

**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**January 15, 2016
10:15 a.m., University Center, Room 215**

Agenda

1.0 Action Items

**1.1 Resolution ASA01-16
Approval of Graduates**

Dr. Jeffrey Bauer, Acting Provost and Vice President of Academic Affairs, will present ASA01-16, Approval of Graduates.

**1.2 Resolution ASA02-16
Academic Program and Course Evaluation**

Dr. Bauer will present ASA02-16, Academic Program and Course Evaluation.

**1.3 Resolution ASA03-16
Bachelor of Science in Health Science**

Dr. Bauer will present ASA03-16, Bachelor of Science in Health Science.

2.0 Information Items

2.1 Preliminary Spring Semester Enrollment

Mr. Mark Moore, Registrar, will present preliminary spring semester enrollment.

2.2 Academic Affairs Report

Dr. Bauer will report on recent highlights in Academic Affairs.

2.3 Spring Orientation

Mrs. Joanne Charles, Acting Vice President for Enrollment Management and Student Affairs, will report on Spring Orientation.

2.4 Spring Semester Housing Occupancy

Mrs. Charles will report on the housing occupancy numbers.

2.5 Student Programming Board

Miss Cassandra Mullins, Student Programming Board President, will report on planned Student Programming events.

3.0 Education

Mr. Jeff Hamilton, Athletic Director and Men's Basketball Head Coach, and Dr. Jonica Burke, Acting Vice President for Finance and Administration, will present the Athletics Team Expansion Plan.

RESOLUTION ASA01-16

APPROVAL OF 2016 GRADUATES

WHEREAS, it is the role of the Shawnee State University Board of Trustees to award degrees and certificates; and

WHEREAS, annual action approving the granting of degrees and certificates during the year shall be taken by the Board of Trustees (Policy 2.06); and

WHEREAS, candidates for graduation must meet all academic and University requirements in order to be certified as candidates by the Office of the Registrar;

THEREFORE BE IT RESOLVED, that the Board of Trustees of Shawnee State University empowers the President to award certificates or degrees during the year 2016 to all candidates whose eligibility for graduation is confirmed by the Office of the Registrar and whose names are later attached to this resolution as graduates.

January 15, 2016

RESOLUTION ASA02-16

APPROVAL OF ACADEMIC PROGRAM AND COURSE EVALUATION

WHEREAS, Section 3345.35 of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance; and

WHEREAS, for courses with low enrollment, as defined by the Chancellor of Higher Education, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education, based on geographic region, to deliver courses; and

WHEREAS, not later than January 31, 2016, and by the first day of January for every fifth year thereafter, the board of trustees of each state institution of higher education shall submit its evaluation to the Chancellor of Higher Education; and

WHEREAS, the President initiated a study to evaluate all courses and programs based on enrollment and student performance;

THEREFORE BE IT RESOLVED, that the Board of Trustees of Shawnee State University hereby approves the attached Report on Academic Program and Course Evaluation.

(January 15, 2016)

Chancellor's Report on Academic Program and Course Evaluation

Shawnee State University

January 2016

Introduction

Shawnee State is a regional comprehensive university with a fall semester 2015 enrollment of 3800 students. The institution offers associate, baccalaureate and graduate degrees and a broad array of over 80 academic programs. This is accomplished with a limited number of dedicated full-time and adjunct faculty.

Most of Shawnee State's academic programs are small (20 - 100 students) compared to those of other public four-year universities in Ohio. SSU maintains cost effectiveness by carefully controlling the number of full-time faculty that serve each academic program. On average, Shawnee State employs 2 – 3 full-time faculty members per academic program as compared to other Ohio universities that often have 10 or more faculty members dedicated to a single academic program. As a result of having small program sizes, SSU frequently offers courses, especially upper-division undergraduate courses, with relatively low enrollment. These courses are regularly offered to meet the institution's goal of graduating more students in a timely fashion. The deans of each college have developed thresholds for course cancellation that allow for Shawnee State to both meet student needs and maintain quality for each of its academic programs.

Institutional Definition of Course Enrollment Thresholds

Shawnee State University's course enrollment thresholds balance cost effectiveness with student needs. The following definitions are used to identify low-enrolled courses:

- For 1000-level (freshmen) courses, the threshold is 10 students. Sections with 9 or fewer students are considered low enrolled and canceled with exceptions.
- For 2000- through 6000-level courses, the threshold is 6 students. Sections with 5 or fewer students are considered low enrolled and canceled with exceptions.
- In the College of Professional Studies, sections that are less than 50% capacity (as determined by faculty) are low enrolled and canceled with exceptions.

Deans are responsible for approving academic schedules and course cancellations for their respective colleges. The deans check course enrollments in early July (for fall semester) and early December (for spring semester) to identify and cancel courses below threshold.

Exceptions may be granted by the dean in the following cases:

- Courses offered infrequently (one-year or two-year cycle) and in which one or more students must complete the course to graduate during the current academic year.
- Courses offered as one-on-one instruction (e.g. course-by-arrangement, undergraduate research, senior project, individualized studies) or designed to provide credit for internships and practicums.
- Courses that are pedagogically inappropriate to offer with large enrollment.
- Piggyback courses in which two small course sections are taught in the same classroom and time by one instructor who receives teaching load credit for one course. This mode of instruction is offered in isolated cases. For instance, a small number of fine arts courses (e.g. Painting 1 and Painting 2) are piggybacked so that these small sections can be offered with greater frequency.

Identification of Low Enrollment Courses – Chancellor’s Formula

Chancellor Carey defines low enrollment courses as those that are 20% above the institution’s low enrollment threshold. Using this formula, Shawnee State’s thresholds are:

- 1000-level Courses: 20% above threshold = 12 students
- 2000- through 6000-level Courses: 20% above threshold = 7.2 students

Consequently, **1000-level course sections with an enrollment of 11 or fewer and all other course sections with enrollment of 7 or fewer for 2 or more successive semesters** are considered low enrollment.

Course enrollments were evaluated beginning with the 2014-15 academic year and ending with fall semester 2015. For the current semester, 560 courses (530 undergraduate, 30 graduate) and 1012 sections were reviewed. Prior to the beginning of fall semester, 86 sections were canceled as a result of low or no enrollment. Most of these sections are courses designed for one-on-one instruction.

Actions Taken for Low Enrollment Courses

The following chart summarizes the recommended actions for 63 courses that are below the Chancellor’s low enrollment threshold for Fall Semester 2015 and the rationale for recommended actions.

Recommendation¹	Rationale	Number of Courses/Sections
No Action	Pedagogically appropriate course size; piggyback course; course needed for on-time graduation	37/37
No Action	One-on-one instruction, internship/practicum courses, undergraduate research, course-by-arrangement	21/21
Course Change Recommended	Low enrollment courses that will be considered for change (elimination, modified mode, change in offering frequency, or collaboration)	5/5

Regional Collaboration

Five (5) Courses that are recommended for change are listed in the table below. Two of these courses are at or above the institution’s threshold for low enrollment but below the Chancellor’s threshold. Currently, there has been no attempt to use regional collaborations to offer these courses. The University will consider offering these courses on a more extended cycle.

Low Enrollment Courses	Type	Academic Session	2014 Enrollments	2015 Enrollment	Credit Hours
PHYS 2250 - Modern Physics	Action	FA	6	7	4
SPAN 2212 - Intermediate Spanish 2	Action	FA	5	4	3
SSPE 1115 - Beginning Golf	Action	FA	9	11	1
ISPC 3100 - International Service Seminar III: The Peace Corps Application Process	Action	FA	3	3	1
MATH 3500 - Statistics 2	Action	FA		1	3
		SP	2		

Institutional Definition of Program Enrollment Thresholds

As stated in the Chancellor’s directions for reporting academic program thresholds, “a single numerical definition for low enrollment programs is difficult because programs also contribute to institutions in multiple ways (e.g., institutional reputation, service to multiple student majors, regional need), and because programs themselves have widely varying contexts (accreditation and licensure requirements, pedagogical requirements) and costs (faculty, facility and equipment needs).”

Low enrollment is not synonymous with low performance for academic programs. In order to determine the academic health and viability of a program, a variety of data measuring quality, demand, graduate placement, cost effectiveness, and centrality to mission should be considered.

As a regional comprehensive university with a mission to serve many isolated, rural Appalachian communities in southern Ohio, it is not unreasonable for Shawnee State to establish a relatively low threshold for its academic programs. As a result, the institution has established the following preliminary low enrollment thresholds:

- Associate Degree Program 10 students
- Baccalaureate Degree Program 20 students
- Master’s Degree Program 20 students

Program enrollment is based on the number of current students who have declared a major by the 15th day of fall semester.

RESOLUTION ASA03-16

**APPROVAL OF BACHELOR OF SCIENCE IN HEALTH SCIENCE
DEGREE PROPOSAL**

WHEREAS, an initial inquiry for the Bachelor of Science in Health Science degree was submitted to and accepted by the Ohio Department of Higher Education; and

WHEREAS, a preliminary degree proposal for the Bachelor of Science in Health Science degree was approved by the University Faculty Senate; and

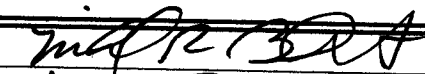
WHEREAS, the Educational Policy and Curriculum Committee and the University Faculty Senate approved the final proposal for the Bachelor of Science in Health Science degree; and

WHEREAS, the Provost and the President recommend approval of the proposed Bachelor of Science in Health Science degree;

THEREFORE BE IT RESOLVED, that the Board of Trustees of Shawnee State University approves the proposal for the Bachelor of Science in Health Science degree, and directs the proposal be forwarded to the Ohio Department of Higher Education for its review and approval.

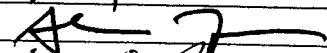
January 15, 2016

EPCC Chair



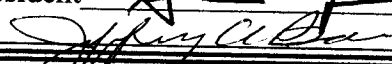
Date 12-22-15

UFS President



Date 12-22-15

Provost



Date 12/22/15

*These signatures merely indicate that they have reviewed the proposal. If any of these parties oppose the proposal or recommend changes, they should append a written statement to that affect before forwarding the proposal to the next level.

I. Nature of Request

A. Indicate the type of degree being requested.

Bachelor of Science in Health Science

B. Indicate the location of the proposed degree (e.g. main campus).

Main Campus

II. Objectives for the Proposed Degree

A. State the general and specific educational objectives of the degree.

Goals

1. Provide students with the knowledge for entry into a variety of health science professions, careers and graduate opportunities.
2. Cultivate personal development, growth, and commitment to lifelong learning.
3. Develop interpersonal skills, communication skills, and professional attitudes needed to interact in the health care communities

Learning Outcomes

1. The student will be knowledgeable of legal and ethical decision making and future trends with health related professions and careers.
2. The student will be knowledgeable of psychological, social, and physical health science concepts that influence local and global communities.
3. The student will be knowledgeable of basic administrative techniques, models and tools, with respect to health care management finance and leadership.
4. The students will have the ability to analyze local and global health topics that influence disease treatment, legislation, prevention, and outcomes.
5. The student will be able to demonstrate effective written and oral communication skills in topics related to the health science professions.
6. The student will develop the ability to analyze and interpret research as related to health professions and current trends in health care.

B. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and mission.

The Bachelor of Health Science degree will align with SSU's Strategic Planning Guidelines by preparing students for the changing needs of business, industry, education, society, and health care through its diversified degree programs including the Bachelor of Health Science degree. The SSU's mission is also to enrich the lives of the community; the University provides opportunities for continuing personal and professional development, intellectual discovery, applied research, and appreciation for the creative and performing arts.

Increasing enrollment and improving graduation and completion rates are defined as strategic opportunities for the “Growth and Development” theme in the University’s Strategic Plan.

On May 2nd, 2014, the Shawnee State University Board of Trustees drafted a resolution (Resolution E05-14) adopting Shawnee State University’s Completion Plan (<https://www.ohiohighered.org>). On May 15th, 2014, the strategic completion plan was submitted to Chancellor John Carey of the Board of Regents (Now Department of Higher Ed). As a component of the goal to increase persistence to completion and increase degrees conferred, initiative 1.4 of the completion plan states:

“SSU will develop and offer a Bachelor of Science in Health Sciences.”

Data in this proposal will show the Bachelor of Science in Health Science has significant potential for increasing enrollment, number of degrees conferred and completion rates.

As a component of the goal to further SSU’s service to the region through enhanced relationships with employers, the completion plan includes an initiative to increase enrollment in high demand fields for the state of Ohio. The occupational outlook detailed in this proposal will show health related careers are in high demand. Health care is specifically identified in Shawnee State University’s Completion Plan as an area for targeted enrollment growth.

This degree will provide the traditional and non-traditional students with the opportunity to complete a degree or a stand-alone bachelor degree in the health science field.

The content of the program is particularly appropriate for students applying for or waiting to be accepted into a health science program. The new major will also enable students to further their education with a bachelor degree and apply to a master degree program. It will address the need for the growing number of students interested in a health science program but are not currently accepted due to selective admission and limited numbers being accepted. The multiple degree pathways and flexibility in the general degree pathway incorporated in the proposed degree will cater to many different types of students and address multiple components of the University’s Mission and Strategic Goals.

C. Describe any unique characteristics or resources which make it particularly appropriate for your institution to offer the proposed degree.

Shawnee State University’s associate degree programs, particularly in health related programs, have a long tradition of excellence. The creation of a Bachelor’s of Science in Health Science would provide a natural degree pathway for these programs and increase bachelor degree attainment at the university, while capitalizing on the health science and general education strengths of the university.

III. Rationale and Need for the Degree

A. Explain the rationale for this program.

In addition to meeting the goals addressed above, rationale and need for the degree can be seen in:

1. Enrollment in Associate Degree Programs in Health Related Fields
2. Credit Hours currently earned by students in these Associate Degree programs
3. Quantity and Quality of students enrolled in the Associate of Natural Science-Health Science degree program
4. Sustained Demand - Historical Pre-Health Science (Pre-HS) enrollment and successful leaver data

Enrollment in Associate Degree Programs in Health Related Fields

The Bachelor of Science in Health Science will provide retention and completion improvement opportunities. Figure 1 indicates a potential internal recruiting pool for degree completion with the Health Science Baccalaureate degree at Shawnee State University. The total fall enrollment of Associate Degree programs in health related fields is provided for 2005-2014. With approximately 500 students enrolled in Associate Degree programs, the size of the internal recruiting pool for advancing bachelor degree completion is significant.

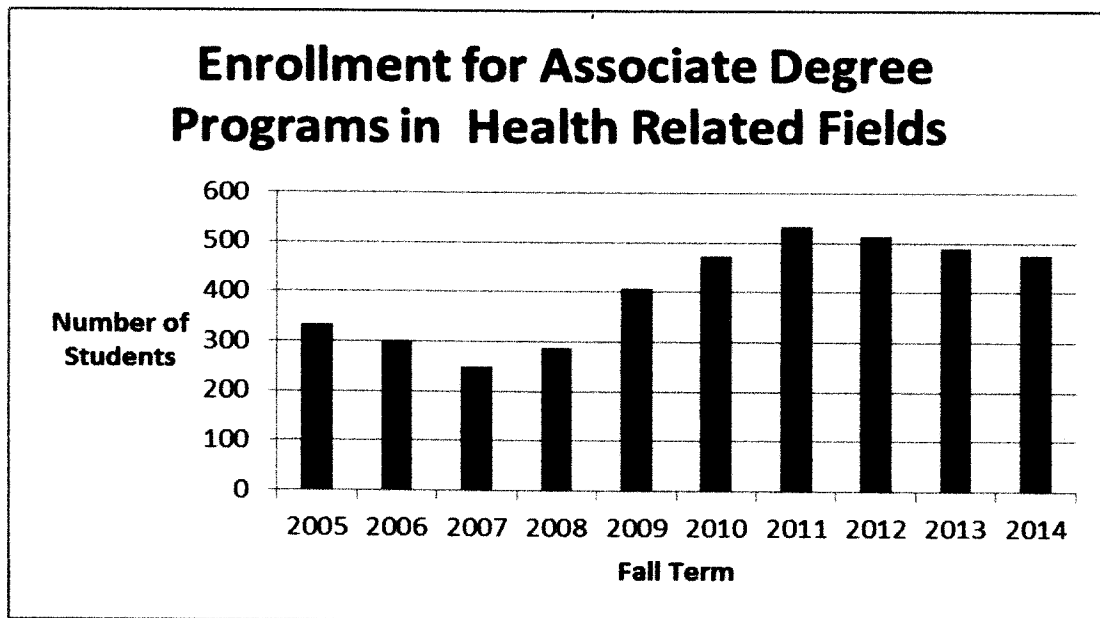


Figure 1. Fall Enrollment for Associate Degree Programs in Health Related Fields at SSU.

Average Credit Hours Earned by Associate Degree programs

An analysis of students who obtained a health related associate's degree from Shawnee State University in 2015 showed those students earned on average 117 cumulative hours (illustrated in the figure below). Providing these students with a natural pathway to a Bachelor's degree that incorporates their Associate degree work will increase bachelor's degree attainment.

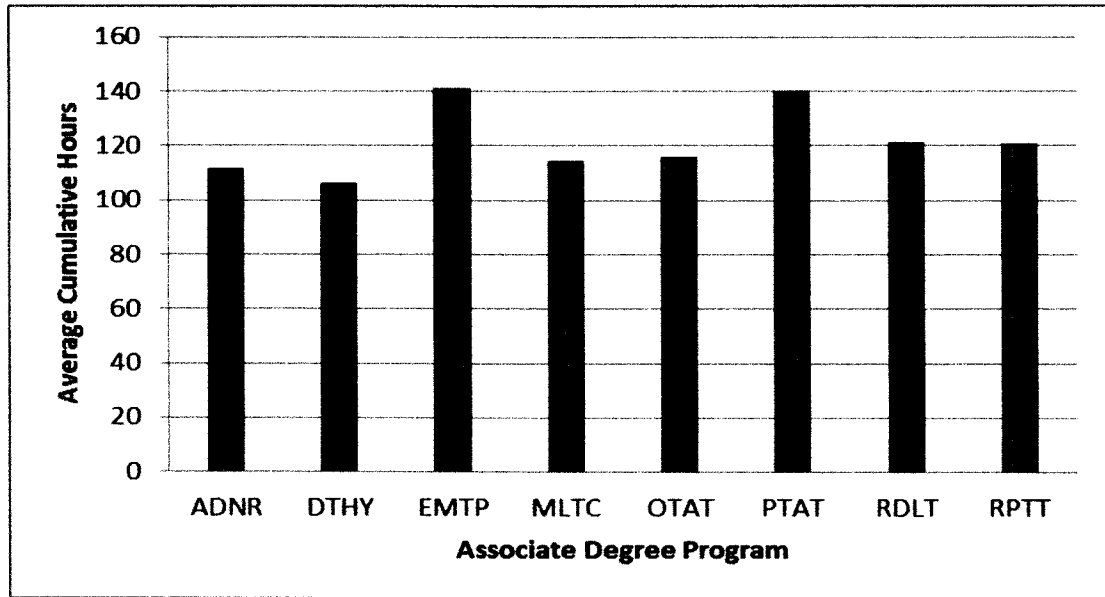


Figure 2. Average Cumulative Hours Earned by Graduates of Associate Degree Programs (2015)

Students Enrolled in the Associate of Natural Science-Health Science Degree Program

Data collected prior to the start of the 2015 Fall Semester illustrate the demand for the Health Science Major:

- 177 Students declared an Associate's in Natural Science – Health Science
- 69 out of the 177 NSHS Students had ACT Composite Scores of at least 22; or a GPA of at least 2.5 and at least 24 semester hours completed.
 - These students would be excellent candidates for the BSHS

Sustained Demand - Historical Pre-Health Science (Pre-HS) Data

Additionally, figure 3 shows the Pre-Health Science first-time freshmen enrollment at SSU by the year (Note: Pre-Health Science Major did not exist after 2012). This data shows the number of students interested in a Health-related program. These figures likely represent the students that were not accepted into the program of their choice directly out of high school. A Bachelor of Science in Health Science would be an option for these students to work toward a health related degree until they are accepted into a specific Associate Degree Program, and go on to major in B.S. in H.S.

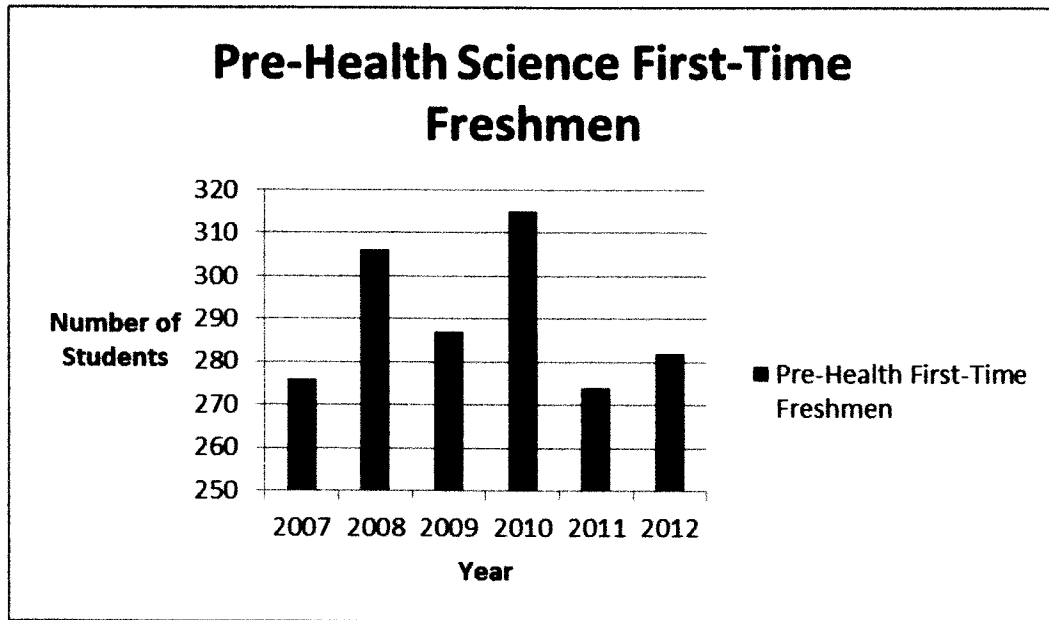


Figure 3. First-time Freshmen in Pre-Health Science at Shawnee State University

Another enrollment and retention improvement opportunity is quantified in the figure below (Figure 4).

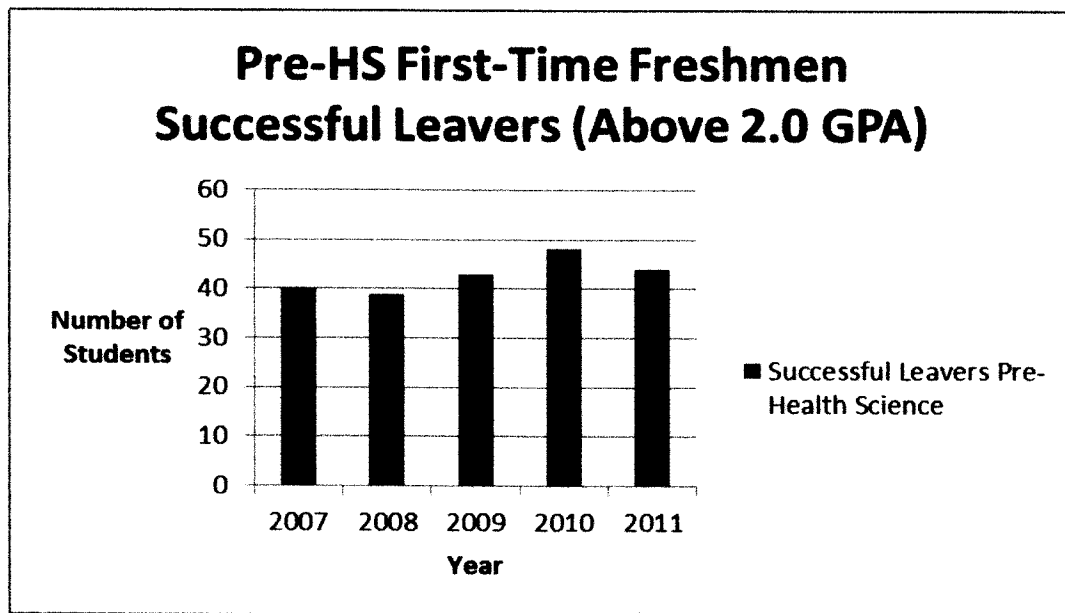


Figure 4. Successful Leavers for Pre-Health Science (First Time Freshmen)

Approximately 40 successful (defined as 2.0 GPA or Higher) first-time freshmen with the Pre-Health Science classification leave the university every year. This group presents a significant retention improvement opportunity and some could be targeted for recruitment to the general health science pathway.

In addition to the figures above, graduates of two year programs from other schools could be recruited to obtain their Bachelor's Degree at Shawnee State University.

B. Cite the benefits for students, the institution, and the region or state, of initiating this degree.

Students will have the opportunity to work in a variety of health and wellness fields and pursue graduate programs in health related disciplines. Additionally, many students currently enrolled or interested in health related Associate Degree programs can work toward a Bachelor's degree while working toward the Associate's Degree. Currently, students graduating from health related Associate Degree programs obtain an average of 117 hours. Coupled with focused advising, this presents an opportunity to increase bachelor's degree attainment.

C. If applicable, state the specific local, state, or national needs for individuals trained by the proposed degree. If applicable, describe job opportunities that are available to persons who complete the degree. Provide supporting data.

According to the Bureau of Labor Statistics (BLS), "occupations and industries related to healthcare are projected to add the most new jobs between 2012 and 2022" (<http://www.bls.gov/news.release/ecopro.nr0.htm>). Table 1 (below) shows the projected growth for the health care occupation groups.

Table 1. Occupational Growth by Category (Source: BLS Employment Projections)

Major Occupation Group	Projected Growth 2012-2022
Healthcare practitioners and technical occupations	21.5%
Healthcare support occupations	28.1%
Total – all occupations	10.8%

The BLS data suggests the growth of health related occupations will be significant and demonstrates a need for graduates in health related disciplines.

The proposed Baccalaureate degree in Health Science will provide a variety of opportunities in this industry and degree advancement. The proposed structure of the degree will allow for Baccalaureate degree completion for the 2 year health-related degree programs earned at Shawnee State University and other accredited institutions, but will also contain a standalone 4-year General Health Science track. Potential employment opportunities for this degree include, but are not limited to, those found in Table 2.

Table 2. Occupational Outlook for Health Science Graduates (Source: O*Net)

Occupational Category	Projected Growth (2012-2022)	Projected Job Openings (2012-2022)	Median Wage; Salary
Community Health Workers (Community Health Program Coordinator, Community Health Program Representative, Community Health Program Rep, Community Health Promoter)	Much faster than average (22% or higher)	20,800	\$16.64 hourly, \$34,610 annual
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (Pharmaceutical/Health Sales)	Average (8% to 14%)	111,800	\$35.83 hourly, \$74,520 annual

Health Educator (Health Promotion Specialist, Community Health Consultant, etc.)	Faster than average (15% to 21%)	26,600	\$23.66 hourly; \$49,210 annual
Claims Examiners, Property and Casualty Insurance (Health Claims Examiner)	Slower than average (3% to 7%)	80,300	\$29.42 hourly; \$61,190 annual
Patient Representatives (Patient advocate, Medicaid Service Coordinator, etc)	Average (8% to 14%)	941,600	\$14.84 hourly; \$30,870 annual
Medical Lab Technologists (Clinical Laboratory Scientists)	Average (8% to 14%)	65,800	\$28.09 hourly; \$58,430 annual
Medical and Health Services Manager	Much faster than average (22% or higher)	149,900	\$43.72 hourly; \$90,940 annual

The predicted growth in the health related areas demonstrates a positive occupational outlook and supports the creation of a Health Science Baccalaureate Degree at Shawnee State University.

D. Indicate any licensure or certification requirements for which this degree will prepare students.

Licensure or certification will not be sought with this proposal.

E. Describe and document any needs, other than employment opportunity, which will be met by the proposed degree.

- This degree will provide a natural pathway to Bachelor's for students in health related programs.
- Students can pursue graduate study in health related fields (e.g. Master's of Public Health, Physician Assistant).
- Provides a commonly offered and high demand degree option for students.

F. Provide evidence of student interest in the program, as well as projections of enrollment (full-time and part-time) for each of the first five years of the degree.

- Enrollment projections for this degree can be found in "Fiscal Impact Statement for New Degree Programs" under Section IX. Financial Resources.
- Student interest is evidenced by:
 - the number of students who identify themselves as Associate's of Natural Science - Health Science
 - the number of students receiving Bachelor of Individualized Study degrees built around health related courses
 - students enrolled in the related associate degree programs
 - inquiries to faculty and advisors regarding

G. List academic degrees similar to the one proposed that are offered in both public and independent institutions within a fifty-mile radius of the proposed instructional site.
Bachelor of Health Sciences - Marshall University (Huntington, WV - 47.7 mi)

H. Explain how these degrees differ from the one proposed.

Some differences include:

- Students enrolled at Shawnee State University will be able to work on their Bachelor of Science in Health Science while working toward a desired associate's degree in a health related field. Marshall University does not address the associate to bachelor degree pathway.
- Marshall restricts the electives to a preselected category of courses. This proposal allows students to mix disciplines to meet their goals but provides structure by requiring minors or additional degrees to pair with the Bachelor of Science in Health Science curriculum.

IV. Academic Planning

- A. Provide a brief description of the institutional planning process that resulted in the initiation of the proposed degree. Indicate the relative priority level of this degree among institutional purposes, and explain how this has been established.**

The Shawnee State University Board of Trustees' Resolution E05-14 adopted Shawnee State University's Completion Plan. Subsequently, this plan was submitted to the Chancellor of the Board of Regents (Director of Higher Ed). Initiative 1.4 of the completion plan states:

"SSU will develop and offer a Bachelor of Science in Health Sciences."

Additionally, in Spring 2014 the Dean of the College of Professional Studies, Dr. Paul Madden, formed a Retentions and Admissions Committee for the college. One recommendation of this committee was to create a Bachelor's of Science in Health Science to improve retention and increase degree completion at Shawnee State University. An ad hoc committee (Bachelor's of Science in Health Science Committee) was formed by the CPS Retentions and Admission Committee to develop the degree.

- B. Describe how and when institutional clearances or approvals for the new degree were achieved.**

The preliminary degree proposal was submitted and approved (Spring 2015) by the University's curriculum approval process (Departmental, EPCC, and UFS approval). Additionally, an initial inquiry form was submitted to and accepted by the Ohio Board of Regents.

- C. Provide information on the use of consultants of advisory committees in development of the proposed degree (append copies of reports from such consultants or advisory committees).**

The advisory committee reviewed the documents and met with the Bachelor of Science in Health Science committee to provide feedback.

V. Academic Control

- A. Describe administrative arrangements for the degree (department and college involved).**

This degree will be housed within the Department of Allied Health Sciences within the College of Professional Studies.

- B. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this degree. Specify the exact nature of such agreements and attach any formal statements of agreement that have been developed.**

N/A

- C. Specify the articulation arrangements with other institutions that will be in effect for the degree. Attach appropriate documentation for such arrangements, if any.**

No articulation agreements at this time.

VI. Curriculum

A. Describe the degree, including each option and concentration, as it would appear in a catalog.

The Bachelor of Science in Health Science provides an interdisciplinary health care education. The health science curriculum provides opportunities for continued education beyond the associate's degree and provides students with the knowledge for entry into a variety of health science professions and graduate opportunities. Students learn physical, psychological, social, legal and ethical health concepts that influence communities. Additionally, the program provides foundation in administrative techniques, models and tools. Knowledge of disease treatment, prevention, outcomes, policy and current trends in health care is also established through the Bachelor of Health Science curriculum.

Amended DOUBLE SIDED !!

**SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
(120-129 SEMESTER HOURS)**

General Education Program		40 Hours
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English Composition		6 Hours
Oral Communication		3 Hours
Literature		3 Hours
Fine Arts		3 Hours
Natural Science		7 Hours
Quantitative Reasoning		3 Hours
Engaged Citizenry		3 Hours
Global Perspectives		3 Hours
Historical Perspectives		3 Hours
Ethical Insight and Reasoning		3 Hours
Human Behavior		3 Hours
 Capstone Requirement		 3 Hours
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IDST 4490	Senior Seminar	3 Hours
 Major Requirements		 30 Hours
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BSHS 3100 (BUHE 3100)	The US Healthcare System	3 Hours
BSHS 3343 (BSNR 3343)	Research and Design for Healthcare	3 Hours
PHIL 3332 or BSHS3332	Healthcare Ethics or Biomedical Ethics	3 Hours
BSHS 3400	Epidemiology	3 Hours
BSHS 4200 (BUHE4200)	Management Techniques for Healthcare	3 Hours
BSHS 4500	Legal Issues in Healthcare	3 Hours
BSHS 4250	Leadership in Healthcare	3 Hours
BSHS 4300 (BUHE 4300)	Concepts of Healthcare Finance	3 Hours
Choose two Courses from the three listed		
BSHS 4600	Survey of Diseases and Disabilities	3 Hours
BSHS 4100	Healthcare Program Development	3 Hours
BSHS 4400	Healthcare Policy and the Aging	3 Hours
 Pathway Specific Requirements		 47-56 Hours
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Physical Therapy Assistant Pathway		47 Hours
Occupational Therapy Assistant Pathway		53 Hours
Medical Laboratory Tech Pathway		53 Hours
Dental Hygiene Pathway		56 Hours
Radiologic Technology Pathway		48 Hours
Respiratory Therapy Pathway		50 Hours
General Health Science Pathway		47 Hours

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
General HS Pathway Requirements (47 Hours)

General Pathway Core Requirements	8 Hours
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AHNR1102 Med Terms	2 Hours
CHEM1121 Principles of Chemistry	4 Hours
BSHS1101 Intro to Health Science	2 Hours
BIOL1130 Anatomy and Physiology 1	GEP
BIOL1131 Anatomy and Physiology 2	GEP
PSYC1101 Intro to Psychology	GEP
Electives	39 Hours[†]
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General Electives	33 Hours
Upper Division Electives	6 Hours

† Students in the General HS Pathway are required to declare and complete a minor (or another degree) using elective hours.

Some recommended minors could include:

1. Healthcare Administration (21 hrs.)
2. Neuroscience (21 hrs.)
3. Psychology (18 hrs.)
4. Sociology (18 hrs.)
5. Social Work (21 hrs.)
6. Biology (20 hrs.)
7. Chemistry (20 hrs.)
8. Math (20 hrs.)
9. Political Science (15 hrs.)
10. Communication (15 hrs.)

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Radiology Technology HS Pathway Requirements (48 Hours)

Radiology Tech Pathway Core Requirements	48 Hours
RDLT1101 Introduction to Radiography and Patient Care	3 Hours
RDLT1120 Radiographic Procedures I	4 Hours
RDLT1221 Radiographic Procedures II	3 Hours
RDLT1240 Imaging Science and Equipment	3 Hours
RDLT1341 Image Production and Processing	4 Hours
RDLT1290 Clinical Experience I	2 Hours
RDLT1390 Clinical Experience II	2 Hours
RDLT1322 Radiographic Procedures III	3 Hours
RDLT2142 Image Analysis	1 Hour
RDLT2190 Clinical Experience III	5 Hours
RDLT2251 Radiobiology and Radiation Protection	2 Hours
RDLT2290 Clinical Experience IV	3 Hours
RDLT2260 Imaging Technology	3 Hours
BIOL3635 Sectional Anatomy	2 Hours
RDLT2361 Imaging Seminar	2 Hours
RDLT2390 Clinical Experience V	3 hours
COMM1103 Public Speaking	GEP
BIOL1130 Anatomy and Physiology 1	GEP
BIOL1131 Anatomy and Physiology 2	GEP
PSYC1101 Intro to Psychology	GEP
MATH1200 College Algebra	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Respiratory Therapy Pathway Requirements (54 Hours)

<u>Respiratory Pathway Core Requirements</u>	<u>54 Hours</u>
RPTT1111 Intro to Resp Therapy	4 Hours
RPTT1110 Cardio/Renal Anatomy and Physiology	4 Hours
RPTT1220 Respiratory Procedures I	4 Hours
RPTT1221 Respiratory Procedures II	2 Hours
RPTT1223 Pathophysiology	3 Hours
RPTT1290 Clinical Application I	4 Hours
RPTT1330 Pediatric and Neonatal Respiratory Care	3 Hours
RPTT1332 Cardiopulmonary Diagnostics	3 Hours
RPTT1390 Clinical Application II	4 Hours
RPTT2110 Continuous Mechanical Ventilation	4 Hours
RPTT2190 Clinical Application III	4 Hours
RPTT2220 Respiratory Procedures III	4 Hours
RPTT2299 Special Topics	3 Hours
BIOL3750 Microbiology	4 hours
COMM1103 Public Speaking	GEP
BIOL1130 Anatomy and Physiology 1	GEP
BIOL1131 Anatomy and Physiology 2	GEP
PSYC1101 Intro to Psychology	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP
MATH1200 College Algebra	GEP

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Physical Therapy Assistant Pathway Requirements (47 Hours)

Physical Therapy Assistant Pathway Core Requirements	44 Hours
PTAT1111 Introduction to Physical Therapy	2 Hours
PTAT1115 PT in Physical Dysfunction	3 Hours
PTAT1230 PTA Procedures 1 and 2 Lab	2 Hours
PTAT1231 PTA Procedures 1 and 2 Concepts	3 Hours
PTAT1113 Regional Studies in Movement & Science Lab	3 Hours
PTAT1114 Regional Studies in Movement & Science Concepts	3 Hours
PTAT1155 PTA Seminar	1 Hour
EMTP1010 First Aid and CPR	2 Hours
PTAT2190 Clinical Practicum I	1 Hour
PTAT2235 PT Trends and Administrative Procedures	2 Hours
PTAT2230 Rehab. Procedures Cardio/Musculo Lab	2 Hours
PTAT2231 Rehab. Concepts Procedures in Cardio/Musculo	3 Hours
PTAT2240 Neurology and Rehab. Procedures Lab	2 Hours
PTAT2241 Neurology and Rehab Concepts	2 Hours
PTAT2255 PTA Seminar	1 Hour
PTAT2290 Clinical Practicum 2	3 Hours
PTAT2390 Clinical Practicum 3	3 Hours
PTAT2490 Clinical Practicum 4	3 Hours
AHNR1104 Physical Principles for Health	2 Hours
PSYC1130 Lifespan Development for HS	3 Hours
BIOL1130 Anatomy and Physiology 1	GEP
BIOL3630 Kinesiology	GEP
PSYC1101 Intro to Psychology	GEP
MATH1500 Statistics	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP
Electives	3 Hours
General Electives	3 Hours

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Occupational Therapy Assistant Pathway Requirements (53 Hours)

<u>OTA Pathway Core Requirements</u>	<u>53 Hours</u>
OTAT1101 Introduction to Occupational Therapy	3 Hours
OTAT1102 Therapy Interv 1: Analysis of Occup	2 Hours
OTAT1110 Therapy Interv 2: Individual/Group	2 Hours
OTAT1112 Occup Thru Lifespan: Biopsychosoc	3 Hours
OTAT1103 Disability and Disease Processes	3 Hours
OTAT2108 Occupations Thru Lifespan: Elders	4 Hours
OTAT2109 Applied Anatomy and Movement	2 Hours
OTAT2115 Professional Issues in OT	2 Hours
OTAT2190 Practicum 1: Comm/Emerging Prac Set	2 Hours
OTAT2203 Occup Thru Lifespan: Children	4 Hours
OTAT2206 Therap. Interv. 3: Enabling Parti.	2 Hours
OTAT2210 Occupations Thru Lifespan: Adults	4 Hours
OTAT2290 Practicum 2: Healthcare/Educ Settings	2 Hours
OTAT2390 Level 2 Fieldwork A	5 Hours
OTAT2490 Level 2 Fieldwork B	5 Hours
SOCI1101 Introduction to Sociology	3 Hours
AHNR1102 Med Terms	2 Hours
BIOL1130 Anatomy and Physiology 1	GEP
PSYC1101 Intro to Psychology	GEP
MATH1500 Statistics	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP
GEP Elective	GEP

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Dental Hygiene Pathway Requirements (56 Hours)

Dental Hygiene Pathway Core Requirements	56 Hours
DTHY1110 Dental/Head and Neck Anatomy	4 Hours
DTHY1102 DH Theory and Technique	4 Hours
DTHY1111 Dental Radiology	3 Hours
DTHY1114 Periodontology	2 Hours
DTHY1115 Oral Microbiology	1 Hour
DTHY1103 Dental Hygiene Theory and Techniques II	2 Hours
DTHY1104 Dental Hygiene Theory and Techniques II Lab	3 Hours
DTHY2201 Medical Emergencies in the Dental Office	2 Hours
DTHY2202 Clinical Dental Hygiene III	3 Hours
DTHY2211 Advanced Periodontology	1 Hour
DTHY2210 Dental Health Education	3 Hours
DTHY2212 Dental Materials	3 Hours
DTHY2203 Dental Hygiene Care/Special Needs and Ethics	1 Hour
DTHY2204 Clinical Dental Hygiene IV	4 Hours
DTHY2214 Dental Public Health	2 Hours
DTHY2215 General and Oral Pathology	2 Hours
DTHY2216 Pharmacology	2 Hours
DTHY2218 Local Anesthesia and Pain Control	2 Hours
DTHY2205 Applied Nutrition/Senior Seminar	1 Hour
DTHY2206 Clinical Dental Hygiene V	4 Hours
DTHY2217 Nutrition	2 Hours
SOCI1101 Introduction to Sociology	3 Hours
AHNR1103 Principles of Medical Science	2 Hours
BIOL1130 Anatomy and Physiology 1	GEP
PSYC1101 Intro to Psychology	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP

SHAWNEE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH SCIENCE
Medical Laboratory Tech Pathway Requirements (53 Hours)

Med Lab Tech Pathway Core Requirements	53 Hours
MLTC1140 Introduction to Medical Lab	3 Hours
CHEM1121 Principles of Chemistry	4 Hours
CHEM2200 Organic Chemistry	4 Hours
MLTC1170 Hematology 1	3 Hours
MLTC1180 Clinical Chemistry	3 Hours
MLTC1155 Hemostasis	1 Hour
BIOL3750 Microbiology	4 Hours
MLTC2120 Hematology 2	3 Hours
MLTC2130 Clinical Chemistry	3 Hours
MLTC2170 Immunohematology/Serology	5 Hours
MLTC2180 Microbiology/Parasitology	5 Hours
MLTC2165 Urinalysis and Body Fluids	3 Hours
MLTC2190 Clinical Practicum	7 Hours
MLTC2191 Special Problems	1 Hour
MLTC2192 Seminar/Review	1 Hour
MLTC2193 Case Studies	1 Hour
MLTC2999 Special Topics	1 Hour
BIOL1130 Anatomy and Physiology 1	GEP
BIOL1131 Anatomy and Physiology 2	GEP
MATH1200 College Algebra	GEP
ENGL1102 Discourse and Composition	GEP
ENGL1105 Composition and Argumentation	GEP
PSYC1101 or SOCI1101	GEP

- B. List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed degree. Indicate which courses are currently offered and which will be new (indicate new courses with an X).

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
BSHS3100 The US Healthcare System	3	X				New
BSHS3343 Research and Design for Healthcare	3	X				New
BSHS4200 Management Techniques for Healthcare	3	X				New
BSHS3400 Epidemiology	3	X				New
BSHS4500 Legal Issues in Healthcare	3	X				New
BSHS4300 Concepts of Healthcare Finance	3	X				New
BSHS4600 Survey of Diseases and Disabilities	3	X		X		New
BSHS4100 Healthcare Program Development	3	X		X		New
BSHS4400 Healthcare Policy and Aging	3	X		X		New
BSHS3332 Healthcare Ethics	3	X		X		New
PHIL3332 Biomedical Ethics	3	X	X	X		Existing

Course Descriptions for Core Courses in BS of HS Program

BSHS 3100 THE US HEALTHCARE SYSTEM - Overview of delivery, organization, financing, and outcomes in the U.S. healthcare system. Discussion of continuum of care and role of providers, as well as the influence of reimbursement, payment processes, regulations, compliance demands, standards and quality. Contemporary healthcare issues will be addressed.

BSHS 4500 LEGAL ISSUES IN HEALTHCARE – Designed to familiarize the student with the application of law to management issues in the variety of health care organizations. Skills including, legal reasoning, legal terminology, the mechanics of law, and specific topics related to the healthcare setting

BSHS 4200 MANAGEMENT TECHNIQUES FOR HEALTHCARE – Examines a variety of management techniques employed by the unique healthcare environment while effectively managing and motivating healthcare employees. Lectures, problems, and case studies will be used to provide an opportunity to focus on all types of healthcare providers.

BSHS 3332 HEALTHCARE ETHICS – Overview of healthcare ethics with emphasis on contemporary ethical issues as related to patient choice and provider responsibility. Discussion on philosophical theories, principles and ethical decision making in healthcare.

BSHS 3400 EPIDEMIOLOGY – Methods and principles of epidemiological investigation focusing on both infectious and noninfectious diseases. Particular emphasis on outbreak investigations, field epidemiology and careers in epidemiology. The impact of ethical principles and public policy will also be considered

BSHS 3343 RESEARCH AND DESIGN FOR HEALTHCARE - Writing intensive course provides students with basic understanding of literature search, experimental design, evaluation methods, reporting and application of healthcare service research. This course will also be an introduction to both qualitative and quantitative research techniques used in health professions.

BSHS 4250 LEADERSHIP IN HEALTHCARE – Introduces the student to decisions made under conditions of certainty, uncertainty, and high risk and multiple scenarios. Concepts from a variety of areas including, economics, probability, and statistics will be utilized. Case analysis will be used to develop an opportunity for the student to learn to apply the appropriate skills in an uncertain environment.

BSHS 4300 CONCEPTS OF HEALTHCARE FINANCE - Provides the student a general overview of principles of finance and how the healthcare finance system works in the U.S. Primary components of healthcare finance are explored. Students analyze financial data systems and processes to determine opportunities for revenue growth and expense reduction.

BSHS 4600 SURVEY OF DISEASES AND DISABILITIES – Students explore medical and psychosocial aspects of chronic disease and disability. The course will cover all major disabling conditions.

BSHS 4100 HEALTHCARE PROGRAM DEVELOPMENT – Provides the student with necessary tools to evaluate health program. Topics include, planning systems, needs assessment, data analysis skills, and effectiveness of evaluation. Requirements for increased need for planning and accountability will be stressed.

BSHS 4400 HEALTHCARE POLICY AND THE AGING - This course will provide an overview of health policy in the United States as it affects the older population. It will provide an overview of the health care system, allocation of health services across the population and projected impact of the increase in the aging population on health care delivery. Current health policy proposals will be analyzed with a focus on their impact on the older population.

C. Describe the specific methods that will be used for evaluation and assessment of the proposed degree.

See Section X. Assessment.

D. Indicate whether your institution intends to seek specialized accreditation from a professional association for this degree and whether additional resources are required to gain accreditation.

Specialized accreditation will not be sought.

VII. Staffing Qualifications

A. Describe the number and qualifications of full-time faculty to be involved in the degree. Provide a list of current faculty along with areas of expertise who will be teaching in the degree, and brief description of the type of additional faculty needed.

Name of Instructor	Rank or Title	Degree Titles, Institution	Additional Expertise in the Discipline/Field	Title of the Course(s) This Individual May Teach in the Proposed Program
Sarah Boehle	Assistant Professor	Ph.D., Social Gerontology, Miami University (OH)	Licensed Social Worker, Licensed Nursing Home Administrator, Administrative and Director Experience	BSHS4400 Healthcare Policy and the Aging BSHS4250 Leadership in Healthcare BSHS3100 The US Healthcare System BSHS4100 Healthcare Program Development
Crystal Sherman	Associate Professor	Doctor of Nursing Practice, West Virginia University	Community Health Nursing, Rural Public Health, Agricultural Safety and Health, Pediatric Health Promotion and Injury Prevention	BSHS3400 Epidemiology BSHS3343 Research and Design in Healthcare BSHS4100 Healthcare Program Development
Dan Johnson				PHIL3332 Biomedical Ethics
Virginia Pinson	Assistant Professor	BSN, MPH The Ohio State University, Public Health	Healthcare Management, ICU and cardiac/pulmonary nurse management	BSHS3100 The US Healthcare System BSHS4200 Management Techniques for Healthcare BSHS4300 Concepts of Healthcare Finance BSHS4250 Leadership in Healthcare
Karen Crummie	Professor	J.D.	Practicing Attorney Experience	BSHS4500 Legal Issues in Healthcare
Maggie Selby	Assistant Professor	M.S.N. University of Wisconsin Madison, Nursing	Medical Surgical Nursing; Geriatrics; Advance Care Planning	BSHS4400 Healthcare Policy and the Aging
Marla Thoroughman	Professor	M.S. M.A. Morehead State University, Biology	Medical Laboratory	BSHS4600 Survey of Diseases and Disabilities
Rose Roach	Assistant Professor	M.S.N. San Jose State University, Nursing	Nursing Administration	BSHS4200 Management Techniques for Healthcare BSHS4250 Leadership in Healthcare
Open Position	Assistant Professor	Master's in Health Related Discipline Required; PhD preferred		BSHS4600 Survey of Diseases and Disabilities BSHS3400 Epidemiology BSHS3343 Research and Design in Healthcare BSHS4100 Healthcare Program Development BSHS3332 Healthcare Ethics
Open Position	Assistant Professor	Master's in Health Related Discipline Required; PhD preferred		BSHS4200 Management Techniques for Healthcare BSHS4400 Healthcare Policy and the Aging BSHS4250 Leadership in Healthcare BSHS3332 Healthcare Ethics. BSHS3100 The US Healthcare System

- B. Provide specific information on the number and qualifications of part-time faculty to be used in the proposed degree.**

Part-time faculty will be hired on as needed basis to meet the demands of the program. Part-time faculty will be required to have a minimum of a Master's in an appropriate health discipline.

VIII. Facilities and Support Services

- A. Describe facilities and equipment currently in existence at your institution that will be used for the proposed degree.**

Existing classrooms and computer labs will be used to support the proposed degree.

- B. Explain how existing facilities and equipment for the proposed degree will impact on existing degrees.**

There will be no facilities or equipment impact on other existing degrees.

- C. Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed degree.**

Office space, computer and supplies will be required to support additional faculty.

- D. Indicate institutional plans for meeting any needs for additional facilities and/or support resources.**

N/A

- E. Describe the adequacy of the existing library to support the proposed degree in terms of print and non-print materials, equipment, and personnel. If there are library standards used by professional societies and/or accrediting agencies that will evaluate the degree, compare these to existing library resources.**

The library has many resources available for students and faculty in the health sciences areas. The library currently supports multiple programs within the health science fields within the College of Professional Studies such as; Respiratory Therapy, Master of Occupational Therapy, Medical Laboratory Technology, Physical Therapist Assistant, Nursing, Radiological Technology, Occupational Therapist Assistant, Dental Hygiene, Emergency Medical Technology, Athletic Training, Exercise Science, and Sports Management. Most of the resources utilized by any one program are accessible to students and faculty throughout all health science related fields. The library currently offers 15,475 items cataloged as "Health Science" references. 3,026 of those items are periodicals, the vast majority of which are professional journals. A list of health science related data bases currently available through the library can be found in Appendix A.

New resources that are deemed necessary would be purchased through budgetary funds allocated to "health science programs" by the University. The total allocation for health science programs for 2014-2015 was \$8,145.59. This budget is divided between 3 different departments associated as "health science programs". The budgets for each of the 3 departments are:

- The Department of Allied Health Sciences: \$2,313.74,
- The Department of Nursing: \$2,529.87, and
- The Department of Rehabilitation and Sport Professions: \$3,301.98.

The library resources that currently exist are expected to meet most, if not all of the immediate needs, and further needs would be supported by The Department of Allied Health Sciences.

IX. Financial Resources

- A. Provide a projected budget for the next four (4) academic years indicating the total needs to support the proposed degree.**

See "Fiscal Impact Statement for New Degree Programs" (below).

- B. Indicate the adequacy of expected subsidy and other income to meet these needs.**

Projected program income is expected to meet the needs and expense of the program. See "Fiscal Impact Statement for New Degree Programs."

Impacts of growth on other programs (Ethics, Natural Science, etc.) should be evaluated, using course enrollments and minor or major, and supported accordingly.

- C. Discuss briefly the internal reallocations of resources which will occur, or other sources of funding to be used to support the remaining resource requirements of this degree. Be specific in terms of faculty reallocations.**

Until dedicated faculty is hired for the program, the program will utilize qualified faculty in related disciplines (e.g. Healthcare Administration, Ethics, Nursing, Allied Health and Rehabilitation/Sports Studies).

- D. Complete and attach the "Financial Statement for New Degree Proposal" which provides an indication of the impact of the projected FTEs in this degree on the institution's enrollments. (This form must be transmitted by the Ohio Board of Regents to the Speaker of the House of Representatives, the President of the Senate, the Legislative Budget Office of the Legislative Service Commission, and the Director of Budget and Management, at least ten days prior to formal action taken by the Regents. Ref. Section 333.021 or the Ohio Revised Code.)**

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	30	70	100	120
Head-count part time	2	4	6	6
Full Time Equivalent (FTE) enrollment	31	72	103	123
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$218,984	\$508,608	\$727,592	\$868,872
Expected state subsidy	\$72,265	\$167,841	\$240,105	\$286,728
Externally funded stipends, as applicable	N/A	N/A	N/A	N/A
Other income (if applicable, describe in narrative section below)	N/A	N/A	N/A	N/A
Total Projected Program Income	\$291,429	\$676,449	\$967,697	\$1,155,600
III. Program Expenses				
New Personnel				
<ul style="list-style-type: none"> • Instruction (technical, professional and general education) Full <u>3</u> (1 hired year 1, 1 hired year 2, and 1 hired year 3) Part Time <u>0</u> • Non-instruction (indicate role(s) in narrative section below) Full <u>0</u> Part time <u>0</u> 	\$0	\$160,000	\$240,000	\$240,000
New facilities/building/space renovation (if applicable, describe in narrative section below)	\$0	\$0	\$0	\$0
Scholarship/stipend support (if applicable, describe in narrative section below)	\$0	\$0	\$0	\$0
Additional library resources (if applicable, describe in narrative section below)	\$0	\$0	\$0	\$0
Additional technology or equipment needs (if applicable, describe in narrative section below)	\$0	\$0	\$0	\$0
Other expenses (if applicable, describe in narrative section below)	\$0	\$0	\$0	\$0
Total Projected Expense	\$0	\$160,000	\$240,000	\$240,000

X. Assessment

A. Describe the assessment plan for this new concentration.

- **Include your goals for student outcomes and the instruments you plan to use to measure these goals.**

The objective of Bachelor in Health Science Degree is to provide the graduate with the knowledge for entry into a variety of health science professions, careers and graduate opportunities, as well as to cultivate personal development, growth, and commitment to lifelong learning. Additionally, students should develop interpersonal, communication and professional skills needed to interact in health care communities.

Graduate learning outcomes and metrics used to measure success of the learning outcomes are shown in the table below. Graduate and Employer surveys along with course success (final grades) serve as evaluation of learning outcomes.

Table. Expected Student Learning Outcomes of Health Science Graduates

Learning Outcomes	Measure of Learning Outcome
The student will be knowledgeable of legal and ethical decision making and future trends with health related professions and careers.	Final grades (>70%) in BSHS4500, BSHS3343, PHIL3332, and BSHS4400 or BSHS4100
The student will be knowledgeable of psychological, social, and physical health science concepts that influence local and global communities.	Final grades (>70%) in BSHS3100, BSHS3400 and BSHS4600 or BSHS4400
The student will be knowledgeable of basic administrative techniques, models and tools, with respect to health care management finance and leadership.	Final grades (>70%) in BSHS4200, BSHS4250, and BSHS 4300
The students will be able to analyze local and global health topics that influence disease treatment, legislation, prevention, and outcomes.	Final grades (>70%) in BSHS3343, BSHS3400, BSHS3100, and BSHS4400 or BSHS4600
The student will be able to demonstrate effective written and oral communication skills in topics related to the health science professions.	Final grades (>70%) in BSHS3343, BSHS4250 and PHIL3332
The student will be able to analyze and interpret research as related to health professions and current trends in health care.	Final grade (>70%) in BSHS3343

B. Data Analysis

a. How do you propose to interpret results/data from your assessments?

The program will be responsible for maintaining a data base of current and past graduates from the BSHS program. Surveys to the graduates and to their employers (See Appendix) will be sent out using survey monkey (or comparable survey methods) in May of every year as appropriate.

The Program Director will also keep a data base of students successfully completing each course and the program.

b. How will the results of this interpretation be employed?

The program in consultation with institutional research will be responsible for accumulation and statistical analysis of data to be presented to the University, faculty, and Advisory Committee to determine improvements and curricular changes.

C. How will the results of assessment be used for program review?

The results of the surveys and other collected data will be interpreted annually by the program faculty and Advisory Committee to determine improvements and curricular changes. Additionally, the data will be included in the University's program review reporting process.

Appendix A

The library currently contains the following data bases related to “health sciences”:

- AHFS Consumer Medication Information
A trusted source for patient drug information, available in both English and Spanish
- Alt-HealthWatch
Alternative & Holistic Medicine, full text.
- An@tomy. tv
Interactive 3D Anatomy models, full text & graphics.
- BIOSIS Previews (ISI Web of Science)
Index and abstracts to international journal articles in biological and medical research. BIOSIS Previews also covers books and meetings.
- Business Source Complete
a scholarly business database providing bibliographic and full text content including articles for sports studies, sports management, etc.
- CINAHL Plus with Full Text
Nursing & Health Sciences, full text.
- Cochrane Library
Includes Cochrane Database of Systematic Reviews, Database of Abstracts of Reviews of Effects, Cochrane Central Register of Controlled Trials, Cochrane Methodology Register, Health Technology Assessment Database, NHS Economic Evaluation Database.
- Consumer Health Complete
Health and medical information for consumers.
- Dissertation Abstracts (ProQuest Dissertations & Theses)
Doctoral Dissertations & Selected Masters Theses, abstract & full text preview.
- Electronic Journal Center
Online articles from more than 7000 online research journals owned by OhioLINK. For access to more online literature, use the Discovery Service.
- Food Science Source
Food industry, full-text.
- Health Sciences OneSearch
Searches CINAHL Plus with Full Text, The Cochrane Library, Food Science Source, Health Source: Nursing/Academic Edition, MEDLINE with Full Text, Proquest Nursing & Allied Health, PsycINFO, Academic Search Complete, Alt HealthWatch, AHFS Consumer Medication Information, Consumer Health Complete, Psychology and Behavioral Sciences Collection, and SPORTDiscus with Full Text.
- Health Source: Consumer Edition
Consumer Health Information, full text.
- Health Source: Nursing/Academic Edition
Health Sciences, full text.
- HealthFinder
Information and tools to help you and those you care about stay healthy.
- ICE Video Library
Video, International Clinical Educators, Inc. (ICE) provides high-quality educational materials, resources and information for therapists, educators and caregivers in order to significantly impact the quality of care for stroke survivors.
- Medcom T3 Streaming Video - Continuing Education for Nurses
Healthcare education to nurses and allied healthcare professionals, streaming video, requires Flash, Real Player, QuickTime, or Windows Media Player. Users create individual accounts to access this resource.
- MEDLINE (PubMed)
"PubMed citations come from 1) MEDLINE indexed journals, 2) journals/manuscripts deposited in PMC, and 3) NCBI Bookshelf."
- MEDLINE (Web of Science)
Simultaneously searches MEDLINE, BIOSIS/Biological Abstracts, Science Citation Index Expanded, etc. Exports to EndNote Web.
- MEDLINE with Full Text (Ebsco)
Export citations into EndNote via this EBSCO version.
- MedlinePlus

National Institutes of Health's Web site for patients and their families and friends.

- [Mental Measurements Yearbook with Tests in Print](#)
Contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership.
- [Merck Manuals](#)
- [Natural & Alternative Treatments](#)
Complementary and alternative medicine, full text.
- [Natural & Alternative Treatments](#)
Complementary and alternative medicine, full text.
- [NetWellness: Consumer Health Information](#)
- [Nursing Reference Center](#)
Includes CINAHL Plus with full text. Reference tool designed to provide relevant clinical resources to nurses and other health care professionals directly at the point-of-care.
- [OT Search: The Occupational Therapy Bibliographic System](#)
Occupational therapy, index.
- [ProQuest Nursing and Allied Health Source](#)
Nursing, full text.
- [ProQuest Nursing and Allied Health Source](#)
Indexes and abstracts articles including sports, athletics and exercise subjects
- [Psychology & Behavioral Sciences Collection](#)
Psychology, full text.
- [PsycINFO](#)
Psychology, full text
- [Public Health Reports](#)
Official journal of the U.S. Public Health Service. Must be accessed from the library.
- [PubMed](#)
"PubMed citations come from 1) MEDLINE indexed journals, 2) journals/manuscripts deposited in PMC, and 3) NCBI Bookshelf." To export into EndNote, use MEDLINE.
- [Science Citation Index Expanded \(ISI Web of Science\)](#)
Math & Sciences, full text.
- [Science Online \(Facts on File\)](#)
Presents a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies, and experiments.
- [SocINDEX with Full Text](#)
Index, abstracts, and full text for articles and other publications in sociology.
- [Sociological Collection](#)
Social Sciences, full text.
- [SPORTDiscus with Full Text](#)
Covers sport, physical fitness and physical education, sports medicine, exercise psychology, biomechanics, psychology, training, coaching, and other sport- and fitness-related topics.
- [ToxNet](#)
Databases on toxicology, hazardous chemicals, environmental health, and toxic releases provided by the National Institute of Health.
- [Web of Science Core Collection](#)
Simultaneously searches BIOSIS/Biological Abstracts, Science Citation Index Expanded, MEDLINE, and more.

Appendix B

SHAWNEE STATE UNIVERSITY

EMPLOYER EVALUATION OF GRADUATE

Graduate's Name _____ Degree _____

Graduate's Employer _____ Supervisor _____

1. Job Title _____

2. Job Description _____

3. Employed: (1) Full-time (2) Part-time

4. Is the graduate employed: (1) in area trained (2) in related area (3) in non-related area

5. What is your overall rating of the education received by this individual as it relates to the requirements of the job?
 (1) Very good (2) Good (3) Neutral (4) Poor (5) Very poor

6. Based upon this employee's education, how would you rate his or her preparation in relation to other employees in the work group who received similar training from other institutions?

- (1) No basis for comparison (3) Both are about the same
 (2) Individual is better prepared (4) Individual is less prepared

7. Would you hire or recommend any of our future graduates for employment with your company/organization?

- (1) Yes (2) No (3) Undecided

PLEASE CHECK THE APPROPRIATE BLANK.

	(1) Very Good	(2) Good	(3) Neutral	(4) Poor	(5) Very Poor
8. Technical Knowledge					
9. Work Attitude					
10. Work Quality					
11. Responsibility					
12. Leadership					
13. Quantity of Work					
14. Initiative					
15. Safety Practices					
16. Attendance					
17. Appearance					

18. How well does the graduate get along with his/her peers?
 (1) Very well (2) Good (3) Poorly (4) Not Applicable

19. How well does the graduate get along with his/her supervisor?
 (1) Very well (2) Good (3) Poorly (4) Not Applicable

20. Should the University stress more personal and social communication courses (writing, speech, psychology, sociology)? (1) Yes (2) No (3) Not Applicable

21. Should the University stress more technical courses (hands-on experience)?
 (1) Yes (2) No (3) Not Applicable

22. In what way can we better meet your future employment needs? _____

25. Suggestions for improvements: _____

26. Thank you for your cooperation! Name _____ Title _____
 Address _____ Zip _____

12. CAREER PREPARATION/PROGRAM OVERVIEW:

a. My educational experience in the BSHS program at SSU adequately prepared me for the position(s) which I currently assume. ____ strongly agree ____ agree ____ disagree ____ strongly disagree

b. Suggestions for the improvement of the BSHS Program at SSU: _____

c. Strengths of the BSHS Program at SSU: _____

d. Weakness of the BSHS Program at SSU: _____

14. COMMENTS:

Note: All data collected from this survey will be aggregated and treated anonymously. Individual information will not be public.

Appendix D

Ohio

Board of Regents

University System of Ohio

John Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY FORM

Directions for submitting a request for approval to the Chancellor of the Ohio Board of Regents

Institutions submitting a request for approval to the Chancellor of the Ohio Board of Regents must begin the program review process by submitting the Initial Inquiry Form. Institutions may use the form to submit a request for new a program, make changes to a previously approved program, or request for other reviews performed by the Chancellor or their staff.

Directions for completing the form are as follows:

- Institutions that submit requests to the Regents' Advisory Committee on Graduate Studies (RACGS) should continue to submit such requests according to RACGS guidelines and with the assistance of Mrs. Char Rogge, administrator for graduate programs. Mrs. Rogge may be contacted at 614.466.0886 or crogge@regents.state.oh.us.
- Institutions may submit this form **after** the request by has been approved through the institution's internal program development and approval process.
- Out-of-state institutions submitting a request for approval may submit a request **after** the request has been approved in the institution's home state.
- For-profit institutions submitting a request at-or-above the baccalaureate level may submit its request **concurrently** with its request to the State of Ohio Board of Career Colleges and Schools.
- For-profit institutions submitting a request at-or-below the associate level may submit its request **after** the request has been approved by the State of Ohio Board of Career Colleges and Schools.
- A separate Initial Inquiry Form should be completed for each request to be submitted.
- The form must be completed by the individual who will serve as the institution's primary contact during the review process.
- Institutions will only complete information on one of the three review categories: Request to offer a new program, Request to make changes to approved/authorized programs (Change Requests), or Other reviews.

Completed forms should be sent to Matt Exline, assistant director of program approval operations, at mexline@regents.state.oh.us . The institution will be notified that the form was received and assigned an institutional mentor within seven business of submitting its request. The institutional mentor will contact the individual identified in the form within seven business days to discuss the forms, process, and fees (if applicable) necessary to complete the review. Questions about the form may be submitted to the Mat Exline.

Appendix D

INITIAL INQUIRY FORM

Date of submission: March 20, 2015

Name of institution: Shawnee State University

Primary institutional contact for this request:

Name: Marla Thoroughman

Title: Chair, Dept of Allied Health Sciences

Phone number: (740) 351-3388

E-mail: mthoroughman@shawnee.edu

REQUEST TO OFFER A NEW PROGRAM

1. Name of program: Health Science program (within the existing Bachelor of Science degree)

2. Type of request (check all that apply):

For institutions that are already approved/authorized by the Chancellor

- New degree designation
- New program within an existing degree (e.g., major, technical major, minor, concentration, etc.)
- New certificate program
- New licensure/endorsement area (educator preparation)

For institutions that are not currently authorized by the Chancellor (independent, out-of-state, or for-profit only)

- New degree
- New program (e.g., major, technical major, minor, concentration, etc.)
- New certificate program
- New course(s) (check if the institution only intends to offer a single course or collection of courses that do not comprise a cohesive program of study)
- New licensure/endorsement area (educator preparation)

3. Delivery options (check all that apply):

- Campus-based
- Online/hybrid delivery
- Flexible or accelerated delivery
- Offering the program at a new offsite location
- Offering the program at an existing offsite location

Appendix D

Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching, etc.)

4. Will the institution seek specialized accreditation for the program:

- No
 Yes

If "yes," provide the name of the accrediting agency. If the institution is out-of-state and/or for-profit and already possesses specialized accreditation for the program, please list it here:

REQUEST TO MAKE CHANGES TO APPROVED/AUTHORIZED PROGRAMS (CHANGE REQUESTS)
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1. Name of program:

2. Type of request:

- Name change
- Curriculum modification
- Program inactivation or reactivation
- Program dormancy (educator preparation programs)
- Online/hybrid delivery
- Flexible or accelerated delivery
- Opening a new offsite location
- Offering new programs at an existing offsite location

OTHER REVIEWS

1. Type of request

- Continuing review of licensure/endorsement programs (educator preparation)
- Institutional reauthorization (for institutions that are issued certificates of authorization)
- Request for out-of-state for-profit institutions to solicit Ohio residents
- Request for out-of-state institutions to offer online programs that contain on-ground components (e.g., internship, clinical placements, practicum, student teaching, field experience, etc.)

**Orientation Report
Board of Trustees Meeting
January 16, 2015**

<u>Spring 2016</u>	<u>Attendance</u>
December 17, 2015	54
January 5, 2016	54

Upcoming Dates:

Summer 2016

Thursday, May 5 (tentative)

Fall 2016

Saturday, May 21
 Wednesday, June 8
 Saturday, June 11
 Tuesday, June 14
 Thursday, June 16
 Tuesday, July 26
 Wednesday, August 3

Spring 2017

Thursday, December 15 (tentative)

Attendance Comparison:

Year	Event	Date	Registered	Attended
2013	1 st Spring 14 OR	Dec. 12, 2013	100	77
2014	2 nd Spring 14 OR	Jan. 3, 2014	86	49
2014	1 st Spring 15 OR	Dec. 11, 2014	93	70
2015	2 nd Spring 15 OR	Jan. 7, 2015	83	53
2015	1 st Spring 16 OR	Dec. 17, 2015	79	54
2016	2 nd Spring 16 OP	Jan 5, 2016	47	59

Housing Occupancy Report
Board of Trustees Meeting
January 15, 2016

Housing Occupancy
Spring Semesters

	SSU Owned Capacity	Campus View Capacity	Tanner Place Capacity	Bridgeview Court Capacity	Residents On Campus	Percentage Of Occupancy	Date Prepared
Spring 2008	181	430	N/A	N/A	552	90.3%	1/10/2008
Spring 2009	180*	478	N/A	N/A	711	108%	1/08/2009
Spring 2010	178*	574	N/A	N/A	774	103%	1/12/2010
Spring 2011	178	622	31	N/A	856	103%	1/14/2011
Spring 2012	178	622	31	70	839	93.1%	1/17/2012
Spring 2013	178	618*	27*	140	832	86.4%	1/11/2013
Spring 2014	176*	618*	27*	140	837	87.1%	1/09/2014
Spring 2015	174*	618*	27*	140	833	86.9%	1/02/2015
Spring 2016	172*	622**	27*	128***	798	84.1%	12/30/2015

*Decrease attributed to providing housing for live-in staff (Residence Coordinator, Counselor-in-Residence) and Carriage 23 and 24 offline for visiting faculty members.

**Increase attributed to one less Residence Coordinator.

***Decrease attributed to graduate students having single-occupancy apartment option.

Student Programming Board
Board of Trustees Meeting
January 15, 2016

Upcoming Events

Homecoming 2016

- Homecoming activities are scheduled for February 1st through February 6th
 - Being Shawnee State University's 30th anniversary, the homecoming theme this year is Shawnee Spirit
 - Stuff Your Own Spirit Bear
 - Fishbowl Frenzy
 - SSU Game Show
 - Taco Tailgate
 - SSU Spirit Signs
- The Homecoming Dance is February 6th from 9 pm to 1 am in the Sodexo Ballroom
- SPB sponsors the Homecoming Dance and crowning of the King and Queen.

Other Important Programs This Semester:

- 5v5 Water Basketball Tournament, Valentines for Veterans, Spread the Word to End the Word, Diversity Block Party, Video Game Potluck, Cornhole Tournament

Springfest Week 2016

- Springfest activities are scheduled for March 28th through April 1st
 - Events include airbrush shirts, a pool party, laser tag, music jeopardy, and a Relay for Life day collaborating with Student Life and offices across campus

Attendance Tracking

- SPB is still attempting to use software for tracking numbers, however it can be unreliable so we depend heavily on our clicker

Advertising Expansion & Transition

- Expanding on weekly banners and monthly flyers, monthly newsletter, magnets, hands-on advertising

Selection of 2016-2017 Executive Board

- Process will begin in March-applications and interviews