

MINUTES

ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT COMMITTEE

UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

November 7, 2024

The Academic Affairs and Enrollment Management Committee of the University of Southern Indiana Board of Trustees met on Thursday, March 7, 2024, in the Griffin Center on campus. Present were Committee Chair Ronald D. Romain '73 and Trustees Timothy M. Hollander; Fouad L. Hamami; and Christina M. Ryan. Also in attendance were Interim President Steven J. Bridges '89 M'95; Interim Provost Shelly B. Blunt; Vice President for Strategic Enrollment Management Troy A. Miller; Interim Vice President for Student Affairs Pamela F. Hopson D'23; and Vice President for Marketing and Communication Kindra L. Strupp M'22.

Trustee Romain called the meeting to order at 9:49 a.m.

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

Trustee Romain called on Interim Provost Blunt to discuss a new degree program. 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 Attachment A. The proposed implantation date is fall 2025. Interim Provost Blunt introduced Interim Dean, Pott College of Science, Engineering, and Education Dr. Bill Elliott and Dr. Rick Hudson, chair of Mathematical Sciences to provide details surrounding the program and the need for the degree. The MEd in Elementary Mathematics Leadership will be a 30-credit hour program offered in an accelerated online format. This program will allow current teachers to seek an Elementary Mathematics Specialist licensure.

On a motion by Mr. Hollander, seconded by Ms. Ryan, the committee approved the recommendation to the Board of Trustees to approve the new program in Attachment A.

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

Trustee Romain called on Interim Provost Blunt to discuss a new degree program. 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 Attachment B. The proposed implementation date is fall 2025. Interim Provost Blunt asked Interim Dean Elliott and Dr. Moriah Smothers, Associate Professor of Education to provide details surrounding the program. This new program is designed for current teachers in a special education setting who do not have the license or are on an emergency license for special education. The Master of Science in Education in Special Education will be a 30-credit hour program offered in two formats, five-semester completion or three to four-semester completion.

On a motion by Ms. Ryan, seconded by Mr. Hamami, the committee approved the recommendation to the Board of Trustees to approve the new program in Attachment B.

3. APPROVAL OF NEW CERTIFICATES AND MICROCREDENTIALS

Trustee Romain called on Interim Provost Blunt to discuss the new certificates and microcredentials in Attachment C, which contains a complete abstract describing the two new certificates and seven new microcredentials. The proposed implementation date for the certificates and microcredentials is fall 2025. The certificates are 18 credit hours each and the microcredentials range from 6-9 credit hours.

On a motion by Mr. Hamani, seconded by Mr. Hollander, the committee approved the recommendation to the Board of Trustees to approve the certificate programs and the microcredentials in Attachment C.

4. REVIEW OF THE ACADEMIC PROGRAM DEVELOPMENT PLAN

Trustee Romain called on Interim Provost Blunt to review the Academic Program Development Plan. Dr. Blunt directed the Trustees to Attachment D, an overview of academic program additions that USI is considering including Baccalaureate, Master, Doctorate, Certificate, and Microcredential programs for both the 2025-2027 and 2027-2029 biennium.

5. PRESENTATION ON IMPACTFUL ENGAGEMENT THROUGH OUTREACH AND ENGAGEMENT

Trustee Romain called on Interim Provost Blunt to introduce the report on Impactful Engagement Through Outreach and Engagement. Dr. Blunt introduced Dawn Stoneking, Executive Director of Outreach and Engagement. Ms. Stoneking began by noting all the departments housed in Outreach and Engagement (O&E) and their roles in the community. Annually, O&E engages with more than 15,000 individuals and 570 partners through various programs and initiatives. While O&E's programs and initiatives touch all strategic plan goals, those focused on Goal 2: Fostering Impactful Engagement were reviewed.

Community engagement activities that overlap with projects and research opportunities with external organizations are classified as "high-impact engagements". Two recent examples for USI are the "Missing and Not Forgotten" program and the "Historic New Harmony Engaged Learning Day." The Missing and Not Forgotten program held on campus was a collaboration between the Student Veterans Association of USI, Rolling Thunder Indiana Chapter 6, USI's Veteran, Military and Family Resource Center and the Department of Defense. USI hosted Captain Jennifer Vella, USAF, from the Defense POW/MIA Accounting Agency, who gave a moving presentation on the humanitarian efforts to recover 81,200 service members missing from World War II through the present day. Forty-five partner nations and 125 research and field work partners provide services for underwater searches, multi-year isotope analysis, and aerial remote sensing. From October 2022 to September 2023 the project accounted for 158 service members. The Historic New Harmony Engaged Learning Day, in its third year, is a collaboration between Historic New Harmony, the New Harmony Gallery of Contemporary Art and the Town of New Harmony and Business Associates. Freshmen and first-year students at the University take a class excursion to USI's living laboratory, exploring and participating in various interactive learning activities. This event was intentionally designed to enrich the student's academic journey.

Outreach and Engagement personnel collectively hold 38 spots on local, regional and national boards and committees. Those span corporate, nonprofit, local and state governments, national professional associations, accrediting bodies, and reciprocal organizations. Service ranges from advisory capacities, such as the Community-Engaged Alliance, to working committees, such as service on the Indiana Collegiate Purple Star Award or Veteran Credit for Prior Learning committees with the Indiana Commission for Higher Education, to President of the Board of Directors for the National Alliance of Concurrent Enrollment Partnerships (NACEP), the accrediting body for dual credit.

Outreach and Engagement also has several partnerships within the local community. The Southern Indiana Japanese School (SIJS), grades 1-12, is one of the longest-standing high-impact engagement partnerships since its establishment in 1997. It provides education for the children of Japanese employees living in our region and supplements their American school education. The SIJS's curriculum prepares students to transition smoothly back to school when they return to Japan. USI recruits third-year undergraduate and first-year graduate students from Japanese universities as student teachers. Other partnerships include the Basic Orientation Plus™ Safety Training for the 27 regional member organizations in the Tri-State Industrial Safety Council and Association of Reciprocal Safety County members. Last year, O&E provided 91 customized training partnerships with Toyota Motor Manufacturing Indiana (TMMI), Astra Zeneca, Berry Global, Naval Surface Warfare Center-Crane Division, and AmeriQual. Twenty-eight high schools and career centers have College Achievement Program partnerships (dual credit) with USI including three half-day academies through the Evansville-Vanderburgh School Corporation and two Indiana College Core high schools – Heritage Hills in Lincoln City and Reitz Memorial in Evansville.

Lastly, the Center for Applied Research (CAR) connects community members with USI resources and provides USI students with project and research opportunities. For example, with funding provided by the Indiana Technical Assistance Program over two years, USI Engineering students worked with CAR to build prototypes for a patented medical device that helps hospital personnel turn patients in bed more safely and comfortably.

Another recent example is the experiential learning project for neurorehabilitation. The Director of Neurology at Deaconess Health Systems, Dr. Luke Barr, worked with CAR and USI student project technicians on a neuroplasticity venture to design and develop product prototyping for a device to assist stroke, brain, and spinal cord injury patients in recovery. The students also designed the logo for Dr. Barr's venture.

There being no further business, the meeting adjourned at 10:27 a.m.

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.

**UNIVERSITY OF SOUTHERN INDIANA
 New Program Development Plan**

**Revised by Academic Planning Council
 21-Oct-2024**

Baccalaureate Degree

Master Degree

Doctorate Degree

**Certificates /
 Microcredentials**

2023-2025 Biennium

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2025-2027 Biennium

Bachelor of Music in Performance	Food and Nutrition (Dietetics)		Spanish for Health Care Professionals (UG-C)
Bachelor of Music in Music Education	English Learners Add-On Licensure (P-12)		Childhood Health & Well-Being (UG-M)
Business/Engineering	MSE in Elementary Math Leadership		Public & Nonprofit Leadership (UG-M)
Business Economics	MSE in Special Education		State & Local Government (UG-M)
	MSE in Special Education Alternative Licensure		English Learners Licensure Certificate (Grad)
			Elementary Math Leadership Certificate (Grad)
			Nonprofit Professional (Grad-M)
			Fundraising (Grad-M)
			Policy Making (Grad-M)
			Program Evaluation (Grad-M)
			Applied Neuroscience in Business (Grad-M) (UG-M)
			Transition to Teaching: Secondary Education Certificate (Grad)

2027-2029 Biennium

Geography	Environmental Science Exercise Science		Coaching (UG-C)
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*Programs have been approved by the USI BOT at a previous meeting
 UG-C Undergraduate Level - Certificate
 UG-M Undergraduate Level- Microcredential
 Grad Graduate Level Certificate
 Grad-M Graduate Level Microcredential