

# Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319  
(515) 725-3470

## Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries.

Submit a paper document and a complete duplicate in pdf format on a CD.  
Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

Applications for an initial approval and registration must include a *non-refundable* check for \$4,000 payable to the State of Iowa.

Applications fees are to be sent to:

Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319

**All items must be completed** before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents..

(Registrations must be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:  
[(261B.4(2))] and [(261B.4(1))]

Name of School: Indiana State University  
Suite: \_\_\_\_\_  
Street: 200 North Seventh Street  
City: Terre Haute  
State: Indiana  
Zip: 47809-1902  
Country: USA  
Telephone Number (including country or area code): 1-800-468-6478

Type of corporation:

VOLUME I OF II

- For-profit  
 Non-profit

Address of this school in all in other states, and in foreign countries:

Check for \$2,000 payable to State of Iowa

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Zip: 47809-1902  
Country: USA  
Telephone Number (including country or area code): 1-800-468-6478

Type of corporation:

For-profit

Non-profit

Address of this school in all in other states, and in foreign countries:

The school has no other locations in any other state or foreign country.

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided    No locations in Iowa.

Suite	Street	City	State	Zip	Country	Telephone

Tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Attachment 1					

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below. Attachment 2

Refund percentages are a sliding scale based on the time during the semester that classes are dropped. A \$30 drop fee is charged for each transaction completed immediately prior to semester class initiation.  
 Degrees granted by the school [(261B.4(6))]

Offered in Iowa [(261B.4(11))]

B.S., M.A./M.S., M.Ed., M.P.A., D.N.P., Ph.D., & post-graduate Certificate

Offered outside of Iowa

B.A. in addition to those listed above.

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Dr. Daniel J. Bradley, President  
 Suite: Parsons Hall 208

Street: 200 North Seventh Street  
City: Terre Haute  
State: Indiana  
Zip: 47809-1902  
Country: USA  
Telephone Number (including country or area code): (812) 237-4000

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

**261B.9 DISCLOSURE TO STUDENTS.**

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response: Attachment 3

Information is available to students via the Sycamore Express at <http://www.indstate.edu/express>.  
This website provides information and assistance with academic options, billing and finance, financial aid, graduation, registration, scholarships, and other university services and resources.  
The course catalogs available on-line contain:  
1. Names and titles of the courses.  
2. Brief description of the courses.  
3. All fee and refund policies.  
4. Specific courses required for degrees.  
5. All information regarding accreditations.  
Information regarding distance education courses are found under [indstate.edu/distance/programs](http://indstate.edu/distance/programs)

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]

Name: None  
Suite:  
Street:  
City:  
State:  
Zip:  
Country:

Telephone Number (including country or area code): \_\_\_\_\_

Name, address, and title of the other officers and members of the legal governing body of the school:  
[(261B.4(6))]

The school is governed by the Board of Trustees, Attachment 4

Officer Number 1

Name: \_\_\_\_\_  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone No. (including country or area code): \_\_\_\_\_

For officers 2 or more, add pages as needed:

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: \_\_\_\_\_  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone Number (including country or area code): \_\_\_\_\_

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education. [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.

Accrediting agency 1

Name: Higher Learning Commission of the North Central Association of Colleges and Schools  
Suite: 7-500  
Street: 230 S. LaSalle St  
City: Chicago  
State: IL  
Zip: 60604  
Country: USA  
Telephone Number (including country or area code): 1-800-621-7440  
Contact Person: Dr. Sylvia Manning - President

Is this agency recognized by the U. S. Department of Education? [] Yes [ ] No

Accrediting Agency 2

Attachment 5

Name: \_\_\_\_\_  
 Suite: \_\_\_\_\_  
 Street: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Zip: \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Telephone Number (including country or area code): \_\_\_\_\_  
 Contact Person: \_\_\_\_\_

Is this agency recognized by the U. S. Department of Education?  Yes  No

Accrediting Agency 3

Name: \_\_\_\_\_  
 Suite: \_\_\_\_\_  
 Street: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Zip: \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Telephone No. (including country or area code): \_\_\_\_\_  
 Contact Person: \_\_\_\_\_

Is this agency recognized by the U. S. Department of Education?  Yes  No

Accrediting Agency 4+

Respond on a separate page:

Describe the procedures followed by the school for permanent preservation of student records. *[(261B.4(12))]*

Attachment 6

Academic files are maintained by the Office of Registration and Records.  
All employees must sign a confidentiality agreement under the FERPA. Current and former students must submit  
information which is validated prior to obtaining their academic records. The ISU archives has a retention schedule  
for the records

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Attachment 7

Name: Office of Registration and Records  
 Suite: Parsons Hall Room 009  
 Street: 200 North Seventh Street  
 City: Terre Haute  
 State: IN  
 Zip: 47809  
 Country: USA  
 Telephone Number. (including country or area code): (812) 237-2020

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

Attachment 8

State	Agency Name	Address	Contact Person	Telephone Number

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

The distance learning classes are delivered via the internet. ISU has a Student Concierge to provide services and resources such as tutoring, career services, veteran's services, library services, financial aid, IT help desk, and advocacy for problems.

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Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

N/A Public state chartered school.

Agency Name	Contact Person	Telephone Number	Approval Status

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

Yes  No

If yes, explain below.

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Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

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Do you:

Enroll students in Iowa? [] Yes [ ] No  
Employ Iowa faculty? [ ] Yes [] No

Do you intend to:

Enroll students in Iowa? [] Yes [ ] No  
No Employ Iowa faculty? [ ] Yes [] No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

Based on prior experience we anticipate 12-14 students enrolled in Iowa.

ISU will not employ Iowa faculty. No marketing specifically targets Iowa residents

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Name, address, and telephone number of full-time employees in Iowa.

Name: \_\_\_\_\_ None \_\_\_\_\_  
Suite: \_\_\_\_\_  
Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Telephone Number (including country or area code): \_\_\_\_\_

Will your school comply with Iowa Code section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the Iowa Code for details)

[] Yes [ ] No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "g"? [

(See the Iowa Code for details.) [] Yes [ ] No

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

[] Yes [ ] No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

Attachment 9

The financial statement for 2010-2011 is attached. The statement was audited by the State of Indiana, State Board of Accounts. The audit was conducted in accordance with auditing standards generally accepted in the US and the standards applicable to financial audits contained in "Government Auditing Standards" issued by the Comptroller of the US.

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Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

Attachment 10

The ISU library supports on-line learning by providing instruction in library research methods, library tutorials, live chat service, email, and individual instruction sessions. Research consultants are also available. Hard copy books and other materials can be checked out and interlibrary loans are available.

The Student Concierge is available to assist the student in obtaining services and resources and assisting with any problems.

Guidelines for administering distance education include faculty/student communication, responding to student inquiries, course evaluations, and complaint resolution.

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Courses offered on-line are developed and administered by faculty who are experts in their areas of concentration. The courses are evaluated in the same manner and frequency as on-campus classes.

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Provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

ISU does not contract or reimburse the sites in Iowa used for clinical or other internships. The sites are selected and acquired by the student. At that time, ISU reviews the qualifications of the mentors and provides guidelines for instruction and evaluation of the student.

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Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document. Attachment 11

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

The on-line programs offered at ISU are administered by the Center for Community Engagement and Extended Learning located on the ISU campus located at 200 North Seventh Street, Terre Haute, IN 47809  
Phone: (812) 237-2307  
FAX: (812) 237-3607  
Email: susan.powers@indstate.edu

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Attachment 12

ISU's policy for resolutions of comments and complaints for distance learning students is included in the "Guideline for Administering Distance Education" and the "Procedures for Discrimination and Sexual Harassment Complaints". Complaints are submitted to the Office of Student Conduct and Integrity.

Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

Attachment 13

ISU was chartered in 1865 by the Indiana State Legislature as a not-for-profit public institution.

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

Attachment 14

ISU's cohort default rate for 2008, 2009, and 2010 are 4.4%, 6.8%, and 7.4% respectively.

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

The average debt upon graduation at ISU is \$22,124. In comparison, the public colleges in Indiana have a range of \$21,456 - \$29,112.

The average percentage of graduates with debt is 66%. In comparison, the public colleges in Indiana have a range of 25% - 78% of graduates with debt.

This data is from the Project on Student Debt funded in part by the Bill and Melinda Gates Foundation.

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

As of 2005 (which is the latest figure in NCES) the percentage of full time students who graduated in 4, 6, or 8 years is 21%, 42%, and 43% respectively.

**SIGNATURE**

**Applicant School Chief Executive Officer**

Dr. Daniel J. Bradley  
\_\_\_\_\_  
Name

President  
\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

1	Tuition, Fees, and Textbooks
2	Refund Policy
3	Student Disclosures
4	Board of Trustees
5	Accreditations and Accrediting Agencies
6	Records Retention
7	Student Transcripts
8	States Where Approved or Exempt
9	Financial Report
10	Library and Support Services
11	Closure and Teach-out Procedures
12	Procedures for Complaints
13	School Charter
14	Cohort Default Rate
15	

Attachment 1

Tuition, Fees, and Textbooks

Find People >>

ISU A-Z MyISU CURRENT STUDENTS ALUMNI PARENTS FACULTY & STAFF

Undergraduate Programs

Graduate Programs

Tuition Fees & Financial Aid

Registration Process

Student Services

DegreeLink

About DegreeLink

Accreditation

Information for ISU Faculty

Staff Directory

Contact Us

What Do I Need to Get My Degree?

Adult and Career Education Get Requirements

Tuition Fees & Financial Aid

Your financial situation shouldn't keep you from earning your degree. We will work with you to make it affordable.

Learn More

It's Easy to Apply Online



Whether you're returning to school after 10 months or 10 years, continuing your education is a leap you won't regret taking.

Extended Learning Staff Contact: Tlrey Hall 1343 Indiana State University 812.237.2334

Extended Learning Home Outreach & Enrichment College Challenge Distance Education

Academic Fees - Out-of-State Residents

Assessment of academic fees is based on whether the student is registered as a graduate or undergraduate student and not the level of courses the student may be taking. The fee structure below is assessed separately for Summer I and Summer II; Summer I and Summer II enrollments are not combined for fee assessment purposes.

Fall 2012 - Summer II 2013: Academic Fees for Distance Learners (Out-of-State Residents)

Out-of-state residents are eligible for the distance fees rates (listed below) if the following conditions are met:

- 1. Individuals must be admitted to an ISU distance degree or program;
2. Must declare themselves to be distance students by checking the distance box on their application for admission to Indiana State University;
3. Enroll only in distance courses.

Out-of-state residents who do not meet these three conditions pay these fees rates for on-campus study.

Undergraduate Fees

0.5 - 11.5 credits: \$358.00 (per credit hour)

12-18 credits: \$4,936.00 (per semester)

Above 18 credits: \$5,738.00 (per semester)

Distance learning fee: \$30 (per course)

Graduate Fees

Fee per credit hour: \$458.00

Distance learning fee: \$50 (per course)

In Addition

Students are also charged laboratory fees, course fees, and/or applied music fees in certain classes for supplies and equipment usage, and/or special instruction/supervision. For a list, visit lab/course/program fees.

Nursing students enrolled in specific nursing courses are also charged a clinical education and faculty course fee.

In addition, students are required to purchase textbooks for the respective programs.

Distance Education Students Residing Outside of Indiana: Each of the states has its own approval processes for out-of-state institutions offering distance education. While Indiana State University endeavors to offer all of its programs to as wide an audience as possible, all ISU distance education programs may not be available in all states.

The Catalog of Indiana State University is the document of authority for all students. The requirements given in the catalog supersede information issued by any academic department, program, college, or school. The University reserves the right to change the requirements at any time.

Chat now

## **LAB/COURSE/PROGRAM FEES**

**LAB/COURSE/PROGRAM FEES ARE ASSESSED TO STUDENTS ENROLLED IN SPECIFIC COURSES, AS LISTED IN THE *SCHEDULE OF CLASSES*. THE EXACT FEE VARIES BY COURSE.**

### **ART COURSE FEE**

- \$30 or \$36 per course

### **ART LAB FEE**

- \$4 or \$10 or \$12 per credit hour

### **ATHLETIC TRAINING LAB FEE**

- \$20, \$28, \$40, \$100, \$300 or \$400 per course

### **AEROSPACE TECHNOLOGY COURSE FEE**

- \$50 or \$300 or \$350 per course

### **BIOLOGY LAB FEE**

- \$75 per course

### **CHEMISTRY LAB FEE**

- \$43 per course

### **COLLEGE OF BUSINESS LAB FEE**

- \$5 or \$10 per course

### **COLLEGE OF EDUCATION COURSE FEE**

- \$10, \$15, \$20, \$25, \$30, \$40, \$50, \$70, \$100, \$108 or \$150 per course or \$17 per cr hr

### **COLLEGE OF TECHNOLOGY COURSE FEE**

- \$8, \$12, \$20, \$25, \$35, \$38, \$40, \$45, or \$50 per course

### **COUNSELING COURSE FEE**

- \$15, \$30, or \$108 per course

### **CRIMINOLOGY COURSE FEE**

- \$15 per course

### **DISSERTATION FEE**

- Regular academic fees

The dissertation fee is assessed to students enrolled in GRAD 600, 700, 800 and 900.

### **DOCTOR OF PHYSICAL THERAPY PROGRAM FEE**

- \$1,000 per course

**DOCTOR OF NURSING PRACTICE PROGRAM FEE**

- \$600 per course

200 North Seventh Str  
Indiana, USA 47809-11  
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University. 1-800-GO-T  
468-6478 | [Privacy Pol](#)

**EARTH AND ENVIRONMENTAL SYSTEMS LAB FEE**

- \$10, \$15, \$20, \$25, \$30 or \$50 per course

**FAMILY & CONSUMER SCIENCES COURSE FEE**

- \$20, \$25 or \$50 per course

**HEALTH, SAFETY, & ENVIRONMENTAL HEALTH SERVICES COURSE FEE**

- \$25 or \$50 per course

**INTERNATIONAL STUDIES COURSE FEE**

- \$100 per course

**MATH & COMPUTER SCIENCE COURSE FEE**

- \$75 per course

**MUSIC COURSE FEE**

- \$100 per course

**MUSIC LAB FEE**

- \$80, \$60 or \$120 per credit hour

**NURSING CLINICAL EDUCATION AND FACULTY COURSE FEE**

- \$300 or \$500 per course

**OCCUPATIONAL THERAPY PROGRAM FEE**

- \$1,000 per course

**PHYSICAL EDUCATION COURSE FEE**

- \$30 or \$44 per course

**PHYSICIAN ASSISTANT PROGRAM FEE**

- \$1,000 per course

**PHYSICS LAB FEE**

- \$25 or \$50 per course

**RECREATION & SPORTS MANAGEMENT**

- \$10, \$15, \$50, \$60, \$100 or \$200 per course

**SCIENCE EDUCATION COURSE FEE**

- \$50 per course

**SOCIAL WORK COURSE FEE**

- \$50 per course

**THEATER COURSE FEE**

- \$55 or \$80 per course

**TRANSITION TO TEACHING FEES**

- \$75 application fee
  - \$2,000 program fee
- The \$75 application fee must be paid prior to being accepted into the program.
  - The \$2,000 program fee is payable in two installments of \$1,000 each based on enrollment in CIMT 602, CIMT 501, ELED 583T, or ELED 686T.

*The University Board of Trustees reserves the right to change fees at any time in the future.  
The right to correct errors is also reserved.*

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## **Clinical Education and Faculty Course Fees**

To cover expenses for clinical supplies and equipment and funding for clinical nursing faculty to support both the undergraduate and graduate programs.

**Effective Fall 2009**

<b>Course</b>	<b>Fee</b>	<b>Date Approved</b>
N 200	\$ 300.00	2/27/2009
N 204	\$ 300.00	2/27/2009
N 224	\$ 300.00	2/27/2009
N 226	\$ 300.00	2/27/2009
N 228	\$ 300.00	2/27/2009
N 304	\$ 300.00	2/27/2009
N 324	\$ 300.00	2/27/2009
N 328	\$ 300.00	2/27/2009
N 330	\$ 300.00	2/27/2009
N 424	\$ 300.00	2/27/2009
N 450	\$ 300.00	2/27/2009
N 484	\$ 300.00	2/27/2009

## **Academic Laboratory / Course Specific Fees**

To cover consumables, supplies, equipment, and clinical faculty for clinical nursing courses.

**Effective Summer 2011**

<b>Course</b>	<b>Fee</b>	<b>Date Approved</b>
N 209	\$ 300.00	5/6/2011
N 218	\$ 300.00	5/6/2011
N 309	\$ 300.00	5/6/2011
N 338	\$ 300.00	5/6/2011
N 350	\$ 300.00	5/6/2011
N 364	\$ 300.00	5/6/2011
N 380	\$ 300.00	5/6/2011
N 444	\$ 300.00	5/6/2011

## **Program Fees**

The fee will cover software products that help with distance learning supplemental class skills, Nita program, Typhon group, Adjunct faculty to travel.

**Effective Fall 2010**

N 624	\$ 500.00	5/7/2010
N 644	\$ 500.00	5/7/2010
N 664	\$ 500.00	5/7/2010
N 670	\$ 500.00	5/7/2010
N 671	\$ 500.00	5/7/2010
N 673	\$ 500.00	5/7/2010
N 683	\$ 500.00	5/7/2010
N 891	\$ 500.00	5/7/2010
N 892	\$ 500.00	5/7/2010
N 893	\$ 500.00	5/7/2010
N 894	\$ 500.00	5/7/2010
N 895	\$ 500.00	5/7/2010

# COST OF ATTENDANCE

## Cost of Attendance

The federal government requires all colleges and universities to estimate the cost of attendance for one year. These figures form the foundation upon which financial aid is determined. In our estimate, we include average figures for tuition, fees (including out-of-state fee charges if applicable), books and supplies, room, board, expenses for basic personal needs, and transportation from a reasonable geographic area. Since we use averages, some students will have costs that are less while others will be higher than those listed; however, the

basic budget figures shown in the budget chart below are consistently used for all students in similar categories.

The figures listed for books and supplies, personal expenses, and transportation are estimates and may vary among students. These expenses are not paid directly to the University.

Actual costs to attend the University will be assessed in late July for fall and in early December for spring. You may access your specific costs by logging onto your MyISU Portal account and viewing your Account Summary by Term.

### 2012-2013 Undergraduate Full Time Estimated Cost of Attendance (COA)\*

	Indiana Resident		Out-of-State Resident			
	In-State		**Exchange		Out-of-State	
	With Parents	On/Off Campus	With Parents	On/Off Campus	With Parents	On/Off Campus
Tuition (12-18 hours).....	\$7,898	\$7,898	\$9,872	\$9,872	\$17,444	\$17,444
Room and Board*** .....	\$3,383	\$8,772	\$3,383	\$8,772	\$3,383	\$8,772
<b>Total Direct Costs .....</b>	<b>\$11,281</b>	<b>\$16,670</b>	<b>\$13,255</b>	<b>\$18,644</b>	<b>\$20,827</b>	<b>\$26,216</b>
Books and Supplies**** .....	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170
Personal Expenses .....	\$1,670	\$1,670	\$1,670	\$1,670	\$1,670	\$1,670
Transportation.....	\$642	\$516	\$642	\$516	\$642	\$516
<b>Total Indirect Costs .....</b>	<b>\$3,482</b>	<b>\$3,356</b>	<b>\$3,482</b>	<b>\$3,356</b>	<b>\$3,482</b>	<b>\$3,356</b>
<b>Total COA .....</b>	<b>\$14,763</b>	<b>\$20,026</b>	<b>\$16,737</b>	<b>\$22,000</b>	<b>\$24,309</b>	<b>\$29,572</b>

Direct costs = paid to University

Indirect costs = not paid to University

COA = direct and indirect costs to attend ISU

\* 2012-13 tuition is subject to approval by the ISU Board of Trustees.

\*\* ISU has several tuition-rate exchange programs. Out-of-state residents who qualify for the 125 percent tuition rate include Midwest Consortium students, Illinois Student Scholarship recipients, Kentucky Student Scholarship recipients, and qualified distance learners. Billing for these exchange programs will reflect both in-state and out-of-state charges.

\*\*\* Actual room and board costs are based on residence hall choice and meal plan.

\*\*\*\* Be prepared to purchase your books prior to the start of classes.



**Indiana State University**

More. From day one.

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Attachment 2

Refund Policy



# Withdrawal Policy

The University recognizes that circumstances may arise that require students to drop some or all of their classes.

- **Dropping all classes before the semester begins:**

Any time a student withdraws completely from all classes, the financial aid office will require a return of refunds issued that were drawn from federal funds, since the student would have received an ineligible disbursement. If this process occurs before the start of the semester, the student is typically entitled to a refund of University charges.

- **Dropping all classes after the semester begins:**

If the student completely withdraws after the first week of classes, he or she will have to return a percentage of financial aid equal to the amount of the semester completed. For example, if the student withdraws after completing 30% of his classes, he is only entitled to 30% of his financial aid (and must pay back the remaining 70%).

If this occurs, the office will return a portion of the federal aid money used to pay institutional charges (such as tuition, fees, or university housing) on a student's account. Sometimes this will leave some university charges unpaid, and the student will be billed for this amount. Second, if the student received federal aid funds directly (as a refund, for example) to be used for other educational expenses, the student may have to return some portion of that money. The amount due will appear on the student's bill in about 45 days after the withdrawal date.

- **Dropping some classes after the semester begins:**

Financial aid recipients are required to complete 67% of the classes originally attempted. (See also [Satisfactory Academic Progress Policy](#).) If the student falls below 67% completion rate, he or she will forfeit their eligibility for federal financial aid. It is critical to exercise discretion when deciding when to drop and add classes after the semester has already begun.

Lastly, enrollment information is reported to the National Student Loan Data System, and previously borrowed loans may go into repayment if the student does not meet deferment criteria (half-time enrollment).

## Contact

Student Financial Aid  
220 North 7th Street  
150 Treay Hall  
Indiana State University  
[Contact Us](#)

200 North Seventh Street, Terre Haute, Indiana, USA 47809-1902  
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## When To Expect A Refund

If the total amount of financial aid (loans, grants, scholarships, etc.) is greater than the total charges on a student's account, the student will be issued a refund. Refunds are mailed out to the student's permanent address, or the student can set up direct deposit through the Controller's Office and receive the refund directly into a bank account.

- **Can I buy books with my refund?** Once you have your refund, you can use it to buy your books or to help with other educational expenses. Also, setting up a direct deposit with the Controller's Office will allow you to get your books a little faster than having a check mailed out to you. For instructions on signing up for direct deposit, see [Direct Deposit of Refunds](#).
- **When will I get my refund?** Refunds generally are issued about one week before classes begin for the fall and spring semesters and about three days before classes start for summer sessions. In order for a refund to be issued on time, all of the required documents need to be submitted to the Office of Student Financial Aid two to three weeks prior to the disbursement date. Visit the [MyISU Portal](#), and check the "Financial Aid" tab under "My Self Service Links" to ensure all requirements are met.
- **Can I find out how much my refund will be?** Before charges for tuition and housing are posted to your account, you can get an estimate of what your refund will be by adding up the total amount of aid awarded for the semester and subtracting your anticipated costs. To use the University's estimated cost calculator, visit [tuition and fees](#). Once the charges are posted to your account, subtract the charges from your anticipated financial aid to find out how much your refund will be.
- **What if I need more money?** If you need more financial aid in order to cover the cost of your education expenses, visit [additional funding options](#).

### Contact

Student Financial Aid  
220 North 7th Street  
150 Trey Hall  
Indiana State University  
[Contact Us](#)

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**Late Registration**

Contact your academic advisor for advisement and to obtain your advisement PIN.

The last day to late register is August 27, 2012. Instructor's signature is required only if the class is full.

A \$30 late registration fee will be assessed if you process an initial registration August 21, 2012, through August 27, 2012, will only be considered if there are extenuating circumstances and you have permission of the instructor, and be charged a \$100 late registration fee if you process an initial registration on or after August 28, 2012.

**Drop/Add**

You will be charged a \$10 drop/add fee for each completed transaction resulting in a schedule change from July 20, 2012, through August 27, 2012. A \$30 drop/add fee will be charged for each transaction resulting in a schedule change beginning August 28, 2012. See the refund schedule on this page.

The last day to add classes is August 27, 2012. Instructor's signatures are required only if the class is full.

Classes may be dropped from your schedule without signatures through October 29, 2012. Refunds will be given according to the refund schedule on this page. If you are dropping all your classes, you must follow the withdrawal instructions listed here.

**Schedule Change Refund and Grading Policies**

Prior to August 28	100%	No Grade
August 28--September 3	75%	No Grade
September 4--10	50%	DP or DF
September 11--17	25%	DP or DF
September 18 or later	No Refund	DP or DF

**Fall 2012 Withdrawal Grading Policy**

April 2 -- October 29	No Grade
October 30 or later	WP or WF

**Grade Definitions**

- DP - Dropped Passing
- DF - Dropped Failing
- WP - Withdrew Passing
- WF - Withdrew Failing

### Withdrawals

If dropping all classes, you must withdraw for the semester. To initiate the withdrawal process, contact:

- **Undergraduates:** Office of Registration and Records, Parsons Hall, room 009, 237-2020
- **Graduates:** School of Graduate Studies, Tirey Hall, room 183, 237-3005

- [Maps & Directions](#)
- [Contact Us](#)
- [Careers](#)
- [MyISU](#)
- [ISU A-Z](#)

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## When To Expect A Refund

If the total amount of financial aid (loans, grants, scholarships, etc.) is greater than the total charges on a student's account, the student will be issued a refund. Refunds are mailed out to the student's permanent address, or the student can set up direct deposit through the Controller's Office and receive the refund directly into a bank account.

- **Can I buy books with my refund?** Once you have your refund, you can use it to buy your books or to help with other educational expenses. Also, setting up a direct deposit with the Controller's Office will allow you to get your books a little faster than having a check mailed out to you. For instructions on signing up for direct deposit, see [Direct Deposit of Refunds](#).
- **When will I get my refund?** Refunds generally are issued about one week before classes begin for the fall and spring semesters and about three days before classes start for summer sessions. In order for a refund to be issued on time, all of the required documents need to be submitted to the Office of Student Financial Aid two to three weeks prior to the disbursement date. Visit the [MyISU Portal](#), and check the "Financial Aid" tab under "My Self Service Links" to ensure all requirements are met.
- **Can I find out how much my refund will be?** Before charges for tuition and housing are posted to your account, you can get an estimate of what your refund will be by adding up the total amount of aid awarded for the semester and subtracting your anticipated costs. To use the University's estimated cost calculator, visit [tuition and fees](#). Once the charges are posted to your account, subtract the charges from your anticipated financial aid to find out how much your refund will be.
- **What if I need more money?** If you need more financial aid in order to cover the cost of your education expenses, visit [additional funding options](#).

### Contact

Student Financial Aid  
220 North 7th Street  
150 Tiley Hall  
Indiana State University  
[Contact Us](#)

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## ***TERMS AND CONDITIONS***

Listed below are the terms and conditions for the ISU Laptop Rental Program.

- 1) ***Eligibility:*** Laptop rentals are only available to currently enrolled (first-time full-time) ISU freshman students. A valid Student ID is required. **Laptop scholarship recipients are not eligible.**
  
- 2) ***Rates:*** Laptop rental rates are \$75.00 per semester for a used laptop, and \$100.00 per semester for a new laptop. Payment is required in full on/or before date of laptop rental pickup. Laptop rental fees cannot be charged to student (Renter) account.
  
- 3) ***Rent-to-Own Policy:*** If the Renter rents the same computer for three consecutive years, Renter owns it. No warranty is implied after transfer of ownership to Renter.
  
- 4) ***Refunds:*** All laptop rental refunds will be handled in accordance with the ISU refund policy for course drops and withdrawals. For freshman students starting classes in the fall 2012, refund policy will be as follows: Last day for a full 100% refund will be August 27<sup>th</sup>, 2012. Last day for a 75% refund will be September 3<sup>rd</sup>, 2012. Last day for a 50% refund will be September 10<sup>th</sup>, 2012, and the last day for a 25% refund will be September 17<sup>th</sup>, 2012.
  
- 5) ***Non-Returned Equipment Fee:*** If Renter does not return all rented equipment within two business days after laptop rental return due date, a non-returned equipment fee of up to \$ 600.00 will be charged to Renter's student account. **Please Note: The Renter is responsible for the value of the computer if it is lost or stolen.** If Renter is no longer enrolled as an ISU student, the rented equipment must be returned in good working condition no later than 4pm on the last day the Renter is registered as a student.
  
- 6) ***Warranty:*** Rental laptop includes basic limited warranty which covers all system components which fail due to defective parts or workmanship under normal use. If rented laptop needs to be serviced overnight, a laptop loaner laptop will be issued when available. New laptops will include a three (3) year warranty. Used laptops will include a one (1) year limited warranty.
  
- 7) ***Accidental Damage:*** Rental laptop includes Dell CompleteCare which covers accidental damage. **CompleteCare does not cover damage due to fire or flood. CompleteCare does not cover loss of laptop due to theft.** New laptops will include a three (3) year CompleteCare warranty. Used laptops will include a one (1) year CompleteCare warranty.

8) **Compliance with Laws and Policies:** Renter agrees to use the rented equipment in compliance with all applicable local, state and federal laws, including but not limited to copyright laws. Renter must follow all ISU policies applicable to the rented equipment, including but not limited to the ISU Computer and Network Use Policies. ([http://www.indstate.edu/oit1/official\\_docs/computing\\_policy\\_procedures.html](http://www.indstate.edu/oit1/official_docs/computing_policy_procedures.html)).

9) **Title:** Title and ownership to all rented equipment is retained by Indiana State University. Title will be transferred to Renter upon completion of a consecutive three (3) year rental agreement per clause #3 above.

10) **Data:** ISU is not responsible for any files/data lost during the rental period including in the event of system failure. The Renter's data is the Renter's responsibility. ISU cannot be held responsible for any loss of data/information by the Renter. All data will be securely erased to ensure the user's privacy upon the return of a rented laptop. Renter is responsible for removing all personal data prior to returning the laptop.

11. **Termination:** ISU may terminate this agreement and demand the return of the rented laptop at any time if the Renter has failed to comply with any of the terms and conditions of this agreement.

Attachment 3

Student Disclosures



Sycamore Express for Undergraduate Students provides one-stop answers and assistance for currently enrolled undergraduate students. A [graduate version](#) is also available.

For information for prospective students, visit [admissions](#).

Have a question?

[Search Knowledgebase](#)

## Academics

- [Academic record \(DARS\)](#)
- [Academic standing requirements](#)
- [Advisement](#)
- [Change majors](#)
- [Grades](#)
- [Honors program](#)
- [Library](#)
- [Majors, minors, programs](#)
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- [Undergraduate catalog](#)
- [Withdrawal](#)

## Billing and Finances

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- [Payment plans](#)
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- [Tuition statement \(form 1098-1\)](#)
- [FAQs](#)

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- [Scholarships](#)
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- [Instructions, dates, deadlines](#)
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## Housing and Dining

- [Campus housing](#)
- [Dining services](#)

## Services and Resources

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- [Bus service](#)
- [Career Center](#)

- [Co-curricular record](#)
- [Commuter student services](#)
- [Disabled student services](#)
- [Distance learning](#)
- [ID cards](#)
- [Immunizations](#)
- [International student services](#)
- [Library](#)
- [Parking](#)
- [Student counseling center](#)
- [Transcript requests](#)
- [Tutoring and supplemental instruction](#)
- [University police](#)
- [Veterans services](#)
- [Writing center](#)
- [More \(a-z list\) >>](#)

## Technology

- [Blackboard](#)
- [Change your password](#)
- [Downloadable software](#)
- [ISU mobile](#)
- [OIT help desk](#)
- [On-line course assistance](#)

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[graduate version](#) [undergraduate version](#)

Sycamore Express for Graduate Students provides one-stop answers and assistance for currently enrolled ISU graduate students.

For information for future students, visit [graduate admissions](#).

Have a question?

## Academics

- [Academic integrity](#)
- [Academic record \(DARS\)](#)
- [Academic standing](#)
- [Advisement](#)
- [Change programs or specializations](#)
- [Grades](#)
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- [Library services](#)
- [Transfer credit](#)
- [Withdrawal](#)

## Theses and Dissertations

- [Admission to candidacy](#)
- [Critical dates](#)
- [Responsibilities of student, chair, committee \(PDF\)](#)
- [Statement on quality of theses and dissertations \(PDF\)](#)
- [Steps for completing a thesis or dissertation](#)
- [Submitting a final thesis or dissertation](#)
- [Sycamore scholars](#)
- [Writing resources](#)
- [Forms](#)

## Research

- [Animal care and use](#)
- [Institutional review board](#)
- [Library services](#)
- [Office of sponsored programs](#)
- [Student research fund](#)

## Technology

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- [Change your password](#)
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- [Library services for graduate students](#)
- [Parking](#)
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- [Veterans services](#)
- [More \(a-z list\) >>](#)

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Attachment 4

Board of Trustees

## BOARD OF TRUSTEES 2012-2013 BOARD MEMBERS



**Miko Alley**  
*Carmel*

First appointed 2001  
Current term ends 2013



**David Campbell**  
*Secretary*  
*Indianapolis*

First appointed 2011  
Current term ends 2016



**George E. Pillow**  
*Indianapolis*

First appointed 2008  
Current term ends 2015



**Tanya Bell**  
*Brownsburg*

First appointed 2008  
Current term ends 2016



**Randall Minas**  
*President*  
*Culver*

First appointed 2008  
Current term ends 2016



**Robert W. Baesler**  
*Vice President*  
*Terre Haute*

First appointed 2009  
Current term ends 2013



**Edward Pease**  
*Terre Haute*

First appointed Nov. 2008  
Current term ends 2013



**Norm Lowery**  
*Assistant Secretary*  
*Terre Haute*

First appointed 2007  
Current term ends 2015



**Alexis Tucker**  
*Indianapolis*

First appointed 2011  
Current term ends 2013

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Attachment 5

Accreditations and Accrediting Agencies

## Accrediting Agencies

1. Higher Learning Commission of the North Central Association of Colleges and Schools  
230 LaSalle St., Suite 7-500  
Chicago, IL 60604  
1-800-621-7440  
Silvia Manning – President  
Recognized by U.S. Department of Education – Yes
2. National Council for Accreditation of Teacher Education  
2010 Massachusetts Ave., Suite 850  
Washington, D.C. 20036  
(202) 466-7496  
James Cibulka – President  
Recognized by U.S. Department of Education - Yes
3. National League for Nursing Accrediting Commission, Inc.  
3343 Peachtree St., Suite 850  
Atlanta, GA (404) 975-5000  
Sharon Tanner – CEO  
Recognized by U.S. Department of Education – Yes
4. Indiana State Board of Nursing  
402 W. Washington St., Suite W072  
Indianapolis, IN 46204  
(317) 234-2043  
Elizabeth Crawford – Board Director  
Recognized by U.S. Department of Education – No
5. American Nurses Credentialing Center  
8515 Georgia Ave., Suite 400  
Silver Spring, MD 1-800-284-2378  
Michael Evans – President  
Recognized by U.S. Department of Education – No
6. National Association for Sport and Physical Education  
1900 Association Dr.  
Reston, VA 20191  
(703) 476-3410  
Cheryl Richardson – Senior Director of Programs  
Recognized by U.S. Department of Education – No
7. North American Society for Sport Management  
135 Winterwood Dr.  
Butler, PA 16001  
(724) 482-6277  
Robin Ammon

Recognized by U.S. Department of Education – No

8. The Association of Technology, Management & Applied Engineering  
1390 Eisenhower Place  
Ann Arbor, MI 48108  
(734) 677-0720  
Bruce Aldrich – Executive Director  
Recognized by U.S. Department of Education – No



Review Alpha Document List

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[Currently or Previously Affiliated Institutions - 08/07/2012](#)

*Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.*

### Indiana State University

200 N. 7th St.  
Terre Haute, IN 47809-9989  
(812) 237-8311 (Main Phone)

<http://www.indstate.edu>

#### Statement of Affiliation Status [Click here for definitions...](#)

**Chief Executive Officer:** Dr. Daniel J. Bradley, President

*Name change notes: Indiana State Teachers College to Indiana State College (1961) to Indiana State University (1965)*

**HLC Institution ID:** 1191

**Current Accreditation Status:** Accredited

**Accreditation Date(s):** (1915 - )

**Participation Notes:** Participating in the Academy for Assessment of Student Learning. Suspended: Progress Report-A report on the Assessment of Student Learning due 12/31/13.

**Year of Last PEAQ Comprehensive Evaluation:** 2010 - 2011

**Year of Next PEAQ Comprehensive Evaluation:** 2020 - 2021

**Last Action:** 02/21/2011

**Control:** Public

**Degrees Awarded (defaults below):** Associate's, Bachelor's, Master's, Specialist, Doctoral

#### **Stipulations on Affiliation Status:**

None.

#### **Approval of New Degree Locations:**

The Commission's Expedited Desk Review Program is only available for offering existing degree programs at new locations within the state.

#### **Approval of Distance and Correspondence Courses and Programs:**

The Institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

#### **Reports Required:**

None.

#### **Other Visits Scheduled:**

None.

#### **Organizational Profile [Click here for definitions...](#)**

**Enrollment Headcount (last updated: 04/26/2012)**

	Full-Time	Part-Time
Undergraduate:	8234	1215
Graduate:	831	1248
Dual enrollment (high school) programs:	898	

Degree Programs (last updated: 04/28/2012)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	1	173
Bachelor's Degrees	65	1310
Masters Degrees	40	630
Specialist Degrees	2	44
Doctoral Degrees	9	67

Certificate Programs (last updated: 04/28/2012)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	19	44

Off-Campus Activities (last updated: 04/28/2012)

In-State:	Campuses:	None
	Additional Locations:	Carlisle (Wabash Valley Correctional Facility); Evansville (Evansville); Greencastle (Pulnamite Correctional Facility); Kokomo (Kokomo Ph.D. program); Plainfield (Plainfield Correctional Facility); Plainfield (Plainfield Pro/BA)
Out-of-State:	Campuses:	None
	Additional Locations:	None
Out-of-U.S.:	Campuses:	None
	Additional Locations:	None

Higher Learning Commission • 230 South LaSalle Street, Suite 7-500 • Chicago, IL 60604  
 Contact Us • [www.ncahlc.org](http://www.ncahlc.org) • 606.821.7440  
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Graduate Programs

Tuition Fees & Financial Aid

Registration Process

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Accreditation

Information for ISU Faculty

Staff Directory

Contact Us

What Do I Need to Get My Degree?

Adult and Career Education  
Get Requirements

Tuition Fees & Financial Aid

Your financial situation shouldn't keep you from earning your degree. We will work with you to make it affordable.

Learn More

It's Easy to Apply Online



Whether you're returning to school after 10 months or 10 years, continuing your education is a leap you won't regret taking.

## Accreditation

Indiana State University has been accredited by the Higher Learning Commission (HLC) of the North Central Association since 1915. Our goal is to ensure that ISU courses and degrees are of a quality and standard recognized by employers. In addition, we strive to ensure transferability of ISU credit to other colleges and universities, including graduate schools. The accreditation process promotes these goals and helps us to promote continuous improvement in higher education.

For more information, visit [Accreditation](#).

### Specialized Accreditations & Affiliations

In addition to institutional accreditation conferred by the HLC, many of Indiana State University's educational programs are accredited by specialized agencies, such as discipline-based organizations and professional associations.

The Business Administration Program is accredited by the [AACSB International—The Association to Advance Collegiate Schools of Business](#).

All educator licensure programs and related school programs are accredited by the [Indiana Department of Education](#) and [National Council for the Accreditation of Teacher Education](#).

The Electronics Engineering Technology Program is accredited by [The Association of Technology, Management, and Applied Engineering](#).

The Health and Safety (Occupational Safety Management Specialization) Program is accredited by [The Association of Technology, Management, and Applied Engineering](#).

The Human Resource Development Program is an affiliate of [SHRM \(Society of Human Resource Management\)](#).

The Insurance and Risk Management Program is accredited by the [AACSB International—The Association to Advance Collegiate Schools of Business](#).

The Nursing master's and graduate certificate programs are accredited by the [National League for Nursing Accrediting Commission, Inc.](#)

The Doctor of Nursing Practice Program began admitting students in Fall 2010 and is a candidate for accreditation by the [National League for Nursing Accrediting Commission](#) and will be receiving an accreditation visit in fall 2012.

The Mechanical Engineering Technology Program is accredited by the [ABET/ETAC \(Accreditation Board for Engineering and Technology/Engineering Technology Accreditation Commission\)](#).

The Packaging Program is accredited by [The Association of Technology, Management, and Applied Engineering](#).

The Public Administration Program is a member of the [National Association of Schools of Public Affairs and Administration \(NASPAA\)](#) and is associated with [ASPA, the American Society for Public Administration](#).

The Sport Management Program is approved by the Sport Management Review Council of the [National Association for Sport and Physical Education \(NASPE\)](#) and the [North American Society for Sport Management \(NASSM\)](#).

The Technology Management Program is accredited by [The Association of Technology, Management, and Applied Engineering](#).

*Distance Education Students Residing Outside of Indiana: Each of the states has its own approval processes for out-of-state institutions offering distance education. While Indiana State University endeavors to offer all of its programs to as wide an audience as possible, all ISU distance education programs may not be available in all states.*

*The Catalog of Indiana State University is the document of authority for all students. The requirements given in the catalog supersede information issued by any academic department, program, college, or school. The University reserves the right to change the requirements at any time.*

Extended Learning Staff      Contact: They Hall 134J Indiana State University 812.237.2345

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- Related Links
- Accreditation
- DegreeLink Program
- Veterans Services
- Distance Staff Directory

**Contact**

Office of Admissions  
 Indiana State University  
 318 North Sixth Street  
 Terre Haute, IN 47809  
 812-237-2121  
 1-800-GO-TO-ISU

Distance Learning

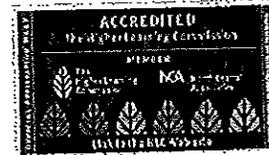
[distance learning > accreditation](#)

**ACCREDITATION**

**INDIANA STATE UNIVERSITY**

Indiana State University is accredited by the Higher Learning Commission (HLC) of the North Central Association.

This means that ISU courses and degrees are of a quality and standard recognized by employers. In addition, this ensures transferability of ISU credit to other colleges and universities, including graduate schools.



**SPECIALIZED ACCREDITATIONS AND AFFILIATIONS**

In addition to institutional accreditation conferred by the HLC, many of the University's educational programs are accredited by specialized agencies such as discipline-based organizations and professional associations.

- The Business Administration Program is accredited by the AACSB International—The Association to Advance Collegiate Schools of Business.
- All educator licensure programs and related school programs are accredited by the Indiana Department of Education and National Council for the Accreditation of Teacher Education.
- The Electronics Engineering Technology Program is accredited by The Association of Technology, Management, and Applied Engineering.
- The Health and Safety (Occupational Safety Management Specialization) Program is accredited by The Association of Technology, Management, and Applied Engineering.
- The Human Resource Development Program is an affiliate of SHRM (Society of Human Resource Management).
- The Insurance and Risk Management Program is accredited by the AACSB International—The Association to Advance Collegiate Schools of Business.
- The Nursing Program is approved by the Indiana State Board of Nursing and accredited by the National League for Nursing Accrediting Commission, Inc.
- The Mechanical Engineering Technology Program is accredited by the ABET/ETAC (Accreditation Board for Engineering and Technology/Engineering Technology Accreditation Commission).
- The Packaging Program is accredited by The Association of Technology, Management, and Applied Engineering.
- The Public Administration Program is a member of the National Association of Schools of Public Affairs and Administration (NASPAA) and is associated with ASPA, the American Society for Public Administration.
- The Sport Management Program is approved by the Sport Management Review Council of the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM).
- The Technology Management Program is accredited by The Association of Technology, Management, and Applied Engineering.

For further information, visit [accreditation](#).

*Distance Education Students Residing Outside of Indiana: Each of the states has its own approval processes for out-of-state institutions offering distance education. While Indiana State University endeavors to offer all of its programs to as wide an audience as possible, all ISU distance education programs may not be available in all states.*

*The Catalog of Indiana State University is the document of authority for all students. The requirements given in the catalog supersede information issued by any academic department, program, college, or school. The University reserves the right to change the requirements at any time.*

Last updated 18 June 2012

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Accreditation @ ISU

Find People >>

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Accreditation @ ISU  
 Recent Accreditation News  
 Accreditation News Archive  
 Institutional Accreditation  
 Program Accreditations:  
 - College of Arts and Sciences  
 - Scott College of Business  
 - Bayh College of Education  
 - College of Nursing, Health, and Human Services  
 - College of Technology  
 Assessment @ ISU  
 Office of Institutional Research  
 ILC Reaffirmation TaskStream  
 ISU Community  
 Prospective Students  
 Alumni & Friends  
 Parents & Family  
 Business & Community

Contact  
 Ruth E. Cain, Ed.D  
 Address:  
 Gilum Hall 1033  
 Indiana State University  
 Terre Haute, IN 47809  
 Phone:  
 (812) 237-8899  
 Email:  
 ruth.cain@indstate.edu  
 Hours:  
 8:00am - 4:30pm

ACCREDITATIONS

Department/Program	Accreditation Agency	Links to Documents	Next Site Visit/Review	Accreditation Contacts
Indiana State University	The Higher Learning Commission of the North Central Association	Documents	2020-2021	
All educator licensure programs and related school programs	Indiana Department of Education and National Council for the Accreditation of Teacher Education	Documents	Fall 2011 Fall 2012	Dr. Denise Collins
<b>College of Arts &amp; Sciences</b>				
Art	National Association of Schools of Art and Design	Documents	2013-2014	Dr. Brad Venable
Music	National Association of Schools of Music	Documents	2018-2019	Dr. Nancy Cobb Uppens Dr. Virgil Sheets
Psychology, Psy.D. (Clinical Psychology)	American Psychological Association	Documents	2016	
<b>Scott College of Business</b>				
Organizational Department, Analytical Department, MBA Program	AACSB International-The Association to Advance Collegiate Schools of Business	Documents	2014-15	Dr. Nancy Merrill
<b>Bayh College of Education</b>				
All educator licensure programs and related school programs	Indiana Department of Education and National Council for the Accreditation of Teacher Education	Documents	Fall 2011 Fall 2012	Dr. Denise Collins
Clinical Mental Health Counseling, M.S. and School Counseling, M.Ed.	Council for Accreditation of Counseling and Related Educational Programs	Documents	2012	Dr. Catherine Tucker
Communication Disorders/Speech-Language Pathology	Council on Academic Accreditation of the American Speech-Language-Hearing Association	Documents	Spring 2017	Dr. Vicki Hammen
Counseling Psychology, Ph.D.	American Psychological Association	Documents	2012 (accredited, inactive)	
School Psychology, Ph.D.	American Psychological Association (National Association of School Psychologists in concert with APA for the Ph.D.)	Documents	2013	Dr. Leah Nellis
School Psychology, Ed.S.	National Association of School Psychologists	Documents	2011	Dr. Damon Krug
<b>College of Nursing, Health, and Human Services</b>				
Athletic Training B.S.	Commission on Accreditation of Athletic Training Education (CAATE)	Documents	2020-2021	Dr. Lindsey Eberman or Dr. Leamor Kahanov
Athletic Training M.S.	National Athletic Trainers' Association (NATA) Transitioning to CAATE - July 2012	Documents	2012-2013	Dr. Leamor Kahanov
Dietetics, B.S. and M.S.	Accreditation Council for Education in Nutrition and Dietetics	Documents	2016	Dr. Lynn Doerr or Dr. Yaseenka Peterson
Doctor of Nursing Practice	National League for Nursing Accrediting Commission, Inc. (NLNAC)	Documents	Pending	Dr. Lea Hall
Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education	Documents		Dr. Leamor Kahanov
Exercise Science	National Strength and Conditioning Association (NSCA)	Documents	June 2011	Dr. John Pommer
Human Development and Family Studies, B.S.	American Association of Family and Consumer Sciences	Documents	2013	Dr. Yaseenka Peterson
Nursing, B.S.	National League for Nursing Accrediting Commission, Inc. (NLNAC) and Indiana State Board of Nursing (ISBN)	Documents	NLNAC: Spring 2014 with Warning; ISBN: Follow-Up Report - Spring 2014	Dr. Lea Hall

Nursing, Accelerated Second Degree, B.S.	National League for Nursing Accrediting Commission, Inc. (NLNAC) and Indiana State Board of Nursing (ISBN)	Documents	HLNAC: Spring 2014 with Warning; ISBN: Follow-Up Report - Spring 2014	Dr. Lea Hall	200 North Seventh Street, Terre Haute, Indiana, USA 47609-1902 Copyright © 2012 Indiana State University. 1-800-GO-TO-ISU   1-800-468-6478   Privacy Policy	
Nursing, Continuing Education	American Nurses Credentialing Center (ANCC) of the American Nurses Association	Documents	Spring 2011	Dr. Lea Hall		
Nursing, M.S.	National League for Nursing Accrediting Commission, Inc. (NLNAC)	Documents	Fall 2019 with Conditions	Dr. Lea Hall		
Physician Assistant Program, MSPAS	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Documents	Provisional 2013	Dr. Heather Mata or Dr. Leamur Kahanov		
Recreation and Sport Management, B.S.	National Recreation and Park Association	Documents	2011	Dr. Steven Smiley or Dr. John Pommler		
Social Work	Council on Social Work Education	Documents	2016	Dr. Robyn Lugar		
Sport Management, B.S.	National Association for Sport and Physical Education in cooperation with The North American Society for Sport Management	Documents	2012-2013	Dr. Tom Sawyer or Dr. John Pommler		
<b>College of Technology</b>						
Advanced Manufacturing Management	The Association of Technology, Management and Applied Engineering (ATMAE)	Documents	2016			
Automotive Engineering Technology	ATMAE	Documents	2016			
Computer Engineering Technology	ATMAE	Documents	2016			
Construction Management	American Council for Construction Education	Documents	2018	Dr. Lee Ellingson		
Electronics Technology	ATMAE	Documents	2016			
Health and Safety Management (Specialization in Occupational Safety Management), M.S.	ATMAE	Documents	2016			
Interior Design Program	Council for Interior Design Accreditation National Kitchen & Bath Association (NKBA)	Documents	April 2013 December 2012	Ms. Mary C. Sterling		
Mechanical Engineering Technology	Accreditation Board for Engineering and Technology (ABET)	Documents	2016			
Packaging Engineering Technology	ATMAE	Documents	2016			
Safety Management, B.S.	ATMAE	Documents	2016			
Technology Management	ATMAE	Documents	2016			

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Attachment 6

Records Retention

## RETENTION SCHEDULE

The following general records retention schedule includes some of the records common in most university offices and departments.

If your set of records is not displayed below, contact University Archives for advice on organizing and retaining records.

Series	Description	Disposition	Notes
Accreditation	Accreditation committee records, correspondence, and supporting documents necessary for accreditation including final self-study report submitted to accrediting agency	Retain until superseded by newer accreditation. Transfer to Archives for review	
Annual Reports	Unit-wide report on accomplishments and upcoming projects	Retain 2 years. Transfer to Archives	
Book Orders	Listing of books to order for upcoming course	Retain 1 year then destroy	
Committee Minutes	Record of discussion and actions taken by committee	Retain 2 years. Transfer to Archives	Approved and finalized minutes only
Correspondence, Routine	Communications related to regular services or information requested	Retain 2 years then destroy	
Course Syllabi	Description of course goals, assignments, and schedule for semester	Retain 5 years after course is last offered as described	Official course descriptions retained in university catalog
Curriculum Planning and Room Assignments	Schedule of courses and instructors to rooms	Retain 2 years then destroy	
Equipment Inventories	List of equipment stored within department	Retain until superseded by more current inventory	
Financial Records	Check requests, account statements, procard and travel card statements, reimbursements, intramural vouchers, scholarship statements, etc.	Retain until end of fiscal year + 2 years then destroy	Office of Controller maintains official copy. ISU Foundation maintains official copy for grants and contracts.
Grade Books	Record of grades given for assignments, papers, exams, and final grade assigned to student	Retain 2 years after end of semester then destroy	Office of Registration and Records maintains official copy
Grants and Contracts	Correspondence, reports, financial records, client records and/or supporting records for administration and audit of grant or contract	Retain 3 years after submission of final report	Office of Sponsored Programs maintains official copy of grant administration records. ISU Foundation maintains official financial records. Retention may be longer dependent on the granting agency's requirements
Payroll	Timesheet recaps, timesheets	Retain current fiscal year + 2 years then destroy	Payroll Office maintains official copy
Personnel Files, Faculty	Application, correspondence, appointment letters, evaluations, tenure evaluations, etc.	Retain indefinitely	Provost and VP for Academic Affairs maintains official copy of faculty personnel files
Personnel Files, Staff	Employee files for bi-weekly and monthly staff containing application, correspondence, evaluations, and certifications received, recommendations, etc.	Destroy when employee is no longer employed by department	Human Resources maintains official copy of staff personnel files
	Employee file for student worker	Retain 5 years	

Personnel Files, Student	containing application, correspondence, evaluations, letters of recommendation, etc.	after student is no longer employed by department then destroy	
Photographs	Images of ISU events, people, and campus	Retain 1 year. Transfer to Archives for review	Identify the event/person (s) and when the photograph was taken
Publications	Any publication issued by ISU units to be circulated to students, staff, faculty and/or the public such as alumni magazines, brochures of services, newsletters, etc.	Retain 2 years. Transfer to Archives	
Scholarly Publication, article	Scholarly article by student or faculty accepted for publication	Transfer a copy to Sycamore Scholars	
Scholarly Publication, book	Scholarly book by student or faculty accepted for publication	Contact Library Special Collections so a copy can be purchased	
Scholarly Publication, dissertations and theses	Accepted dissertation or thesis for student graduation	Copy transferred to Sycamore Scholars by College of Graduate and Professional Studies	
Scholarships, awarded	Application and supporting letters for scholarship, correspondence, account statement of award money	Retain 5 years after student's last attendance at ISU then destroy	
Scholarships, not awarded	Application and supporting letters for scholarship	Retain 1 year after notification of no award then destroy	
Scholarship Program Files	Documentation of fund establishment, correspondence with donor, scholarship requirements/guidelines, list of recipients, etc.	Retain 6 years after last scholarship awarded. Transfer to Archives for review	
Search Committee Records, hired	Selected application for employment and committee notes assessing applicant	Merge application and other pertinent information into personnel file	
Search Committee Records, not hired	Application for employment and committee notes assessing applicant	Retain 3 years then destroy	
Student Assignments and Exams	Student work submitted for grade in class	If not returned to student, retain 1 year after end of semester then destroy	
Student Records	Department advising records, prerequisite forms, exception to policy requests, disciplinary actions, correspondence, transcripts, DARS reports, etc.	Retain 6 years after student's last attendance at ISU then destroy	Official grades and degrees awarded are maintained by Office of Registration and Records

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## FERPA Statement of Understanding

As custodians of official University records, we all share the responsibility of protecting the privacy of the records and personal information about our students. You are required to acknowledge your responsibility in maintaining student privacy, as outlined in the Family Education Rights and Privacy Act (FERPA). Once you have read the following FERPA Statement of Understanding, complete the information in the spaces provided. Please return the completed FERPA Statement of Understanding to the Office of Registration and Records, Parsons Hall, Room 009.

Indiana State University defines the following items as **directory information**:

1. Full name
2. Address: campus and home
3. Telephone listing
4. E-mail address
5. Major fields of study, including teacher licensure, majors and minors
6. Participation in officially recognized activities and sports
7. Weight, height, and position of members of athletic teams
8. Dates of attendance (including current classification, matriculation, and withdrawal date)
9. Degrees, awards, honors, and dates received, including honor roll designation
10. The most recent previous educational institution attended
11. Full- or part-time status

In Banner, on reports, via the web, etc., you may see students with a "confidential" indicator on their directory information. You cannot release directory information to third parties (parents, spouses, partners, friends, employers, or others.)

The policy regarding student records can be found in the University Standards, the undergraduate and graduate catalogs, the Schedule of Classes, and on the Office of Registration and Records website. Student records and directory information are accessible to members of the faculty and staff who have a legitimate educational need to know this information. If a student has requested confidentiality, you have a responsibility to protect this information. In fact, if a student has asked for confidentiality, you should not acknowledge that this person is even a student to outside inquirers. Instead, all inquiries should be addressed with: "I have no information about this person." If a student has not asked for confidentiality, you may release the items defined as directory information. Evaluations, program and course registration, schedules of programs and courses should not be released to anyone other than the student since it is not defined as directory information.

As employees of Indiana State University who have access to or custody of student information, you must provide adequate security for any information, files and/or records in your custody. Proper custody of student information includes, but is not limited to:

1. Keeping all student records in a secure environment.
2. Keeping all student information inaccessible to third parties by:
  - > Not leaving student records on tables, desks or in other areas open to third parties
  - > Securing computer screens so that third parties do not have view access to student information
  - > Not posting student evaluations, class lists or other personally identifiable student information
3. Shredding any document containing information that identifies a student(s).
4. Erasing, removing and destroying any electronic files containing information that identifies a student(s).
5. Not providing any information to outside parties.

*I understand that I have access to information that contains personally identifiable information, the disclosure of which is prohibited by the Family Education Rights and Privacy Act of 1974. I also understand that requests for information and questions concerning the release of information should be referred to the Office of Registration and Records.*

I have read the above and agree to maintain the confidentiality of student information.  
(By checking NO, access to administrative systems will not be granted and/or will be removed.)

Yes  No

Department \_\_\_\_\_ ID # (991-XXX-XXX) \_\_\_\_\_ Phone Number \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Printed Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



## Transcript Ordering Information

To order official Indiana State University transcripts, please click on the appropriate link below.



An official Indiana State University transcript is a complete record of a student's academic work at Indiana State University. There are many University holds that will prevent the release of a transcript. If you have one of these holds, you will not be able to order any transcripts until the hold is cleared with the University.

Both paper and electronic transcripts can be ordered online at anytime by current or former students. Please see the [Electronic Transcripts](#) page for more information about this option.

If you do not have access to your MyISU Portal account, you will need to create an account on the Indiana State University Transcript Ordering Portal. The initial process of creating an account on that system could take up to two business days, as the Office of Registration and Records will need to validate your account information with our official records. Once your account is established, transcript requests can typically be processed within one business day of the completed order.

If you do have access to your MyISU Portal account, you will be able to order your official transcripts by logging into your MyISU account. One of your options will be to "Order Official Academic Transcript" under the Student tab. Clicking that link will take you to the Indiana State University Transcript Ordering Portal. Anyone that enters the transcript ordering site through their MyISU Portal account will be able to order transcripts immediately. Transcript requests can typically be processed within one business day of the completed order.

Once you have reached the Indiana State University Transcript Ordering Portal, the site will walk you through placing your order, including delivery options and fees. Status updates of your order will be emailed to the email account you list on your order.

Transcript fees are approved by the Board of Trustees. Current fees for a transcript are:

- Certified Electronic PDF Official Transcript: \$10.00
- Official Paper Transcript to be mailed: \$12.00
- Official Paper Transcript to be picked-up: \$12.00
- Faxed Paper Transcript: \$20.00

If you have any questions about transcript services provided by Indiana State University, please contact the Office of Registration and Records at 812-237-2020 or [isu-orr@mail.indstate.edu](mailto:isu-orr@mail.indstate.edu)

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**Indiana State University**

*More. From day one.*



  
**Login or Register**

Select Documents

Provide Consent

Payment Information

Review & Submit Order

### Indiana State University Transcript Ordering Portal

Welcome, would you like to log in or create a new account?

To request a transcript you must login or register by creating a new account. If you have already registered, please enter your **Email** and **Password** to the left and click **Sign In**.

If this is your first time using the online order system, please click **Create Account** and enter the required information. This process may take up to two business days. Once your account is created you will be able to request transcripts online and track the status of your orders.

+ADDSTM Ordering Service v2.9  
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Privacy Policy. Refund Policy.  
10:51am MDT 02



## Electronic Transcripts

An official Indiana State University transcript is a complete record of a student's academic work at Indiana State University. There are many University holds that will prevent the release of a transcript. If you have one of these holds, you will not be able to order any transcripts until the hold is cleared with the University.

Official electronic transcripts can be sent from Indiana State University to any valid email address. It is the responsibility of the transcript requestor to verify that the recipient will accept delivery of an Electronic PDF transcript before requesting the Electronic PDF transcript.

In most cases, these requests will go out no later than one business day from when they are ordered. If you have enrollment history at Indiana State University both prior to 1980 and again after 1998, it may take longer to process your request.

Transcript requestors and electronic transcript recipients should ensure their email clients will accept emails from noreply@addsmall.com; check 'junk' folder for errant emails.

Electronic transcripts are available to be downloaded (maximum of 7 downloads per transcript) for 30 days from date of issue.

### How to Authenticate the Official Transcript from the Indiana State University Office of Registration and Records

All official electronic transcripts from Indiana State University have been digitally signed and therefore contain special characteristics. When the document is viewed through Adobe Reader versions 6.0 or higher or through Adobe Acrobat versions 6.04 or higher, it will reveal that a digital signature has been applied to the document.

Adobe Reader version 7 and Acrobat version 7 and below will show a pop-up screen which will indicate whether the document is either valid, invalid, or whether the signer of the document is unknown and other measures must be taken to authenticate the document. In addition the pop-up screen allows for further examination of the digital signature, allowing you to authenticate the origin of the document.

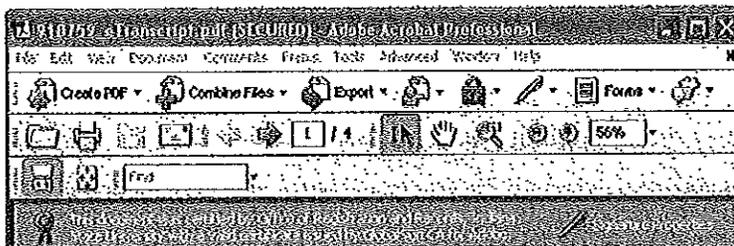
Adobe Reader version 8 and Acrobat version 8 and higher use a blue ribbon across the top of the document to indicate document authenticity and validity.

Attn Mac users: When viewing an official electronic transcript from Indiana State University the software utilizes Adobe's secure certified PDF technology and therefore may only be viewed using the free Adobe Reader or Adobe Acrobat. The default Mac preview application will not display the document correctly.

### Document Validity

#### Valid Signature

The document's contents have not been changed or altered in any way. Also, when the pop-up screen/blue ribbon displays a message that the digital signature is valid it means that the author of the document is known to the certification authority and the person or institution represented by the digital signature is true and authentic.



#### Invalid Signature

The document's digital signature is not authentic, or the document has been altered. The digital signature could have been revoked for some reason, or the document could have expired. In all cases, a document with an invalid display should be rejected.



#### Author Unknown

There are two possible meanings: the digital signature cannot be validated due to a disconnection to the Internet, or the digital signature cannot be instantly validated via the Internet. If this message is received make sure there is proper connection to the Internet. If there is connection and the digital signature cannot be validated, reject this document.



**Note on Pop-up Screens**

To activate the pop-up screens in either Adobe Reader or Adobe Acrobat to view the status a document that has a digital signature (described above) open the application first, then open the document. Sometimes browsers will trigger Adobe Reader or Adobe Acrobat as a helper application, failing to activate the application's full functionality.

**For More Information**

Please visit the [FAQ](#) on the Indiana State University Transcript Ordering Portal for details about document downloading and opening questions.

You may contact the Office of Registration and Records at Indiana State University if you have additional questions about this digital signature, the authenticity of this document, or the means by which you received this document. Please direct these questions to [ISU-ORR@indstate.edu](mailto:ISU-ORR@indstate.edu).

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Attachment 7

Student Transcripts



## Transcript Requests

An official Indiana State University transcript is a complete record of a student's academic work at Indiana State University. Both paper and electronic transcripts can be ordered online at anytime by current or former students. Please see [electronic transcripts](#) for more information about this option.

### Instructions

- **Individuals who have access to the MyISU Portal:** To request transcripts, log on to the [MyISU Portal](#). One of the options will be to "Order Official Academic Transcript" under the Student tab. Clicking that link will take the user to the ISU Transcript Ordering Portal. Anyone who enters the transcript ordering site through their MyISU Portal account will be able to order transcripts immediately. Transcript requests can typically be processed within one business day of the completed order.
- **Individuals who do not have access to the MyISU Portal:** To request transcripts, individuals will need to create an account on the [ISU Transcript Ordering Portal](#). The initial process of creating an account on that system could take up to two business days, as the Office of Registration and Records will need to validate the account information with our official records. Once the account is established, transcript requests typically can be processed within one business day of the completed order.

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### Transcript Fees

- Certified Electronic PDF Official Transcript: \$10.00
- Official Paper Transcript to be mailed: \$12.00
- Official Paper Transcript to be picked-up: \$12.00
- Faxed Paper Transcript: \$20.00

### Holds

Note: *Holds may prohibit processing of transcript requests.*

### Contact

For further information or assistance with Indiana State University transcript services, contact the Office of Registration and Records at 812-237-2020 or [isu-orr@mail.indstate.edu](mailto:isu-orr@mail.indstate.edu)

Last updated: 21 June 2012

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**Adobe Reader version 7 and Acrobat version 7 and below** will show a pop-up screen which will indicate whether the document is either valid, invalid, or whether the signer of the document is unknown and other measures must be taken to authenticate the document. In addition the pop-up screen allows for further examination of the digital signature, allowing you to authenticate the origin of the document.

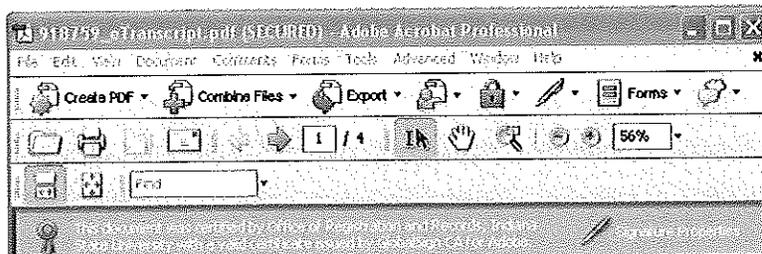
**Adobe Reader version 8 and Acrobat version 8 and higher** use a blue ribbon across the top of the document to indicate document authenticity and validity.

**Attn Mac users:** When viewing an official electronic transcript from Indiana State University the software utilizes Adobe's secure certified PDF technology and therefore may only be viewed using the free Adobe Reader or Adobe Acrobat. The default Mac preview application will not display the document correctly.

### Document Validity

#### Valid Signature

The document's contents have not been changed or altered in any way. Also, when the pop-up screen/blue ribbon displays a message that the digital signature is valid it means that the author of the document is known to the certification authority and the person or institution represented by the digital signature is true and authentic.



#### Invalid Signature

The document's digital signature is not authentic, or the document has been altered. The digital signature could have been revoked for some reason, or the document could have expired. In all cases, a document with an invalid display should be rejected.



#### Author Unknown

There are two possible meanings: the digital signature cannot be validated due to a disconnection to the internet, or the digital signature cannot be instantly validated via the internet. If this message is received make sure there is proper connection to the internet. If there is connection and the digital signature cannot be validated, reject this document.



#### Note on Pop-up Screens

To activate the pop-up screens in either Adobe Reader or Adobe Acrobat to view the status a document that has a digital signature (described above) open the application first, then open the document. Sometimes browsers will trigger Adobe Reader or Adobe Acrobat as a helper application, failing to activate the application's full functionality.

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Attachment 8

States Where Approved or Exempt

## Indiana State University Long Distance Learning States

10/08/12

<u>State</u>	<u>Agency Name</u>	<u>Address</u>	<u>Contact Person</u>	<u>Phone Number</u>
Alaska	Alaska Commission on Postsecondary Education Institutional Authorization	Juneau	JoAnne Hayden	(907) 465-6741
Arizona	Arizona State Board for Private Postsecondary Education	Phoenix	Keith Blanchard	(602) 542-5769
California	Bureau for Private Postsecondary Education	Sacramento	Leeza Rifredi	(916) 431-6959
Colorado	Department of Higher Education	Denver	Heather Delange	(303) 866-3723
Connecticut	Office of Financial and Academic Affairs for Higher Education	Hartford	Patricia Santoro	(860) 947-1822
Delaware	Department of Education	Dover	Wayne Barton	(877) 838-3787
District of Columbia	DC Board of Nursing	Washington	Karen Scipio-Skinner	(202) 724-8818
Florida	Department of Education	Tallahassee	Samuel Ferguson	(850) 245-3200
Georgia	Nonpublic Postsecondary Education Commission	Tucker	William Crews	(770) 414-3300

Hawaii	Office of Consumer Protection	Honolulu	Jeffrey Brunton	(808) 586-2419
Idaho	Office of the State Board of Education	Boise	Harvey Lyter	(208) 332-1587
Illinois	Illinois Board of Higher Education	Springfield	Daniel Cullen	(217) 782-2551
Louisiana	Board of Regents	Baton Rouge	Nancy Beall	(225) 342-4253
Maine	Department of Education	Augusta	Harry Osgood	(207) 624-6600
Maryland	Maryland Higher Education Commission	Baltimore	Danette Howard	(410) 767-3300
Michigan	Department of Licensing and Regulatory Affairs	Lansing	Michael Beamish	(517) 241-6806
Mississippi	Mississippi Commission on College Accreditation	Jackson	Harold Fisher	(601) 432-6372
Missouri	Missouri Department of Higher Education	Jefferson City	Rusty Monhollon	(573) 751-2361
Montana	Office of the Commission of Higher Education	Helena	Sylvia Moore	(406) 444-6570
Nebraska	Coordinating Commission for Postsecondary Education	Lincoln	Marshall Hill	(402) 471-2847
Nevada	Commission on Postsecondary Education	Las Vegas	D. Perlman	(702) 486-8400

New Jersey	New Jersey Higher Education	Trenton	Iris Duffield	(609) 292-2955
New Mexico	New Mexico Higher Education Department	Santa Fe	Jose Garcia	(505) 476-8400
New York	State Education Department Office of Higher Education	Albany	Ellen Zunon	(518) 474-2593
North Dakota	State Board for Career and Technical Education	Bismarck	Wayne Kutzer	(701) 326-3180
Oklahoma	Oklahoma State Regents for Higher Education	Oklahoma City	Houston Davis	(405) 225-9100
Rhode Island	Rhode Island Board of Governors For Higher Education	Providence	Deanna Vallettri	(401) 456-6010
South Carolina	South Carolina Commission on Higher Education	Columbia	Renea Eshelman	(803) 737-2281
South Dakota	Board of Regents	Pierre	Jack Warner	(605) 773-3455
Tennessee	Tennessee Higher Education Commission	Nashville	Nicholas Cook	(615) 253-8874
Texas	Texas Higher Education Commission	Austin	Fred White	(512) 427-6524
Utah	Department of Commerce	Salt Lake City	Maria Winegar	(801) 530-6601
Vermont	Department of Education	Montpelier	Cassandra Ryan	(802) 828-5402

Virginia	State Council for Higher Education For Virginia	Richmond	Linda Woodley	(804) 225-2600
West Virginia	West Virginia Higher Education Policy Commission	Charleston	Mark Stotler	(304) 558-0699
Wisconsin	Educational Approval Board	Madison	David Dies	(608) 266-1996
Wyoming	Department of Education	Cheyenne	Elaine Marces	(307) 777-6210

Attachment 9

Financial Report

2010-2011

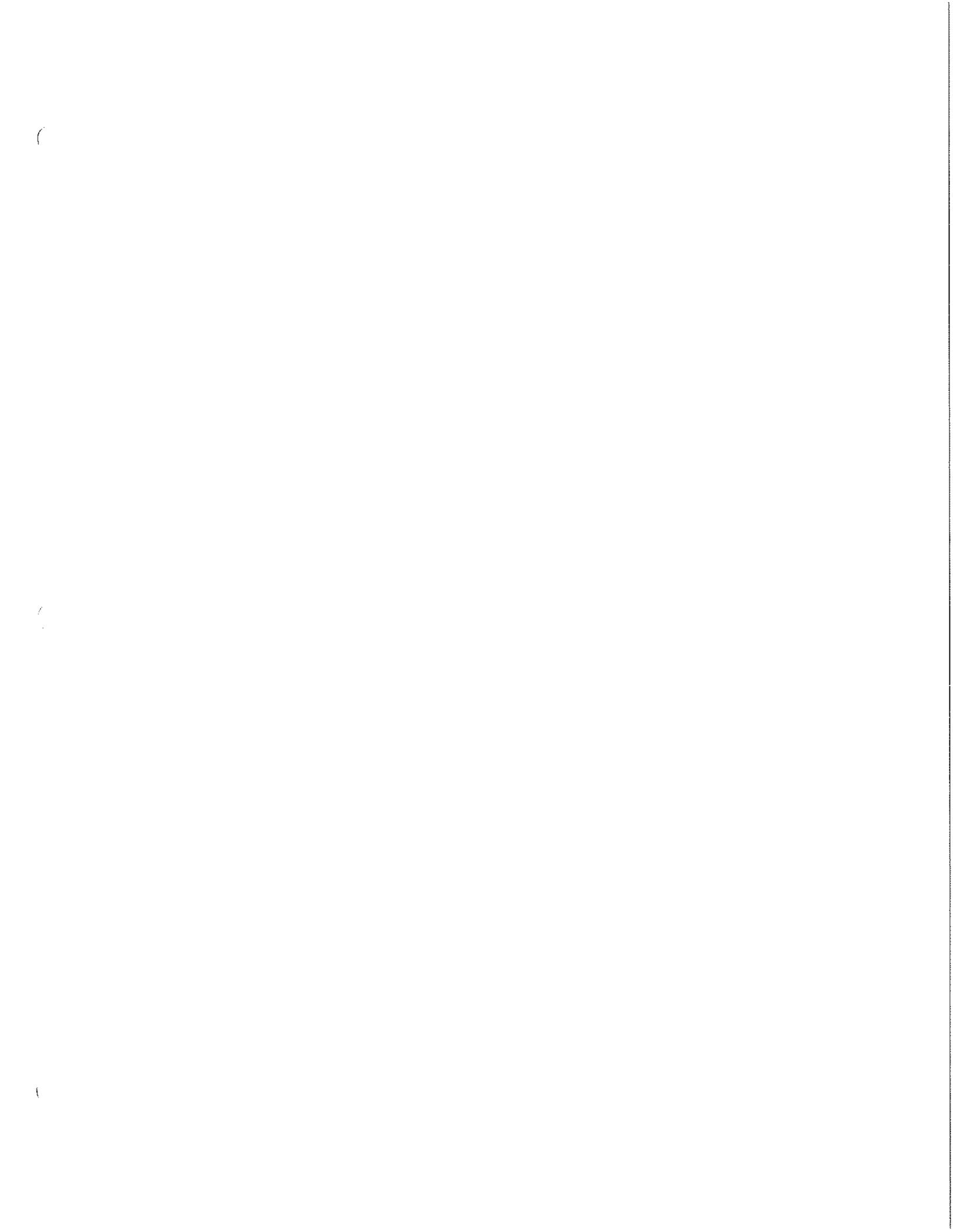
Indiana State University

# Financial Report



**Indiana State  
University**

*More. From day one.*



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# Message from the President

## Greetings on behalf of the Trustees, Faculty, Administration, and Students of Indiana State University

This annual financial report for the fiscal year ending June 30, 2011, is a reflection of Indiana State University's commitment to responsible stewardship. The support provided by the citizens of the State of Indiana permits this university to provide its students with a world-class educational experience and a bright future. We take pride in the scholarship and achievements of our students and faculty. We rely on the devotion and hard work of administrators and staff members who support the faculty-student educational experience every day.

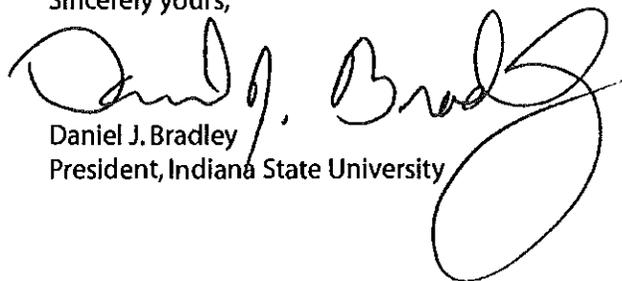
In these pages you will find the Financial Statements with accompanying Financial Statement Notes, the Independent Auditors Report, and the Management Discussion and Analysis. These statements were prepared in accordance with guidelines established by the Governmental Accounting Standards Board (GASB) and were audited by the State Board of Accounts.

You will note that the financial statements for the Indiana State University Foundation are included as a component unit of the University in accordance with GASB Statement No. 39. This additional data is included to provide a broader and more comprehensive analysis of the University's financial position.

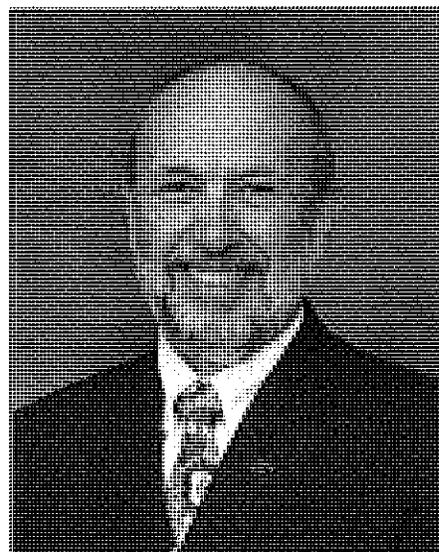
Indiana State's strategic plan—The Pathway to Success—remains the roadmap for our efforts as university leaders with special focus on student recruitment and retention. The results of that focus have been very gratifying; for the second straight year the university experienced record new student enrollment.

We are deeply grateful to the State of Indiana for the support it provides to Indiana State University and we are ever mindful of our responsibilities to students, faculty, staff, citizens, and the Indiana General Assembly to manage with prudence that financial support.

Sincerely yours,



Daniel J. Bradley  
President, Indiana State University





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INDEPENDENT AUDITOR'S REPORT

TO: THE OFFICIALS OF INDIANA STATE UNIVERSITY, TERRE HAUTE, INDIANA

We have audited the accompanying basic financial statements of Indiana State University (University), a component unit of the State of Indiana, as of and for the years ended June 30, 2011 and 2010. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of the component unit of the University as discussed in Note 1, which represents 100% of the assets and revenues of the discretely presented component unit. Those statements were audited by other auditors whose report thereon has been furnished to us and our opinion, insofar as it relates to this unit, is based upon the report of the other auditor.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, based on our audits and the report of the other auditor, the financial statements referred to above present fairly, in all material respects, the financial position of Indiana State University, as of June 30, 2011 and 2010, and the changes in its financial position and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 21, 2011, on our consideration of the University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis (MD&A) is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audits were conducted for the purpose of forming opinions on the financial statements taken as a whole. The Message from the President, Home Counties of Indiana State University Students, and Board of Trustees and University Administration are presented for purposes of additional analysis and are not a required part of the basic financial statements. The Message from the President, Home Counties of Indiana State University Students, and Board of Trustees and University Administration have not been subjected to the auditing procedures applied in the audits of the basic financial statements and, accordingly, we express no opinion on them.

STATE BOARD OF ACCOUNTS  
*State Board of Accounts*

October 21, 2011

# Management's Discussion and Analysis

## Introduction

The following discussion and analysis provides an overview of the financial position and activities of Indiana State University (the University) for the 2010-2011 fiscal year ended June 30, 2011. This overview complies with Governmental Accounting Standards Board (GASB) principles, GASB Statement No. 35, Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities, as amended by GASB Statements Nos. 37 and 38.

Also presented is selected comparative information for the 2009-2010 fiscal year. This discussion has been prepared by management and should be read in conjunction with the financial statements and the notes that follow this section.

Indiana State University is a research intensive, residential institution offering instruction at the associate, bachelor's, master's, and doctoral levels. The University offers a diverse range of degree programs through a framework of 43 departmental units in six colleges and various divisions. Located in Terre Haute, Indiana, with 11,494 students, Indiana State University is a significant economic engine for the Wabash Valley and the State of Indiana.

## Financial Highlights

The University's financial position continues to be strong, with an increase in net assets of \$29.7 million for the fiscal year ending June 30, 2011. This continues a trend of solid financial performance and adds to the increase of \$18.2 million in the fiscal year ending June 30, 2010.

Operating revenues for the fiscal year were \$100.1 million, as compared with \$86.7 million for fiscal year 2010, an increase of 15.5 percent over the previous year. Tuition and fees and auxiliary income were up \$7.7 million and \$4.3 million to reflect the enrollment growth of 960 students and the largest incoming freshmen class in the school's history. Grants and contracts revenue grew by \$0.2 million and other operating revenues increased by \$1.2 million.

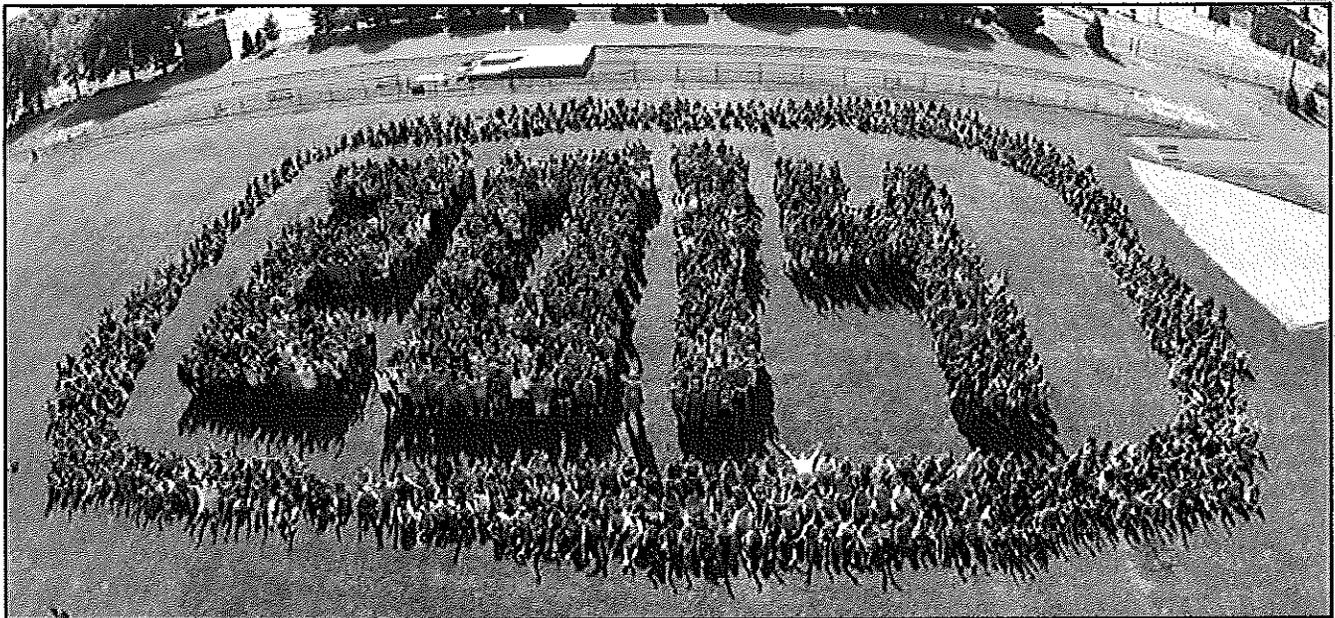
Other operating revenues of \$6.9 million include \$2.7 million from the Lilly Endowment, Inc., administered through the Indiana State University Foundation for the establishment of the Networks Financial Institute (NFI). The funds are currently held by Indiana State University on behalf of the Foundation and are recorded as current and non-current liabilities as funds held in custody for others (see Note 12). The Lilly Foundation has contributed a total of \$29 million to the ISU Foundation to be invested in NFI. These funds are used to support three areas in the financial services sector: public policy and research in insurance and other financial services sectors, financial literacy, and professional development for top financial services students in the Scott College of Business.

Operating expenses were \$193.2 million for fiscal year 2011. This represents a \$1.2 million decrease from the previous year's expenditures of \$194.4 million. Compensation and employee benefit expense decreased by \$11.6 million. The early retirement incentive plan put into place during fiscal year 2010 was expensed at \$9.1 million in 2010 and only \$0.1 million in 2011, as fewer employees had opted to retire under the plan before the end of the fiscal year. Salary savings were also realized by not filling all vacant positions resulting from the involuntary displaced workers plan and the early retirement transitional plan. There was an overall increase in the Other Post Employment Benefit (OPEB) of \$3.3 million for 2011, resulting in a lower compensation expense. Supplies and expenses grew by \$5.9 million from the 2010 level due to increases in grant activity, travel and software maintenance expense, and dining cost associated with enrollment growth. Utilities expense grew by \$1.7 million due to increases in natural gas and electricity usage and rates. Scholarship expense increased by \$2.4 million reflecting growth in

enrollment and tuition increases. Depreciation expense increased by \$0.5 million as Sandison Hall and other construction projects were put into service.

Net non-operating and other revenues decreased by \$1.7 million from 2010. State appropriations decreased by \$0.5 million as the State of Indiana continued to experience a challenging economic environment. Non-operating grants and contracts grew by \$5.7 million due to growth in student enrollment, as well as the fact that a large percentage of the student population receives financial assistance. Pell grants increased \$4 million from 2010 and state aid increased by \$1.4 million. Investment income decreased by \$1.8 million resulting from lower interest rates on both short-term and long-term investments. Interest on capital asset-related debt grew by \$0.5 million, as payments on Series N and Housing and Dining, Series 2009, were fully charged in 2011. Other non-operating revenues increased by \$0.5 million reflecting increased royalty income. Other non-operating expense reflects the bond issuance cost related to Student Service Fee Bonds, Series O, and Housing and Dining Revenue Bonds, Series 2010.

The State of Indiana did not provide funds for repair and rehabilitation due to shortfalls in state revenues. Indiana State University, however, is a sub-recipient for approximately \$6 million of federal stimulus funds (ARRA) through the State of Indiana that were to be used to replace repair and rehabilitation funding. During fiscal year 2011, the University spent \$3.5 million on capital projects from these funds. Capital grants and gifts totaling \$6.1 million were recognized from the Indiana State University Foundation, which are to be used for the renovation of the Federal building for the new home of the Scott College of Business. Included on the financial statements is a special item showing a one-time charge associated with a change in accounting estimate. To align the University more closely with federal capitalization guidelines, the cost of moveable equipment subject to depreciation was increased from \$2,500 to \$5,000 beginning July 1, 2010. Building and structural improvements capitalization rates also increased from \$50,000 to \$100,000. This change resulted in a \$1.4 million write-off in fiscal year 2011. See Note 2 for additional details.



## Using the Financial Statements

The University's financial report includes three financial statements: (1) the Statement of Net Assets; (2) the Statement of Revenues, Expenses, and Changes in Net Assets; and (3) the Statement of Cash Flows.

The Statement of Net Assets provides a summary view of the assets, liabilities, and net assets of the University and classifies assets and liabilities as either current or non-current. Current assets include those

that may be used to support regular ongoing operations, such as cash and cash equivalents, accounts receivable, and inventories. Current liabilities are those items which are estimated to become due and payable within the next fiscal year. Non-current assets include capital assets, certain receivables, and long-term investments. Non-current liabilities include long-term bonds and notes payable.

The Statement of Revenues, Expenses, and Changes in Net Assets summarizes financial performance for the year and explains the changes in the year-end net assets on the Statement of Net Assets.

The Statement of Cash Flows reconciles the beginning and ending balances of cash and cash equivalents and identifies all sources and uses of cash during the fiscal year.

The Governmental Accounting Standards Board (GASB) requires the inclusion of financial statements for all significant University component units. As of June 30, 2011, the Indiana State University Foundation is the only component unit to be included. The Foundation is a nonprofit organization that is subject to reporting guidelines governed by the Financial Accounting Standards Board (FASB); accordingly, certain revenue recognition criteria and presentation features are different from established GASB standards. No modifications have been made to the Foundation's financial information in the University's financial reporting presentation for these differences.

## Statement of Net Assets

The Statement of Net Assets presents the financial position of the University at the end of the fiscal year and includes all assets and liabilities of the University. The difference between total assets and total liabilities is net assets, which is one measure of the financial condition of the University. Changes in net assets are an indicator of whether the overall financial condition has improved or worsened during the year. Assets and liabilities are generally measured at historical values in accordance with generally accepted accounting principles. One notable exception is investments, which are recorded at fair market value as of the date of the financial statements. A summarized comparison of the University's assets, liabilities, and net assets at June 30, 2011 and 2010, is as follows:

	2011	2010
Current assets	\$ 73.9	\$ 70.0
Non-current assets		
Investments	253	270
Accounts receivable	35	47
Other receivables	200	154
Intangible assets	11	18
Capital assets, net	1,270	1,257
Other	25	30
Total assets	\$ 1,668	\$ 1,736
Current liabilities	250	180
Non-current liabilities	1,163	1,276
Total liabilities	\$ 1,413	\$ 1,456
Net assets	\$ 255	\$ 280

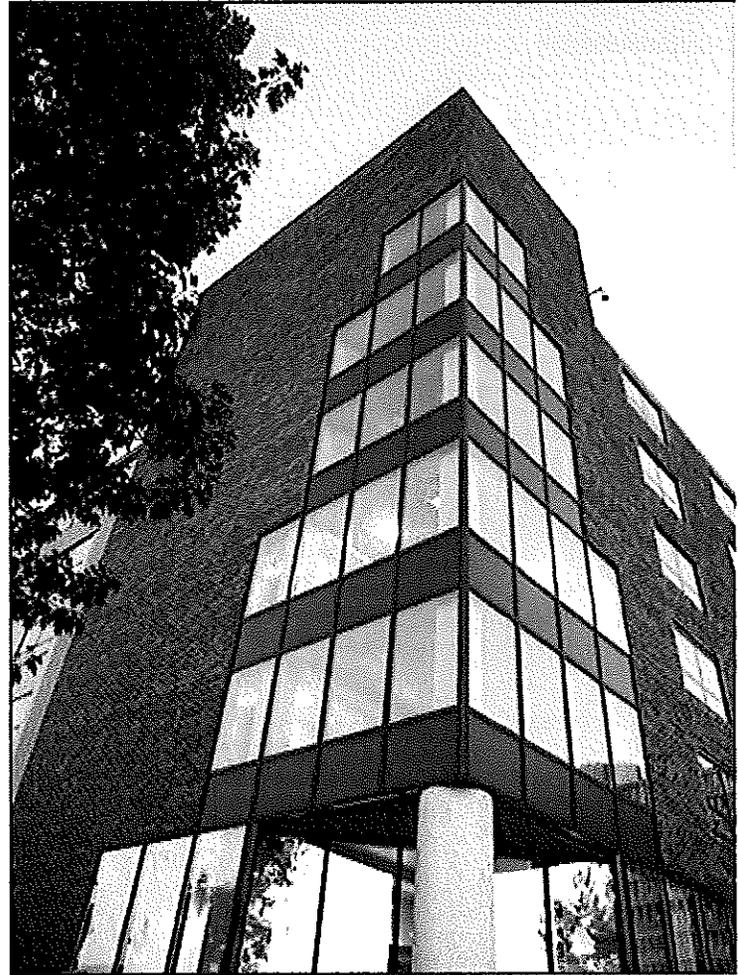
Current assets consist primarily of cash, operating investments, and accounts receivable. Current assets totaled \$73.9 million at June 30, 2011, as compared to \$70 million at June 30, 2010.

The increase in current assets by \$3.9 million is due to an increase of \$6.2 million in other accounts receivable, which reflects the Indiana State University Foundation gift receivable for use on the Scott College of Business renovation. The state receivable of \$1.5 million from 2010 was collected during the year, and an additional \$3.5 million of federal stimulus funds were spent on repair and rehabilitation projects. Cash and cash equivalents (which included investments that will mature in the next 90 days) increased by \$5.5 million and were offset by a decrease in short-term investment of \$6.8 million.

Current liabilities include accounts payable, accrued compensation, deferred revenue, and the current portion of long-term debt. Total current liabilities decreased by \$5.9 million in 2011. Significant changes in current liabilities include a \$4.1 million reduction in compensated absences and termination benefits due to the final payout for employees who participated in the Transitional Retirement Incentive Plan that ended June 30, 2011. Accounts payable and other current liabilities decreased by \$1.1 million and \$0.8 million, respectively. Funds held in custody for others increased by \$0.5 million to reflect additional funds held for the Indiana State University Foundation for use by Indiana State University Networks that will be expended in fiscal year 2012.

Non-current assets increased by \$27.4 million. The net Other Post Employment Benefit (OPEB) increased by \$3.3 million to reflect changes in the retiree medical insurance plan and the reduction in the population eligible for this benefit. Capital assets grew by \$11.3 million, which reflects the Picklerl Hall renovation, satellite chiller, and science lab renovations. Other long-term investments grew by \$13.3 million as the new investment policy and managers were fully implemented during the year.

Non-current liabilities increased by \$7.6 million, reflecting the additional bond issuances of Housing and Dining Revenue Bonds, Series 2010, and Student Fee Bonds, Series O (see Note 7). In addition, a \$0.4 million other long-term liability was recorded as a result of litigation (see Note 11). Funds held in custody for others on the behalf of the Indiana State University Foundation shows a decrease of \$3.1 million to reclassify that portion of the liability as current.



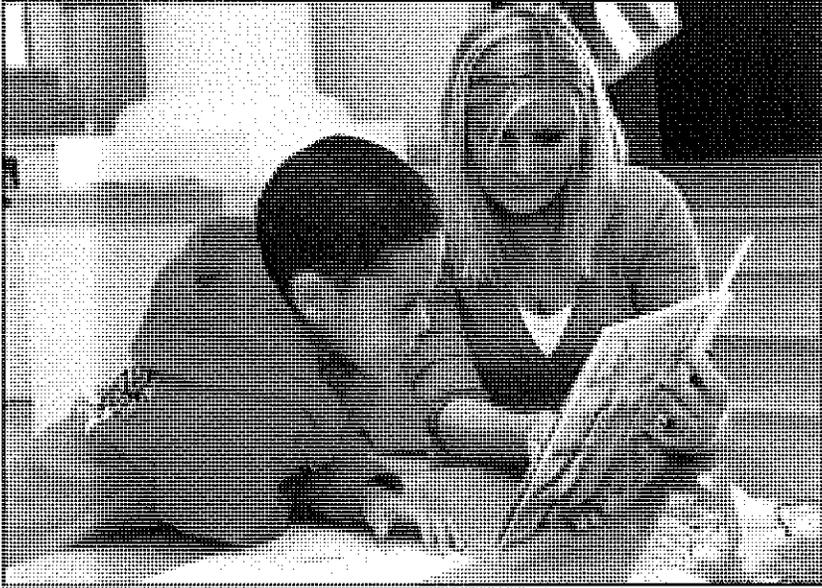
Picklerl Hall

## Capital and Debt Activities

An important element in the continuing quality of academic programs, research activities, and student residential life is the sustained commitment to the development and renewal of the University's capital assets. The University continues to implement its Campus Master Plan with new construction, renovation, and modernization of existing facilities. Please refer to Note 4 in the Financial Statement Notes for activities in capital assets, including additions and deletions of capital assets in the current fiscal year.

A bond issue for \$9.56 million, known as Student Fee Bonds, Series N, was issued in February 2010 for the construction of a satellite chiller plant and the first phase of laboratory/teaching lab renovations. The construction of a satellite chiller provides for additional capacity within the cooling system of campus and builds back-up redundancy not currently available. The satellite chiller cost was approximately \$7.6 million and was completed in May 2011. Additionally, three life science/chemistry teaching labs were renovated in 2011, with three more labs to be completed in 2012 at an estimated cost of \$2 million. This project will provide for major upgrades to the laboratories to reflect Americans with Disabilities Act and Occupational Safety and Health Administration guidelines.

Indiana State University's Scott College of Business will have a new home, as the former Terre Haute Post Office and Federal Building will be renovated to accommodate the College. The \$14.6 million renovation of the 1930's Art Deco building includes reconfiguration of interior spaces for academic programs, upgrading heating and air conditioning, installing information technology systems, and meet-



ing the requirements of the Americans with Disabilities and the Occupational Safety and Health Administration. Originally constructed to house the U.S. Post Office, Federal Courts, and other federal offices, the General Service Administration (GSA) transferred ownership of the property to the University in 2010. The total cost of the project is estimated at \$14.6 million, of which \$8.5 million is funded with the Series O Bond proceeds and the remainder from private gifts.

A new building opened in spring 2011 that houses the ISU Foundation and a new Barnes & Noble University Bookstore. The Foundation's move consolidated all organizational functions into one area, including the ISU Alumni Association, Terre Haute REX Baseball, Leadership Wabash Valley, the Varsity Club, Sycamore Foundation Holdings, Sycamore Ambassadors, and a call center for the annual giving program in a two story, 32,000-square foot building. The Foundation has a total space of 12,500 square

feet of the building, which features donor recognition displays and ISU memorabilia. The remainder of the building houses the Barnes & Noble University Bookstore, which allowed for expanded product lines, more retail space, extended hours, and a Starbucks. The new Barnes & Noble University Bookstore represents the first major retail investment in downtown Terre Haute in more than 30 years.

The National Science Foundation awarded a \$1.5 million grant to Indiana State University to renovate seven research laboratories in the Science building. The awarded funds are provided by the American Recovery and Reinvestment Act. Of the seven research labs, two are in Chemistry, three in Geology, and two in Biology. The ongoing research in the labs ranges from understanding animal behavior in white-throated sparrow populations and examining single-celled organisms in newly discovered ecosystems to isolating novel compounds that show interesting biological activity from poison frogs.

The Board of Trustees gave approval for the renovation of the Family and Consumer Sciences building to serve as a Welcome Center for the University. The \$3 million project will provide a Welcome Center at the core of campus to serve prospective students and their families and provide for every aspect of their stay. Visitors will be hosted by trained professionals, who will ensure that their visits to campus include tours of key buildings and opportunities to meet with scholarship, academic, and residence life personnel.

In February 2011, Indiana State University extended the contract with Sodexo to provide food service operations on campus. As part of the contract extension, Sodexo will invest \$2.9 million in a new banquet center with the capability to seat 460, as well as kitchen upgrades needed for this expansion. The facility is expected to be operational by early 2012. This new banquet facility will serve both the needs of the University and the community.

Moser Engineering, a Portland Indiana based company that makes rear-end components for racing applications, donated a 2002 undercover dragster for use by Team Sycamore Racing. Launched in 2007 as a student organization, Team Sycamore Racing provides hands-on learning opportunities about both the sport and business sides of auto racing. ISU is the only public university in Indiana with a motorsport management minor program, in which 50 students are currently enrolled.

The renovation of Pickerl Hall, which began in June 2010, was completed in August 2011 for fall 2011 occupancy. This project consisted of the renovation and reconfiguration of Pickerl Hall from the traditional dormitory floor plan to create double rooms with private bathrooms and individual heat and

air conditioning controls. Pickerl Hall, originally constructed in 1963, saw extensive upgrades to include installation of air conditioning, fire suppression systems, upgrade of heating, window replacement, and electrical structural repairs. The overall cost of the renovation was estimated at \$9.5 million, with \$0.5 million funded from system reserves and \$9 million from Housing and Dining Revenue Bonds, Series 2010. Once a women's residence hall, it is now a contemporary co-ed facility housing 230 students enrolled in the University's Honors Program.

Indiana State University is a sub-recipient for approximately \$6 million through the State of Indiana from federal stimulus funds (ARRA). These funds must be spent on repair and replacement projects and be obligated by September 30, 2011. The University has completed or has in progress ten projects that are utilizing these funds. This includes the Rankin/Parsons Hall Plaza, in which the existing roofing systems were replaced with a roof deck with structural reinforcement and insulation. Existing brick pavers were replaced with a sustainable green roof and appropriate drainage, lighting, and native planting. Other projects currently under construction or completed include the Chestnut Street pedestrian walkway, Holmstedt Hall Plaza, Student Success Center, roof repairs, HVAC upgrades, fire alarm upgrades, and masonry repairs.

The University continues to work assertively to manage its financial resources efficiently, including the issuance of debt to finance capital projects. Indiana State University Housing and Dining System Revenue Bonds, Series 2010, and Indiana State University Student Fee Bonds, Series O, issued during the fiscal year, both had underlying credit ratings of (A1) from Moody's and (AA-) from Fitch.

## Net Assets

Net assets represent the residual value of the University's assets after liabilities are deducted. The University's net assets at June 30, 2011 and 2010, are summarized in the table that follows:

<b>Net Assets (in millions)</b>		
	<b>2011</b>	<b>2010</b>
Invested in capital assets, net of related debt	5212.9	5218.8
Restricted		
Non-expendable	2.8	2.8
Expendable	13.0	11.5
Unrestricted	115.7	85.2
Total net assets	5341.4	5318.3

Net assets invested in capital assets, net of related debt, reflects the University's capital assets, net of accumulated depreciation and outstanding principal balances of debt, attributable to the acquisition, construction, or improvement of these assets.

Restricted net assets are subject to externally imposed restrictions governing their use. Restricted non-expendable net assets are funds held for scholarships and fellowships. Restricted expendable net assets include funds for research and funds limited to construction and renovation. The restricted portion of long-term debt and debt service is made up of reserves mandated by the bond agreements, which state that reserves must be maintained until the issue is retired.

Although unrestricted net assets are not subject to externally imposed stipulations, all of the University's unrestricted net assets have been internally designated for various ongoing needs of the University, including debt service, capital projects, University initiatives, benefit claims, technology improvements, and academic and administrative activities.

## Statement of Revenues, Expenses, and Changes in Net Assets

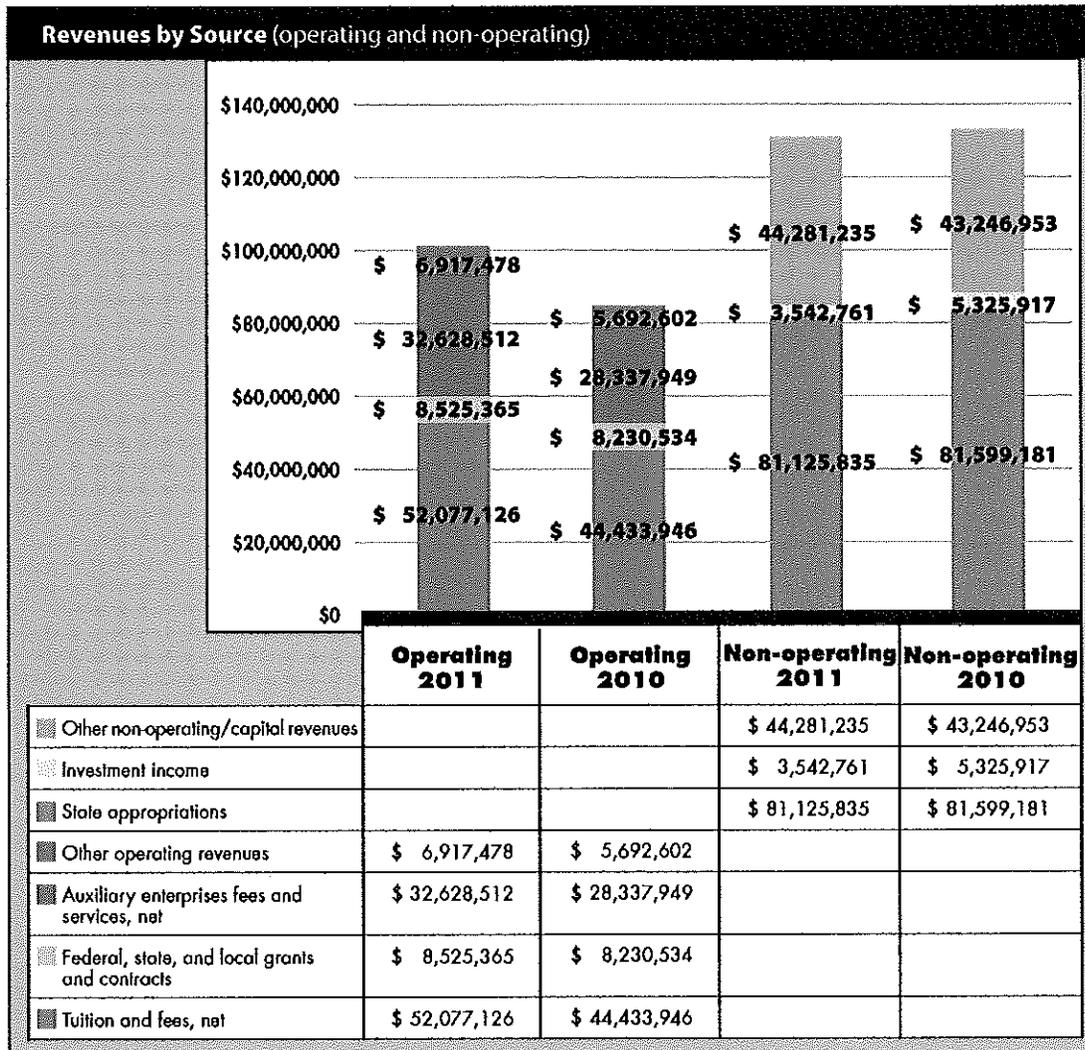
The Statement of Revenues, Expenses, and Changes in Net Assets present the University's results of operations for the identified fiscal year periods. A summarized comparison of the University's revenues, expenses, and changes in net assets for the years ended June 30, 2011 and 2010, is as follows:

Revenues, Expenses, and Changes in Net Assets (in millions)		
	2011	2010
Operating revenues		
Tuition and fees (net of scholarship and other allowances of \$34.6 million for 2011 and \$29.4 million for 2010)	\$ 42.1	\$ 44.1
Grants and contracts	8.5	8.3
Auxiliary enterprises fees and services (net of scholarship and other allowances of \$4.7 million for 2011 and \$4.0 million for 2010)	22.0	21.1
Other	0.4	1.3
<b>Total operating revenues</b>	<b>\$ 73.0</b>	<b>\$ 74.8</b>
Operating expenses	(133.2)	(119.4)
Operating loss	(\$ 60.2)	(\$ 44.6)
Non-operating revenues (expenses)		
State appropriations	81.1	81.6
Investment income (net of investment expenses of \$0.2 million for 2011 and \$0.1 million for 2010)	3.5	5.3
Non-operating grants and contracts revenue	21.4	15.2
Capital expenditures	(2.2)	(2.5)
Capital grants and gifts	6.1	(2.0)
Other non-operating revenues and expenses	1.0	2.0
<b>Unrestricted capital asset additions (debits)</b>	<b>14.7</b>	<b>14.6</b>
<b>Net non-operating and other revenues</b>	<b>\$ 124.7</b>	<b>\$ 124.2</b>
Restriction for endowment	\$ 21.0	\$ 18.2
Change in restricted endowment	\$ 13.4	\$ 0.0
<b>Net assets, beginning of year</b>	<b>\$ 51,828</b>	<b>\$ 52,018</b>
<b>Net assets, end of year</b>	<b>\$ 52,018</b>	<b>\$ 51,828</b>

One of the University's greatest strengths is its diverse stream of revenues that supplement student fees, including voluntary private support from individuals, foundations, and corporations, along with government and other sponsored programs, state appropriations, and investment income. To supplement student tuition, the University will continue to aggressively seek funding from all possible sources consistent with its mission and will direct the financial resources realized from these efforts to fund University operating priorities.

The following is a comparative graphic illustration of revenues by source (both operating and non-operating), which are used to fund the University's ongoing activities. As the following chart indicates,

tuition and state appropriations remain the primary sources of funding for the University's academic programs. It should be noted that significant recurring sources of the University's revenues, including state appropriations, are considered non-operating revenues.



Operating revenues increased by \$13.4 million for the fiscal year 2011. Tuition and fee income grew by \$7.7 million, not including the growth of the tuition discount of \$4.3 million. University enrollment increased 960 students to 11,494 from fall 2009. The number of new freshman stood at 2,707, an increase of 672 students from last year and the largest incoming class in Indiana State's 145-year history. Graduate student enrollment of 2,121 is also the largest in the school's history. The University continued to attract high-achieving students, as 224 new honor students, a 72 percent increase from 2009, enrolled at the University. More aggressive recruiting in the development of secondary markets such as the Chicago metropolitan area resulted in 271 new students enrolling from Illinois, a 126 percent increase. International student enrollment grew by more than 13 percent from last year and stands at 539, an increase of 64 students from fall 2009.

Auxiliary enterprises fees and services revenue increased by \$4.3 million, and the discount increased by \$0.6 million. This is due to the record enrollment of the incoming freshman class, which created over-capacity in the ISU on-campus housing. The University contracted with one of the downtown hotels for 40 rooms to meet the excess demand for the fall of 2010.

Grants and contracts revenue increased by \$0.2 million for the fiscal year 2011. The University has seen growth in National Science Foundation grants that have offset some decreases in U.S. Department

of Education grants. These new grants from NSF include a \$1 million grant to study low aggression in male lizards and a \$330,000 grant to continue research on a molecule in the poison dart frog, as well as funds to purchase an instrument to support the undergraduate chemistry curriculum. Increases in private funded grants and contracts include a grant that helped establish a Veteran Resource Center for both Ivy Tech Community College and Indiana State University and increased research activity by the Bat Center.

Beginning in 2011, all ISU Networks expenditures were processed through the University, resulting in an increase of \$1.2 million in other operating revenues. This increase was partially offset by the reduction of revenues as the result of a third party vendor providing student health services.

Net non-operating and capital revenues decreased by \$1.7 million for fiscal year 2011. This reduction is due to decreases in state appropriations of \$0.5 million, gifts of \$0.4 million, investment income of \$1.8 million, increased interest on capital related debt of \$0.5 million, and decreased capital grants and gifts of \$6.7 million. Non-operating grants grew by \$5.7 million and other non-operating revenues increased by \$0.5 million. Capital appropriations expanded to \$3.5 million from \$1.5 million in 2010.

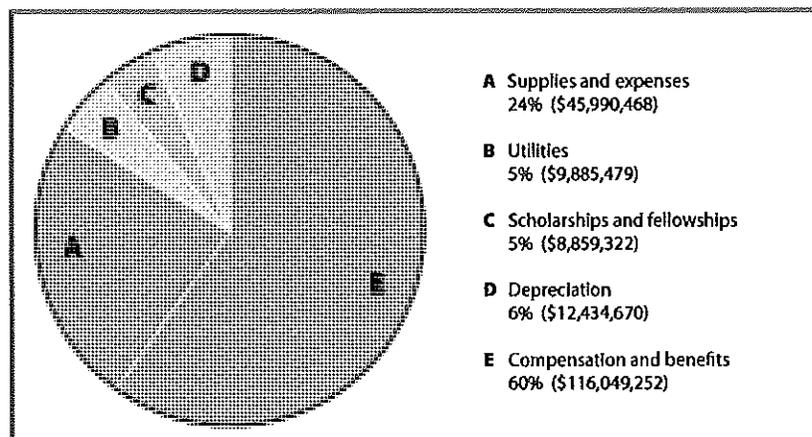
Due to a change in the capitalization amount used in moveable equipment and building improvements, there is a special item of a change in accounting estimate listed on the Statement of Revenues, Expenses, and Changes in Net Assets. A \$1.4 million one-time charge is recorded for fiscal year 2011 to reduce asset value.

Like most universities, Indiana State University continues to make market-competitive compensation and benefits a top priority. These expenses represent 60 percent of total University expense/budget.

A comparative summary of the University's expenses for the years ended June 30, 2011 and 2010, is as follows:

Operating Expenses (in millions)		
	2011	2010
Operating:		
Instruction and related activities	\$ 1,277	\$ 1,277
Scholarships and fellowships	1,170	1,170
Salaries	512	512
Research and instruction	151	151
Maintenance	121	121
Utilities	110	110
Depreciation	100	100
Travel	90	90
Supplies and equipment	80	80
Other operating expenses	70	70
Total operating	\$ 3,581	\$ 3,581
Non-operating:		
Interest on capital related debt	\$ 150	\$ 150
Other non-operating revenues	150	150
Total non-operating	\$ 300	\$ 300
<b>Total expenses</b>	<b>\$ 3,881</b>	<b>\$ 3,881</b>

The following is a graphic illustration of total expenses by object:





The new Indiana State University bookstore—Barnes & Noble College Booksellers

Total operating expenditures decreased by \$1.2 million from \$194.4 million in fiscal year 2010 to \$193.2 million in fiscal year 2011. Compensation and benefits decreased by \$11.7 million, reflecting the retirement incentive of \$9.1 million that was expensed in fiscal year 2010, in which only \$0.2 million was expensed in 2011. See Note 9 for additional details on plan design and scope. Additional savings for fiscal year 2011 reflects the elimination of positions from last year due to state-mandated budget cuts and a growth in the OPEB asset described in Note 18.

Supplies and expenses showed an increase of \$5.9 million. This increase reflects growth in payments to Sodexo for an increased number of students dining on campus, expansion of grant activity, additional ISU Networks expenses, and increased travel and computer software maintenance expense, and reflects the change in accounting estimate concerning the capitalization guidelines.

Utilities expenses grew by \$1.7 million for 2011. This is a result of increased rates and usage of electricity, natural gas, water, and sewage.

Scholarships and fellowships expenses grew by \$2.4 million to reflect the large growth in enrollment in the incoming freshman class. Included in this amount is a 59 percent increase in the ISU Laptop Award recipients, in which 1,252 laptops were awarded to new students with a minimum grade point average of 3.0 or higher.

Depreciation expense increased by \$0.5 million as Sandison Hall, Lincoln Quad, Arena, and central heating upgrades were brought online.

In addition to their natural (object) classification (expenditure type), the reader may also benefit by a review of operating expenses by the nature of the University division incurring the expense. A summary of the University's expenses by functional classification for the years ended June 30, 2011 and 2010, is as follows:

<b>Expenses by Function (in millions)</b>		
	<b>2011</b>	<b>2010</b>
<b>Operating</b>		
Instruction	\$ 62.5	\$ 65.4
Research	9.0	8.9
Public service	1.4	1.6
Institutional and academic support	34.9	36.1
Student services	10.6	11.6
Operations of plant	26.3	23.6
Scholarships	16.1	7.8
Auxiliary enterprises	26.2	25.5
Depreciation	11.4	11.9
	<u>\$ 193.2</u>	<u>\$ 194.4</u>

## Statement of Cash Flows

The Statement of Cash Flows provides information about the University's financial health and performance by identifying the major sources and uses of cash. The statement assists the reader to evaluate the entity's ability to generate future net cash flows to meet obligations as they come due. A comparative summary of the Statement of Cash Flows for the years ended June 30, 2011 and 2010, is as follows:

Statement of Cash Flows (in millions)		
	2011	2010
Cash received from operations	\$ 69.1	\$ 66.3
Cash expended for operations	(73.4)	(72.0)
Net cash provided by operating activities	(4.3)	(5.7)
Net cash provided by non-capital financing activities	1.5	(1.5)
Net cash used by investing activities	(8.4)	(6.1)
Net cash used by capital asset related financing activities	(1.8)	(3.2)
Net increase (decrease) in cash and cash equivalents	(13.0)	(16.5)
Cash and cash equivalents, beginning of year	\$ 25.2	\$ 41.7
Cash and cash equivalents, end of year	\$ 12.2	\$ 25.2

For purposes of the Statement of Cash Flows, the University considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. For purposes of liquidity classification, investment maturities are evaluated as of the financial statement date.

Net cash used by operating activities decreased by \$4.3 million cash received from tuition and fees and auxiliary enterprises increased by \$6.2 million and \$3.7 million, respectively, due to the growth in enrollment. Payments to suppliers increased by \$6 million which reflects higher utility costs, growth in grant expenses, and increased travel and software maintenance expense.

Cash flows from non-capital financing activities increased by \$1.5 million, reflecting the growth of non-operating grants and contracts of \$5.9 million for student financial aid, offsetting reductions in state appropriations and funds held for the Indiana State University Foundation.

Cash used by capital financing activities decreased from 2010 by \$1.8 million, largely due to receiving \$5 million in federal stimulus funds (ARRA) through the State of Indiana for renovation projects.

Net cash used by investing activities declined by \$8.4 million for fiscal year 2011. Additional funds were transferred to the investment managers, as the new investment policy was fully implemented during the year.

## Economic Factors that Will Affect the Future

The University is providing an environment that both challenges and educates its students. With an emphasis on experiential learning and community engagement activities, Indiana State University graduates are prepared for future leadership roles in their communities.

Indiana State University's 2011 fall enrollment figures for on-campus and distance education students are at 11,422, an increase of more than 400 students from last year. Total student headcount of 11,527 is above last year's 11,494 that included 469 correction education students. For fall 2011, only 105

correction education students were enrolled, as the state correction education program is being transitioned to associate degree programs and includes no newly admitted correction education students. The fall 2011 highlights include the second highest incoming freshmen class in school history of 2,521, the highest number of international students in the post 9/11 era of 550, and an increase of more than 500 in the number of returning students. More than 1,400 new students received the ISU Laptop Award, an increase of 200 from last year and nearly twice as many as two years ago. Indiana State awards laptop computers to incoming students with a 3.0 grade point average or higher.

Indiana State University has launched an effort to expand its distinctive programs initiative by focusing more on how quality programs, faculty, and staff can work in greater partnership to address societal needs. Entitled "Unbound Possibilities," the initiative builds on a 2007 program funded by the Lilly Endowment that identified University's most distinctive and promising programs and set aside funds for their promotion and further development. The center piece of the initiative is a five-year, \$5 million internal grant program. Unbounded Possibilities represents an investment by the University in its future and is consistent with the goals of ISU's five-year strategic plan.

Indiana State University has been re-accredited for a full ten-year period by the Higher Learning Commission of the North Central Association of College and Schools. This action follows an 18-month self study by the University's faculty, staff, administrators, and students, as well as a visit by a nine-member evaluation team of faculty and administrators from other universities. The report approved of the University's effort in areas of public service, student success, and diversifying revenue. The report noted that community engagement is a central theme of the University's mission statement and that numerous community service programs have been established since the Commission's last evaluation in 2000. The Commission noted that the University provided evidence of its commitment to both community engagement and experiential learning and the University's interest in being a national leader in these areas. The evaluation team's campus visit confirmed a review of ISU programs, resulting in consolidation or elimination of some low-enrollment programs with a greater emphasis on more distinctive programs.



*The sculpture, "A Chorus of Trumpets", located on the newly renovated Rankin Plaza, was conceived by New York artist, Howard Kalish.*



*Indiana State students planting a new tree on campus during Donaghy Day*

In May 2011, the Indiana State University Board of Trustees endorsed six new programs in nursing, health and human services, and technology. The action is intended to meet the growing demand for skilled health care providers and addresses shortages, particularly in rural areas, to keep pace with technology. The new programs are bachelor's degrees in engineering technology and civil engineering technology, master's degrees in technology management, occupational therapy, and social work, and a doctorate in health sciences. These programs are expected to be up and running by fall 2012. This builds on the new programs of doctorate degrees in nursing practice and physical therapy and a master's degree in physician assistant studies that began in fiscal year 2011. In fall 2011, Indiana State University will offer a new professional MBA program in suburban Indianapolis that is tailored to professionals with at least five years of business experience.

Besides providing a high-quality education to its students, Indiana State University devotes a substantial part of its efforts to working in the local com-

munity, the state, and beyond. Through its various centers and partnerships, the University is actively engaged on a number of fronts in promoting economic development and improving public education, health, and welfare of the Wabash Valley region. One of these initiatives is the Rural Health Innovation Collaborative (RHIC). The RHIC was formed to respond to severe health care shortages, particularly as related to rural areas in Indiana. Founding members of RHIC include Indiana State University, Indiana University School of Medicine, Union Hospital, Ivy Tech Community College Wabash Valley, the City of Terre Haute, and the Terre Haute Economic Development Corporation. In addition to addressing workforce needs, the development of the Collaborative will focus on neighborhood revitalization and economic development, including physical infrastructure build-out, business expansion and attraction, and the increase of rural health care services, training, and research. Partners in the RHIC are developing a simulation center for the inter-professional education of students and health care providers. The simulation center will enable the partners to consolidate resources, including programmable electronic mannequins. Simulations allow students to learn the art and science of patient interaction, decision-making, and clinical care skills using scenarios that occur in the real world. The mannequins can be programmed to take on a number of symptoms, conditions, and complications and respond to interventions that students perform.

The Terre Haute Innovation Alliance, representing a partnership between Indiana State University, Rose-Hulman Institute of Technology, the City of Terre Haute, and the Terre Haute Economic Development Corporation encourages business development while engaging students and faculty in hands-on research and activities. Created and sustained with \$1 million in federal support, the Alliance provides commercialization services to companies that are developing or expanding their products. Additional new business clients include Midwest Compliance Laboratories, a chemical testing business, as well as Specialty Rim Supply and Specialty Blanks, which are manufacturing new products for the after-market wheel industry.

A total of 42 percent of support for operating expenses comes to the University from the State of Indiana. The state appropriation is the largest single source of revenue and a crucial element of the Uni-

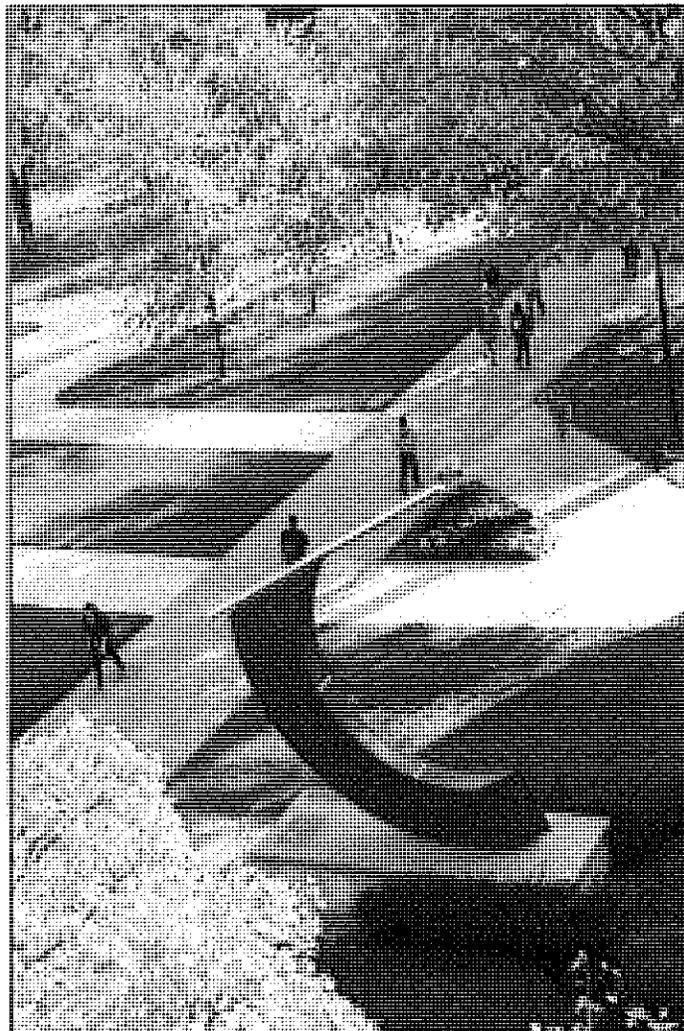
versity's total revenue stream. With state funding to Indiana State University declining, the University's strategic plan calls for a 50 percent increase in revenue from grants and contracts, a similar increase in revenue to the University from the Indiana State University Foundation, and growing revenue from student fees by enrollment growth rather than tuition increases that exceed the annual rate of inflation. In supporting these goals, the University has announced the receipt of nearly \$3 million in National Science Foundation grants. Indiana State University plans on revitalizing grants and contracts services to faculty and departments in order to increase external funding.

Indiana State University will seek to limit future increases in student costs to the extent of increases in the Consumer Price Index. To achieve this goal, a campus task force will be appointed to recommend ways to maintain affordability in the climate of limited state funding. The task force will look for ways to limit increases in the costs of student housing and textbooks, while reducing operating costs and making the most efficient use of available space on campus.

Goals for the coming year include continued growth in freshmen enrollment, while reducing the number of conditionally admitted students, increasing the geographic diversity of the freshman class, particularly in southern Indiana, and refining strategies to improve first-year retention.

As part of the initiative to increase and diversify University revenues, the Indiana State University Foundation initiated a comprehensive campaign, titled "March On! The Campaign for Indiana State University." Fundraising dollars from this campaign are earmarked for the following areas: facility support, faculty, program support, student support, and the Fund for the Future. The Foundation's March On! Campaign has raised \$78.4 million of its \$85 million goal as of October 2011. This goal should be reached by the end of the campaign in December 2011.

Indiana State University's management is confident that the University's financial condition is strong and will meet all foreseeable economic requirements.



*The sculpture, "Via Solaris", located on the north side of Stalker Hall*

**Indiana State University**  
**Comparative Statement of Net Assets**  
For the Years Ended June 30, 2011 and June 30, 2010

	<b>2011</b>	<b>2010</b>
<b>ASSETS</b>		
Current assets		
Cash and cash equivalents	\$ 40,972,520	\$ 35,470,086
Short-term investments	16,214,781	23,018,618
Accrued interest	630,252	743,545
Accounts receivable (net of allowance of \$6,280,785 for 2011 and \$6,611,235 for 2010)	3,319,288	3,082,341
Other accounts receivable	7,195,811	1,042,845
Grants receivable	1,330,303	1,578,686
State receivable, current portion	1,614	1,504,756
Notes receivable, current portion	3,065,041	2,820,327
Prepaid expenses	1,036,797	614,463
Other assets	14,577	—
Inventories	85,881	97,577
Total current assets	\$ 73,866,865	\$ 69,973,244
Non-current assets		
Endowment investments—held in trust	\$ 556,956	\$ 636,404
Deposits with bond trustee	491,617	587,425
Notes receivable, non-current portion (net of allowance of \$724,656 for 2011 and \$741,633 for 2010)	4,594,469	4,919,849
Other long-term investments	79,882,664	66,600,336
Net OPEB Asset (Note 18)	7,103,613	3,776,217
Capital assets (net of accumulated depreciation of \$232,309,242 for 2011 and \$233,243,410 for 2010)	326,996,174	315,668,859
Total non-current assets	\$ 419,625,493	\$ 392,189,090
<b>TOTAL ASSETS</b>	<b>\$ 493,492,358</b>	<b>\$ 462,162,334</b>
<b>LIABILITIES</b>		
Current liabilities		
Accounts payable	\$ 3,864,339	\$ 5,027,651
Accrued payroll and deductions	4,172,575	4,558,539
Deferred revenue	1,351,088	1,320,274
Funds held in custody for others	2,947,156	2,413,421
Other liabilities	4,671,970	5,454,133
Bonds payable (Note 6)	7,382,945	7,497,386
Compensated absences and termination benefits (Note 9)	3,324,364	7,416,239
Lease payable	294,561	261,372
Debt interest payable	1,302,600	1,215,868
Total current liabilities	\$ 29,311,598	\$ 35,164,883
Non-current liabilities		
Funds held in custody for others	\$ 609,893	\$ 3,659,305
Other long-term liabilities	350,000	—
Bonds payable (Note 6)	104,194,430	93,731,341
Compensated absences and termination benefits	776,391	799,726
Lease payable	1,000,441	1,222,886
Advances from federal government	7,820,450	7,821,200
Total non-current liabilities	\$ 114,751,605	\$ 107,234,458
<b>TOTAL LIABILITIES</b>	<b>\$ 144,063,203</b>	<b>\$ 142,399,341</b>
<b>NET ASSETS</b>		
Invested in capital assets, net of related debt	\$ 222,855,308	\$ 218,778,320
Restricted for:		
Non-expendable:		
Scholarships and fellowships	556,956	636,404
Loans	2,203,734	2,203,734
Expendable:		
Research and other grants	583,492	650,724
Capital projects	12,465,814	10,654,452
Debt service	—	1,486
Unrestricted	110,763,851	86,837,873
<b>TOTAL NET ASSETS</b>	<b>\$ 349,429,155</b>	<b>\$ 319,762,993</b>

**Indiana State University Foundation, Inc.  
and Sycamore Foundation Holdings, Inc.**  
**Consolidation Statement of Financial Position**  
Years Ended June 30, 2011 and June 30, 2010

<b>ASSETS</b>	<u>2011</u>	<u>2010</u>
Cash	\$ 580,163	\$ 1,301,078
Investments—at market	46,452,623	42,197,868
Assets held in trusts, interest in trusts and split interest agreements	3,135,744	2,929,538
Pledges, bequests and accounts receivable	4,730,570	5,473,387
Investment income receivable	28,174	37,949
Receivable from Indiana State University	2,772,336	5,250,000
Investment in Sycamore Plaza Leverage Lender, LLC	1,277,973	1,277,973
Deposits and expenses for acquisition of property	1,420,538	847,682
Fixed and Intangible assets (net of accumulated depreciation and amortization of \$954,776 in 2011 and \$382,090 in 2010)	2,117,395	1,910,086
Other assets	<u>762,670</u>	<u>731,577</u>
<b>Total assets</b>	<u><b>\$ 63,278,186</b></u>	<u><b>\$ 61,957,138</b></u>
 <b>LIABILITIES AND NET ASSETS</b>		
Accounts payable	\$ 379,448	\$ 596,936
Present value of liability under split interest agreements	1,987,964	2,002,294
Due to Indiana State University	6,625,213	636,403
Refundable advances	<u>588,115</u>	<u>508,189</u>
<b>Total liabilities</b>	<u><b>9,580,740</b></u>	<u><b>3,743,822</b></u>
Net assets		
Unrestricted	(1,682,723)	(1,095,165)
Temporarily restricted	8,349,140	17,049,609
Permanently restricted	<u>47,031,029</u>	<u>42,258,872</u>
<b>Total net assets</b>	<u><b>53,697,446</b></u>	<u><b>58,213,316</b></u>
 Total liabilities and net assets	 <u><b>\$ 63,278,186</b></u>	 <u><b>\$ 61,957,138</b></u>

**Indiana State University**  
**Statement of Revenues, Expenses, and Changes in Net Assets**  
For the Years Ended June 30, 2011 and June 30, 2010

	<b>2011</b>	<b>2010</b>
<b>OPERATING REVENUES</b>		
Tuition and fees	\$ 86,096,586	\$ 74,362,928
Scholarship allowances for tuition and fees	(33,559,222)	(29,308,667)
Other allowances	(460,238)	(620,315)
Net tuition and fees	52,077,126	44,433,946
Federal grants and contracts	5,077,481	4,832,159
State and local grants and contracts	203,978	251,281
Non-governmental grants and contracts	3,243,906	3,147,094
Auxiliary enterprises fees and services	41,343,680	36,365,463
Scholarship allowances for room and board	(8,241,612)	(7,635,919)
Other allowances	(473,556)	(391,595)
Net auxiliary enterprises fees and services	32,628,512	28,337,949
Other operating revenues	6,917,478	5,692,602
Total operating revenues	\$ 100,148,481	\$ 86,695,031
<b>EXPENSES</b>		
Compensation and employee benefits	\$ 116,049,252	\$ 127,659,788
Supplies and expenses	45,990,468	40,062,686
Utilities	9,885,479	8,214,899
Scholarships and fellowships	8,859,322	6,521,424
Depreciation	12,434,670	11,902,793
Total operating expenses	\$ 193,219,191	\$ 194,361,590
Operating loss	\$ (93,070,710)	\$ (107,666,559)
<b>NON-OPERATING REVENUES (EXPENSES)</b>		
State appropriations	\$ 81,125,835	\$ 81,599,181
Gifts	505,968	948,367
Investment income (net of investment expenses of \$225,322 for 2011 and \$133,118 for 2010)	3,542,761	5,325,917
Interest on capital asset related debt	(4,510,470)	(3,981,282)
Non-operating grants and contracts revenue	31,374,371	25,690,583
Other non-operating revenues	2,785,241	2,304,163
Other non-operating expenses	(331,571)	(373,470)
Net non-operating revenues	\$ 114,492,135	\$ 111,513,459
Income before other revenues, expenses, gains or losses	\$ 21,421,425	\$ 3,846,900
Capital appropriations	\$ 3,500,302	\$ 1,504,756
Capital grants and gifts	6,115,353	12,799,084
Total other revenues	\$ 9,615,655	\$ 14,303,840
Increase in net assets	\$ 31,037,080	\$ 18,150,740
Change in accounting estimate	\$ (1,370,918)	—
<b>NET ASSETS</b>		
Net assets—beginning of year	\$ 319,762,993	\$ 301,612,253
Net assets—end of year	\$ 349,429,155	\$ 319,762,993

**Indiana State University Foundation, Inc.  
and Sycamore Foundation Holdings, Inc.  
Consolidation Statement of Activities**  
Years Ended June 30, 2011 and June 30, 2010

	<u>2011</u>	<u>2010</u>
<b>REVENUES</b>		
Contributions	\$ 738,689	\$ 692,578
Investment income		
Interest and dividends		
Trust and temporary investments	9,973	59,095
Net appreciation (depreciation) in fair value of investments	361,835	4,607
Loss on disposal of land	(26,515)	—
Non-gift income	576,430	239,618
Change in value of split interest agreements	(39,822)	(13,813)
University support-alumni	447,552	434,608
Service fee income—Indiana State University	561,608	510,883
Total revenues	<u>2,629,750</u>	<u>1,927,576</u>
Net assets released from restrictions	<u>13,469,921</u>	<u>7,771,606</u>
Total unrestricted support and revenues	<u>16,099,671</u>	<u>9,699,182</u>
<b>EXPENSES</b>		
Scholarships and awards	2,061,868	1,943,361
Restricted and designated expenditures	11,423,498	5,836,483
Grants for academic and other University projects	296,061	2,750,349
Foundation operational expenditures	1,643,475	1,244,266
Development and advancement—fundraising	2,911,635	2,828,752
Alumni affairs	515,349	459,783
Sycamore Foundation Holdings expenses	904,854	253,541
Total expenses	<u>19,756,740</u>	<u>15,316,535</u>
<b>TRANSFERS</b>	<u>3,069,511</u>	<u>3,097,231</u>
Increase (decrease) in unrestricted net assets	<u>(587,558)</u>	<u>(2,520,122)</u>
<b>CHANGES IN TEMPORARILY RESTRICTED NET ASSETS</b>		
Contributions	2,987,778	4,919,114
Lilly Endowment grants	—	6,131,690
Interest and dividends	967,867	958,608
Net appreciation (depreciation) in fair value of investments	14,908	29,816
Non-gift income	650,288	460,118
Change in value of split interest agreement	2,547	(242,202)
In kind support	208,503	268,035
Net assets released from restrictions	(13,469,921)	(7,771,606)
Transfers	(62,439)	(1,677,123)
Increase (decrease) in temporarily restricted net assets	<u>(8,700,469)</u>	<u>3,076,450</u>
<b>CHANGES IN PERMANENTLY RESTRICTED NET ASSETS</b>		
Contributions	669,346	2,289,461
Net appreciation (depreciation) in fair value of investments	7,062,697	3,456,770
Non-gift income	85,806	65,250
Change in value of split interest agreement	(38,620)	(28,439)
Transfers	(3,007,072)	(1,420,108)
Increase (decrease) in permanently restricted net assets	<u>4,772,157</u>	<u>4,362,934</u>
Increase (decrease) in net assets	<u>\$ (4,515,870)</u>	<u>\$ 4,919,262</u>

**Indiana State University**  
**Statement of Cash Flows**  
For the Years Ended June 30, 2011 and June 30, 2010

	<b>2011</b>	<b>2010</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition and fees	\$ 47,525,305	\$ 41,346,419
Grants and contracts	8,557,174	7,998,353
Auxiliary enterprises	30,247,664	26,479,440
Payments to suppliers	(58,378,918)	(52,365,834)
Net pay to employees	(63,941,416)	(64,761,943)
Payments on behalf of employees	(60,280,694)	(59,882,297)
Loans issued to students	(950,024)	(596,484)
Student loans collected	1,301,932	1,342,549
Other receipts	9,455,648	9,728,475
Net cash used by operating activities	\$ (86,463,329)	\$ (90,711,322)
<b>CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES</b>		
State appropriations	\$ 81,087,484	\$ 81,599,272
Funds held on behalf of the ISU Foundation	—	5,250,000
Direct Loan receipts	33,375,730	28,815,236
Direct Loan disbursements	(33,375,730)	(28,815,236)
Non-operating grants and contracts	31,402,700	25,482,084
Gifts and other non-operating income	4,035,120	2,665,650
Net cash provided by non-capital financing activities	\$ 116,525,304	\$ 114,997,006
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES</b>		
Capital appropriations received	\$ 5,003,444	\$ —
Capital gifts and grants received	—	362,371
Proceeds from sale of land	—	967,480
Proceeds from bond issue	17,846,453	23,355,885
Cost of issuance	(331,571)	(300,675)
Repair and replacement funds—drawdown from bond trustee	97,296	485,339
Cash paid for capital assets	(30,058,947)	(28,252,521)
Principal and interest paid on capital debt and leases	(12,441,798)	(18,308,254)
Net cash used by capital financing activities	\$ (19,885,123)	\$ (21,690,375)
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>		
Proceeds from sale of investments	\$ 23,802,441	\$ 18,362,885
Income from Investing activities	5,723,141	4,054,232
Purchase of Investments	(34,200,000)	(35,603,654)
Net cash used by investing activities	\$ (4,674,418)	\$ (13,186,537)
Net increase (decrease) in cash for year	\$ 5,502,434	\$ (10,591,228)
Cash and cash equivalents—beginning of year	\$ 35,470,086	\$ 46,061,314
Cash and cash equivalents—end of year	\$ 40,972,520	\$ 35,470,086

The accompanying notes to financial statements are an integral part of this statement.

<b>Reconciliation of Operating Loss to Net Cash Used by Operating Activities</b>		
Operating loss	\$ (93,070,710)	\$ (107,666,561)
Adjustments to reconcile operating loss to net cash used by operating activities		
Depreciation expense	12,434,670	11,902,793
Changes in assets and liabilities		
Accounts receivable	96,076	562,759
Grants receivable	248,383	(192,296)
Notes receivable	(244,714)	(175,836)
Inventories	11,696	124,681
Prepaid expenses	(422,334)	42,285
Accounts payable	(283,205)	(40,130)
Lease payable, current	33,189	212,115
Accrued payroll and deductions	(385,964)	714,920
Deferred revenue	30,814	60,286
Funds held in custody for others	(37,192)	(19,859)
Other liabilities	(782,163)	(672,359)
Compensated absences	(4,091,875)	4,435,880
Net cash used by operating activities	\$ (86,463,329)	\$ (90,711,322)
Non-cash transactions		
Equipment	\$ 82,783	\$ 1,547,053
Capital lease	\$ (82,783)	\$ (1,547,053)

**Indiana State University Foundation, Inc.  
and Sycamore Foundation Holdings, Inc.**  
**Consolidation Statement of Cash Flows**  
Years Ended June 30, 2011 and June 30, 2010

	<b>2011</b>	<b>2010</b> (Restated)
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Change in net assets	\$ (4,515,870)	\$ 4,919,262
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	595,676	204,415
Loss on disposal of assets	26,515	10,600
Net (appreciation) depreciation in fair value of investments	(7,439,440)	(3,482,607)
Liability of charitable gift annuities received	132,865	1,277,233
Gifts and non-gifts of property and real estate	—	(6,000)
Change in value of accounts due to Indiana State University	5,988,810	(53,545)
Changes in assets and liabilities:		
Grants, pledges, bequests and accounts receivable	742,817	(2,984,138)
Investment income receivable	9,775	46,566
Change in Networks funding receivable from University	2,477,664	(5,250,000)
Other assets	(25,993)	(122,283)
Accounts payable	(217,488)	190,240
Scholarships payable	—	—
Change in value of split interest agreements	(273,475)	91,843
Net cash from operating activities	(2,498,144)	(5,158,414)
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Investment in Sycamore Plaza Leverage Lender, LLC	—	(1,277,973)
Purchase of collection items	(5,100)	(1,000)
Proceeds from sale of investments	40,270,677	51,605,682
Purchase of investments	(37,085,254)	(42,909,487)
Purchase of fixed and intangible assets	(803,933)	(1,825,893)
Proceeds from sale of real estate	5,000	298,495
Purchase of real estate and deposits on purchase	(604,161)	(273,577)
Net cash from investing activities	1,777,229	5,616,247
Net increase (decrease) in cash	(720,915)	457,833
<b>CASH AT BEGINNING OF THE PERIOD</b>	1,301,078	843,245
<b>CASH AT END OF PERIOD</b>	\$ 580,163	\$ 1,301,078

# Notes to Financial Statements

As of June 30, 2011

## Note 1. Summary of Significant Accounting Policies

Indiana State University (the University), a publicly supported, comprehensive, doctoral granting University, serves the State of Indiana, the nation, and the international community by generating and disseminating knowledge in the humanities, arts, social sciences, scientific, and professional disciplines through instruction and research. The University is governed by a nine-member Board of Trustees, appointed by the Governor.

The accompanying financial statements of the University are prepared in accordance with generally accepted accounting standards, as prescribed by the Governmental Accounting Standards Board (GASB) in Statement 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Since the University is a component unit of the State of Indiana, it is included in the Comprehensive Annual Financial Report of the State.



### A. Reporting Entity

The University implemented Governmental Accounting Standards Board (GASB) Statement No. 39, *Determining Whether Certain Organizations are Component Units*. This Statement amends GASB Statement No. 14, *The Financial Reporting Entity* to provide additional guidance to determine whether certain organizations for which the University is not financially accountable should be reported as component units based on the nature and significance of their relationship with the University.

As defined by generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB), the financial reporting entity consists of the University as the primary government and the Indiana State University Foundation as a discretely presented component unit. This component unit is further described in Section M.

### B. Basis of Accounting

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. The financial statements of the University have been prepared on the accrual basis, including depreciation expense relating to capitalized fixed assets. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-University transactions have been eliminated to avoid double counting of these transactions. Examples of these would include sales between University departments or internal loans between funds.

### C. Cash Equivalents

The University considers all highly liquid investments with a maturity date of three months or less to be cash equivalents. The University invests operating cash in investments with varying maturities. For purpose of liquidity classification, investments maturities are evaluated as of the financial statement date.

**D. Investments**

Investments in securities are reported on the financial statements at fair value as of the date of the financial statements. Investments with maturity of less than one year are reported as current assets, with the remaining investments reported as non-current assets.

**E. Inventories**

Inventories are carried at the lower of cost or market value and on the first-in, first-out (FIFO) basis. The exception is the Computer Store inventories which are carried on the last-in, first-out (LIFO) basis. The value of the Computer Store inventory was \$15,449 at June 30, 2011.

**F. Capital Assets**

The capitalization guidelines were changed during the fiscal year and are reflected on the chart below. See Note 2 for the details of the change.

Capital assets are stated at cost or, if donated, at fair market value on the date of acquisition. Moveable equipment costing \$5,000 with a useful life of more than one year and building improvements that exceed \$100,000 and extend the life of the building are capitalized. Infrastructure assets are included in the financial statements and are depreciated. Depreciation is reported using the straight-line method of depreciation over the estimated useful life of the asset. Capital assets and related accumulated depreciation are removed from the records at the time of disposal. Art Objects are recorded either at cost or fair market value at the time of acquisition but are not depreciated because these assets tend to appreciate in value over time.

**Minimum Capitalization Value and Useful Life by Asset Type**

Asset Type	Capitalization Threshold	Useful Life
Moveable equipment	\$5,000	Five Years
Buildings	\$100,000	50 Years
Infrastructure assets	\$100,000	Indefinite
Art Objects	\$10,000	Indefinite
Land	\$10,000	Indefinite
Intangible assets	\$10,000	Indefinite

**G. Scholarship Discounts and Other Allowances**

Student tuition and fee revenues and certain other revenues from students are reported net of scholarship discounts and allowances in the Statement of Revenues, Expenses, and Changes in Net Assets. Scholarship discounts are the difference between the stated charge for goods and services provided by the University and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other federal, state, or non-governmental programs, are recorded as non-operating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the University has recorded a scholarship discount. Other allowances include the allowance for bad debt, which will be recorded as a reduction to the appropriate revenue.

## H. Net Assets

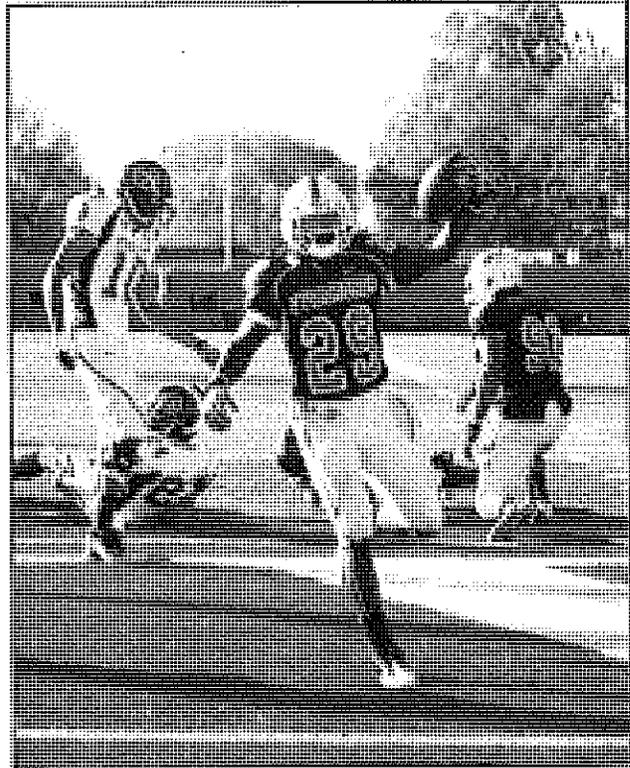
University resources are classified for financial reporting purposes into four net asset categories:

*Invested in capital assets, net of related debt:* This represents the University's total investment in capital assets, net of outstanding debt obligations related to those capital assets.

*Restricted net asset, non-expendable:* Non-expendable restricted net assets consist of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity and invested for the purpose of producing present and future income, which may either be expended or added to principal.

*Restricted net assets, expendable:* Restricted expendable net assets include resources that the University is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

*Unrestricted net assets:* Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the University and may be used at the discretion of the governing board to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty, and staff. Substantially all unrestricted net assets are designated for academic programs and initiatives, capital purposes, and general operations of the University.



## I. Compensated Absences

Liabilities for compensated absences are recorded for vacation leave based on actual amounts earned as of the balance sheet date. Employees may accrue vacation benefits up to a maximum of 300 hours, which is payable upon termination. The accompanying statement of net assets reflects an accrual for the amounts earned and ultimately payable for such benefits at the end of the fiscal year.

## J. Operating Revenues

Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, net of scholarship discounts and allowances, (3) most federal, state and local grants and contracts, and (4) interest on institutional student loans.

## K. Non-Operating Revenues

Non-operating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as non-operating revenues by GASB No. 9, *Reporting Cash Flows of Proprietary and Non-expendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB No. 34, including state appropriations and investment income. Non-operating revenues include any grant for which the University has administrative duties and is a non-exchange transaction. This would include Pell Grant, SEOG, and any State Grant for which University has to determine eligibility, even if the eligibility requirements are set forth by Federal or State agencies.

### L. Restricted and Unrestricted Resources

When both restricted and unrestricted resources are available for a particular expenditure, University management may select the most appropriate funding source based on individual facts and circumstances. The University does not require funds be expended in a particular order, and the decision on what fund order is used is made on a case-by-case basis.

### M. Component Units

The Indiana State University Foundation is a legally separate, tax-exempt component unit of Indiana State University. Indiana State University Foundation, Inc. was incorporated on March 10, 1921. The Foundation was organized to promote educational purposes and receive contributions primarily for the benefit of Indiana State University and its students.

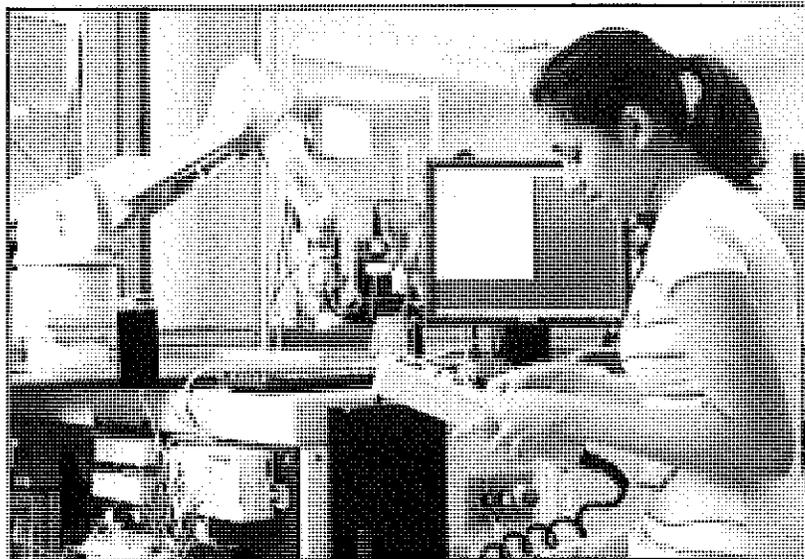
The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the University in support of its programs. The 33 member board of the Foundation is self-perpetuating and consists of graduates and friends of the University. Although the University does not control the timing or amount of receipts from the Foundation, the majority of resources, or income therein, that the Foundation holds and invests are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by or for the benefit of the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

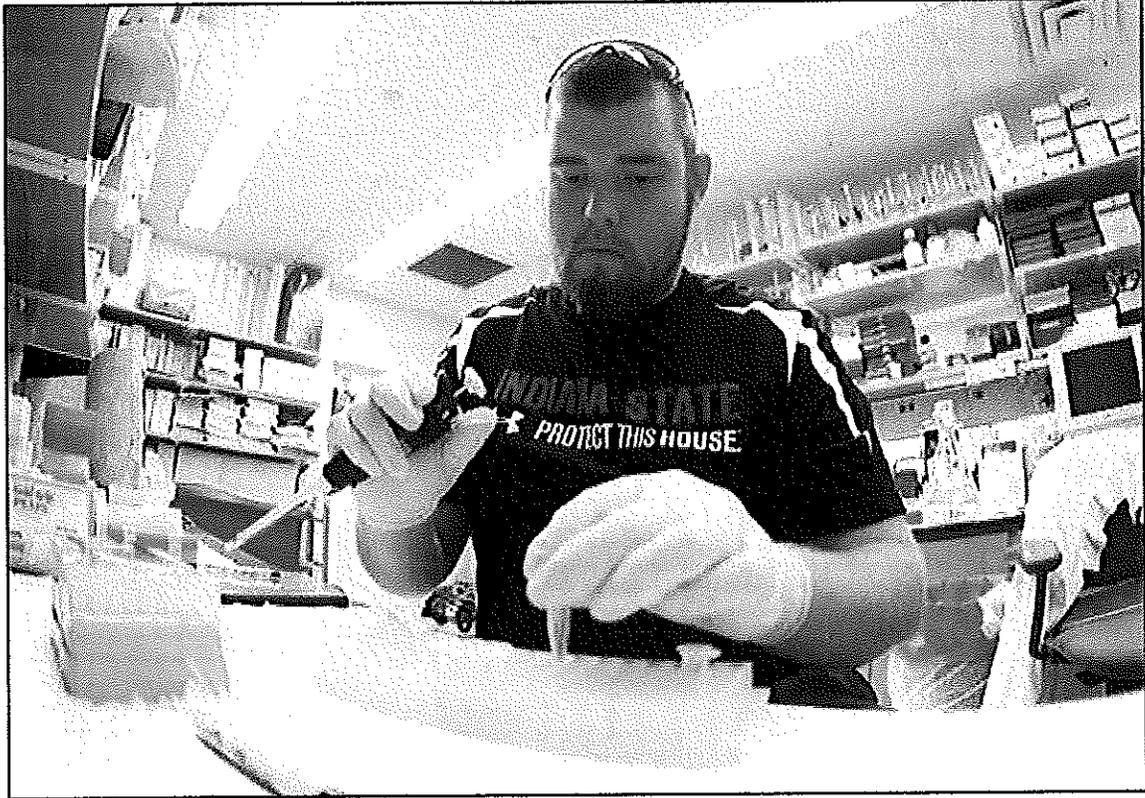
The Foundation is a private nonprofit organization that reports under Financial Accounting Standards Board (FASB) standards, including FASB Statement No. 117, *Financial Statements of Not-for-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the University's financial reporting presentation for these differences.

During the year ended June 30, 2011, the Foundation distributed \$6,306,743 to the University for both restricted and unrestricted purposes. Complete financial statements for the Foundation can be obtained from the Foundation Office at 30 North 5th Street, Terre Haute, IN 47809.

## Note 2. Changes in Accounting Estimate

A change in accounting estimate regarding the treatment of capital assets was made as of July 1, 2010. To align more closely with the federal government capitalization guidelines and those of other Indiana educational institutions, the cost for moveable equipment subject to capitalization and depreciation was increased from \$2,500 to \$5,000. Building improvements that exceed \$100,000 and extend the life of the building are recorded as capital assets and subject to depreciation, an increase from the previous \$50,000 threshold. This change resulted in a \$1,370,918 special item recorded on the Statement of Revenues, Expenses, and Changes in Net Assets. This also reduced the number of moveable equipment items by 2,307.





### Note 3. Cash and Investments

The University maintains a cash and investment pool that is available for use by all funds. Each fund's portion of this pool is displayed in the Statement of Net Assets under cash and cash equivalents, short-term investments, long-term investments, deposits with bond trustee, or endowment investments-held in trust, depending on the nature of the investment.

#### Cash and Investments

Cash and investments as of June 30, 2011, consist of the following:

Cash and equivalents	\$ 22,701
Investments	1,677,817
Deposits with bond trustee	150,240,670
Endowment investments	2,158,133,485
	3,950,913,073

Authorization for investment activity is stated in Indiana Code Title 21, Article 21, Chapter 3, Section 3. Additionally, IC 30-4-3.5 (Indiana Prudent Investor Act) requires that the Board of Trustees of the University to act "as a prudent investor would, by considering the purposes, terms, distribution requirements, and other circumstances of the trust." It also requires that management decisions be made "in the context of the trust portfolio as a whole and as a part of the overall investment strategy having risk and return objectives reasonably suited to the trust." The Board holds responsibility to assure the assets are prudently invested in a manner consistent with this investment policy. The Board has delegated the day-to-day responsibilities for overseeing the investment program to the University Treasurer.

A revised investment policy was approved by the Board of Trustees on May 7, 2010. The objective of the Investment Policy is to adequately provide for the liquidity needs of the University while maximizing

the opportunity to increase yield on investments. The investment structure is divided into three liquidity tiers to provide for income maximization while meeting the daily liquidity requirements of the University. In order to supply sufficient day-to-day operating liquidity, Tier I is invested in money market securities and liquidity reserves. Tier II is invested in limited duration securities to provide for a sufficient level of reserves in case of unanticipated liquidity needs, yet provide for a level of incremental return over Tier I. Tier III is invested for income maximization while taking on appropriate levels of risk.

Authorized investments include US Treasury, US Government Agency or Instrumentality, Mortgage-Backed Securities, Asset-Backed Securities, Taxable Municipal Bonds, Non-Benefit Responsive GIC's, Money Market Instruments and Funds, Corporate Investment Grade Bonds, Corporate High Yield Bonds, Non-US Dollar Debt, and Combined Plus Exposure. Credit Quality and Market Value percentages are established for each investment manager portfolio. This policy was implemented in September 2010.

### Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. One of the ways that the University and its investment managers manages its exposure to interest rate risk is by purchasing a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

Information about the sensitivity of the fair values of the University's investments (including investments held by bond trustee) to market interest rate fluctuations is provided by the following table showing the distribution of Indiana State University's investments by maturity:

As of June 30, 2011, the University had the following investments and maturities:

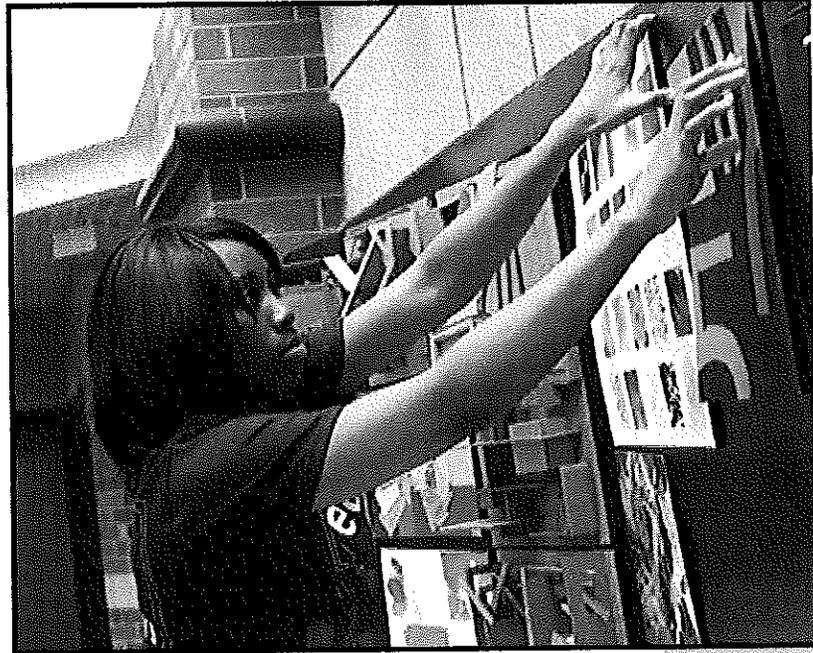
Investment Type	Fair Value	Investment Maturities (in years)			
		Less Than 1	1-5	6-10	More Than 10
Cash on hand (petty cash)	\$ 89,901	\$ 89,901	\$ —	\$ —	\$ —
Demand deposits	7,677,817	7,677,817	—	—	—
Money markets	23,466,418	23,466,418	—	—	—
Certificates of deposit	17,412,749	16,908,248	300,607	203,894	—
Government agencies	17,839,650	3,064,249	10,602,496	2,840,071	1,332,834
Collateralized mortgage obligations	8,670,201	307,702	369,896	1,829,624	6,162,979
Government obligations	18,994,100	5,079,633	3,754,279	7,607,232	2,552,956
Corporate bonds	27,049,627	543,900	12,710,764	8,461,823	5,333,140
Mortgage-backed securities	10,128,029	—	448,683	2,935,310	6,744,036
Asset-backed securities	4,579,937	—	4,175,939	403,998	—
Credit default swap	1,040	—	1,040	—	—
Corporate stock	80,957	—	—	—	80,957
Municipal bonds	1,571,156	541,048	486,193	155,222	388,693
Endowment investment held in trust	556,956	—	—	—	556,956
	<u>\$ 138,118,538</u>	<u>\$ 57,678,916</u>	<u>\$ 32,849,897</u>	<u>\$ 24,437,174</u>	<u>\$ 23,152,551</u>

### Investments with Fair Values Highly Sensitive to Interest Rate Fluctuations

The University's investments include the following investments that are highly sensitive to interest rate fluctuations (to a greater degree than already indicated in the information provided).



risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, the University will not be able to recover the value of its investment or collateral securities that are in the possession of another party. Indiana State University's investment policy does not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits or investments, other than that preference will be given to Indiana institutions because of additional insurance coverage provided by the state. Of the University's investments, \$18,994,100 in U.S. Government Obligations, \$17,839,651 in U.S. Government Agencies, and \$23,466,418 of the Money Market funds invested in U.S. Government-backed funds are held by a trust department not in the University's name.



As of June 30, 2011, Indiana State University's deposits with financial institutions held in uncollateralized accounts are insured up to \$250,000 by FDIC and in excess of \$250,000 by the Indiana Public Deposits Fund. The Certificates of Deposits of \$13,190,000 are also covered under the Indiana Public Deposits Fund, as they were invested in Indiana financial institutions.

The University has no investments that are made up of foreign currency; therefore, the University is not exposed to foreign currency risk.

## Note 4. Capital Assets

Following are the changes in capital assets for the year ended June 30, 2011:

	Balance June 30, 2010	Additions	Dispositions	Balance June 30, 2011
<b>Capital assets not being depreciated</b>				
Land	\$ 32,661,648	\$ 1,164,761	\$ (1,906)	\$ 33,824,503
Works of art	1,221,116	72,266	—	1,293,382
Construction in progress	28,465,669	27,716,177	(21,718,068)	34,463,788
<b>Total capital assets not being depreciated</b>	<b>\$ 62,348,433</b>	<b>\$ 29,053,104</b>	<b>\$ (21,720,074)</b>	<b>\$ 69,681,463</b>
<b>Capital assets being depreciated</b>				
Infrastructure	\$ 22,485,040	\$ —	\$ (103,133)	\$ 22,381,907
Land improvements	21,223,480	1,420,887	(1,740,620)	20,904,247
Buildings	300,428,100	12,134,543	(3,243,594)	309,319,049
Equipment	87,757,262	3,241,717	(11,841,522)	79,157,457
Capital lease assets	1,287,763	82,783	—	1,370,546
<b>Total capital assets being depreciated</b>	<b>\$ 633,481,645</b>	<b>\$ 14,880,027</b>	<b>\$ (15,885,279)</b>	<b>\$ 632,476,393</b>
<b>Less accumulated depreciation for</b>				
Infrastructure	\$ (24,021,250)	\$ (222,006)	\$ 62,854	\$ (24,280,402)
Land improvements	(10,081,744)	(344,815)	1,247,392	(9,179,167)
Buildings	(132,621,591)	(8,458,893)	2,785,484	(138,294,900)
Equipment	(62,464,887)	(2,432,773)	9,188,788	(55,708,872)
Lease amortization	(71,596)	(166,761)	—	(138,357)
<b>Total accumulated depreciation for</b>	<b>\$ (229,242,078)</b>	<b>\$ (11,625,247)</b>	<b>\$ (12,566,409)</b>	<b>\$ (243,433,734)</b>
<b>Total capital assets being depreciated, net</b>	<b>\$ 404,239,567</b>	<b>\$ 13,254,780</b>	<b>\$ (13,311,710)</b>	<b>\$ 404,182,659</b>
<b>Total capital assets, net</b>	<b>\$ 103,108,866</b>	<b>\$ 42,307,884</b>	<b>\$ (35,031,784)</b>	<b>\$ 110,384,967</b>

## Note 5. Long-Term Liabilities

Long-term liabilities of the University consist of bonds and notes payable, capital leases payable, compensated absences, and other liabilities.

The changes in long-term liabilities are as shown below:

	Balance July 1, 2010	Additions	Reductions	Balance June 30, 2011	Current Portion
Bonds payable, net	\$101,228,727	\$ 17,846,453	\$ 7,497,805	\$111,577,375	\$ 7,382,945
Lease payable	1,484,258	82,783	272,039	1,295,002	294,561
Compensated absences and termination benefits	8,215,965	259,422	4,374,632	4,100,755	3,324,364
Advances from federal government	7,821,200	—	750	7,820,450	—
<b>Total long-term liabilities</b>	<b>\$118,750,150</b>	<b>\$ 18,188,658</b>	<b>\$ 12,145,226</b>	<b>\$124,793,582</b>	<b>\$ 11,001,870</b>
Bond redemption reserve (matured unpaid bonds and coupons)					290,387
<b>Total long-term liabilities—current portion</b>					<b>\$ 11,292,257</b>

## Note 6. Bonds Payable

Indiana State University is authorized by acts of the Indiana General Assembly to issue bonds and notes for the purposes of financing the construction of student housing, athletic facilities, parking, and academic facilities. The outstanding bond principal indebtedness consists of the following issues.

	Issue Date	Interest Rate	Final Maturity Dates	Principal Outstanding June 30, 2011	Bond Premium	Deferral of Loss	Total Net Outstanding June 30, 2011
<b>Student Fee Bonds</b>							
Series K	2004	3.0%-5.0%	2025	\$ 7,200,000	\$ 511,695	\$ (735,661)	\$ 6,976,034
Series L	2005	3.5%-5.0%	2021	22,615,000	1,237,056	(1,994,087)	21,857,969
Series M	2007	4.25%-5.0%	2033	42,040,000	642,442	N/A	42,682,442
Series N	2010	1.0%-6.64%	2029	9,235,000	N/A	N/A	9,235,000
Series O	2011	2.0%-5.0%	2030	8,695,000	11,034	N/A	8,706,035
<b>Housing and Dining Revenue Bonds</b>							
Series 2009	2009	3.0%-6.383%	2027	12,920,000	59,895	N/A	12,979,895
Series 2010	2010	1.43%-5.41%	2027	9,140,000	N/A	N/A	9,140,000
<b>Total Bonds</b>				<b>\$111,845,000</b>	<b>\$ 2,462,122</b>	<b>\$ (2,729,748)</b>	<b>\$111,577,375</b>

The issues are serial or term bonds with maturities extending until 2033. For the fiscal year 2011, an \$8,889,341 separate fee replacement appropriation was received from the State of Indiana. The appropriation represented the amount required to make principal and interest payments for financing certain academic and student facilities. The University has pledged \$84,252,926 in student tuition as collateral

for student fee bonds and student service bonds and \$1,621,145 of the dedicated Student Recreational Fee for Series M.

In prior years, Indiana State University defeased certain serial bonds by placing the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments on the old bonds. Accordingly, the trust accounts and liability for the defeased bonds are not included in the financial statements of Indiana State University.

Department of Bonds	Final Maturity Call Date	Amount Outstanding June 30, 2011
Housing and Dining Revenue Bonds	11/15/2011	\$ 1,621,145

The University issued \$9.14 million of Housing and Dining revenue bonds on August 19, 2010, and \$8.695 million of Student Fee bonds, Series O, on April 7, 2011. See Note 7 for details.

Fiscal Year	Principal Bonds	Interest Bonds	Total
2011-2012	\$ 7,445,000	\$ 5,109,807	\$ 12,554,807
2012-2013	7,185,000	4,822,229	12,007,229
2013-2014	7,465,000	4,523,730	11,988,730
2014-2015	7,770,000	4,209,505	11,979,505
2015-2016	7,305,000	3,886,381	11,191,381
2017-2021	29,250,000	15,438,792	44,688,792
2022-2026	27,880,000	8,399,886	36,279,886
2027-2031	14,860,000	2,203,476	17,063,476
2032-2033	2,685,000	125,684	2,810,684
	<u>\$ 111,845,000</u>	<u>\$ 48,719,490</u>	<u>\$ 160,564,490</u>
Net unamortized premium and deferral of loss	<u>(267,625)</u>	<u>—</u>	<u>(267,625)</u>
<b>Total</b>	<u><u>\$ 111,577,375</u></u>	<u><u>\$ 48,719,490</u></u>	<u><u>\$ 160,296,865</u></u>

## Note 7. Bond Issues

### Housing and Dining Revenue Bonds, Series 2010

On August 19, 2010, the University issued \$9,140,000 of Housing and Dining Revenue Bonds, Series 2010, with a true interest cost (TIC) of 3.142 percent. These bonds were issued as taxable bonds, utilizing Build America Bonds (BABS). Bond proceeds of \$9,140,000, less bond issuance costs of \$140,000, netted \$9,000,000 for the project described below.

### Pickerl Hall

Series 2010 consists of the renovation and reconfiguration of Pickerl Hall from the traditional dormitory floor plan to create double rooms with private bathrooms and individual heat and air conditioning

controls. The renovation will also include technology infrastructure to support LAN and wireless capabilities, fire suppression systems with sprinklers, window replacement, and electrical structural repairs. The overall cost of the renovation is estimated at \$10 million, of which approximately \$1 million will be funded from system reserves and approximately \$9 million from the Series 2010 bonds. The project was completed for fall 2011.

#### **Student Fee Bonds, Series O**

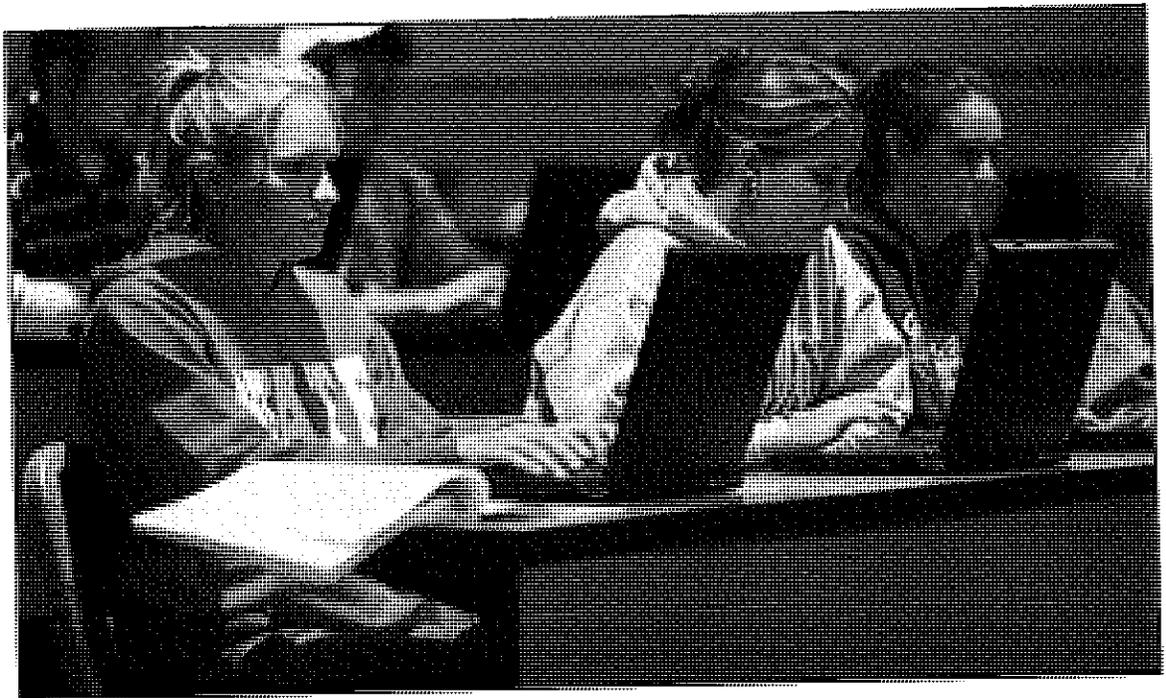
On April 7, 2011, the University issued \$8,695,000 of Student Fee bonds, Series O. These bonds were issued as tax-exempt bonds with a true interest cost (TIC) of 4.398 percent. Bond proceeds of \$8,695,000, plus a bond premium of \$11,453, less bond issuance costs of \$206,453, netted \$8,500,000 to be used for the project described below.

#### **Scott College of Business Building Renovation**

The proceeds of Series O bonds will be used to finance a portion of the cost of the Scott College of Business Building Renovation project. The project involves the renovation of the former Terre Haute Post Office and Federal Building to the Donald W. Scott College of Business. This facility is an example of Art Deco style, originally constructed to house the U.S. Post Office, Federal Courts, and other federal offices. The General Services Administration (GSA) transferred ownership of the property to the University in 2010. The project includes reconfiguring interior spaces to enable academic programs to function effectively, upgrading infrastructure systems of the building to improve temperature control, enhancing air quality, installing access to information technology systems, and meeting ADA and OSHA standards. The total cost of the project is estimated at \$14.6 million, of which \$8.5 million will be funded with Series O bond proceeds and the remainder from private gifts.

## **Note 8. Lease Payable**

Indiana State University has entered into a capital lease agreement with GE Capital Information Technology Solutions Inc. This is an agreement to lease copiers and printers for the campus of Indiana State University as of June 30, 2011.



Account	Balance
1000	1,119,082
1001	1,119,082
1002	1,119,082
1003	1,119,082
1004	1,119,082
1005	1,119,082
1006	1,119,082
1007	1,119,082
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1193	1,119,082
1194	1,119,082
1195	1,119,082
1196	1,119,082
1197	1,119,082
1198	1,119,082
1199	1,119,082
1200	1,119,082

## Note 9. Termination Benefits Liability

The Governmental Accounting Standards Board (GASB), Statement No. 47, Accounting for Termination Benefits, requires the University to recognize an expense and liability for voluntary termination benefits, such as early-retirement incentives. This expense is recognized when an offer is accepted and the amount of the benefit can be estimated.

The ISU Board of Trustees approved a Transitional Retirement Incentive Plan and a Retirement Severance Plan for eligible faculty and staff on February 18, 2010.

The Transitional Retirement Incentive Plan was designed to encourage early retirement decisions by April 2, 2010, by employees who are age 55 or older with at least 9 years of service by the retirement date. This voluntary plan provided incentives of 125, 115, or 100 percent of base salary for individuals who elected to retire by June 30, 2010, December 31, 2010 or June 30, 2011, respectively. Individuals who are age 60 or over with 20 years of service may also receive certain post-retirement benefits, if eligible.

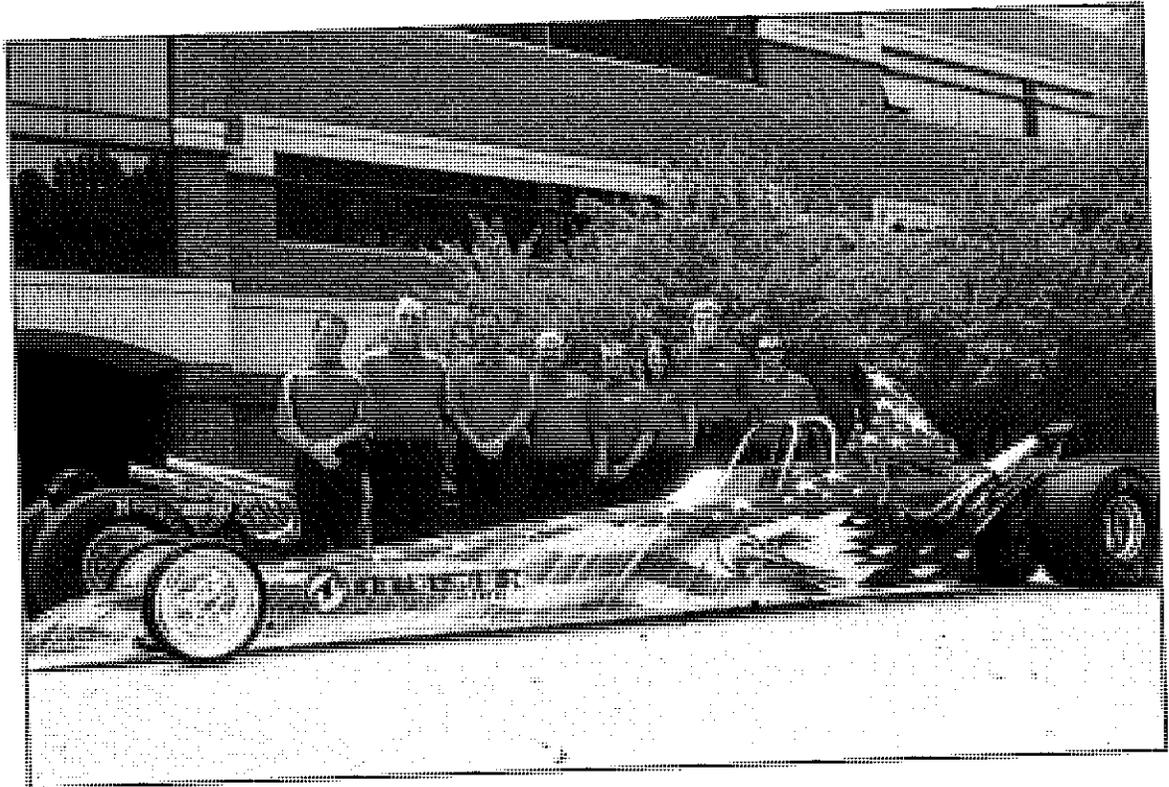
One hundred and fifty one employees elected to participate in the Transitional Retirement Incentive Plan. While 59 employees retired during fiscal year 2011, 92 employees had retired by June 30, 2010. The total cost of the 59 employees' retirement incentive pay was \$3,752,173, of which \$3,746,361 had been expensed in fiscal year 2010.

The Retirement Severance Plan is available to eligible faculty and staff who elected not to participate in the Transitional Retirement Incentive Plan by June 30, 2011. Under the Retirement Severance Plan, employees must be age 62 or older and have 20 years of service to retire from the University. The severance payments available under the plan are 60 percent for those employees with 15 years or more of service on December 31, 2010, and 40 percent for employees with less than 15 years of service on December 31, 2010. New employees hired on or after March 1, 2010, would be eligible for a 25 percent severance pay at retirement. There are currently two employees who have elected to retire under this plan.

The total cost of these retirements are estimated at \$119,082, with a three percent salary increase assumption and are recorded as a non-current liability, as the retirement dates are beyond June 30, 2012.

The Governmental Accounting Standards Board (GASB) Statement No. 47, Accounting for Termination Benefits, requires the University to recognize an expense and liability for involuntary terminations. This expense is recognized when a termination plan has been approved and communicated to the employees and the amounts can be estimated.

The University informed employees in February 2010 that a displaced workers plan would be implemented. This plan affected 52 employees whose employment was terminated between February 2010 and June 2010. These separated employees received severance pay of between 8 to 20 weeks, depending on years of service and notification period, in a lump-sum payment. Additional benefits included COBRA health insurance paid at 100 percent by ISU for six months, up to four semesters of employee/spouse fee waiver benefits, up to ten semesters of dependent child fee waivers, and use of the Student Recreation Center. The total cost of this plan was \$668,639. During fiscal year 2011, an additional nine employees were displaced under this plan for a cost of \$124,234.



*Team Sycamore Dragster donated by Moser Engineering*

## Note 10. Risk Management

The University is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; job-related illnesses or injuries to employees; and health and other medical benefits provided to employees and their dependents. The University handles these risks of loss through combinations of risk retention and commercial insurance. For buildings and contents, the University has risk retention of \$100,000 per occurrence. The maximum liability to the University for job-related illnesses or injuries is \$350,000 per occurrence.

The University retains the risk for medical benefits up to a stop-loss provision of \$225,000 per member. Accrued liabilities for unpaid medical claims as of June 30, 2011, are included in current other liabilities. The liability is based on 25 percent of actual claims paid during the year, which represents a three-month average turnover period for claims processing. Changes in the balance of claims liabilities during the 2011 fiscal year are as follows:

Unpaid medical claims, 7/01/10	\$ 4,127,639
Claims incurred	14,792,003
Claims paid	(15,296,413)
Unpaid medical claims, 6/30/11	\$ 3,623,229

## Note 11. Litigation

The University has been named as a defendant in a number of lawsuits. For most of these lawsuits, the final outcome cannot be determined and management is of the opinion that any ultimate outcome will

not have a material effect upon the University's financial position. A workmen's compensation lawsuit that involved an injury of an employee of the University, in which the full worker's compensation board agreed with the assertion that the injury was sustained during a routine activity of daily living and was not employment related, was overturned by the Indiana Court of Appeals. The University has applied for a writ of certiorari to the Indiana Supreme Court and awaits a response. The plaintiff's medical costs alone exceed \$500,000, with a total estimated damage of \$1,000,000. Indiana State University's stop-loss amount is \$350,000; any amount over that would be paid by Employers Reinsurance. The University has established a \$350,000 contingent liability as a non-current other liability, as this is not expected to be settled during the next fiscal year.

## Note 12. Funds Held in Custody for Others

Included in the balance Funds Held in Custody for Others are funds held on behalf of the ISU Foundation for Networks as part of Lilly Foundation gift. These funds are currently invested on behalf of the Foundation, with \$2,161,622 classified as a current liability and the remaining \$609,893 classified as a non-current liability.

## Note 13. Pollution Remediation Obligation

To comply with GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*, the University must report a liability for an obligating event. An obligating event occurs when the University commences or legally obligates itself to commence pollution remediation. During fiscal year 2011, Indiana State University worked on pollution remediation in the following locations: the ISU Welcome Center, the Scott College of Business, the Icon building demolition, and further asbestos abatement work in Hulman Center. As of June 30, 2011, these projects had not been completed, leaving an outstanding obligation of \$68,723. The obligation has been classified as a current other liability.

## Note 14. Natural Classifications with Functional Classifications

The University's Operating Expenses by Functional Classification were as follows:

Functional Classification	Compensation and Benefits	Supplies and Materials	Utilities	Scholarships and Fellowships	Depreciation	Total
Instruction	\$ 57,329,921	\$ 5,141,685	\$ —	\$ —	\$ —	\$ 62,471,606
Research	5,620,937	3,697,203	—	—	—	9,318,140
Public service	889,295	530,279	—	—	—	1,419,574
Academic support	9,483,833	5,509,745	—	—	—	14,993,578
Student services	8,253,906	1,755,306	—	—	—	10,009,212
Institutional support	13,619,550	6,355,639	—	—	—	19,975,189
Operation of plant	8,503,686	7,972,583	9,795,059	—	—	26,271,328
Scholarships	1,136,533	57,001	—	8,859,322	—	10,052,856
Auxillary enterprises	11,211,591	14,971,027	90,420	—	—	26,273,038
Depreciation	—	—	—	—	12,434,670	12,434,670
	<u>\$ 116,049,252</u>	<u>\$ 45,990,468</u>	<u>\$ 9,885,479</u>	<u>\$ 8,859,322</u>	<u>\$ 12,434,670</u>	<u>\$ 193,219,191</u>

## Note 15. Hedge Contracts

Indiana State University has entered into long-term natural gas hedge contracts with Energy USA-TPC for the purchase of 90-95 percent of the University's estimated natural gas needed for the production of steam at the University's power plant. The natural gas hedges run through June 30, 2014, and were entered into as a cost avoidance strategy. There were costs in excess of the contract amount of \$1,205,735 for the 2011 fiscal year. This was due to the market price of natural gas being lower than the price at which the University had contracted to buy. This results from lower demand due to economic conditions and additional natural gas finds in the western United States and in Canada. There is also a risk that the University is exposed to the failure of the counterparty to fulfill the contract.

## Note 16. Retirement Plans

### Authorization.

Authorization to establish retirement plans is stated in Indiana Code Title 21, Article 21, Chapter 3, and Section 3.

### Faculty and Exempt Staff

Faculty and executive/administrative/professional employees of the University participate in a defined contribution plan administered through the Teachers Insurance and Annuity Association (TIAA) and College Retirement Equity Fund (CREF). Benefit provisions are established and/or amended by the Board of Trustees. The plan purchases individual annuity contracts for members and provides for immediate vesting. Beginning July 1, 2010, all TIAA-CREF contributions were converted to a flat 10 percent of base salary for all eligible faculty and exempt staff. For those faculty and exempt staff hired prior to July 1, 2004, the difference between the current amount and the new rate was added to the employee's base salary. For fiscal year 2011, the University made contributions totaling \$5,210,564 to this plan. As of June 30, 2011, there were 806 employees and retirees participating in TIAA/CREF, with annual salaries equal to \$52,057,863.

### Non-exempt Staff

Regular clerical and service staff participate in the Public Employees Retirement Fund (PERF), a retirement program administered by an agency of the State of Indiana. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. Benefit provisions are established and/or amended by the Board of Trustees of PERF. There are two parts to this plan: an annuity savings plan and a defined benefit agent multi-employer plan. The University contributes three percent of the gross earnings to the annuity savings plan. The University also contributed seven percent of the employee's gross earnings to the defined benefit agent multi-employer plan during the fiscal year. Employees are eligible to participate in this plan immediately upon employment and are fully vested in the defined benefit plan after ten years of service. For the fiscal year ended June 30, 2011, there were 604 employees participating in PERF with annual salaries equal to \$18,014,760.

PERF issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by writing the Public Employees Retirement Fund, Harrison Building, Room 800, 143 West Market Street, Indianapolis, IN 46204, or by calling (317) 232-4162.

The University's annual pension cost and related information, as provided by the actuary, for the periods ended June 30, 2010 and 2009, is presented below. The actuarial methods and significant assumptions used are as follows:

Accounting cost method:	Cost of Sales method
Asset valuation method:	Smoothed cost method
Investment rate of return:	7.50%
Projected salary increases:	4%
Cost of living increases:	3%
Contribution method:	Level dollar amount
Amortization period:	30 years from July 1, 1987

Net Pension Obligation	Fiscal Year Ended June 30, 2010	Fiscal Year Ended June 30, 2009
Annual required contribution	\$ 1,144,200	\$ 1,137,800
Interest on net pension obligation	282,133	280,424
Adjustment for annual required contribution	4,120	10,000
Annual pension cost	\$ 1,430,453	\$ 1,428,224
Contributions made	\$ 1,309,251	\$ 1,417,300
Financial (operating) income generated	\$ 21,620	\$ 100,000
Net pension obligation, beginning of year	\$ 1,887,500	\$ 1,887,500
Net pension obligation, end of year	\$ 1,614,302	\$ 1,614,302

Three-Year Trend Information (in thousands)									
	Valuation of Assets	Accrued Liability (AL)	Excess of Assets over (unfunded) AL	Funded Ratio	Annual Covered Payroll	Excess (Unfunded) AL as a Percentage of Covered Payroll ((a-b)/c)	Annual Pension Cost	Percentage of APC Contributed	Net Pension Obligation
	(a)	(b)	(a-b)	(a/b)	(c)				
7/1/2008	\$25,858	\$26,322	(\$464)	98.2%	\$17,499	-2.7%	\$1,082	101%	(\$563)
7/1/2009	\$22,492	\$25,900	(\$3,408)	86.8%	\$18,877	-18.19%	\$1,143	102%	(\$585)
7/1/2010	\$17,551	\$26,060	(\$8,509)	67.4%	\$17,523	-48.6%	\$1,256	94.3%	(\$514)

### Note 17. VEBA Trust

The University established a Voluntary Employees' Benefit Association (VEBA) trust, with an independent trustee, for the purpose of providing retiree medical benefits for retired employees of Indiana State University and their dependents that become eligible upon accruing the required years of service. Approval from the IRS for the tax-exempt status of the trust was received on March 2, 1999.

The trust is funded from reserves set aside in previous years for this purpose, University contributions, employee payroll deductions for post-retirement benefits, and reinvested net earnings. A summary of the activity in the trust for the year ending June 30, 2011, is as follows:

Beginning fund balance 7/1/10 (in millions)	\$ 14,034,734
Transfer of employee/employer contributions	2,081,153
Withdrawal net benefits	(1,222,574)
Less: management fees	(172,200)
Realized gain on sale of investments	2,051,100
Unrealized gain on decrease in market value	4,107,100
Market value at June 30, 2011	\$ 15,759,613

These funds cannot under any circumstances revert to the University; therefore, the financial statements of the University do not include the value of these assets. The following charts show the actual diversification of the VEBA investments.

VEBA Investment Policy Guidelines Diversification			
Asset Class	Target	Minimum	Maximum
Equity	70.0%	55.0%	85.0%
Fixed Income	30.0%	15.0%	45.0%

Actual VEBA Investment Diversification		
	Actual \$	Actual %
Large Cap US Stocks	8,564,433	54.4
International	3,351,451	21.3
Small Cap US	4,501,119	28.6
Small Cap Growth	1,113,170	7.0
Small Cap Value	1,525,210	9.6
Mid Cap Value	1,525,210	9.6
International Core Equity	6,917,793	43.9
International Emerging Mkts	3,110,717	19.7
Unallocated	2,552,914	16.1
Fixed Income	20,250,361	128.7
Net Investment Portfolio	5,931,341	37.7
	15,759,613	100.0%

## Note 18. Other Post Employment Benefits

### Plan Description

Beginning January 1, 2010, Indiana State University selected NEBCO, a division of AmWins Group Benefits to administer the post-65 retiree medical plan. This plan replaced the self-insured program for retirees with an insurance policy for which the University's cost is based on premiums instead of claims. All retirees, after reaching the age of 65, are required to participate in the fully insured plan in order to retain the retirement medical benefit. The University's cost is \$231 per month for each plan participant including dental insurance coverage. Retirees pay \$58 or \$83 per month directly to NEBCO, depending on the prescription drug plan option taken. The medical plan portion of the policy is guaranteed for two years, while the prescription policy is subject to yearly rate adjustments. This group of post-65 retirees retains dental coverage through Delta Dental of Indiana and life insurance through the Hartford Insurance.

Retirees under the age of 65 will continue participation in the Indiana State University Healthcare Plan for active employees until age 65 is attained. This plan is a single-employer defined benefit health care

plan administered by Cigna for medical coverage, Delta Dental of Indiana for dental coverage, Medco for prescription coverage, and Hartford Insurance for life insurance. The plan provides medical, dental, and life insurance for eligible retirees and their spouses. Active employees are eligible for the plan provided they retire after attaining age 62 with at least 20 years of service. Surviving spouses may continue in the plan until remarriage or death. Employees hired after January 1, 2005, or employees or their spouses who had not enrolled in the ISU health plan before January 1, 2005, are not eligible for the plan. The Indiana State University Board of Trustees has the authority to establish and amend provisions to the University plan.

	2009-2010	2010-2011	2011-2012
Valuation Date	9/30/2009	6/30/2010	6/30/2011
Active Participants	111	70	64
Retirees (including spouses)	104	120	121
Total Participants	215	190	185
Assets	1,337	7,275	7,374
Average Age	60.3	61.0	60.0
Assets	25.4	38.0	39.6
Average Pension	13.2	10.6	10.6

### Funding Policy

The contribution requirements of plan members for the Indiana State University Retirement Health-care Plan are established by the University's Board of Trustees. The required contribution is based on projected pay-as-you-go financing requirements, with an additional amount to fund the VEBA. For the fiscal year ended June 30, 2011, the total contribution to the plan was \$6.2 million, with the University contributing \$3.9 million for current premiums and \$2 million contributed to the VEBA. Plan members receiving benefits contributed \$0.3 million, based on the required contribution rates as follows:

Participants Monthly Contributions	Benefit Only	Total Cost Expense
<b>Under age 65</b>		
Salary under \$27,000	\$117	\$165
Salary greater than \$27,000 and less than \$77,000	\$145	\$195
Salary \$77,000 and over	\$175	\$235
<b>Ages 65 and over</b>		
(Formerly Retirees/Spouses)		
Group 1	\$ 88	\$115
Group 2	\$ 83	\$108

### Annual OPEB Cost and Net OPEB Obligation

The University's annual other post employment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities

(or funding excess) over a period not to exceed 30 years. The following table shows the components of the University's annual OPEB cost for fiscal years 2010 and 2011, the amount actually contributed to the plan, and changes in the University's net OPEB obligation to the plan:

<b>GASB 45 ARC and Annual Expense</b>	<b>2010</b>	<b>2011</b>
Annual required contribution	\$ 4,558,822	\$ 2,548,416
Interest on net OPEB obligation	(68,205)	(226,573)
Adjustment to annual required contribution	82,583	274,338
Annual OPEB cost	\$ 4,573,200	\$ 2,596,181
Contributions made	(7,212,671)	(5,923,577)
Decrease in net OPEB obligation	\$ (2,639,471)	\$ (3,327,396)
Net OPEB obligation (asset), beginning of year	\$ (1,136,746)	\$ (3,776,217)
Net OPEB obligation (asset), end of year	\$ (3,776,217)	\$ (7,103,613)

The University's annual OPEB cost, the percentage of the annual OPEB cost contributed to the plan, and the net OPEB asset were as follows:

<b>Year Ending</b>	<b>Annual OPEB Cost</b>	<b>Percentage of Annual OPEB Cost Contributed</b>	<b>Net OPEB Asset</b>
6/30/11	\$2,596,181	228.20 %	\$7,103,613
6/30/10	\$4,573,200	157.79 %	\$3,776,217
6/30/09	\$5,779,000	119.10 %	\$1,136,746

### Funded Status and Funding Progress

As of June 30, 2011, the most recent actuarial valuation date, the plan was 87 percent funded. The actuarial accrued liability for benefits was \$75.3 million, and the actuarial value of assets was \$65.7 million, resulting in an unfunded actuarial accrued liability (UAAL) of \$9.6 million. The covered payroll (annual payroll of active employees covered by the plan) was \$40.5 million, and the ratio of the UAAL to covered payroll was 23.7 percent.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Funding Progress, presented below, shows multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

### Three-Year Trend Information

	<b>Actuarial Valuation of Plan Assets (a)</b>	<b>Accrued Liability (b)</b>	<b>Underfunded AAL (UAAL) (b-a)</b>	<b>Funded Ratio (a/b)</b>	<b>Annual Covered Payroll (c)</b>	<b>Unfunded AL as a Percentage of Covered Payroll ((b-a)/c)</b>
6/30/2009	\$ 45,718,000	\$ 102,607,000	\$ 56,889,000	45%	\$ 46,412,000	122.6%
6/30/2010	\$ 54,024,224	\$ 77,397,637	\$ 23,373,413	70%	\$ 41,945,064	55.7%
6/30/2011	\$ 63,730,650	\$ 75,312,342	\$ 9,581,692	87%	\$ 40,482,648	23.7%



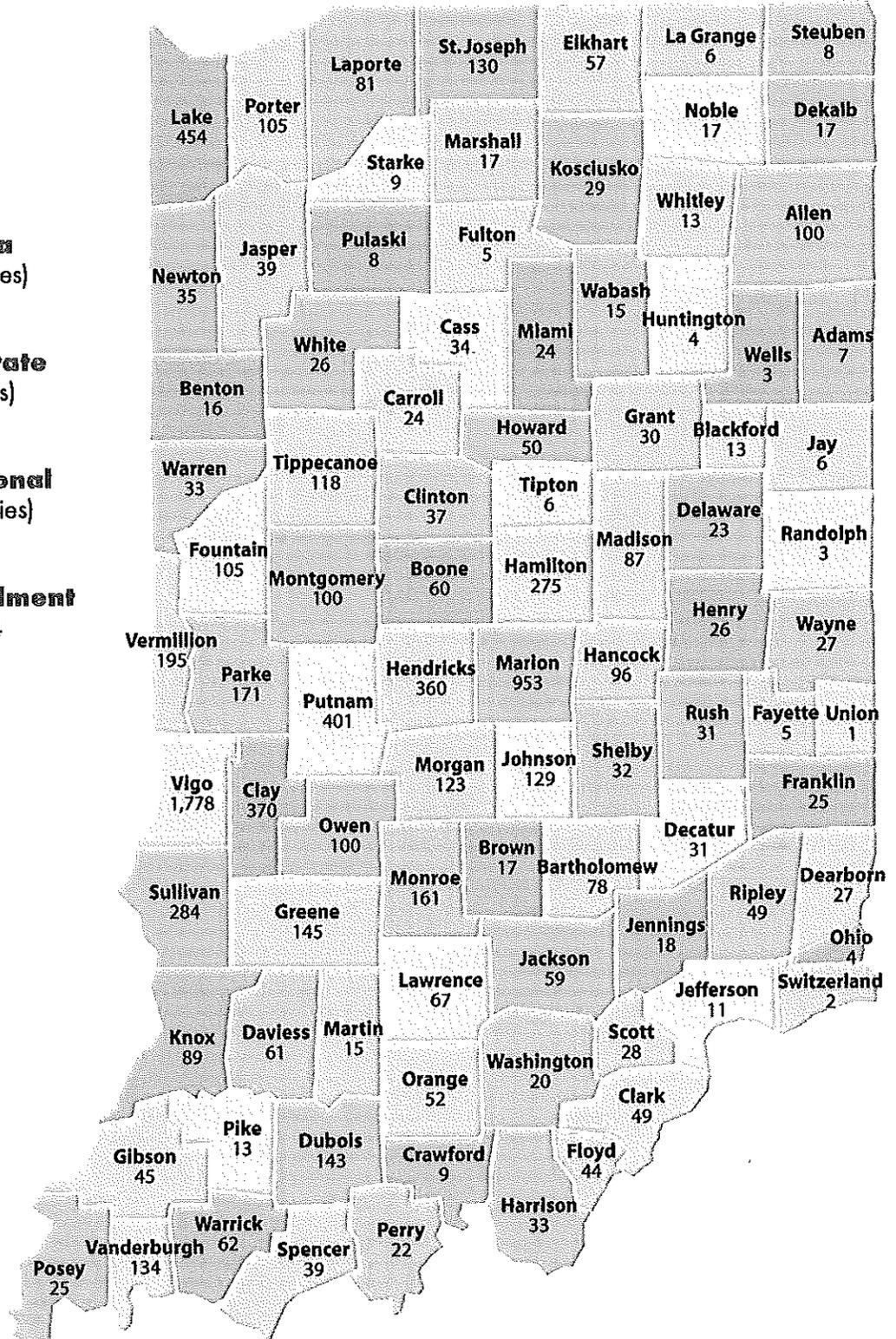
# Home Counties of Indiana State Students (Fall 2010) Unaudited

**Indiana**  
(92 counties)  
8,888

**Out-of-State**  
(49 states)  
2,067

**International**  
(62 countries)  
539

**Total Enrollment**  
11,494



## Board of Trustees

as of June 30, 2011

Ron D. Carpenter  
President  
Indianapolis, Indiana  
Term expires 2011

Michael J. Alley  
Vice President  
Carmel, Indiana  
Term expires 2013

Norman Lowery  
Secretary  
Terre Haute, Indiana  
Term expires 2011

Randall Minas  
Assistant Secretary  
Terre Haute, Indiana  
Term expires 2012

Robert Baesler  
Terre Haute, Indiana  
Term expires 2013

Tanya R. Bell  
Carmel, Indiana  
Term expires 2012

Matthew Huckleby  
Greentown, Indiana  
Term expires 2011

Edward A. Pease  
Terre Haute, Indiana  
Term expires 2012

George E. Pillow  
Indianapolis, Indiana  
Term expires 2011

**Additional copies of the 2011 Financial Report  
may be obtained from:**

Office of the Controller, Parsons Hall, Room P115,  
Indiana State University, Terre Haute, Indiana 47809  
812-237-3513 • [www.indstate.edu/controller/](http://www.indstate.edu/controller/)

## University Officials

as of June 30, 2011

Daniel J. Bradley  
President of the University

C. Jack Maynard  
Provost and Vice President for  
Academic Affairs

Diann McKee  
Vice President for  
Business Affairs, Finance, and  
University Treasurer

Carmen Tillery  
Vice President for Student Affairs  
and Dean of Students

John E. Beacon  
Vice President for Enrollment  
Management, Marketing, and  
Communications

### For Additional Information:

#### Admissions

Office of Admissions  
218 North Sixth Street  
Indiana State University  
Terre Haute, Indiana 47809  
812-237-2121

#### Alumni

Office of Alumni Affairs  
30 North Fifth Street  
Terre Haute, Indiana 47809  
1-800-258-6478

#### Foundation

ISU Foundation  
30 North Fifth Street  
Terre Haute, Indiana 47809  
812-514-8400

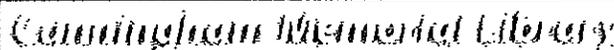


Indiana State  
University

More From Indiana

Attachment 10

Library and Support Services


[ISU Calendar](#) [ISU A-Z](#) [MyISU](#)
[Find Library Materials](#) [Resources For You](#) [Research Help](#) [About Us](#) [Services](#) [FAQ](#)

 Search: [Fusion Catalog](#)

## SERVICES

### Circulation Department

Information on circulation and reserve services at ISU, including borrowing privileges, checkout periods/renewals, recalls, returning items, fines and charges, reserve checkout/renewal/fines and other circulation services.

### Reference / Instruction Department

The Reference/Instruction Department is responsive to the information and instructional needs of the ISU community. It provides assistance to patrons (both students and faculty) as they use library materials in pursuit of research and curriculum related information needs.

### Interlibrary Loan

Books not owned by Indiana State University Library may be borrowed and journal articles photocopied from other libraries through the Interlibrary Loan office. This page includes general information, policies and online forms for the convenient ordering of these materials.

### Check My Account

Renew library materials online and also find out what books you have charged out, when they are due, what items you have requested and any fines you might have.

### Course Reserve

Look up what's been placed on reserve for your course. Print items on reserve are available at the Reserve Desk in the ISU Library. Items on electronic reserve can be viewed and printed via the library catalog.

### Special Collections

Brief descriptions and links to catalogs, databases and lists pertaining primarily to locally-held special collections.

## SERVICES FOR...

- **Faculty**  
Essential library and research information for new and continuing faculty.
- **Graduate Students**  
Essential library and research information for graduate students.
- **Distance Education Students**  
This page outlines library services offered to students currently enrolled in distance education courses through Indiana State University.
- **Students with Disabilities**  
Library accessibility information.
- **High Schools & other non-ISU Groups**  
Visiting the ISU Library, Guidelines for Non-ISU School Groups



Cunningham Memorial Library  
 610 North 6 1/2 Street Terre Haute, Indiana • 47809  
 (812) 237.2580  
[Comments](#) - [Map](#)  
[Privacy and Usage Policy](#) - [Report a Problem](#)  
 © Copyright 2010 Indiana State University. All Rights Reserved.



**OIT HELP DESK****CONTACT US****BY PHONE**

(812) 237-2910 or (888) 818-5465

Holiday Exceptions  
 Before you contact us  
 information to Have Ready  
 Reporting Service Difficulties  
 Emergency Contact Information  
 Help Desk Main Page

Your call will be answered by either a student analyst or one of our full-time staff members. If the analyst is unable to answer your question, then an incident will be created and assigned to one of our consultants to follow up with you. Also, you will be given the incident number that we use to track the request. Please use this incident number to later get status from the Help Desk concerning your request. It is very important to have specific information ready and available to give to the Help Desk analyst when you call so that we can log and track your request accurately. If all of our analysts are busy and you experience a long delay in our telephone queue, we encourage you to report your service difficulty.

**HOURS**

M - Th	7:30 a.m.-10:00 p.m.
Friday	7:30 a.m.-4:30 p.m.
Saturday	8:00 a.m.-2:00 p.m.
Sunday	3:00 p.m.-9:00 p.m.

**BY THE WEB**

To send your information via the web:

1. Go to <http://myisu.indstate.edu>
2. Go to Self Service
3. Select My Banner Self-Service Links
4. Select Help Desk Self Service
5. Select the "Create Help Desk Ticket" button at the bottom of the page.

**BY FAX**

(812) 237-4461

Please send us your name, phone number, e-mail address, a brief description of your problem, and the best time and way to contact you. A Help Desk analyst will contact you within 1 business day. If the analyst is unable to answer your question, then an incident will be created and assigned to one of our consultants to follow up with you. Also, you will be given the incident number that we use to track the request. Please use this incident number if you request the status of your request from the Help Desk later.

**IN PERSON**

Student Computing Complex (SCC) 110  
 Our walk-in hours are 7:30am until 4:30pm Monday through Friday.  
 (24-Hour Lab) [See Map]  
 Click here for hours of operation.

**BY E-MAIL**

IT-Help@indstate.edu

A Help Desk analyst will send a reply e-mail message to you within 1 business day. If the analyst is unable to answer your question, then an incident will be created and assigned to one of our consultants to follow up with you. Also, you will be automatically sent the incident number that we use to track the request. Please use this incident number to later get status from the Help Desk concerning your request.

**PLEASE HAVE THE FOLLOWING INFORMATION READY WHEN CONTACTING THE HELP DESK**

Help us save you time by having the following information ready when requesting customer service:

When calling the help desk be prepared to give the following information: Last Name, First Name, Building, Room, e-mail Address, and Phone Number.

When calling with a login problem, be prepared with the following details: network server used, user name, password, description of the problem, exact error message.

When calling with a system problem, be able to quote the exact command syntax you used, the sequence of commands and responses, and the exact error message(s) you received, system description, property tag, and description of the problem.

Please provide us with the best times to reach you and/or give us alternate contact information.

If calling in for someone else, please be able to provide us with the above and also with up-to-date contact information for that user such as Building, Room, Phone Number, and E-mail address.

Note: We at the Help Desk realize that many Indiana State University computer users have developed strong working relationships with OIT consultants and Technical Support personnel. However, a central place for resolving computing problems and questions has been shown to be a more effective alternative to this approach when serving a large community. We therefore request that you contact the Help Desk when you have a problem or question instead of the OIT consultant or technician you called in the past. Our consultants are frequently on campus handling calls previously placed via the Help Desk, and they are not able to respond to their voice mail or e-mail in as timely manner as they may have in the past.

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## REPORTING SERVICE DIFFICULTIES

OIT provides multiple avenues for you to provide feedback regarding our services. We encourage you to take advantage of the opportunity to tell us your support needs and concerns.

After calling the Help Desk, if you feel that assistance provided by the Help Desk staff was not sufficient or timely, please call or e-mail the Help Desk Manager, David Bigney.

When calling the Help Desk, if you have any difficulties with any Help Desk analyst, please request to be transferred to the Help Desk Manager, David Bigney.

The Director of User Services, Yancy Phillips is available if you wish to escalate your request for consideration for more immediate attention and resolution.

All faculty and staff who call the Help Desk receive a follow-up survey after OIT feels that the request has been resolved. This is a way not only to provide feedback on the analysts who assisted you in the Help Desk or in your office, but also a way for you to tell us if the problem was resolved to your satisfaction and is not recurring.

Your questions and feedback provide important information to OIT and are appreciated.

Attachment 11

Closure and Teach-out Procedures

## Closure Timeline and Procedures

In the event that Indiana State University would discontinue a program or cease operations, a Teach-out Plan would be developed for the students detailing the arrangements for completion of their studies.

The Teach-out Plan may include a Teach-out Agreement with one or more institutions nearby.

The Teach-out Plan and the Teach-out Agreement must be approved by our accrediting body, the Higher Learning Commission of the North Central Association. The Teach-out Agreement must also be reviewed by the Indiana Commission of Higher Education.

As a regionally accredited institution, ISU would follow the requirements of the Higher Learning Commission of the North Central Association and any expectations that the Indiana Commission of Higher Education would place in ISU as an Indiana state chartered institution.

In the event of either occurrence the Iowa College Student Aid Commission would receive a copy of the approved plan/agreement.

A copy of the guidance provided by the Higher Learning Commission of the North Central Association is attached.



## **INSTITUTIONAL CIRCUMSTANCES REQUIRING COMMISSION APPROVED TEACH-OUT ARRANGEMENTS**

### **Introduction**

Any institution affiliated with the Higher Learning Commission (HLC) that is in the process of closing or is engaged in one of the other circumstances identified below is obliged to provide for the welfare of enrolled students who have invested their time, energy, and money in attending the institution. The institution documents its preparations through a Teach-Out Plan. The institution is required to inform the Commission of its circumstances and to receive formal Commission approval of the Teach-Out Plan prior to initiating it.

### **Circumstances Requiring a Teach-Out Arrangement**

An institution must submit a **Teach-Out Plan** for Commission approval in each of the following circumstances:

1. When the U.S. Department of Education takes an emergency action, or a limitation, suspension, or termination or similar action against the institution
2. When the Commission acts to withdraw, suspend, or terminate the status of the institution
3. When the institution notifies the Commission that it intends to cease operations as an educational institution
4. When the institution permanently closes an additional location at which it offers 100 percent of either a certificate or a degree program before all students enrolled at that location have completed their programs of study\*

***Note:** If, in closing an additional location, the institution intends to open a new location at which it offers one or more full degree programs, it must seek approval through the Commission's change process. In this situation, the institution must submit a Teach-Out Plan as part of the change request.*

5. When a state licensing or authorizing agency revokes or will revoke an institution's license or legal authorization to provide an educational program in that state

In addition, an institution that agrees to serve as the Teach-Out institution (the institution that receives the students) for a closing institution must file a **Teach-Out Agreement** with the Commission.

## Definitions of Teach-Out Plans and Teach-Out Agreements

HLC policies regarding teach-out arrangements differentiate between Teach-Out Plans and Teach-Out Agreements. The policies specify when an institution needs to submit these documents and what they should demonstrate. (See Policy 3.9 - Commission Approval of Institutional Teach-Out Arrangements. An institution that will cease operating as an educational institution should also consult Policy 3.8 - Accreditation of Closing Institutions.)

- **Teach-Out Plans** detail the arrangements an institution makes for students when it intends to cease operating as an educational institution or when it undergoes one of the other circumstances identified on page 1. A Teach-Out Plan might include a Teach-Out Agreement.
- **Teach-Out Agreements** are made between the home institution and each partner Teach-Out institution identified in the Teach-Out Plan. Teach-Out Agreements are required as part of a Teach-Out Plan for certain situations as described in the following section. The institution should ensure that the Teach-Out Agreement is committed to a written contract or letter of agreement with the Teach-Out institution. The agreement should be reasonably detailed about the obligations being agreed to by each party and should be signed by an appropriate representative of each institution. The Teach-Out institution must file a separate Teach-Out Agreement with the Commission.

## When to Include a Teach-Out Agreement with the Teach-Out Plan

An institution must include a Teach-Out Agreement in its Teach-Out Plan when:

- The institution will not be able to teach out its own students prior to its closure as an academic institution;
- One of the circumstances identified on page 1 will result in the institution, or the additional location, closing before all students attending have completed their programs of study; or
- If loss of Title IV funds will require that some students cannot complete their programs at that institution even if the institution itself will continue in business.

The institution will want to arrange with one or more institutions nearby that have the same academic programs to provide courses to those students who can reasonably complete their academic programs within no more than one year from the date the institution closes or otherwise experiences one of the circumstances identified above.

Through a Teach-Out Agreement the Teach-Out institution agrees to accept these students, usually without requiring a formal application or residency requirement, and allows them to take appropriate classes to complete their degrees. In most cases, the closing institution agrees to accept the credit hours earned at the Teach-Out institution and to grant those students who successfully complete the degree requirements in the teach out a degree; in a few cases, such as when the closing institution loses its degree-granting authority, the closing institution may not be able to award the degree, and the Teach-Out institution agrees to

award its own degree.

Other students who have more credit hours to complete will need to make arrangements to transfer to other institutions and ultimately receive their certificates or degrees from those other institutions. The institution that is closing or otherwise undergoing one of the circumstances above should make every effort to assist such students in transferring and should include information on how that assistance will be provided within the Teach-Out Plan.

### **Institutional Preparations to File a Teach-Out Plan**

When an institution realizes that it may undergo one of the circumstances identified on page 1, it should begin preparing a Teach-Out Plan as described in "Instructions for Preparing and Filing Teach-Out Plans and Teach-Out Agreements." Among the first things the institution should do is to create an inventory its students to determine how many students remain enrolled and how many credits each student must earn to graduate. It can then determine, based on this inventory, those students who may be eligible for a teach-out and those students who must transfer to other institutions to complete their degrees.

An institution that is in good standing with the Commission and state and federal agencies and is not in a financial emergency may have some flexibility to cease operation or close a location by simply not accepting new students and continuing to offer academic programs until all students have graduated. An alternative for an institution where the institution itself remains open and in good standing with the Commission but is merely closing a campus or additional location, may be to teach-out students at another campus or additional location if the institution has such a location in the vicinity of the closing campus or location. In this case the Teach-Out Plan will need to outline the institution's intent to teach-out its own students and include information to indicate how the institution will continue to assure access to appropriate faculty and student services. When closing a campus or additional location, it is typically not acceptable to provide only distance education options to students enrolled in degree programs affected by the closure.

An institution that must close in the very near future or whose accreditation, access to Title IV funds, or degree-granting authority for one or more programs has been withdrawn must also execute a **Teach-Out Agreement**. The institution will need to identify possible partner Teach-Out institutions in its vicinity with similar programs that might be willing to accept and teach out students and approach those institutions about executing a Teach-Out Agreement. To assist students in transfer, the institution may need to arrange for transfer fairs or other activities to help students to identify possible places to which they might transfer and then assist students with the process of applying for admission at appropriate institutions. If the institution is closing, the institution also will need to identify a location that will accept and retain student records. In some states the state higher education agency may be this repository. Finally, the institution must develop a communication plan for working with students through this transition. Once these arrangements are made, they should be explained in the Teach-Out Plan. The Plan is then submitted to the Commission staff liaison for review.

### **Extension of Accreditation for Closing Institutions**

The institution may, in conjunction with the filing of a Teach-Out Plan, request that the Commission formally extend the accreditation of the institution beyond its publically announced closing date. The sole reason is to provide those students who are heavily invested in the

institution an opportunity to earn a degree from the closing institution without undue hardship. By policy, extension of accreditation can be for no longer than one year after the official date of closing. To request an extension of accreditation, a closing institution must assure the Commission of three requirements as outlined in Commission Policy 3.8 and restated below.

The first requirement demands that the institution remain a legal entity empowered to award degrees by the state in which it operates. The institution must provide a letter from the appropriate state degree-granting agency (i.e., the Secretary of State or the head of the pertinent state higher education regulatory or coordinating council) documenting that the institution's legal existence and authority to grant degrees will continue through the requested extension of accreditation.

The second and third requirements state that the institution needs to make arrangements so that its current students' educational needs are met as fully as possible and to outline the plans for achieving that goal in a formal Teach-Out Plan submitted to the Commission. No new students are to be enrolled at this point. While the Teach-Out Plan must cover all the students, it is not realistic to expect that all students enrolled in the institution will be able to meet the graduation requirements, even if there is a year-long extension of accreditation. As the policy indicates, the degree awarded needs to be consistent and comparable to the degrees that had been awarded previously.

### **Commission Review of Teach-Out Plans and Teach-Out Agreements**

An institution facing any of the circumstances identified earlier in this document should contact the Commission staff liaison for that institution to determine what next steps are necessary and the timeline for review and decision-making.

A Teach-Out Plan must be formally approved by the Commission's Institutional Actions Council before it can be implemented. The Commission will evaluate the agreement to determine that it provides for the welfare of the students affected in a fair and equitable manner. The institution should allow at least 60 days for Commission review and final action before the date that it would need to implement the Teach-Out Plan.

A Teach-Out Agreement from a Teach-Out institution is subject to the same approval process.

A request for extension of accreditation requires approval by the Board of Trustees once the Institutional Actions Council approves the Teach-Out Plan. The Trustees meet three times a year. As the extension of accreditation must be approved before the institution closes, the institution must ensure that its request is presented to the Commission in sufficient time for Board of Trustees review and action.

### **Questions**

Most questions should be referred to the Commission staff liaison assigned to the institution.

Questions related to institutional change requests that also require Teach-Out Plans should be sent to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org).

## **INSTRUCTIONS FOR PREPARING AND FILING TEACH-OUT PLANS AND TEACH-OUT AGREEMENTS**

The information below is designed to assist the institution in preparing appropriate documentation for a Teach-Out Plan and Teach-Out Agreement. The completed Teach-Out Plan should be sent by the chief executive officer of the institution to the Commission staff liaison assigned to the institution, unless the Plan is part of a change request, in which case it should be submitted through the Commission's process for approval of a substantive change. Visit the Commission's Web site ([ncahlc.org](http://ncahlc.org)) for information on the Commission's change processes.

Most questions should be referred to the Commission staff liaison assigned to the institution.

Questions related to institutional change requests that also require Teach-Out Plans should be sent to [changerequests@hlcommission.org](mailto:changerequests@hlcommission.org).

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### **The Teach-Out Plan**

The Teach-Out Plan should demonstrate that, despite whatever changes are taking place, the institution has made appropriate provisions for the welfare of the students.

The Teach-Out Plan should include the following elements:

1. Evidence that the Teach-Out Plan provides for equitable treatment of students, in particular by ensuring that they are able to complete the educational programs in which they were enrolled prior to the circumstances that led to the need for the Teach-Out Plan.
2. Evidence that the Teach-Out Plan provides for students to complete their degree programs within a reasonable period of time.
3. The anticipated timeline of activities, including the effective date of the closure or loss of degree-granting authority, loss of access to Title IV, etc.
4. A communication plan that includes the proposed timeline and methods for notifying students of the Teach-out Plan, including any students who may be on approved leaves of absence, as well as faculty, staff, and other institutional constituents.
5. A plan for providing advising services for students (group and/or individual meetings, dates, agenda, etc.).
6. A list of students affected and anticipated decisions regarding teach-out (graduation, transfer, remain at institution, participate in teach-out and at what institution, etc.).
7. If the institution is closing a location, an updated list of degree programs offered at the location and identification of any programs that are unique to the location.
8. A list of any institutional or specialized accreditations held by the institution. If the Teach-Out Plan applies to the closing of a location, a list of any specialized accreditation that applies to programs offered at that location.

9. If the institution is closing, the location of the institution's records.
10. If a Teach-Out Agreement is required as a part of the Teach-Out Plan, it demonstrates the conditions identified below.

### **The Teach-Out Agreement**

The Teach-Out Agreement should be designed with the previous elements in mind. The Teach-Out Agreement must also account for characteristics of the Teach-Out institution as well as the home institution.

An institution that agrees to serve as the Teach-Out institution (the institution that receives the students) for a closing institution also must file a **Teach-Out Agreement** with the Commission.

The Teach-Out Agreement must demonstrate that it meets the following conditions:

1. The Teach-Out Agreement is with another institution (Teach-Out institution) that is accredited by or holding candidacy with an agency recognized by the U.S. Department of Education.
2. Where appropriate, the Teach-Out institution is eligible for Title IV financial aid.
3. The Teach-Out Agreement is consistent with all applicable state and federal regulations.
4. The Teach-Out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and is reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or ceasing operations.
5. The Teach-Out institution can provide students access to such programs and services without requiring them to move or travel substantial distances.
6. The Teach-Out institution is stable and is carrying out its mission and meeting all of its obligations to current students.
7. The Teach-Out Agreement provides students with reasonable opportunities to complete their education without additional charges. The Teach-Out Agreement includes a notification provision to ensure that students have complete information about the tuition and fees of the institution conducting the teach out.

### **Request for Extension of Accreditation**

The chief executive officer of an institution requesting an extension of accreditation should contact the Commission staff liaison assigned to the institution to coordinate the request.

Attachment 12

Procedures for Complaints

# PROCEDURES FOR DISCRIMINATION AND SEXUAL HARASSMENT COMPLAINTS

---

1. **General.** The Office of Affirmative Action works to ensure compliance with federal, state, and university equal employment opportunity and affirmative action policies and requirements. These procedures guide the Office of Affirmative Action when handling any incident of alleged discrimination. Sexual harassment is a form of illegal discrimination.
  - a. **Basic Approach.** Incidents of alleged discrimination should be addressed in a way that places a strong emphasis on resolving complaints informally. Our guiding beliefs are:
    - i. Conflict often occurs in the workplace, but it is usually resolvable.
    - ii. Most people wish to resolve conflict; however, they sometimes lack the perspective or the skills to do so.
    - iii. Resolving conflict requires early, open, and productive expression at its source, before that conflict escalates into an adversarial, litigious, and costly situation.
    - iv. The procedures used by the Office of Affirmative Action should allow for the consistent and timely processing of all complaints and ensure that the Office of Affirmative Action meets the university's legal obligations and its obligations to provide appropriate conditions of work and learning for faculty, students, and staff.
  - b. **Procedural Characteristics.** Procedures used by the Office of Affirmative Action should have the following characteristics:
    - i. Fairness and Objectivity; the procedure, so far as possible, must protect the rights of all involved.
    - ii. Promptness; the faster the complaint gets addressed, the easier it is to resolve. A timely procedure benefits the acceptance of the resolution most readily.
    - iii. Confidentiality; staff should maintain great discretion, divulging information concerning the matter on a need-to-know basis only.
    - iv. Notice; Once a person becomes the focus of a complaint or is identified as a part of a resolution, that person must be notified of the complaint, the identity of the complainant, and the nature of the complaint.
    - v. Thoroughness; the Office of Affirmative Action is committed to the principle that complete and accurate information should form the basis of responses to complaints.
    - vi. Finality; those responding to complaints should communicate the results of their investigations in a clear and timely way to provide a sense of completion. The uncertainty and scrutiny of a discrimination complaint can be disruptive and difficult for all involved to tolerate.
  - c. A copy of these procedures will be provided to all parties to inform them of the system to be followed in handling incidents of alleged discrimination.

## 2. Informal Procedures: Alternative Dispute Resolution.

- a. Individuals who believe that discrimination compromises their educational or work experience should feel free to discuss their concerns with a faculty member, chair, dean, or supervisor.
  - i. In such situations, the offended party may also request the person consulted to speak informally with the alleged offender(s), informing them of the salient features of the complaint.
  - ii. If this process does not resolve the matter, or if the complainant prefers, then he/she may pursue Alternative Dispute Resolution or a Formal Investigation.
- b. Alternative Dispute Resolution. The goal of Alternative Dispute Resolution (whether mediation or other ways of resolving complaints) is to provide a forum where the complaining and responding parties can, with the aid of the third party, come to a mutually agreed-upon resolution.

- i. Alternative Dispute Resolution works only when both the complaining and responding parties voluntarily participate in the process; hence, the identity of the complaining party, the identity of the responding party, and the nature of the complaint will be known to all parties.
- ii. The Affirmative Action Officer may serve as an alternative Dispute Resolution facilitator/mediator or suggest another party to do so.
- iii. By definition, informal resolutions do not include imposing sanctions, but they may involve mutually acceptable consequences.
- iv. There are no time limits imposed here, but after 360 days from the alleged discriminatory act, there is no recourse to formal proceedings.
- v. The Affirmative Action Officer shall take all steps necessary to protect the privacy of all parties.

1. The Affirmative Action Officer shall keep no record of the Alternative Dispute Resolution process, other than the names of the departments involved and the nature of the complaint, as needed for statistical reports, for monitoring equal employment opportunity and affirmative action obligations, and for training and other proactive efforts, and an agreement executed by all parties to the complaint that memorializes conclusion of the process, which shall include the satisfactory terms of resolution.

2. The Affirmative Action Officer shall release information on an individual only with his or her permission or when required by law.

3. **Formal Procedures.** When either party wishes to bypass an informal resolution, or when informal resolution fails and the complaining party chooses to pursue the matter formally, then the following steps will take place.

- a. Signed Written Complaint. The complaining party must provide to the Affirmative Action Officer a signed, written complaint that states in detail the basis for the complaint and the relief sought.
  - i. A complaining party should file promptly – preferably within 6 months of the alleged discriminatory act, but in no event later than 360 days of the alleged discriminatory act.
  - ii. Respondents shall be informed of the details of the complaint and receive a copy of the written complaint as soon as possible.
  
- b. Preliminary Review. The Affirmative Action Officer shall, within 5 working days of receipt of the formal written complaint, then begin a preliminary review to determine if there is an apparent basis for the complaint.
  - i. This preliminary review may include talking with people other than the disputing parties, but the purpose of the review is not to determine the ultimate facts or the merits of the complaint; instead, its purpose is to determine whether there is a basis for proceeding further.
  - ii. The Affirmative Action Officer shall make a written record of all actions taken.
  
- c. No Valid Basis. If the Affirmative Action Officer determines that there is no valid basis for the complaint, then he/she shall present the results of the review to the complaining and responding parties.
  - i. The Affirmative Action Officer shall take no further action.
  - ii. Any documents gathered during the process shall remain in the Office of Affirmative Action, and will be considered an intra-agency advisory or deliberative material that expresses opinions and is used for decision-making.
  
- d. Formal Investigation. If the Affirmative Action Officer determines that there is an apparent basis for the complaint, then he/she shall notify, within 10 working days of receipt of the formal, written complaint, the complaining and the responding parties and initiate a Formal Investigation.
  - i. Prohibited Information Sharing. Non-party witnesses participating in discrimination or harassment investigations are prohibited from sharing information revealed to them during the investigation.
  - ii. The responding party will be given 5 working days from the date of notification of a Formal Investigation to provide the investigator a written response to the complaint.
  - iii. With notice to all parties, the investigation period may be extended by the investigator if the investigator believes it necessary for an equitable resolution of the situation.
  - iv. The Formal Investigation will result in written findings of fact and recommendations within 30 working days of the date the Formal Complaint was filed with the Office of Affirmative Action.

1. The report will be provided to the complainant, the respondent, and the appropriate vice president. For employees this means the operational vice president to whom the employee ultimately reports. For students this means the Vice President for Student Affairs.
2. The appropriate vice president will determine what sanctions, if any, will be imposed; except that for student complaints, the Vice President for Student Affairs may refer the matter to the Office of Student Conduct and Integrity.
3. Any party may appeal, within 20 working days, the decision of the vice president to the President of the University. Such an appeal must be in writing and must be based on either a claim of inadequate due process or the existence of substantial new evidence that was unavailable during the initial investigation; however, sanctions rendered by the Office of Student Conduct and Integrity may not be appealed to the President of the University.

**4. Emergency.**

- a. Provisional, emergency actions departing from these procedures may be taken by a senior University officer, with the advice of the University General Counsel, and must be followed as promptly as possible by steps providing respondents with the notice and opportunity to defend specified in Section 3 above.

**b. Retaliation.**

No one at the University may reprimand or discriminate against a person for having initiated in good faith an inquiry or complaint.

- 5. False Charges.** To make false charges of discrimination or harassment (the charging party knowingly or recklessly makes a charge when there is no basis for the charge) is a serious offense, punishable by sanctions set forth below.

**6. Sanctions.**

- a. Faculty and Staff. Sanctions imposed for discriminatory behavior, harassing behavior, retaliatory behavior, or for making false charges regarding the same by a faculty or staff member include, but are not limited to, reprimand, suspension, demotion, and loss of tenure and dismissal.
- h. Students. Sanctions imposed for discriminatory behavior, harassing behavior, retaliatory behavior, or for making false charges regarding the same by a student include, but are not limited to, probation, suspension, and expulsion.

- 7. Other Legal Remedies.** Complainants who are not satisfied with the disposition of their complaint may contact the Indiana Commission for Civil Rights, the U.S. Department of Education

Office for Civil Rights, or the Equal Employment Opportunity Commission. Contact information is available at the Office of Affirmative Action.

## **Procedures for Discrimination & Sexual Harassment Complaints**

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### **1.0 Campus Statement on Discrimination and Sexual Harassment**

Indiana State University is committed to creating and maintaining a positive learning and working environment and will not tolerate sexual harassment or prohibited discrimination. Indiana State University maintains and promotes a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or veteran's status. This carries out our obligations under Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; applicable state statutes, and the Equal Opportunity & Affirmative Action Policy Statement of the Board of Trustees of Indiana State University.

Accordingly, students, and employees, visitors or applicants for employment who believe that they have been subject to such discrimination or sexual harassment or that they have been denied accommodation to which they are entitled for qualified disabilities are encouraged to bring the matter to the attention of the Office of Diversity & Affirmative Action.

### **2.0 Eligibility for Filing a Complaint**

In order to be eligible to file a complaint under this policy, the complainant must be an ISU student, employee or applicant for employment within 180 calendar days prior to filing the complaint. All students and employees of ISU are covered by the nondiscrimination requirements of Title VII and IX.

The term employee or student as used in this policy refers to all individuals eligible under this section.

### **3.0 Time Limit for Filing a Complaint**

The University will review any allegations that are based on events occurring no more than 180 calendar days prior to the date the complaint was filed. However, if the complainant did not know, and did not have reason to know of the event when it occurred, the 180 calendar days will begin as of the date the complainant learned or reasonably should have learned of the occurrence of the event, or, in the event of a continuing pattern, from the time of the last known event.

### **4.0 Scope of Authority**

These procedures apply to discrimination and sexual harassment complaints initiated by Indiana State University students, students and employees, visitors or applicants for employment for actions occurring on campus property or in the areas of employment and related to any employment action, as well as in or outside the classroom, residence halls, study areas, within campus facilities or any programs connected to the University.

## **5.0 Offices for Filing Informal or Formal Complaint**

Students and employees, who believe that they have experienced sexual or other prohibited harassment or discrimination, may go to the Office of Diversity & Affirmative Action for informal discussions of discrimination concerns, or to file a formal complaint. Informal discussions may result in informal actions to mitigate circumstances, *which will also be documented*. In the formal complaint process the University must notify the alleged offender of the identity of the complainant and the substance of allegations made in the complaint. Parties will be kept informed, *and complainants will be part of any discussions regarding any intended actions*.

## **6.0 Origination of a Formal Discrimination / Sexual Harassment Complaint**

**A.** Within 180 calendar days of the event(s) giving rise to the complaint, an individual should obtain a copy of the *Campus Procedures for Discrimination and Sexual Harassment Complaints* and provide the relevant information to Office of Diversity & Affirmative Action, including:

- i. applicable policy alleged to be violated;
- ii. detailed description of events giving rise to the complaint;
- iii. name and status of the employee or student,
- iv. name of any representative;
- v. date of submission.

**B.** Upon receipt of the complaint, the Director, Office of Diversity & Affirmative Action ("the Director") will make an initial determination whether the complaint appears to be subject to the procedures of the University and alleges facts that, if true, may demonstrate a violation of federal or state nondiscrimination or sexual harassment statutes and/or their implementing regulations, or campus policy.

**C.** If the complaint does not appear to violate law or policy, the Director will articulate the reasoning therefore at the meeting with, or within 15 working days of meeting with, the complainant.

**D.** If the complaint appears to be within the jurisdiction of the University and appears to violate law or policy, the Director will initiate an investigation to gather further information and will so inform the complainant.

**E.** In the event that a complainant declines to file a written formal complaint, and the Director has reason to believe that harassment has occurred, the Director may, at her/his discretion, proceed with an investigation in order to fulfill the responsibility of the university to respond appropriately. This will be done with full knowledge of the complainant.

## **7.0 Content of a Formal Complaint**

The complainant will present, in writing, all issues and evidence known or which could reasonably have been known, related to the complaint. The written complaint will constitute the scope of the investigation. No additional issues may be presented after the close of the investigation unless there is evidence of facts unknown at the time of the investigation and/or could not reasonably have been known.

## **8.0 Investigation of a Formal Complaint**

The Investigator will be trained in the appropriate techniques of investigation. Initiation of review of the complaint will commence as promptly as possible. This investigation will result in written findings of fact and recommendations within 45 working days from commencement of review. During this time the parties will be notified of the investigation process and will have an opportunity to respond and/or provide any relevant information.

With notice to parties, the investigation period may be extended if the investigator believes it necessary for an equitable resolution of the situation.

## **9.0 Informal Disposition of a Formal Complaint**

At any time from the initiation of a complaint to the conclusion of the campus investigation, a complaint may be resolved informally provided the complainant, respondent and appropriate University Vice President mutually agree to the terms and conditions of the proposed settlement.

At any time from the initiation of a complaint to the conclusion of the campus investigation, either party or the University may suggest a confidential, non-binding mediation of the dispute. Both parties and the University must agree to any mediation and any resolution that arises there from.

## **10.0 Time Frame of Investigation**

All time frames indicated in this policy are subject to suspension at the sole discretion of the University during periods outside of the regular Fall and Spring semesters. The parties will be so advised. All references to "day" means a working day.

## **11.0 Report of Findings of Facts in Complaint Against an Employee**

The investigator will forward the investigative report to the respondent and the appropriate campus administrator, the appropriate Dean or Director for an informal complaint, the appropriate Vice President for a formal complaint. The investigative report will address all allegations, applicable legal standards, evidence and will be in writing.

Any recommended corrective action will not necessarily be limited to that requested by the complainant and may include suggested changes in University policy or procedures.

### **12.0 Disposition of a Complaint Against an Employee**

Upon receipt of the findings and recommendations of the investigator, the administrator will review the findings of fact, conclusions and recommendation and may accept, reject, or modify the investigator's recommendations. For an informal complaint, the disposition will be a verbal discussion with the respondent setting out decision and the reasons. For a formal complaint, the disposition will be in writing, setting out the decision and the reasons for it. Notice of the disposition will be sent to all parties within 15 working days after that informal meeting.

### **13.0 Appeal to the President of the University by an Employee**

Any party may appeal a formal complaint decision of the administrator to the President of the University within 20 working days of the posting of the administrator's formal written decision.

The appeal must be in writing and it must be based upon either (a) a claim of the denial of adequate due process during the initial investigation or (b) the existence of substantial new evidence that was unavailable during the initial investigation. The disposition letter will include a statement of reasons. The President, or the President's designee, will mail to all parties a written decision on any appeal within thirty (30) working days of receipt of the appeal. The President's decision constitutes the final decision at the campus level.

### **14.0 Disposition of a Complaint Against a Student**

Where the initial complaint does not contain the basic elements of sexual harassment or an investigation shows no probability that sexual harassment occurred, the matter will conclude with notice to the complainant. Where it appears more likely than not that sexual harassment occurred, the investigative report will be sent to the Vice President for Student Affairs and the Student Judicial Center, as a misconduct issue. The report will include the finding of facts, statement of the law, conclusions and recommendation. The investigator or the Director of Diversity & Affirmative Action will be available to consult with judicial officers or hearing panels on the case. Notice of disposition of the case will be provided to the Office of Diversity & Affirmative Action. Complaints against students in their capacity as a university employee will be treated as complaints against an employee.

### **15.0 Retaliation Prohibited**

Retaliation against a complainant for any complaint filed under this policy is strictly prohibited. A complaint of retaliation may be investigated and sanctioned under this policy as a separate and additional offense.

8/3/2009

## 16.0 Recourse to State or Federal Agencies

An employee, upon conclusion of the campus administrative process, may file an appeal with the Indiana Commission for Civil Rights or the U.S. Equal Employment Opportunity Commission. Students and employees may appeal to the Office of Civil Rights of the U.S. Department of Education.

Indiana Commission for Civil Rights, 100 N. Senate Ave., Room N103, Indianapolis, IN, 46204, 317-232-2644 or 800-628-2909

Equal Employment Opportunity Commission, Indianapolis District Office, 101 W. Ohio St., Indianapolis, IN. 46204-4203

Office of Civil Rights, U.S. Dept. of Education, Chicago Office, 111 N Canal St., Suite 1053, Chicago, IL 60606-7204, 312-886-8434, [ocr\\_Chicago@ed.gov](mailto:ocr_Chicago@ed.gov)

# Memorandum

Date: June 17, 2011

To: Provost Jack Maynard

From: Ken Brauchle, Chairperson Distance Education Task Force



Subject: Distance Education Task Force Report

The Distance Education Taskforce was charged with "To examine best practice at peer institutions, current practice at Indiana State University and draft a set of proposed guidelines for conducting distance education classes and programs at ISU." The taskforce met several times during the spring semester and reached a very strong consensus on the standards detailed in the attached guidelines.

The taskforce members are:

Shelly Arvin, Library  
Ken Brauchle, Extended Learning  
Robin Burden, Education  
Lea Hall, NHHS  
Susan Kiger, CAAC  
Chris MacDonald, Grad Council  
Bruce McLaren, Assoc Dean  
Paul Schikora, Business  
Kelly Wilkinson, CIRT/OIT  
DeVere Woods, A&S  
Carol Yaw, Technology

We recommend that these guidelines be adopted by Indiana State University and be communicated widely to faculty, students and staff.

## Guidelines for Administering Distance Education Indiana State University

1. The environment of distance education poses unique challenges. The lack of both informal and formal face-to-face communication can and does result in miscommunications between students and faculty. To reduce these miscommunications and help advance student success in the online environment, the following guidelines for distance education at Indiana State University have been developed drawing heavily upon best practice as well as existing University policy and procedures.
  
2. Responding to Student Inquiries:
  - a. Student inquiries on a number of topics may be directed to the distance faculty member. Faculty members are not expected to be experts in all areas and should refer the student to the appropriate person/office on campus. The best practice is to provide the student with the appropriate contact information such as email address, phone number or web link to the referral unit. While each situation is unique, the following guidelines apply:
    - i. Pre-enrollment questions should be referred as follows:
      1. General admission questions to Admissions or the College of Graduate and Professional Studies.
      2. Questions about specific degrees or admissions to specific programs to the appropriate department
      3. Questions specific to the distance environment such as technical requirements, fees, etc to Extended Learning.
    - ii. Student Services Inquiries
      1. Technical problems are best referred to the Help Desk
      2. Library online service and access problems to the Reference Desk of the Library
      3. Other student service issues can be referred to Extended Learning.
    - iii. Course Communications constitute the bulk of student inquiries. The nature of distance education increases the need for clear and frequent communication. Questions or misunderstandings that are easily corrected in a short classroom interchange can create major issues in the online environment because of the leanness of the communication medium. To contribute to student success the following procedures have been adopted:
      1. Student emails should be answered promptly, normally within one business day but certainly within two business days. (Note: faculty should be sensitive to the urgent need for communication

if problems arise during short exam windows and plan accordingly)

2. A faculty member should clearly define his/her preferred method of contact and normal response time in the course syllabus. Any conditions attached to communication, i.e. "*I only respond to ISU email addresses to ensure confidentiality,*" should be spelled out in the syllabus.
  3. Without classroom interaction, a distance student knows whether he or she is meeting the faculty member's expectations primarily through electronic communication. The timely grading of exams and assignments, faculty input on discussion boards, etc. all provide essential formative feedback that is unavailable to distance students from more informal communication. Expected turnaround times for these items should be communicated to the student in the syllabus or assignment instructions.
  4. Anticipating student questions, especially about assignments and providing FAQs or other detailed instructions, can significantly reduce the number of inquiries. Another pre-emptive strategy is to send a group email or make a course announcement if you receive the same or similar questions from multiple students.
  5. Inquiring students who do not receive a response from their instructor within two business days will be advised to send a second email with a clear subject line such as "Question Math 105." If they still don't get a response they will be referred to the department chair or program liaison, if one has been established.
- iv. Complaints about instructors or advisors shall be referred to the department chair or program liaison for resolution. Complaints about the chair/liaison shall be referred to the associate dean of the college involved.
- b. Other Items: Complaints or problems not covered above may be referred to the office of the Dean of Extended Learning.

### 3. Course Evaluation:

- a. Course evaluation remains the responsibility of the academic department responsible for the course. Extended Learning can assist in resolving any technical issues that arise.
- b. Distance education courses will be evaluated in the same manner and frequency as on-campus classes following the protocols of the owning department. An electronic version of the SIR is available to those departments which use SIRs. Questions about the electronic SIR should be referred to the University Testing Office. Other departmental evaluation forms can be converted for electronic delivery with assistance from CIRT.

- c. Questions that are unique to the mode of delivery should be added or modified for distance courses but should provide data that is comparable between on-campus and distance courses for comparison purposes where appropriate.

#### 4. Advising

- a. High quality advising is critical to student success. Distance students must have access to advising services that are comparable to those provided to on-campus students. At a minimum, the offices responsible for the following advising services shall make provisions to service distance students through an alternative method such as telephone appointments, live chat, etc. Keep in mind that distance students have less exposure to many on-campus communications, such as the student newspaper, flyers, posters, etc.
  - i. Admissions advising through the admissions office
  - ii. Academic advising shall be delivered in a manner similar to the services delivered to on-campus students. For example, if faculty members are the primary advisors for on-campus students they shall be available to the distance student as well. Likewise, if professional advisors are used, they should be available to all.
  - iii. Library/reference services. Some provision for distance students to obtain reference librarian assistance shall be made.
  - iv. Career advising: Provision will be made to provide career advising services to the distance students from the Career Center. If a college provides additional services to some or all of its majors, distance students also shall be accommodated.

#### 5. Program Assessment:

- a. Program assessment is a responsibility of the academic department responsible for a program. Online programs shall be part of the larger assessment plan already in place for the department. As the program effectiveness may be impacted by the delivery methods, technology, etc., academic departments are encouraged to collaborate with Extended Learning where appropriate, to better understand the distance environment and its impact upon student learning.
- b. Online programs come with additional complicating factors that must to be assessed such as:
  - i. Should/do those students have the same outcomes as on-campus students?
  - ii. Do distance students seek employment in the same manner? If so, are they successful with the distance degree?
  - iii. Is the distance program successful? Should it be reviewed separately (or in addition to) the campus program?

#### 6. Administrative Oversight:

- a. Distance education programs are delivered through a partnership between Extended Learning and the academic department involved. The academic

department is the owner of the academic program. Extended Learning's primary role is to facilitate the development and delivery of distance programming. As there are unique aspects to the distance environment, the responsibilities are defined below:

- i. The Academic Department is responsible for:
  1. All curricular decisions.
  2. Scheduling classes and assigning faculty.
  3. Developing new courses and programs with the assistance of Extended Learning and CIRT.
  4. Academic advising of distance students.
  5. In partnership with Extended Learning, crafting distance specific strategies for student success.
- ii. Extended Learning is responsible for:
  1. Establishing strategic goals and targets for distance education in collaboration with the colleges.
  2. In partnership with OIT, planning and supporting the technological infrastructure needed for distance education.
  3. Coordinating student services for distance students.
  4. Scanning the environment for distance opportunities and making the academic units aware of them.
  5. In collaboration with CIRT providing assistance and direction for distance faculty development.
  6. Support and strategic direction in the development of new online courses and programs.
  7. Assisting the student service and academic units in the assessment of distance education.
  8. Managing the distance technology specific classrooms with the assistance of CIRT.
- b. The regulatory environment of distance education is complex because it reaches across state lines. Extended Studies will act as the clearinghouse for new distance offerings, insuring the university complies with the requirements of the state, federal, and accrediting agencies. All proposals for new distance education programs will be reviewed by Extended Learning.

## 7. Expectations of Students.

- a. **Workload and Time Commitments:** Learning in a distance education environment brings challenges that students may not be used to in a classroom environment. Without a fixed class schedule and regular direct interaction with instructor and classmates, students often have difficulty understanding how much time to spend on course activities, when to spend that time, and how best to spend it. The attached guide is intended to help students set expectations and manage their time in a distance education environment.
- b. **Academic Integrity:** It is expected that students will behave honestly, ethically, and with integrity. This applies regardless of the format of the courses in which

they enroll. Students are responsible for their own behavior, as well as for reporting behavior of others that constitutes a violation of the Student Code of Conduct. The complete ISU Code of Conduct can be found at <http://www.indstate.edu/sci/docs/CodeConduct.pdf> . Portions of the code and other guidance on academic integrity are attached. Bear in mind that lack of intent is not an excuse for academic misconduct. It is the student's responsibility to know the rules and comply.

- c. **Standards of Behavior:** An online classroom is still a classroom. Although the courses may be online, appropriate classroom behavior is still mandatory. Respect for classmates and instructor is important. Electronic communication can sometimes be cold and is lacking the non-verbal signals of face-to-face communication. Consequently attention to courtesy is even more important. The attached guide to online etiquette is a good starting point for proper and productive communication.
  - d. **Other Responsibilities:** The online learner is not a passive participant in the process. It is incumbent for the student to take equal responsibility for communication, clarification of ambiguity, completing assignments, etc. The attached Student Responsibilities document spells out many of those responsibilities. The course syllabus will contain additional guidance and information.
8. **Expectations of Faculty:** It is imperative in any teaching and learning environment that quality be an important priority. As course design is even more critical in the online environment, Indiana State University subscribes to Chickering's Seven Principles of Good Practice for Undergraduate Education, the North America Council for Online Learning's (NACOL) National Standards for Quality Online Teaching, and a peer-based course assessment process for online courses and teaching. Based on these principles the following responsibilities for faculty are established as a baseline on which to build. Faculty will:
- a. Respond to student e-mails within two business days.
  - b. Notify students in a timely manner when they will be unavailable due to other university business. Absence from the virtual classroom environment is the same as absence from a traditional classroom and students and department should receive adequate notification.
  - c. Provide prompt and adequate feedback to students. If students won't receive feedback within two weeks of assessment or test due dates they should be told ahead of time when to expect the feedback.
  - d. Consider using the LMS (Blackboard) grade book feature as a way to provide clear and timely feedback to students.
  - e. Upload the course syllabus by the first day of the term.
    - i. Syllabi for online classes should clearly detail your expectations of students.
    - ii. In addition to the usual class information, provide instructions on your preferred method of communication and any restrictions should be

detailed. For example, "To insure your privacy I only respond to emails from your ISU email account."

- iii. Use of detailed assessment instructions and FAQs for major assignments can ease student angst and save the instructor from answering multiple emails on the same topic.
- f. Respond to student questions and concerns with respect.
- g. It is within the purview of the individual instructor to decide when homework assignments and materials should be made available to the student. Be mindful that student take distance classes because they need flexibility in their educational life, often because of job or family responsibilities. Synchronous sessions, proctored exams, short testing windows, short turn-around times between assignments and their due dates, all take away from that flexibility.
- h. Engage in professional developmental activities focused on good teaching practice in the online environment.

## **Distance Education Guidelines**

### **Student Expectations**

### **Workload and Time Commitments**

Learning in a distance education environment brings challenges that you may not be used to in a classroom environment. Without a fixed class schedule and regular direct interaction with your instructor and classmates, students often have difficulty understanding how much time to spend on course activities, when to spend that time, and how best to spend it. This guide is intended to help you to set expectations and manage your time in a distance education environment.

#### **How Much Time Should I Expect to Spend on a Course?**

There is no single answer to this question for all courses. It will depend on the course subject matter, specific assignments required of you, your personal skills, your background of the material, and how the faculty member has structured the course. We can get a general idea, though, by looking at the equivalent course in a classroom setting. For each credit hour, you would meet for 50 minutes a week in a 15-week semester. So the typical 3-credit-hour course will meet in the classroom for 2.5 hours every week in a standard 15-week semester. Typically you would be expected to spend 2-3 times that on activities outside the classroom: reading, doing homework, researching topics, working on group projects, etc. That works out to 7.5-10 hours per week you can expect to spend, on average, in a 3-credit-hour course in a 15-week semester. Some courses will require more of you, some less. Keep in mind if you are taking the course in a shortened time frame (e.g. a summer course), the time per week needed to succeed in the class will increase. In a 5-week summer session that weekly commitment of 7.5-10 hours gets tripled to 22.5-30 hours! Time management obviously becomes crucial in those shorter courses.

Those time estimates above are based on traditional classroom courses. Because you do not get the advantage of direct interaction with your fellow students and your instructor, that time typically increases in a distance class. Again, there is no one number that will apply in all situations, but the University of Houston estimates that for success in a distance course students should be "willing and able to commit 9 to 15 hours per week per course." If you are new to distance education you should expect your distance course to take more time than you would typically spend in a traditional classroom setting.

#### **How Should I Schedule Time in a Distance Course?**

It should come as no surprise that students typically do not spend the same amount of time every week in a traditional course, and the same applies in most distance courses. It's not unusual that some weeks require more of your time than others. For example, when you are working on the research for a term paper, you'll likely spend more time in a week than other weeks. In either traditional or distance courses, the class schedule will drive your time management. When attending class three times a week, the structure of that schedule, and

regular interaction with your peers and instructor will tend to keep reminding you of upcoming assignments and the need to schedule time for them. In a distance class, you are missing that regular and scheduled *external* reinforcement of course requirements. Therefore you must manage and schedule your time *internally*. The next section will list tips and strategies for managing the workload in a distance class. The keys will be understanding all of the course requirements, their timing (due dates), and keeping and adhering to a schedule for the semester. Your success is your responsibility. You may need to learn to be more proactive and self-motivated than you are used to.

### **Strategies and Tips for Workload Management**

**Connect Early:** If possible make contact with your instructor and the course website *before* the semester begins. Typically your instructor will have the course syllabus and other materials available then, and you can start developing a schedule before the coursework begins.

**Connect Often:** Plan to check the website on a regular and frequent basis. The shorter the term, the more frequently you should check. Many instructors specify minimum frequencies in the syllabus.

**Understand What's Expected:** Use that time before the start of the semester to study up on what's expected for the course. You cannot successfully meet all expectations if you don't know what they are. Develop a list of assignments, their due dates, and their importance (points). Find out if you are required to participate in online discussions, and if so, what are the rules? If there are quizzes or tests online, find out the *time window* that each is open. If tests are *proctored* (supervised), you will need to make arrangements for a suitable proctor and that takes time. So get started early. Your instructor should make the rules clear – if not, ask.

**Build a Calendar and Use It:** Some of you are used to doing this in your traditional courses and some of you have never done this. In a distance course this is crucial. Remember you won't have that comfortable routine of going to class on a regular basis. Your instructor may or may not send out reminders of assignments. You won't have your fellow students all around you chatting about what's coming up so you're reminded. Build a course calendar and use it daily. For major assignments like term papers, build key steps of the project into the calendar. For example: 1) research possible topics, 2) get instructor approval of topic, 3) focused research into topic, 4) assimilate what's been found, 5) create rough draft of paper, 6) submit rough draft, 7) revise rough draft to final version, 8) submit final version. If you do this you will see how much work is really involved and can better schedule each step. Compare that to just putting "term paper due" into the calendar. Which way do you think you'll be more successful?

**Develop a Routine:** Allocate a certain amount of time each week to work on each course. Make it the same times each week and get used to working on the course during those times. If it becomes habit, you're much more likely to do it without having to be reminded. And remember – there's no one here to remind you anyway. If you're successful here, you greatly increase the likelihood of being successful on the next tip.

**Keep Up With the Course:** The best calendar in the world is worthless if you don't match your activities to the calendar. This is so simple but so hard for some people to do: Don't ... Fall ... Behind. When your calendar says you should be reading some material, do so. When you should be researching a paper you should be in the library or online doing that research. Yes,

there are plenty of things vying for your attention. Give your course work first priority, stay on track, and you will find plenty of time for other activities.

## **Distance Education Student Guidelines Expectations for Students Regarding Academic Integrity**

### **Expectations for Student Behavior**

It is expected that students will behave honestly, ethically, and with integrity. This applies regardless of the format of the courses they enroll in. Students are responsible for their own behavior, as well as for reporting behavior of others that constitutes a violation of the Student Code of Conduct (see below).

### **Student Code of Conduct**

It is the student's responsibility to be aware of and abide by the University's policy on Academic Integrity, as laid out in the Student Code of Conduct (<http://www.indstate.edu/sci/docs/CodeConduct.pdf>, p. 3-9), and included here below:

#### **A. Policy on Academic Integrity**

*(Approved by the Indiana State University Board of Trustees on April 27, 2007 for implementation at the beginning of the 2007 Fall Semester on August 22, 2007)*

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below. The definitions and clarifications provide additional information and examples of prohibited behaviors. They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submission
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

Academic dishonesty includes:

#### **1. Cheating on Examinations**

### *Definition*

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

### *Clarification*

- a. While taking an examination or being evaluated, students are prohibited from looking at other students' materials and from using external aids (e.g., books, notes, computers, calculators, electronic devices, and conversation with others) unless the instructor has specifically indicated in advance that this will be allowed.
- b. Students are prohibited from taking examinations, undergoing evaluations, or completing any assignments for others. Students shall not allow other persons to take examinations or participate in evaluations or complete any assignments for them.
- c. Students shall not acquire unauthorized information about an examination or evaluation and shall not use such information acquired by others.

## **2. Plagiarism**

### *Definition*

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. **Students will be considered to have plagiarized whenever their work is not properly documented without regard to intent.**

### *Clarification*

- a. Information, quoted or paraphrased, gained in reading or research that is not common professional knowledge must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- b. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- c. When source material is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- d. The prohibition of plagiarism applies, but is not limited to, papers, reports, projects, and other work submitted to fulfill course requirements.
- e. "Turnitin" is a plagiarism prevention program which analyzes papers, reports, and other documents for indications of plagiarism. Questions should be directed to the Turnitin coordinator at extension 7685.

## **3. Falsification, Forgery, and Obstruction**

### *Definition*

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by:

- Improperly impeding their work or their access to educational resources
- disrupting instruction.

### *Clarification*

- a. Fabricated or forged information shall not be used in any laboratory experiment, report of research, research paper, or academic exercise. Invention for artistic or creative purposes is legitimate under circumstances explicitly authorized by an instructor.
- b. Students shall not furnish or attempt to furnish fabricated, forged, or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.
- c. Students shall not steal, change, or destroy other students' work. Students shall not impede the work of others by theft, defacement, or mutilation of resources so as to deprive others of their use.
- d. Students shall not falsely report meeting responsibilities of attendance or participation in classes, practica, internships, or other field work experiences, or submit falsified excuses for attendance or participation in such experiences.
- e. Students shall not engage in conduct that obstructs or disrupts any instructional activity. Prohibited conduct includes, but is not limited to:
  - Conversation with others during lectures or instructional exercises.
  - Unauthorized or inappropriate use of computing resources.
  - Operating electrical or communication devices in a disruptive manner.
  - Engaging in verbal or physical conflict.
  - Failing to enter class on time and remain during the entire scheduled period.
  - Failing to comply with directions from an instructor to cease disrupting any instructional activity.

## **4. Multiple Submission**

### *Definition*

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses.

Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work.

Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work.

When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

#### *Clarification*

- a. Students may not normally submit any work for academic credit in more than one course. This will apply to submissions of the same or substantially the same work whether in the same or in different semesters.
- b. Students may not normally submit all or part of the same or substantially the same work for academic credit in two different courses even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
- c. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it prior to the submission of the current endeavor.
- d. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission. This authorization is required whether the courses occur in the same or in different terms.
- e. Collaboration on any academic exercise is forbidden unless specifically authorized by the instructor for a specific exercise. Students should not assume that collaboration is authorized unless the course instructor gives approval. Students authorized to engage in collaboration shall be required to demonstrate that the work submitted reflects an appropriate level of the student's individual work.

## **5. Facilitating Academic Dishonesty**

#### *Definition*

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes behavior that may not directly benefit the accused but assists another student in violating the policy.

#### *Clarification*

- a. Students shall not allow others to copy from their papers during any examination, or on any paper or other assignment.
- b. Students shall not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
- c. Students shall not provide information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor.

## 6. Violation of Professional Standards In Research and Creative Endeavors

### *Definition*

Misconduct in research is serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes:

- Plagiarism.
- Fabrication or falsification of data.
- Misrepresentation of scientific or creative works.

Misconduct in research does not include honest error or honest disagreement about interpretation of data.

### *Clarification*

- a. Students shall not invent or counterfeit information.
- b. Students shall not report results dishonestly, whether by dishonest or selective reporting of data, altering or improperly revising data, selective reporting or analysis of data, or negligence in the collection or analysis of data.
- c. Students shall not represent another person's ideas, writing, or data as their own.
- d. Students shall not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
- e. Students shall not publish, exhibit, or perform work in circumstances that will mislead others. They shall not misrepresent the nature of material or its origin, and they shall not add or delete names of authors without permission. Student artists produce works under artistic license and have great liberty in artistic expression; however, they are still accountable for inappropriate practices that are not within the professional norm of a given discipline.
- f. Students shall adhere to all federal, state, municipal, and University regulations as outlined in the policies of the Institutional Review Board ([www.indstate.edu/osp/irb/home.html](http://www.indstate.edu/osp/irb/home.html)) for the protection of human subjects, and the Institutional Animal Care and Use Committee ([www.indstate.edu/ecology/IACUC.htm](http://www.indstate.edu/ecology/IACUC.htm)) for studies involving animals, and adhere to the standards of professional conduct prescribed by the Indiana State University Handbook ([www.indstate.edu/osp/re\\_admin/index.html](http://www.indstate.edu/osp/re_admin/index.html)).
- g. Students authorized to access the Institutional record system (BANNER) shall utilize the system in accord with University policy and any other pertinent regulations (for example the Family Education Rights and Privacy Act/FERPA).

## 7. Misuse of Academic Resources

### *Definition*

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, or other intentional misuse or destruction of educational materials.

*Clarification*

- a. Students shall not use the University computer system to support plagiarism.
- b. Students shall not monitor or tamper with another person's electronic communications.
- c. Students shall not use University computer resources to engage in illegal activity, including but not limited to: illegally accessing other computer systems, exchanging stolen information, or violating copyright agreements.
- e. The ISU computing policies are at the following web address:  
[http://www.indstate.edu/oit/official\\_docs/computing\\_policy\\_procedures.html](http://www.indstate.edu/oit/official_docs/computing_policy_procedures.html)

**8. Misuse of Intellectual Property**

*Definition*

Misuse of Intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property.

*Clarification*

Students shall not violate University policy concerning fair use. This policy appears in Appendix J of the Indiana State University Handbook and at <http://web.indstate.edu/adminaff/handbook/AppendixJ.pdf>

**9. Violation of Ethical and Professional Standards**

*Definition*

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.

*Clarification*

Such standards generally are communicated by instructors and are available in professional publications. Assistance in accessing these standards is available through the appropriate academic department.  
Unethical or unprofessional behavior is a violation of the Policy on Academic Integrity.

Special acknowledgement is given to Central Michigan University for allowing Indiana State University to utilize its Policy on Academic Integrity for Off-Campus Students as a model in developing this document.

This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practica, theses) and is one of the regulations for student ethical behavior referenced in the Indiana State University Code of Student Conduct.

## Online Etiquette

1. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Using Descriptive Subject Lines or titles can hint to your classmates whether the posting is essential reading or just a fun comment.
2. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting or you may ask questions that have already been answered.
3. Include the relevant portion of a classmate's posting when replying. Because postings may often be read out of order, this helps your classmates follow the conversation. Don't include long posts in their entirety or readers may be distracted by the irrelevant portions.
4. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm can be difficult to detect in writings and may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
5. Think before you take offense at a statement. Language can be easily misinterpreted in written communication. A post that upset you may not have been intended to upset you. It may have been meant to have another meaning. It is good practice to ask the author for more information.
6. Review, review, and then send. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
7. Writing in all capital letters appears as "shouting" and is considered impolite. Your course syllabus may specify class requirements for grammar, spelling, etc. in your email communications and discussion board.
8. Internet slang is commonly used in text messaging but may not be understood by all classmates and may be perceived as unprofessional or inappropriate in your class. Many classes consider themselves training grounds for your career and professional behavior is expected. Ask your professor about the admissibility of Internet slang.  
Examples LOL BFF EMA F2F IC
9. Emoticons can be helpful when used to convey nonverbal feelings but avoid overusing them. They may be considered unprofessional. Ask your professor about the admissibility of emoticons.  
Examples :-D :-)

10. Consider the privacy of others. Ask permission prior to giving out a classmate's email address or other personal information.
11. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
12. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.
13. Add a greeting or signature to your request.

Based upon <http://www.kent.edu/dl/technology/etiquette.cfm>

## **Distance Education Guidelines Student Responsibilities**

For students who are not able to pursue the traditional path to an undergraduate or graduate degree, a distance education program will allow for completion of a degree from one's own location. That being said, successful completion of this program is dependent upon an agreeable reciprocal relationship between both faculty and students. These guidelines are meant to encourage meaningful participation in distance education by both parties. They further establish some of the expectations and requirements for both faculty and students.

### **Student Responsibilities:**

The following information serves as the basic guidelines for student participation in distance education courses at Indiana State University. Be aware that these are guidelines. The individual instructor may choose to enhance these requirements on a class by class basis. All concerns should be directed to the Departmental Chairperson or department Distance Education Representative.

- Students are responsible for checking the course web site to download the current course syllabus within by the first day of classes and frequently thereafter.
- Students are responsible for checking their ISU email frequently as this is the University's primary communications medium. As only your ISU email authenticates your identity and status as a student, many instructors will not respond to other email addresses.
- Students should review the syllabus and course requirements and try to communicate any anticipated difficulties to the instructor during the first week of class so that solutions may be proposed.
- Students are expected to check the course web site frequently to ensure they are getting access to the most recent postings and materials. Shorter classes require more frequent visits.
- Students are expected to communicate with faculty members, staff, and classmates in a respectful manner. Although this is a digital medium, students are expected to address faculty members by their appropriate title (doctor, professor, etc.) unless otherwise instructed or given permission. When in doubt, ask. You should be mindful that meaningful communication is dependent upon reciprocity by both parties.
- Students are expected to know how to communicate using e-mail. When contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line. Because of IT Administration rules and efforts to ensure the reduction in the spreading of viruses and spam, the e-mail system will place unusual subject line indicators in the junk mail box. Therefore, if you have not received a response from the faculty member within two business days, we encourage you to send another request for response with a different subject line. If you still do not receive any

response from the instructor, you are encouraged to contact the departmental chairperson or distance liaison for information on how to get in touch with the faculty member or to resolve any other concerns regarding the course.

- Students are responsible for learning how to communicate in the Blackboard methods required for the course. These options may include Blackboard-based e-mail, messages, wikis, blogs, journals, virtual classrooms, chat sessions, discussion board, groups, and Illuminate Live! Blackboard tutorials are available at <http://www.indstate.edu/cirt/facdev/blackboard/blackboard9student/>
- Additional forms of communications may be required in individual distance education courses. These may involve new technologies and software such as Facebook or other Web 2.0 technologies. If you experience any difficulty or barriers to using these media contact your instructor immediately.
- Students with disabilities are provided equal educational opportunities at Indiana State University. It is the responsibility of individual students to identify themselves as individuals with a disability when seeking an accommodation or adjustment. To request accommodations, contact the Student Academic Services Center.
- Students are encouraged to communicate with other students about course topics using course-related communication media. Unless a specific forum is provided in the course, personal communications with other students are best performed using media external to the course. Students should check their University email account frequently as this is the primary communication media between faculty and student.
- Your instructor may specify a minimum amount of communication or an expected level of quality to the course communication. ("Students must post least two thoughtful comments in the discussion forum per week for credit.") Please follow those guidelines.
- Questions regarding the course, student grades, or concerns are required to follow the process outlines by the college or university. Refer to your syllabus for college specific processes. The University appeals process is outlined at the following site: <http://www.indstate.edu/saa/appeals.htm>. In sum, complaints or concerns regarding the course, the instructor, or the process should be made directly to the instructor first. Should no resolution occur, the student is **required** to contact the distance education departmental liaison or department chairperson before contacting any other administrators or offices within the University. Should no resolution be met, the student may choose to engage in the formal process of appeal or to contact the Dean of the College (undergraduate students) or the Dean of the College of Graduate and Professional Studies (graduate students) with the concerns. Should no resolution occur at this level, students may choose to contact the Provost/ Vice President for Academic Affairs.

Hannan, A. (2009). Language at a distance: Sharpening a communication tool in the online classroom. *College Quarterly*, 12 (2): 1-13.

Here are some sources from other institutions that provide strategies for success:

<http://www.csu.edu.au/distance-education/starting-at-csu/academic-expectations>

Whether you are studying on campus or by distance education, for each 8 point subject at CSU, you should normally expect to spend between 140-160 hours per subject (around 10 - 12 hours per week) engaged in the specified learning and assessment activities (such as attending lectures or residential schools, assigned readings, tutorial assistance, individual or group research/study, forum activity, workplace learning, completing assignments or undertaking examinations).

The student workload for some subjects may vary from these norms as a result of approved course design.

<http://www.mcgill.ca/gps/policies/delivery/>

The students' workload in distance-education courses should be comparable to the prescribed workloads for on-campus courses, recognizing that distance-education students will generally not spend time in a classroom

[http://distance.unc.edu/prospective\\_faqs.htm](http://distance.unc.edu/prospective_faqs.htm)

Online classes are just as demanding as their on-campus counterparts. In fact, it often takes more self-discipline to succeed in an online learning environment due to the absence of face-to-face interaction and mandatory physical attendance that you have in on-campus courses. There is no "typical" online course or program at UNC. Each school and program sets its own requirements and expectations which influence the way their courses are designed and taught. In general, however, most courses are taught on Blackboard and involve some combination of individual work and group discussion.

<http://www.las.uh.edu/lss/handouts/College%20Success/Qualities%20Of%20A%20Successful%20Distance%20Education%20Student.pdf>

(Successful DE Students) Are willing and able to commit 9 to 15 hours per week per course. Distance education is not easier than the traditional educational process! Many students say that it requires much more time and commitment.

[http://kd.lu.edu/resources/de\\_student\\_primer.pdf](http://kd.lu.edu/resources/de_student_primer.pdf)

This is an overall student guide from the Kelley School's Kelley Direct program. Nothing earth shattering though.

[http://www.goodwin.edu/DistanceEducation\\_Successful\\_Student.asp](http://www.goodwin.edu/DistanceEducation_Successful_Student.asp)

Be self-motivated and self-disciplined:

## **Seven Principles of Good Practice.**

### **1. Encourages Contact Between Students and Faculty**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **2. Develops Reciprocity and Cooperation Among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

### **3. Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

### **4. Gives Prompt Feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **5. Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

### **6. Communicates High Expectations**

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

### **7. Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

*Arthur W. Chickering and Zelda F. Gamson  
AAHE Bulletin, March 1987*

**North American Council for Online Learning (NACOL)  
National Standards for Quality Online Teaching**

- A. The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.
  - B. The teacher has the prerequisite technology skills to teach online
  - C. The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.
  - D. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations
  - E. The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.
  - F. The teacher has experienced online learning from the perspective of a student
  - G. The teacher understands and is responsive to students with special needs in the online classroom.
  - H. The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.
  - I. The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.
  - J. The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.
  - K. The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.
  - L. The teacher collaborates with colleagues.
- Instructional Design (skills – considered optional by NACOL)**
- M. The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

Source: <http://www.inacol.org/research/nationalstandards/>

## FAQ'S

### **Where is the Office of Student Conduct and Integrity Located?**

Student Conduct and Integrity is located above the Commons (Hulman Memorial Student Union). The elevators are across from the information desk and next to the Commuter Student Lounge. Take the elevator to the 8th floor and the Office of Student Conduct and Integrity is located at the end of the hall to your left.

### **What is the Code of Student Conduct?**

The *Code of Student Conduct* is a set of University regulations that govern student behavior. A paper copy can be obtained from the Office of Student Conduct and Integrity or access it from the website (*Code of Student Conduct*).

### **Who can file a complaint?**

Any Indiana State University student, faculty, staff or other community member who believes that a student may have violated the *Code of Student Conduct* should file a complaint against the student. Any person to whom misconduct is directed can file a complaint, as well as anyone who witnesses an alleged violation.

### **How do I submit a complaint?**

A complaint alleging a violation of the *Code of Student Conduct* must be in writing (preferably typed) and signed by the complainant. Complaints can be submitted directly to the Office of Student Conduct and Integrity, HMSU Room 821. A student living in a residence hall may contact the hall staff about filing a complaint. And finally, any report made against a student to ISU Public Safety that alleges a crime and/or a violation of the *Code* will also be forwarded to the Office of Student Conduct and Integrity. All complaints should be specific and answer the questions of who, when, where, what, and how in regard to an alleged violation of the *Code*.

### **How long do I have after an incident to submit a complaint?**

While there is no deadline for filing a complaint, it is always better to begin the conduct process as soon as possible. Evidence is easier to collect, witnesses can remember events, and a resolution to the matter may be obtained in a timely manner.

### **What if I am not sure if the behavior is a violation of the Code?**

The Office of Student Conduct and Integrity should be contacted for assistance in interpreting the *Code*. That office determines whether alleged behavior can be defined as a possible violation of the *Code*.

### **Can I submit a complaint if the accused student is charged in a civil or criminal case?**

Yes. The ISU student conduct system is an administrative process and responds to alleged violations of University policy and procedure. Students facing concurrent civil or criminal actions for the same event, may also face adjudication procedures with the University.

### **Will a complainant have to face the accused student?**

A complaint cannot be submitted anonymously. Any student accused of violating the *Code of Student Conduct* has the right to have his or her accuser identified. A complainant may be summoned to appear at a hearing as it is his or her accusation that is the focus of attention and must be proven.

### **Will I have to testify?**

Though every student accused of a violation of the *Code* is provided the opportunity to give a verbal statement, he or she does not have to do so. If no statement is provided, a decision will be made without the student's input.

### **Can I have an advisor?**

Yes. Any student who is accused of a violation of the *Code* can have an advisor to assist him or her through the conduct process. This advisor must be a member of the Indiana State University (faculty, staff or student) and must not have any vested interest or involvement in the incident under consideration. An advisor is not allowed to represent a student, but may be present at meetings and/or a hearing and may consult with the student. A complainant has the same right.

In those instances where the accused student is also facing concurrent criminal charges for the same alleged behavior, an attorney may advise the student. The attorney is not allowed to represent the student, but is allowed to be present at meetings and/or a hearing and may consult with the student.

### **Will my involvement in the judicial process go on my academic transcript?**

Conduct information is typically not included on an academic transcript, but is considered a part of a student's educational record. However, a notation may appear on a student's academic transcript if they are accused of violating any Academic Integrity policies.

**What type of sanctions can be given to a student accused of violating the Code?**

There are a variety of actions that imposed up to and including suspension and expulsion. A listing and definition of the possible disciplinary actions for the formal student conduct process may be found in the *Code of Student Conduct* on the Office of Student Conduct and Integrity website ([Types of Disciplinary Action](#))

**What can I do if I don't like the decision made?**

Both the accused student and the complainant have the right to appeal a formal disciplinary action. Appeals must be submitted to the appropriate administrator within five (5) calendar days of the official notification of the action. The appeal process should be explained to both parties immediately after the action has been taken. Please refer to the *Code of Student Conduct* for a listing of appeal options.

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[back to "Procedural Information"](#)

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200 North Seventh Street, Terre Haute, Indiana, USA 47809-1802

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Attachment 13

School Charter



**Indiana State  
University**

*More. From day one.*

*Office of the Provost and Vice  
President for Academic Affairs*

*Terre Haute, Indiana 47809  
812-237-2304  
Fax 812-237-3607*

October 8, 2012

TO WHOM IT MAY CONCERN:

Indiana State University was chartered by the Indiana General Assembly in 1865. It is an Indiana Institution of Higher Education governed by Title 21 of the Indiana Code. As such, it does not possess Articles of Incorporation or other similar documents.

Indiana State University was established as Indiana State Normal School and has gone through several name changes. In 1929 it became Indiana State Teachers College, in 1961 it became Indiana State College, and in 1965, it became Indiana State University.

Indiana State University is a public coeducational university which has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1915. The current accreditation is valid until the year 2020.

For Indiana State University

A handwritten signature in black ink, appearing to read "C. Jack Maynard".

C. Jack Maynard  
Provost and Vice President of Academic Affairs

CJM/djl

Attachment 14

Cohort Default Rates



START HERE  
GO FURTHER  
FEDERAL STUDENT AID

School Default Rates 2-  
Year  
FY 2010, 2009, and 2008

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2010	FY2009	FY2008
001807	Indiana State University Office of the President Terre Haute IN 47809-2501	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	7.2	7.4	6.8
					No. In Default	168	165	136
					No. In Repay	2312	2209	1980
					Enrollment figures	14153	14346	14151
					Percentage Calculation	16.3	15.4	14

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2008 CDR Year will use 2006-2007 enrollment).

Current Date : 10/22/2012

[RETURN TO RESULTS](#)



START HERE  
GO FURTHER  
FEDERAL STUDENT AID™

School Default Rates 3-  
Year  
FY 2009

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2009
001807	Indiana State University Office of the President Terre Haute IN 47809-2501	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	10.2
					No. in Default	228
					No. in Repay	2215
					Enrollment figures	14346
					Percentage Calculation	15.4

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2009 CDR Year will use 2007-2008 enrollment).

Current Date : 10/22/2012

[RETURN TO RESULTS](#)