last fifteen years has been the growth in administrative positions relative to everything else. Longitudinal data are contained in the documents at the bottom of this report. Below is a snapshot using 1995 and 2011 data from IPFW Statistical Profiles.

Category	1995	2011	% change
Student FTE	6172	9634	56
Regular Faculty (Includes CL)	338	430	27
Tenure/Tenure track Faculty	309	338	9
Administrative positions	161	344	114

In Fall 2011, full-time instructors deliver3d 52% of the 147,000 credit hours taught at IPFW. Currently approximately 15% of the IPFW full-time faculty are Continuing Lecturers. The Senate mandated limit is 10%. LTL's AND Graduate Teaching Assistants delivered approximately 41%, primarily at the 100 level. LTLs and GAs can neither help students bond with faculty (a key indicator of retention) nor contribute to IPFW's research and outreach missions. We leave to the EPC and other faculty organs to delineate the consequences of the trend in the delivery of credit hours.

It is clear that growth in Tenured/Tenure track faculty over the last fifteen years has been negligible. It is also clear that administrative positions have grown considerably faster than the increase in student FTE. **The Committee views the long-term trend arising from these data as alarming and potentially threatening to the ability of IPFW to maintain academic quality.**

Administration is delivered by three categories of personnel, Management Professionals, Administrative Professional, and faculty. Normally, individuals with Professorial rank who have more than 50% FTE assigned to administrative duties are not counted as faculty (They are listed as faculty in the public staffing data.).

Tenured and tenure-track faculty deliver administration in two ways. First, there are traditional administrative tasks that are clearly in the faculty purview, such as serving as chair of a department. Second, IPFW has functions for which faculty leadership is necessary, such as directing a Center of Excellence, the Honors Program, General Education, or an academic program. These latter amount to an additional approximately 8 FTE of administration, which reduces faculty FTE available to deliver traditional faculty work.

4. **BUDGET TRENDS**. IPFW is projecting a budgetary shortfall for FY 2013 that ranges from approximately $850K up to $3M, depending on several variables including student FTE, salary increments, and changes in unavoidable expenses such as gas and electricity. Credit hours generated by IPFW instructors are projected to decrease over the next several years. This is due in part to changes in college-age population, changes in the economy, and the growth of School-based programs. Budget planning includes scenarios from no change in enrollment to a 4% decrease, from a 3% to a 0% salary increment.

Credit hours from (off-campus) School-based programs are expected to rise, both because of mandates from the state, and the advantages of these programs to high school students. These credit hours generate substantially fewer dollars than credit hours delivered either on-campus or on-line. Independent of the

budgetary consideration, there are substantive reasons why it is in IPFW's best interests to deliver these credits.

5. **PRELIMINARY CONCLUSIONS AND RECOMMENDATIONS.**

a) IPFW must plan for both the short-term budget shortfall and long-term structural changes in the IPFW budget;

b) IPFW must establish policies for handling the budget shortfall that are consistent with the IPFW mission;

c) An immediate freeze in the creation of new administrative positions is the best way to stem any growth in short-term personnel costs. Too, such a freeze allows the IPFW administration time to implement more stringent procedures for determining the institution's current administrative needs;

d) Efforts must be made to increase tenure track positions to maintain the academic quality of the institution;

e) IPFW must plan for long-term changes in its financial picture and still achieve the mission of the university. This planning should include seeking new revenue streams, methods of enhancing current revenue streams, seriously streamlining administration, and examining structural changes across all units for improved productivity and increased efficiency in the delivery of or mission. In the spirit of shared governance, URPC will participate in the planning process.

DATA included in this report.

a) 2012 – 2013 budget planning data;

b) Institutional Staff Data Comparison, 1995 – 2011, data from Institutional Profiles;

c) Summary chart of b) above;

d) Institutional Staff Data Comparison, 2007 – 2011, public data;

e) FY 2013 unavoidable budget increases;

f) IPFW on Campus vs. Dual Credit Funding per Student FTE, 2011 – 2013.

2012-13 Budget Planning

	Fee Increase	Salary Increment	Funding Selected Deficits	---------- Surplus / Deficit ---------- On Campus Enrollment/Fee Revenue Adjustment No Change	2.0% Down	3.0% Down	4.0% Down
3.0% Salary Plan	2.5%	3.0%	$0	**(854,322)**	(1,907,045)	(2,433,407)	(2,959,768)
Fund Deficits	2.5%	3.0%	$1,000,000	(1,854,322)	(2,907,045)	(3,433,407)	(3,959,768)
2.0% Salary Plan	2.5%	2.0%	$0	(139,322)	(1,192,045)	(1,718,407)	(2,451,322)
Fund Deficits	2.5%	2.0%	$1,000,000	(1,139,322)	(2,192,045)	(2,718,407)	(3,451,322)
1.0% Salary Plan	2.5%	1.0%	$0	575,678	(477,045)	(1,003,407)	(1,529,768)
Fund Deficits	2.5%	1.0%	$1,000,000	(424,322)	(1,477,045)	(2,003,407)	(2,529,768)
0.0% Salary Plan	2.5%	0.0%	$0	1,290,678	237,955	(288,407)	(814,768)
Fund Deficits	2.5%	0.0%	$1,000,000	290,678	(762,045)	(1,288,407)	(1,814,768)

1% Fee Revenue	$578,000
1% Salary Increment	$715,000

INSTITUTIONAL STAFF DATA COMPARISON 1995-2011

		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
I.	**FACULTY**																	
	A. Regular Faculty																	
	Professor	53	50	51	52	56	56	56	59	63	67	64	70	69	75	82	82	80
	Associate Professor	134	154	161	151	151	138	132	125	119	117	117	118	116	117	124	127	133
	Assistant Professor	124	96	96	101	97	105	107	110	115	128	127	133	132	135	133	135	125
	Instructor	26	32	28	27	30	35	18	20	29	23	26	17	15	19	20	24	28
	Lecturer	1	0	0	0	0	3	20	26	30	30	40	45	46	47	48	58	64
	TOTAL	338	332	336	331	334	337	333	340	356	365	374	383	378	393	407	426	430
	B. Associate Faculty	311	327	299	294	307	300	301	311	351	384	394	415	397	378	405	401	450
	Graduate Aides									65	72	56	80	72	85	106	113	109
II.	**ADMINISTRATIVE**	161	166	169	168	204	204	211	241	251	272	268	281	281	313	325	327	344
III.	**CLERICAL**	171	169	169	166	165	168	171	176	182	187	200	197	204	199	203	200	202
IV.	**SERVICE**	124	120	121	129	133	140	139	144	177	165	198	201	217	199	230	235	230
	TOTAL	1105	1114	1094	1088	1143	1149	1155	1212	1382	1445	1490	1557	1549	1567	1676	1702	1765
	Professorial Rank	**311**	**300**	**308**	**304**	**304**	**299**	**295**	**294**	**297**	**312**	**308**	**321**	**317**	**327**	**339**	**344**	**338**
	Administrative	**161**	**166**	**169**	**168**	**204**	**204**	**211**	**241**	**251**	**272**	**268**	**281**	**281**	**313**	**325**	**327**	**344**
	FTE Enrollment	**6,172**	**6,135**	**6,115**	**6,251**	**6,321**	**6,419**	**6,913**	**7,447**	**7,600**	**7,762**	**7,822**	**7,905**	**8,122**	**8,399**	**9,240**	**9,711**	**9,634**
	FTE Enrollment/20	308.6	306.75	305.75	312.55	316.05	320.95	345.65	372.35	380	388.1	391.1	395.25	406.1	419.95	462	485.55	481.7

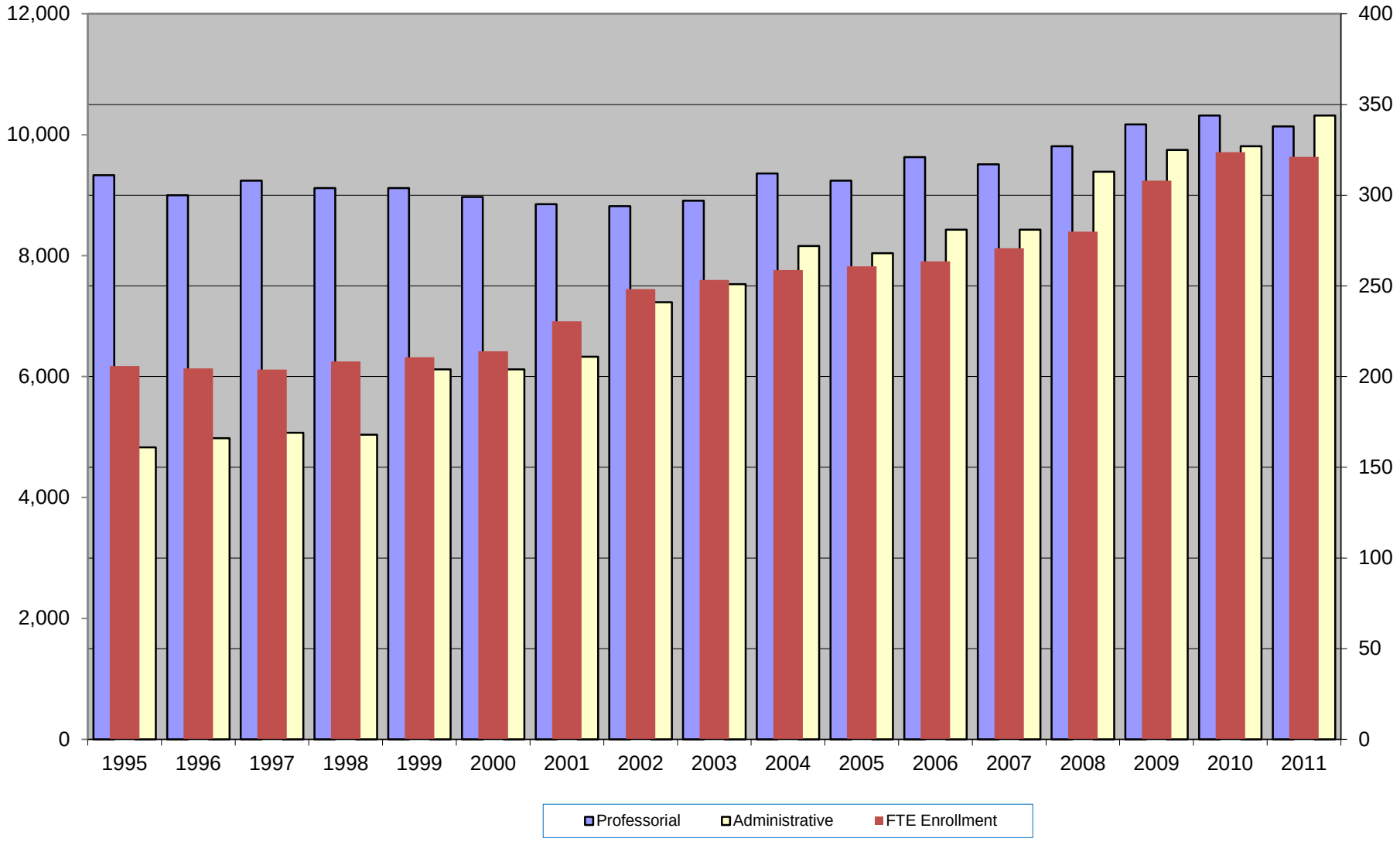
Notes:

Faculty Counts
1. Include librarians, faculty on leave, visiting faculty
2. Exclude administrative with faculty rank >.50 FTE in a school or administrative office;
3. 2005 revised in 2006 to include Labor Studies
4. Exclude Medical Education; open positions approved for recruitment

Administrative Counts
1. Include faculty >.50 FTE in a school or administrative office
2. Until 1999 exclude positions <.50 FTE or funded by external sources
3.Exclude Medical Education until 2003; vacant positions

Clerical/Service Counts
1. Until 1999 exclude positions funded by external sources
2. Include temporary staff beginning 2003
3.Exclude Medical Education until 2003; vacant positions

Professorial Rank vs. Administrative - IPFW Statistical Report



INSTITUTIONAL STAFF DATA COMPARISON 1995-2011 - STATISTICAL PROFILE

		1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
I.	**FACULTY**																	
	A. Regular Faculty																	
	Professor	53	50	51	52	56	56	56	59	63	67	64	70	69	75	82	82	80
	Associate Professor	134	154	161	151	151	138	132	125	119	117	117	118	116	117	124	127	133
	Assistant Professor	124	96	96	101	97	105	107	110	115	128	127	133	132	135	133	135	125
	Instructor	26	32	28	27	30	35	18	20	29	23	26	17	15	19	20	24	28
	Lecturer	1	0	0	0	0	3	20	26	30	30	40	45	46	47	48	58	64
	TOTAL	338	332	336	331	334	337	333	340	356	365	374	383	378	393	407	426	430
	B. Associate Faculty	311	327	299	294	307	300	301	311	351	384	394	415	397	378	405	401	450
	Graduate Aides									65	72	56	80	72	85	106	113	109
II.	**ADMINISTRATIVE**	161	166	169	168	204	204	211	241	251	272	268	281	281	313	325	327	344
III.	**CLERICAL**	171	169	169	166	165	168	171	176	182	187	200	197	204	199	203	200	202
IV.	**SERVICE**	124	120	121	129	133	140	139	144	177	165	198	201	217	199	230	235	230
	TOTAL	1105	1114	1094	1088	1143	1149	1155	1212	1382	1445	1490	1557	1549	1567	1676	1702	1765
	Professorial Rank	**311**	**300**	**308**	**304**	**304**	**299**	**295**	**294**	**297**	**312**	**308**	**321**	**317**	**327**	**339**	**344**	**338**
	Administrative	**161**	**166**	**169**	**168**	**204**	**204**	**211**	**241**	**251**	**272**	**268**	**281**	**281**	**313**	**325**	**327**	**344**
	FTE Enrollment	**6,172**	**6,135**	**6,115**	**6,251**	**6,321**	**6,419**	**6,913**	**7,447**	**7,600**	**7,762**	**7,822**	**7,905**	**8,122**	**8,399**	**9,240**	**9,711**	**9,634**

EMPLOYEE DATA COMPARISON 2007-2011 - LIBRARY SALARY DATA

	Admin/Prof													182	212	218	211	223
	Clerical													194	187	188	189	196
	Clin, Res, or NonTT													14	14	14	23	24
	Continuing Lecturer													44	45	48	58	63
	Faculty+Instructors									Job Codes Used Here				319	281	279	294	289
	FW-IU Professorial													-	-	52	-	34
	Fire/Police													15	15	17	15	16
	Mgmt/Prof													54	54	58	59	63
	Non-exempt Prof													4	3	3	3	3
	Operations/Technical													26	26	35	40	46
	Service													131	127	142	142	143
	TOTAL - Library Report	-	-	-	-	-	-	-	2186	1780	1897	869	1010	983	964	1054	1034	1100
	fte													944.09	922.53	1011.2	995.73	1063.08
	TOTAL - Stat Report	794	787	795	794	836	849	854	901	966	989	1040	1062	1080	1104	1165	1188	1206

FY 2013 Unavoidables

Technology Reserve	129,602
Medical Insurance	300,011
Long Term Disability	15,923
Social Security	147,065
Staff Reitrement - Defined Contribution	211,437
Staff Retirement - PERF	145,000
Unemployment Compensation	25,000
Staff Dependent Fee Remission	24,000
Police Pension	25,000
Water	77,890
Sewer	98,145
Gas	116,265
Electricity	315,020
Liability Insurance	10,240
Property Insurance	40,000
Debt Service	7,873
Fee Remissions	25,786
	1,714,257

IPFW On Campus vs Dual Credit Funding Per Student FTE
Based on 2011-13 Funding Formulas

	2011-12 On Campus Credit	2011-12 Priority Dual Credit	Difference
Student Fees			
Rate per Credit Hour	$250	$25	
Free and Reduced Rate	n/a	$0	
Combined Rate at 50%	n/a	$12.50	
Credits Hours per FTE	30	30	
Student Fees per FTE	**$7,500**	**$313**	-$7,188
State Appropriations for Completions			
State Formula Funding per FTE	$4,675	$1,500	
Percent of Formula Funded	24%	100%	
State Funding per FTE *	**$1,122**	**$1,500**	$378
Total Funding per FTE	**$8,622**	**$1,813**	-$6,810

* 2011-12 IPFW Estimated Average State Funding per FTE : $3,951