

AGENDA

UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

November 7, 2024

SECTION I – GENERAL AND ACADEMIC MATTERS

A. APPROVAL OF MINUTES OF SEPTEMBER 5, 2024, MEETING

B. ESTABLISHMENT OF NEXT MEETING DATE AND LOCATION

C. REPORT OF THE ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT COMMITTEE

The Academic Affairs and Enrollment Management Committee will meet prior to the Board of Trustees meeting on November 7, 2024. A report will be presented.

D. PRESIDENT'S REPORT

E. APPROVAL OF CANDIDATES FOR DEGREES AND CERTIFICATES

Candidates for doctoral, master's, baccalaureate, associate degrees, and certificates to be conferred on December 14, 2024, are listed in Exhibit I-A.

Approval to award the degrees and certificates presented in Exhibit I-A, subject to the completion of all requirements, is recommended.

F. APPROVAL OF NEW DEGREE PROGRAM: MASTER OF SCIENCE IN EDUCATION IN ELEMENTARY MATHEMATICS LEADERSHIP

Approval of a new degree program, Master of Science in Education in Elementary Mathematics Leadership in Exhibit I-B is recommended.

The Pott College of Science, Engineering, and Education proposes to offer a Master of Science in Education in Elementary Mathematics Leadership. A complete abstract describing the program is in Exhibit I-B. The proposed implementation date is fall 2025.

G. APPROVAL OF NEW DEGREE PROGRAM: MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION

Approval of a new degree program, Master of Science in Education in Special Education in Exhibit I-C is recommended.

The Pott College of Science, Engineering, and Education proposes to offer a Master of Science in Education in Special Education. A complete abstract describing the program is in Exhibit I-C. The proposed implementation date is fall 2025.

H. APPROVAL OF NEW CERTIFICATES AND MICROCREDENTIALS

Approval of the new certificates and microcredentials in Exhibit I-D is recommended.

SECTION II – FINANCIAL MATTERS

A. REPORT OF THE FINANCE/AUDIT COMMITTEE

The Finance/Audit Committee will meet prior to the Board of Trustees meeting on November 7, 2024. A report will be presented.

B. ANNUAL REPORT OF STUDENT FINANCIAL ASSISTANCE

A report will be presented on student financial assistance administered by the University during 2023-2024 (Exhibit II-A).

C. REPORT ON INSURANCE RENEWALS

A report will be presented on insurance changes and renewals effective January 1, 2025.

D. UPDATE ON CURRENT CONSTRUCTION PROJECTS

A report on the status of current construction projects will be presented. Exhibit II-B includes a summary of the costs and funding sources for each project.

SECTION III - PERSONNEL MATTERS

A. REPORT OF THE PRESIDENTIAL SEARCH COMMITTEE

An update will be provided on the Presidential Search.

B. REPORT ON FACULTY, ADMINISTRATIVE AND STAFF RETIREMENTS

There are no faculty, administrative or staff retirements to review.

**CANDIDATES FOR DEGREES
UNIVERSITY OF SOUTHERN INDIANA
December 14, 2024**

DOCTOR OF EDUCATION

Douglas Allison
Elizabeth Casalini
Larissa Cremens
Darla Hoover
Travis Howard
Tracy Johnson
Jennifer Lawrence
Sara Loete
Diana Lynn
Mathew J. Medcalf
Jamorae Purcell
Janell Pycior
Jessica J. Reid
Ryan M. Simmons
Charles Sutton
Jack D. Weagley
Joshua Wildeman

**DOCTOR OF NURSING
PRACTICE**

Elisabeth Bernal
Jeanne L. Braun
Michelle Wakefield

**POSTMASTER'S
CERTIFICATES**

Frederick L. Greene
Emily J. Freeman
Jamie Hill

**MASTER OF ARTS IN
COMMUNICATION**

Simran K. Singh

**MASTER OF ARTS IN
CRIMINAL JUSTICE**

Jonathan R. Clark
Daniel L. Greenwell

**MASTER OF ARTS IN
ENGLISH**

Aubrey Swart

**MASTER OF ARTS IN
SECOND LANGUAGE
ACQUISITION, POLICY AND
CULTURE**

Rosalinda Guardado

**MASTER OF BUSINESS
ADMINISTRATION**

Douglas Adkins
Maryam Akbari
Jordan Allison
Dana Alnajim
Justin M. Amos
Emma A. Anderson
Cory Anderson

Christopher A. Antonites
Amir Aria
Mikaela Ashby
Ariane Attix
Brikny E. Ayala
Breah K. Bailey
Anthony Baillie
Kelsey M. Bartok
Sebastien Basey
Martins A. Benson
Kanwal Bibi
Clara J. Boarman
Elizabeth A. Bracher
Tegan M. Breedlove
Robert K. Brown
Adam D. Burbrink
Korin Calkins
Lily H. Cano
Dia Carter
Jacob A. Chafins
Nohemi Chumacero Mancilla
Travis F. Clymer
Charles M. Connelly
Christopher D. Cooper
Abbigail Copeland
Aundreya L. Corwin
Briar M. Curd
Jamie R. Curry
Milan Dahal
John Dalton
Krystal Daugherty
Olivia Daugherty
Kristen M. Davis
Christabel Day
Camden J. Dean
Evan Dekker
Myriam Delmy
Matthew L. DeMott
Tyler R. Denu
Sherley Desir
Amara A. Diomande
Madison Dischinger
Mitchel E. Dolletzki
Michael Doss
Kayce E. Dozer
Stella Driscoll
Chris Drullinger
John Duggan
Savarci M. Dumbar
Sarah E. Dunaway
Cianna Y. Duncan
Natasha Duran
Ryan Duzon
Karol W. Dywel
Thomas Edwards
Salaheddine Elfakir
Hossam G. ElGhol
Lindsay Ellis
Tyler Elsberry
Asma Engelbrecht
Marc Engelbrecht

Gibson C. Erlewein
John S. Esche
Matthew Evans
Melissa D. Ewbank
Carrie Ewing
Kyle Fahey
Ryan W. Free
Anthony S. Galloway
Joshua R. Garon
Wesley Gibson
Gwendolyn Gilman
Aaron Goad
Molly Goodwin
Jill Gould
Nicholas Graveel
Christopher Grubs
Aaron D. Hammond
Victoria Handley
Constance Hannigan-Franck
Bianca Hardiman
Chelsea Hargan
Kristin Hauck
Trae M. Hirt
Jason Holland
Tilon Kirby M. Hood
Kedzie Hopkins
Kilian W. Horton
Nathalie E. Howard
Tierney Hutchison
Chika Ikeya
Bryant Jackson
Carl R. Jackson
Amberly Jacob
Robert B. Jennings
Jocelyn Jimenez
Burundi Joyner
Tailor Joyner
Olufemi Kehinde
Aminatou Keita
Emilee Kennedy
Ryan Kenny
Sarah Keute
Kamran Khatri
Anne Kiboi
Bryce J. Kirchner
Roy F. Kirk
Andrew S. Kirkland
Lance Kollker
Kala Kuvinka
Danielle Lanham
James Larson
Simone Lisenbee
Mikayla M. Lopez
Michelle Ludwig
Kaitlyn M. Lunsford
Bradley C. Lutz
Evan C. Madden
Karl J. Mader
Cameron Mahoney
Natalia A. Majkut
Amara Major

Christine O. Martin
Traci K. Martin
Ashley McCauley
Trevor McDowell
Sophia Mehboob
Miguel Mendoza
John Michael
Dalton W. Michels
Erin Mickey
Katherine Miles
Mursal Mirani
Sofia Mirshed
Danielle Modesitt
Brandon L. Morris
Ally Morrow
Adriana Moya
Hilaire Nachtrab
Radostina P. Nakova
Tyler J. Nichols
Jennifer Noblitt
Sarmad Nomani
Jamie Nowlin
Amanda C. O'Mahoney
Gage Alixander Z. Paraiso
Victoria L. Parish
Danielle Pate
Eshaben Patel
Radhe Patel
Manasi Praveen Patil
Jonathan Piceno
Danielle Placide
Allison Polland
Justin T. Pollock
Keenan D. Pruet
Sarah Qanadilo
Heather Ray
Emily J. Reidford
Bethany Rensink
Akeem A. Riley
William Roberts
Tatiana Robinson
Stacy A. Royalty
Dana L. Russell
Usef Saab
Jason M. Saude
Christopher R. Schilling
Chandler Schmidt
Sheri L. Scott
Damilola Seyi-Amole
LouAnn M. Shively
Adeline E. Shotts
Gideon Smith
Julia Smith
Kathleen J. Smith
Mohamed Sofi
Joylene Spence
Kayla Speth
Courtney Srimoungchanh
Andrea Stattenfield
Tammy L. Tanner
Hany Tawdros
Christopher J. Thomas
Ethan M. Thomas
Andrew Thompson
Clayton J. Titzer
Dommenique Travis
Dehey Anna Van
Justin D. Waddington
Jay Wahlquist
Cade M. Walsh
Halle Walters

Michael Wamboldt
Rachel Wamboldt
Kara Wamboldt
Kevin Ward
Stephen Warren
Cameron Whaley
Tyler C. Wheeler
Thomas R. Whipple
Christian C. Wickware
Jessica Williams
Robert Wilson
Adam Wing
McKenzi Wright
Suzanne Wyatt-Deem
Li Yin
Liliana Yohonn
Casey P. Young

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ADMINISTRATION**

Marissa L. Carr
Timothy D. Carter
Courtney Clarke
Caitlin J. Creech
Shellye A. Davis
Shannon A. Earhart
Katelyn N. Earl
Leah N. Flake
Ashley E. Gwaltney
Rebekah Kellogg
Lori A. Klingman
Ashleigh Kormelink
Brenna Kuper
Kristin McDonald
Mallory M. Mills
Allee Mills
Jana R. Pace
Alicia Pena
Marina L. Peterson
Victoria C. Ramacciotti
Jamie L. Reed
Paige Saint-Utley
Victoria N. Smith
Blake A. Snyder
Jalicia Stewart
Manisha Vunnam
Chadre Williams
Jennifer M. Young

**MASTER OF PUBLIC
ADMINISTRATION**

Erika Qualls

**MASTER OF SCIENCE IN
EDUCATION**

Kayla S. Brant
Taylor P. Bundren
Mackenzie Hornaday
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Veronica Packard
Alexander D. Reece
Keith Turner
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Pryce Hedrick
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Kathryn A. Herman
Addison M. Higgins
Hunter A. Hillenbrand
Garrett Holcomb
Peyton L. Hopkins
Zachary C. Hougland
Jianna K. Hughes
Ashley J. Jones
Kylie Kaiser
Jalen Kenworthy
John N. Klus
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Christian P. Kocher
Simon R. Lackey
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Parriah S. Laramore Milton
Trevor Laub
Kayla L. LeBarron
Kiersten A. LeBarron
Atalia Marsan-Mulet
Agustin Martinez
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Caleb M. Miller
Emma N. Nathan
Hunter D. Neukam
Brynna S. Nicol
Benjamin T. Niehaus
Esther S. Par
Faith A. Peterlin
Blake M. Petty
Haley B. Phelps
Camille Quinn
Devin Reiminger
Edvin G. Reyes Angeles

Hallie M. Riordan
Karen E. Rivas Morales
Cathy Sandoval
Blake R. Schaefer
Jacob T. Schmidt
Chloe Shopmeyer
Hayley Sink
Rush N. Slocum
Evan A. Sorensen
Justin P. Steinback
Anna Sullivan
Braeden M. Tapp
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Konner A. Thyen
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Gavin A. Wallen
Edwin S. Walls
Tyler W. Watson
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Kendra L. Whalen
Jakob A. Whitney
Michael L. Will
Brandon M. Williams
Madeline G. Williams
Allie E. Witherspoon
Logan A. Wunderlich
Corey E. Yates

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EDUCATION
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Brooklynn F. Stahl

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Shaylin R. Arnold
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Taryn R. Carwile
Corrine E. Corbin
Laura C. Cumbee
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Cristian Dominguez Lopez
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Sara L. Gall
Mitchell Gilman
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Cassandra F. Grimes
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Elizabeth M. Hasenour
Skylier P. Herbert
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Karissa J. Hite
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Ryan M. Roy
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Sara E. Schepers
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Jessica E. Wall
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Adam T. Weihe
Alex Windes

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CIVIL ENGINEERING**

Marvin A. Acosta Flores
Kyler Duncan
Tyler Kellen
Jason A. Palamarchuk
Ryan B. Shields
Vince M. Wilhelmus
Trenton D. Wilkinson

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Melanie N. Ceden Morales
Devin C. Emmons
Landon R. Gates
Noah J. Geisler
Jacie L. Graber
Nicholas P. Harpenau
Benjamin J. Hochgesang
Dieufiles Pierre
Cedric J. Schleiss
Ethan J. Simpson
Simon P. Stratman

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BACHELOR OF SCIENCE IN
ENGINEERING**

Nathan C. Hause

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MANUFACTURING
ENGINEERING**

Riley B. Harris

**POTT COLLEGE OF SCIENCE,
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BACHELOR OF SCIENCE IN
MECHANICAL ENGINEERING**

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Nolan M. Brames
Seth M. Cooper
Logan J. Graber
Tyler C. Spence
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Cody J. Vincent
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Alyssa N. Ivie
Anna E. Krueger
Rylee J. Lasher
Hailey Y. Lukeman
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Corinna L. Moore
Eredia Obanor
Alayna E. Pritchard
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Kylee E. Vaal
Felicity L. Walker
Sierra K. Winchester

ABSTRACT

Master of Science in Education in Elementary Mathematics Leadership To be offered in an online format By the University of Southern Indiana, Evansville, Indiana

Characteristics of the Program: The University of Southern Indiana Provost's Office proposes to offer a new program through its Master of Science in Education degree, entitled MSE in Elementary Mathematics Leadership.

Students who complete the program will be prepared to seek licensure as an Elementary Mathematics Specialist (EMS). EMSs take on diverse roles in schools and school districts. EMSs may work as classroom teachers who focus on mathematics instruction, mathematics interventionists, grade-level or school-level mathematics leaders, mathematics coaches, professional development providers, or district-level mathematics coordinators. They may work directly with students, with teachers, or with both populations.

Rationale for the Program: The Elementary Mathematics Leadership Track builds on the institutional strengths of the University of Southern Indiana (USI) by leveraging its commitment to exceptional education and engaged learning, along with connecting with the community. The Teacher Education and Mathematical Sciences Departments at USI have a record of preparing high-quality educators and building partnerships with P-12 schools across Indiana. The proposed track will focus on developing the leadership skills of elementary educators, which directly aligns with USI's mission to create an educated citizenry equipped to engage civilly and contribute positively to their communities. By enhancing mathematics instruction and leadership capabilities, the program will nurture the critical thinking and problem-solving skills that are essential for fostering a lifelong learning mindset—key aspects of the university's mission.

Cost of and Support for the Program: This program is 30-credit hours. No new faculty will be required to implement this new program. Teacher Education has current capacity in existing MSE courses for individuals in the program. Mathematical Sciences will have two faculty members contributing 25% of their teaching load toward this program. Resources will be monitored with program growth.

Similar and Related Programs: Only two institutions have been approved by the Indiana Department of Education (IDOE) to offer an EMS license – Ball State University and the University of Notre Dame.

Quality and Other Aspects of the Program: The full MSE degree will require completion of 30 credit hours. Most courses will be offered in an accelerated, 7-week format. Since most students will be working professionals, we anticipate most students will likely enroll part-time. Part-time students who take two classes each semester can complete the program in less than two years. However, students taking an expedited program may complete the degree within a single year if they take more than one course at a time.

ABSTRACT

Master of Science in Education in Special Education To be offered in an online format By the University of Southern Indiana, Evansville, Indiana

Characteristics of the Program: The University of Southern Indiana Provost's Office proposes to offer a new program through its Master of Science in Education degree, entitled MSE in Special Education.

Tailored for current special education teachers or those aspiring to be licensed for such roles, this concentration delves into crucial topics for P-12 students with exceptionalities. Coursework covers assessment, literacy, behavioral supports, collaborative relationships, special education law and evidence-based learning strategies. The concentration incorporates a supervised practicum field experience within their current school of employment. Completion of the program, coupled with the successful passage of the required Indiana content licensure test, may render students eligible for license addition in Mild Interventions P-12.

Rationale for the Program: This degree program is designed for students already practicing as educators in classrooms. These students typically hold an elementary or secondary bachelor's degree and want to gain additional skills for working with students who have a wide range of learning, mental, emotional, and physical disabilities. Some students may be working on an alternative license and are required to complete the coursework as part of the licensure requirement as well as pass the Praxis exam. This degree equips current educators with the skills to better navigate the variety of exceptional needs encountered in their classrooms. The degree also allows them to be hired as a special education teacher in a variety of settings, such as public and private schools, specialized centers, and online educational programs.

Cost of and Support for the Program: This program does not create an impact on existing facilities. The program currently exists as a focus under our Curriculum and Instruction degree and is not being changed in terms of coursework or spaces. In addition, the program is fully online. There are also no additional capital costs, and no equipment needs to be purchased.

Similar and Related Programs: Other Indiana programs that offer this degree include Ball State, Indiana State, Indiana University, Purdue University, and Indiana Wesleyan University. All of these programs are fully online and have the 'Master of Special Education' title.

The University of St. Francis offers a similar program but includes Intense Intervention. Purdue University Northwest also offers a similar program with the option of adding an Intense Intervention license, but it does not appear to be taking students at this time. The University of Indianapolis offers a program with the same licensure addition but is more focused on preparing students for a role as a Director of Exceptional Needs. Butler University offers an alternative special education mild intervention certificate.

Quality and Other Aspects of the Program: This program is 30 credit hours consisting of nine 7-week (bi-term) content courses and one 16-week practicum in a Special Education setting. We have two options for program duration. The standard program would take approximately 18 months (5 semesters) to complete. Courses are taken one at a time, with the exception of the practicum course, running concurrently with content courses. The expedited program option could take one year (3 semesters) at its most accelerated, but students are typically advised to take 4 semesters.

ABSTRACTS

Certificates and Microcredentials to be offered By the University of Southern Indiana, Evansville, Indiana

Elementary Math Leadership Graduate Certificate: The Elementary Mathematics Leadership (EML) Certificate is designed to prepare teachers to serve in leadership, instructional support, and professional development roles at the elementary level. The program is open to individuals who have taught mathematics in grades K-12 and wish to impact the mathematics learning of students and teachers at the elementary level. The certificate is housed in USI's Mathematical Sciences Department, and course delivery will be online.

Students who complete the certificate will be prepared to seek licensure as an Elementary Mathematics Specialist (EMS). EMSs take on diverse roles in schools and school districts. EMSs may work as classroom teachers who focus on mathematics instruction, mathematics interventionists, grade-level or school-level mathematics leaders, mathematics coaches, professional development providers, or district-level mathematics coordinators. They may work directly with students, with teachers, or with both populations.

The 18-credit-hour certificate will include five courses designed to expand learners' content knowledge of mathematics needed to teach at the elementary level, including 1) number sense and operations, 2) rational numbers and proportional reasoning, 3) algebraic reasoning, 4) geometry and measurement, and 5) data analysis. Pedagogical themes will be incorporated throughout these five courses, including mathematical process standards, mathematical learners and learning, teaching mathematics, elementary mathematics curriculum, and assessment for learning mathematics. A sixth course will focus on leadership knowledge and skills, including how to facilitate collaborative learning opportunities for teachers, planning professional development programs for teachers, and evaluating structures and policies that impact access to equitable mathematics instruction. This course will include a clinical practice experience under the direction of a school leader responsible for instructional support.

Teacher License Addition for English Learners Graduate Certificate: This graduate certificate is an interdisciplinary graduate certificate with contributions from the College of Liberal Arts and the Pott College of Science, Engineering, and Education. This proposed eighteen (18) credit hour standalone or embedded certificate is intended to meet the needs of currently licensed P-12 teachers in Indiana. It consists of online graduate coursework and a practicum field experience that has been carefully aligned with state standards.

In May 2023, the Indiana Department of Education approved a proposal submitted by the M.A. in Second Language Acquisition, Policy and Culture (MASPC) and the M.S. in Education for this certificate. Now that state approval has been secured, the MASPC and the M.S. in Education seek the creation of a university-based certificate to be awarded to licensed teachers upon successful completion of the coursework.

Currently licensed Indiana teachers will have three pathways that lead to one of two master's degrees with this embedded graduate certificate, or this stand-alone graduate certificate. Upon completion of the require coursework and passing the state-approved licensure test, candidates will be eligible to add *Teacher of English Learners P-12* to their current Indiana license.

Childhood Health & Well-being Microcredential (Undergraduate): The undergraduate microcredential in Childhood Health & Well-being is composed of three courses (9 credit hours) within the Psychology Department curriculum. These courses include PSY 361 (Childhood & Adolescence), PSY 400 (Parents, Child, & Identity), and PSY 422 (Psychopathology in Childhood & Adolescence). Students who earn the undergraduate microcredential will be qualified to earn entry level jobs in organizations and agencies that serve children and adolescents. It is suitable for those who aspire to work with children and adolescents in careers that do not require an advanced degree as well as those already in the workforce who want to upskill. This may include credentialed Applied Behavioral Analysts, Department of Child Services employees, patient advocates, program organizers in non-profit agencies, and educators.

Public & Nonprofit Leadership Microcredential (Undergraduate): The undergraduate microcredential in Public and Nonprofit Leadership includes two courses (six credit hours). Completion of the microcredential will strengthen students' knowledge and leadership skills necessary in diverse organizational and community settings. Students will improve their understanding of how managers can apply theories and concepts of organizational structure, culture, leadership, motivation, and performance toward improved decision making and performance. The microcredential is open to both USI and non-USI students who wish to advance their leadership skills. It provides a good fit for working professionals who pursue careers in public and nonprofit organizations. USI students do not have to be formally enrolled in the microcredential to take the courses. Credit hours for the micro-credential must be earned at USI and may be applied toward another degree program, including the major and minors in Political Science and Public and Nonprofit Administration.

State and Local Government Microcredential (Undergraduate): The undergraduate microcredential in State and Local Government consists of two courses (six credit hours). It provides insights into the varying roles of the decision-makers and of the key issues that impact the activities of state and local government, and the political environment that affects the public policy process. It equips students with a policy-oriented approach and new skills that will increase their success in the job market. The micro-credential also supports those who work or aspire to work in state and local government to advance their careers and develop their competencies. The microcredential is open to both USI and non-USI students. USI students do not have to be formally enrolled in the microcredential to take the courses. Credit hours for the microcredential must be earned at USI and may be applied toward another degree program, including the major and minors in Political Science and Public and Nonprofit Administration.

Nonprofit Professional Microcredential (Graduate): The Certified Nonprofit Professional Micro-credential will consist of one online course (three credit hours) taught within the graduate public administration curriculum. This course, PA 515, will be a newly created course and will prepare students to sit for and successfully complete the Certified Nonprofit Professional exam offered by the Nonprofit Leadership Alliance. The course will be a survey of skills necessary for leading and managing nonprofit organizations including funding/budgeting, supervision, and other administrative functions. Students who earn the Certified Nonprofit Professional Micro-credential will have a USI Microcredential and if they pass the exam, a nationally recognized credential that will benefit them in finding entry- and advanced-level employment in the nonprofit sector.

Policy Making Microcredential (Graduate): The graduate microcredential in policy making is composed of two online courses (six credits) within the graduate public administration curriculum. These courses are PA 615 (Legal Aspects of Public Administration) and PA 644 (Policies and Processes in the Public Sector). Students who earn the graduate microcredential in policy making will understand the political

and legal dynamics of public policy creation and implementation. As a result of the graduate micro-credential, they will be credentialed to be a part of policy making in local, state and federal government.

Program Evaluation Microcredential (Graduate): The graduate microcredential in program evaluation is composed of two online courses (6 credit hours) within the graduate public administration curriculum. PA 616 offers an introduction to the tools of quantitative and qualitative research while the second course, PA 645 (program evaluation), focuses on the application of these tools within a professional context. The graduate microcredential prepares students to conduct program evaluations that are increasingly demanded by public and nonprofit organizations as a means of assessing the effectiveness of public service programs to achieve their stated goals.

Fundraising Microcredential (Graduate): The graduate microcredential in Fundraising is composed of two online courses (six credit hours) within the graduate public administration curriculum. These courses include PA 684: Grant Writing and PA 631: Fundraising and Volunteer Management. Students who earn the graduate microcredential in fundraising will be qualified to earn entry and mid-career jobs in resource development having gained skills in donor identification, cultivation and solicitation; as well as having the ability to identify, write and manage grants.

**2023-2024 Student Financial Aid Programs Final Report
University of Southern Indiana
November 7, 2024**

Executive Summary

The final student financial aid activity report for 2023-2024 contains summary and program-specific data of all student aid programs administered by Student Financial Assistance. Key indicators included in the 2023-2024 report are:

Service Profiles

Student Financial Assistance served 11,463 prospective and returning students, of which 9,403 filed a Free Application for Federal Student Aid (FAFSA). Financial aid was packaged for 10,170 students, each receiving an offer of financial assistance detailing all federal, state, USI Foundation, and USI Institutional awards. Student Financial Assistance disbursed aid to 6,305 enrolled students, resulting in 16,931 awards totaling just over \$71.5 million. This is a significant increase in funding over the previous year, primarily due to increases in the federal Pell Grant program and several Indiana state aid programs, including the Frank O'Bannon Indiana Higher Education Award, the Next Generation Scholarship, and the Child of Disabled/Deceased Veteran programs.

| Trends in Funding by Source (compared to 2022-2023) | | Percent of Change |
|--|-----------|--------------------------|
| • Federal student aid: increased | \$981,449 | 2.9% |
| • State of Indiana aid: increased | 1,441,062 | 19.3% |
| • University student aid: increased | 1,853,120 | 10.5% |
| • USI Foundation student aid: increased | 244,612 | 8.6% |
| • USI Varsity Club funding: no change | 0 | 0.0% |
| • Corporate/private funding decreased | 92,713 | -1.9% |

| Trends in Funding by Type (compared to 2022-2023) | | |
|--|-------------|-------|
| • Gift aid: grants/scholarships increased | \$4,693,787 | 12.3% |
| • Self-help: loans decreased | 304,130 | -1.1% |
| • Self-help: on-campus employment increased | 37,873 | 16.5% |

| Distribution of Aid by Source | | Percent of Funding |
|--------------------------------------|--------------|---------------------------|
| • Federal aid | \$35,112,035 | 49.1% |
| • State of Indiana | 8,905,959 | 12.5% |
| • USI aid | 19,578,489 | 27.3% |
| • USI Foundation | 3,082,096 | 4.3% |
| • USI Varsity Club | 190,000 | 0.3% |
| • Private sources | 4,677,429 | 6.5% |

| Distribution of Aid by Type | | |
|------------------------------------|--------------|-------|
| • Gift aid: grants/scholarships | \$42,970,716 | 60.0% |
| • Self-help: loans | 28,308,238 | 39.6% |
| • Self-help: on-campus employment | 267,052 | 0.4% |

**2023-2024 Student Financial Aid Programs
University of Southern Indiana
November 7, 2024**

Final Report

Introduction

This report summarizes program-specific information on all student financial aid programs the University administers. Data used in compiling this report was obtained from the University's administrative system on October 21, 2024. The Student Financial Assistance office assists students in acquiring the types of financial aid included in this report.

Narrative: Need Based Applications

Returning and prospective students submitted 9,403 Free Applications for Federal Student Aid (FAFSA). This is a decrease of 0.8% in FAFSA applications over the 2022-2023 award year. Of the number of students who submitted a FAFSA, 5,551 (60%) enrolled during 2023-2024, and 5,405 received aid from one of the sources below.

The Student Financial Assistance office administered 16,931 awards for a total of just over \$71.5 million in student financial aid. The chart below provides the distribution of awards by funding source.

| <i>Source</i> | <i>Awards</i> | <i>Subtotals</i> | <i>% of Total Dollars</i> | <i>Prior Year Distribution</i> |
|--------------------|---------------|---------------------|---------------------------|--------------------------------|
| Federal Government | 5,296 | \$35,112,035 | 49.1 | 50.9 |
| State of Indiana | 1,854 | 8,905,959 | 12.5 | 11.1 |
| USI | 5,902 | 19,578,489 | 27.3 | 26.4 |
| USI Foundation | 2,009 | 3,082,096 | 4.3 | 4.2 |
| USI Varsity Club | 60 | 190,000 | 0.3 | 0.3 |
| Private Sources | 1,810 | 4,677,429 | 6.5 | 7.1 |
| Totals | 16,931 | \$71,546,007 | 100 | 100 |

Student financial aid is categorized by aid type: grants/scholarships, loans, and employment. In 2023-2024, funding was distributed as follows:

| <i>Categories</i> | <i># of Awards</i> | <i>Award Totals</i> | <i>% of Total Dollars</i> | <i>Prior Year Distribution</i> |
|-----------------------|--------------------|---------------------|---------------------------|--------------------------------|
| Grants / Scholarships | 13,241 | \$42,970,716 | 60.0 | 57.0 |
| Loans | 3,487 | 28,308,238 | 39.6 | 42.6 |
| Employment | 203 | 267,052 | 0.4 | 0.4 |
| Totals | 16,931 | \$71,546,007 | 100 | 100 |

Federal Pell Grant Program

The Federal Pell Grant Program is the cornerstone of aid packages for exceptionally needy students. The number of Pell Grant recipients in the 2023-2024 award year increased by 2.6% to 1828. This follows an 8.9% decrease in recipients (1782) in the 2022-2023 award year. Total Pell Grant dollars received (\$9,434,966) in the 2023-2024 award year increased by 14.4%, following a 5.3% decrease in the prior year (\$8,243,981). The substantial increase in 2023-2024 Pell Grant funds is primarily due to a significant increase of \$500 to the maximum Pell Grant award amount. This is the highest Pell Grant amount increase in over a decade.

State Funds

Total funding from the state of Indiana (\$8,905,959) experienced a very substantial 19.3% increase for the 2023-2024 award year, following an 11.1% decrease in 2022-2023 (\$7,464,897). The increase in state grant funding is primarily due to the unprecedented increase in the Frank O'Bannon Indiana Higher Education Award amounts. The Indiana Higher Education Award, similar to the Federal Pell Grant program, evaluates a student's eligibility based on the student's federal Expected Family Contribution, which is an index calculated primarily based on family income, household size, and the number of dependents in the household attending college at least half-time.

The 21st Century Scholars Program is a need-based program whereby eligibility is determined primarily by income and the student's eligibility for the Free and/or Reduced Lunch Program when they are in middle school. These students must also meet income eligibility once they begin attending college. Therefore, if the family's financial situation has improved, they may no longer be eligible for the program.

Changes in funding levels, summarized by source below:

| <i>Source</i> | <i>2020-2021</i> | <i>2021-2022</i> | <i>2022-2023</i> | <i>2023-2024</i> |
|-------------------------|------------------|------------------|------------------|------------------|
| Federal Government | -11.1 | -9.8 | -5.7 | +2.9 |
| State of Indiana | -9.8 | -9.7 | -6.5 | +19.3 |
| USI | -1.4 | -0.4 | +5.7 | +10.5 |
| USI Foundation | +3.1 | +2.9 | +12.8 | +8.6 |
| USI Varsity Club | 0.0 | 0.0 | 0.0 | 0.0 |
| Private Sources | -9.8 | -11.0 | +2.2 | -1.9 |
| <i>Aggregate Change</i> | <i>-8.3</i> | <i>-7.3</i> | <i>-1.8</i> | <i>+6.6</i> |

Federal Direct Loan Program

Aggregate borrowing for Direct Student Loan recipients among the Class of 2024 earning their baccalaureate degrees averaged \$18,454. Among 2024 master's and doctoral degree recipients, aggregate borrowing averaged \$31,970, including graduate and undergraduate borrowing while enrolled at USI.

There are ongoing efforts nationally, in Indiana, and here at USI to reduce the 3-year Cohort Default Rates (CDR). As seen in the chart below, our efforts keep USI's 3-year CDR

significantly lower than the national and state averages and lower than the average for 4-year public institutions. An important fact regarding the FY 2021 CDRs is that due to the Coronavirus pandemic (COVID-19), Direct Loans borrowers have been experiencing a payment pause (automatic forbearance) since the beginning of the pandemic in March 2020. Borrowers were not required to make payments and, therefore, were not defaulting on the loans. Since the payment pause lasted over three years, most of the loans that would have been included in determining the FY 2021 CDR have been in forbearance due to the payment pause; thus, no one is considered to have defaulted during this time. Even though loan repayment resumed in October 2023, the Department of Education instituted a one-year “on-ramp” to repayment. This means that no borrowers faced critical consequences for delinquency or non-payment. The one-year on-ramp is now over, and borrowers will again face negative consequences if they do not begin making their loan payments.

A 5-year summary of Federal FY Cohort Default Rates (CDRs) appears below:

| <i>Fiscal Year</i> | USI | Indiana | <i>National</i> | 4-Year Public |
|--------------------|------|---------|-----------------|---------------|
| 2017 | 5.0% | 9.6% | 9.7% | 7.1% |
| 2018 | 3.9% | 7.1% | 7.3% | 5.4% |
| 2019* | 1.3% | 4.5% | 2.3% | 1.8% |
| 2020* | 0.0% | 0.0% | 0.0% | 0.0% |
| 2021* | 0.0% | 0.0% | 0.0% | 0.0% |

*CDRs for these years were affected by the 3+ year payment pause (automatic forbearance from March 2020 through September 2023) and the “on-ramp” to repayment (October 2023 to October 2024) on Federal Direct Student Loans. Due to these provisions, students were not considered defaulted during these timeframes.

Student Financial Assistance Mission

As part of the Strategic Enrollment Management Division, the Student Financial Assistance Office team members are committed to supporting the University's goals of enrolling and graduating a highly talented and diverse student body.

Our student-focused team works to help students and their families seek, obtain, and make the best use of all resources available to help finance the costs of attending the University of Southern Indiana. We aim to provide efficient and effective access to programs and services through personalized attention and state-of-the-art technology.

In partnership with internal, federal, state, and other organizations, team members coordinate the administration of all student financial aid awards to ensure equity and consistency in delivering funds to students. We are dedicated to ensuring the proper stewardship of all University, government, and private funds our students utilize to finance their education.

We aspire to minimize the procedural barriers that sometimes frustrate financial aid applicants and diligently work to ensure our students learn to handle their financial affairs responsibly. The Student Financial Assistance team advocates for students on issues relevant to student success.

Summary
Construction Projects

November 7, 2024

Projects Recently Completed

Arena LED Ribbon Board and Scorer's Table

Project Cost **\$ 870,000**

Funding Sources:

USI Foundation Support \$ 500,000

Special Projects \$ 370,000

Projects Under Construction

Health Professions Renovation/Addition Phase IV

Project Cost **\$ 50,000,000**

Funding Source: Legislative Appropriation - 2023

Health Professions Renovation/Addition Phase III

Project Cost **\$ 25,514,606**

Funding Source: Legislative Appropriation - 2019

Recreation Fitness & Wellness Center Storage and Bike Shop Addition

Project Cost **\$ 2,500,000**

Funding Source: Legislative Appropriation - 2019

Atheneum HVAC Improvements

Project Cost **\$ 750,000**

Funding Sources:

FY24 State Repair and Rehabilitation \$ 500,000

Special Projects \$ 250,000

Career and Intern Services Renovation/Relocation

Project Cost \$ 420,000

Funding Source: Special Projects

Exterior Signage Replacement

Project Cost \$ 500,000

Funding Sources:

Parking Reserves \$ 250,000

Landscape Improvement Reserves \$ 250,000

Projects In Design

Wright Administration Renovation/Addition

Project Cost \$ 32,000,000

Funding Source: Legislative Appropriation - 2023

New Creative and Print Services Building

Project Cost \$ 2,500,000

Funding Source: Legislative Appropriation - 2019