

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

**April 17, 2026, 10:30 a.m.  
Morris University Center, Room 214**

**Agenda**

**1.0 Call to Order**

**2.0 Roll Call**

**3.0 Action Items**

**3.1 Resolution ASA03-26  
Approval of Policy 2.30, Experiential Learning Requirement**

Dr. Steve Rader, Associate Provost of Personal and Professional Development, will present Resolution ASA03-26 for approval of Policy 2.30, Experiential Learning Requirement.

**3.2 Resolution ASA04-26  
Approval of Curricular Changes**

Dr. Kimberly Inman, Provost and Vice President for Academic and Student Affairs, will present Resolution ASA04-26 to approve recent curricular changes recommended by the University Faculty Senate.

**3.3 Resolution ASA05-26  
Approval of Graduate Certificates in the C.H. Lute School of Business**

Dr. Inman will present Resolution ASA05-26 for approval of Graduate Certificates in Business Analytics, Entrepreneurship, and Management and Organizational Leadership.

**3.4 Resolution ASA06-26  
Approval of Bachelor of Arts in Applied Social Sciences**

Dr. Inman will present Resolution ASA06-26 for approval of the Bachelor of Arts in Applied Social Sciences.

**4.0 Information Items**

**4.1 Academic and Student Affairs Executive Report**

Dr. Inman will report on recent activities in Academic and Student Affairs.

#### **4.2 Health Sciences Lab Renovation**

Dr. Christine Raber, Dean for the College of Health and Human Services, will present on the concept and designs for the Health Sciences lab.

#### **4.3 Portsmouth Promise Program**

Dr. Inman will present on the partnership with Portsmouth High School and the Portsmouth Promise Program.

#### **4.4 Provost's North Star Committee 2025-2026 Projects and Progress**

Dr. Jennifer Pauley, Associate Provost of Academic Affairs and Student Success, will present an update on the Provost's North Star Committee projects and progress during the 2025-2026 academic year and on the 2030 Strategic Plan graduation rate and retention goal.

#### **4.5 Choose Ohio First Scholarship Update**

Dr. Inman will provide an overview of the Choose Ohio First Scholarship Program.

#### **4.6 Accelerated Bachelor Degree Programs**

Dr. Inman will present a plan for each college to create 90 credit hour bachelor degree programs.

### **5.0 Adjournment**

## **RESOLUTION ASA03-26**

### **APPROVAL OF POLICY 2.30, EXPERIENTIAL LEARNING REQUIREMENT**

WHEREAS, Shawnee State University seeks to enhance academic student learning through real-world engagement, develop transferable skills, and strengthen community and industry partnerships; and

WHEREAS, the Shawnee State University President has directed that all undergraduate students participate in experiential learning prior to graduation; and

WHEREAS, the Personal and Professional Development Task Force has developed Policy 2.30, Experiential Learning Requirement, stating that beginning in the Fall 2026 term, all entering undergraduate students must complete at least one approved experiential learning activity prior to degree completion;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves Policy 2.30, Experiential Learning Requirement.

(April 17, 2026)

# Shawnee State University

POLICY TITLE:	EXPERIENTIAL LEARNING REQUIREMENT
POLICY NO.:	2.30
ADMIN CODE:	3362-2-30
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	04/17/2026
NEXT REVIEW DATE:	04/2028
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

## 1.0 PURPOSE

This policy establishes the framework for integrating experiential learning into undergraduate education at Shawnee State University. It aims to enhance student learning through real-world engagement, foster career readiness, and strengthen community and industry partnerships.

## 2.0 SCOPE OF AUTHORITY

2.1 This policy applies to all undergraduate students enrolled in degree programs. It covers credit-bearing and non-credit experiential learning activities relevant to the student's area of study, including but not limited to:

2.1.1 Internships and co-ops.

2.1.2 Service Learning.

2.1.3 Undergraduate research.

2.1.4 Clinical and field placements.

2.1.5 Study abroad and global experiences.

2.1.6 Creative and entrepreneurial projects.

## 3.0 POLICY STATEMENT

All undergraduate students entering Shawnee State University beginning August 2026 must complete at least one approved experiential learning activity prior to graduation. This requirement ensures that students have had the opportunity to apply academic knowledge in practical settings, reflect on their experiences, and develop transferable skills.

## 4.0 DEFINITIONS

The following definitions shall apply to this policy:

- 4.1 **Approval Experience.** Activity that meets institutional criteria for supervision, duration, reflection, and assessment.
- 4.2 **Experiential Learning.** Structured learning that occurs through direct experience and reflection, guided by intentional learning outcomes.
- 4.3 **Work Experience.** Work experience involves learning practical skills and gaining insights in a work setting in order to understand specific roles, companies, and/or career paths. This may include activities typically done without any payment.
- 4.4 **Internship.** An internship is a partnership between students, the University, and an employer(s) that formally integrates academic study with work or community service experience. Internships:
  - 4.4.1 Are of a specified and definite duration;
  - 4.4.2 Evaluate each participating student's performance from both the University and employer's perspectives;
  - 4.4.3 May provide the student with academic credit upon successful completion and/or may provide students with compensation in the form of wages, salaries, stipends, or scholarships; and
  - 4.4.4 May be full-time or part-time during the internship period.
- 4.5 **Cooperative Education (Co-op).** A Co-op is a partnership between students, the University, and an employer(s) that formally integrates academic study with work experience in cooperating employer organizations and:
  - 4.5.1 Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
  - 4.5.2 Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
  - 4.5.3 Evaluates student performance in the co-op position from both the University and cooperative employer perspective;
  - 4.5.4 Provides academic credit upon successful completion of their cooperative education; and
  - 4.5.5 Is part of an overall degree or certificate program for which a percentage of the total program is acceptable to the Chancellor of the Ohio Department of Higher Education and involves cooperative education.

- 4.6 **Service Learning.** Service learning (can be credit-bearing or non-credit-bearing) is a structured experience that integrates meaningful community service with academic instruction and structured, individual reflection. The experience enhances student learning by fostering civic responsibility, deepening understanding of course content, and addressing real-world community needs in partnership with local, regional, or global organizations. Acceptable service-learning activities should include one or more of the following characteristics:
- 4.6.1 Curriculum-based: Tied to academic content and learning objectives.
  - 4.6.2 Community-focused: Addresses real needs identified by the community.
  - 4.6.3 Reciprocal: Benefits both the student and the community partner.
  - 4.6.4 Reflective: Includes structured reflection to deepen understanding and personal growth.
  - 4.6.5 Developmental: Encourages civic engagement, critical thinking, and social responsibility.
- 4.7 **Undergraduate Research.** Faculty-mentored, inquiry-based learning experience in which students engage in the systematic investigation or creative exploration of a topic of interest. The process contributes to the discovery, interpretation, and/or application of knowledge and is grounded in the standards of the relevant academic discipline. Undergraduate research:
- 4.7.1 May occur within or beyond the classroom and culminates in a product that is shared with others through presentations, publications, exhibitions, or performances.
  - 4.7.2 Should foster critical thinking, problem-solving, and communication skills, while preparing students for graduate study, professional careers, and lifelong learning.
- 4.8 **Clinical and Field Placements.** Structured, supervised experiential learning opportunities that occur in professional practice settings outside the traditional classroom. These placements are integral to academic programs in fields such as health sciences, education, and social work, and are designed to help students apply theoretical knowledge, develop professional competencies, and meet licensure or certification requirements.
- 4.9 **Study abroad and global experiences.** Structured academic or co-curricular programs that immerse students in international or intercultural contexts to enhance their global awareness, cross-cultural competencies, and academic

learning. Experiences can vary in duration from short-term faculty-led programs to semester- or year-long exchanges.

4.10 **Creative and entrepreneurial projects.** Student-initiated or faculty-guided endeavors that involve the development, design, or implementation of original ideas, products, performances, or ventures, and which:

4.10.1 Emphasize innovation, problem-solving, and creative expression;

4.10.2 May include, but not limited to academic, artistic, or business-oriented experiences.

4.10.3 Should culminate in a tangible outcome—such as a prototype, performance, business plan, or portfolio;

4.10.4 May be conducted individually or collaboratively.

4.10.5 Should foster critical thinking, initiative, and real-world application of disciplinary knowledge, and may be integrated into coursework, capstone experiences, or co-curricular programs.

## 5.0 RISK MANAGEMENT

5.1 All experiences must comply with Board of Trustees Policy 2.22 and all other university policies on safety, liability, and data privacy.

5.2 Students participating in off-campus experiences must complete a risk acknowledgement form.

## 6.0 CONTINUOUS IMPROVEMENT

This policy will be reviewed biennially.

### Important Links:

[Policy 2.22, Student Work Experiences, Internships, And Cooperative Education Programs](#)

### History

Effective: 04/17/2026

**RESOLUTION ASA04-26**

**APPROVAL OF CURRICULAR CHANGES**

WHEREAS, Policy 2.24, Curriculum Approval Process, requires the University Provost to recommend curricular proposals that have been reviewed and recommended by the University Faculty Senate to the Shawnee State Board of Trustees; and

WHEREAS, the University Faculty Senate met on February 23, 2026 and March 31, 2026 and voted to recommend a series of curricular changes; and

WHEREAS, the Provost has recommended the Shawnee State Board of Trustees approve these curricular changes;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the curricular changes as summarized in Table A: Summary of Curricular Changes Recommended February 23, 2026 and Table B: Summary of Curricular Changes Recommended March 31, 2026.

(April 17, 2026)

**TABLE A: Summary of Curricular Changes Recommended February 23, 2026**

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description
Course	School of Education	<b>Deletion of courses</b> from the previously discontinued Orientation & Mobility program. Eight (8) proposals eliminating: EDOM 6301 Foundations of Orientation & Mobility I, EDOM 6302 Orientation & Mobility with Special Populations, EDOM 6303 Eye Conditions and Sensory Connections, EDOM 6304 Foundations of Orientation & Mobility II, EDOM 6305 Orientation & Mobility Techniques I, EDOM 6306 Orientation & Mobility Techniques II, EDOM 6307 Orientation & Mobility Assessment & Instructional Planning, EDOM 6308 Internship in Orientation & Mobility	
Course	School of Nursing	<b>New Course:</b> MSNR 5340 Health Care Policy, Issues & Trends for the Nurse Educator	
		<b>Change to Prerequisites:</b> MSNR 6130 Nursing Educator Project & Practicum 1 New Prereq: Completion of all courses in the MSN program of study, OR, by permission of the MSN Program Director. Co-requisite: MSNR 6120 The Nurse Educator Role	
		<b>Change to Prerequisites:</b> MSNR 6135 Nursing Leadership Project & Practicum 1 New Prereq: Completion of all courses in the MSN program of study, OR, by permission of the MSN Program Director. Co-requisite: MSNR 6125 The Nurse Administrator Role	
Program	Lute School of Business	<b>Please See Resolution ASA 05-26</b>	
Provost Program Proposal	Office of the Provost	Discontinue the AAS Plastics Engineering Technology (Plastics Manufacturing) degree. This did not meet the SB1 requirement for 5 graduates/year over three years. There are no students enrolled in the degree.	

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description
Course	School of Education	<b>Change in prerequisite</b> to EDIS 3311 Assessment and Intervention Planning for Exceptional Children. Remove "Level 2", Add EDIS 2250 course prerequisite. Remove "Distance Learning Approved" from the course description in catalog.	
Course	School of Education	<b>Change in prerequisite</b> to EDIS 3254 Communication Language, Literacy, Culture. Remove Level 1 admission and EDUC 1115 prereq. Add prereq EDIS 2250	
Course	School of Education	<b>Change in prerequisite</b> to EDIS 4283 Inter-Prof/Parent Collaboration. Remove Level 3 admission. Add prerequisite EDUC 3310	
Course	School of Education	<b>Change in prerequisite</b> to EDPE 4425 Teaching Developmental Math and Science in Primary Education. ADD prereq EDUC 3310	
Course	School of Education	<b>Change in prerequisite</b> to EDPE 4386 Teacher Capstone II Remove Coreq: EDPE 4490 KEEP prereq EDPE 4385	
Course	School of Education	<b>Change in prerequisite</b> to EDPE 4490 Directed Teaching and Seminar. Remove Level 3 Admission. ADD prereq EDPE 4283	
Course	School of Education	<b>Change in prerequisite</b> to EDPI 2240 Teaching Developmentally Appropriate Math PreK-5 REMOVE Level 1 admission, ADD prereq EDUC1115 AND GEP MATH Course	
Course	School of Education	<b>Change in prerequisite</b> to EDPI 2241 Teaching Developmentally Appropriate Mathematics II REMOVE Level 1 admission, ADD prereq EDPI 2240	
Course	School of Education	<b>Change in prerequisite:</b> EDPI 4386 Teacher Capstone II REMOVE Level 3 Admission, Keep Prereq EDPI 4385	
Course	School of Education	<b>Change in prerequisite</b> to EDPE 3289 Teaching Integrated Curriculum and Assessment for Primary Education. Remove Level 2 admission and EDPE 2283 as prerequisite. Prerequisite should be EDUC 2245 OR EDIS 2250	
Course	School of Education	<b>Change in course description, prerequisite:</b> EDIS 4585 App of Rsrch/Practice & Seminar Remove: Prereq: EDIS 3311, and EDIS 3314, and admission in Level 3 Teacher Ed. / Coreq: EDIS 4425	Curriculum, instruction, and evaluation, field-based practicum with a weekly seminar to holistically describe their field environment–Intervention Specialist’s role, materials, methods, degree of collaboration, aid usage, etc.–and ways to make each component more effective. Students apply the skills and knowledge gained in university courses to the school setting as they practice teaching methods, literacy strategies, evaluation and assessment techniques, transitional skills, and classroom management with faculty and staff in their educational setting. The secondary school setting is the focus for this course. Prerequisite: EDUC 3310
Course	School of Education	<b>Change in course description, prerequisite:</b> EDIS 4423 Instruc: Accom/Alter/Strat Early Remove Level 3 Admission, Remove EDIS 3305, 3311, and 3314	Use evidence-based instructional strategies to individualize instruction and assessment for individuals with ELN to promote challenging learning in both the general and special curricula and to appropriately modify learning environments with said modifications and Positive Behavioral Supports. Maximize engagement and social interactions–students with students, adults, texts, technology in an effort to enhance academic and social learning through the application of critical thinking skills and performance-based assessment. Consideration of the Developmentally Appropriate Practices and materials and the characteristics of the ELN are to be reflected in the selection of materials and activities to engender self-motivation, self-efficacy, and self-monitoring. Prerequisite: EDUC 3310

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDUC 2230 Educational Media, Technology, Computers  <b>REMOVE</b> Prereq of Level 1 Admission, Keep EDUC 1115 prereq</p>	<p>This course is focused on technology integration in teaching and learning for students pursuing education licensure. The content coverage reflects the International Society for Technology in Education (ISTE) Educator Standards. Topics include using the Internet, productivity software applications, multimedia and educational software applications, social and ethical issues related to technology, and integration of technology in lesson planning and design appropriate to particular instructional objectives and strategies.</p>
Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDPE 4385 Teacher Capstone 1 <b>REMOVE:</b> Level 3 admission and Remove co-req of EDPE 4425 and EDPE 4426.</p>	<p>Teacher candidates are introduced to procedures and strategies of action research. Guided by the instructor, and school-based clinical faculty, teacher candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. The teacher candidates identify a specific issue based on the field experience and begin to plan for the capstone research project by developing the research question, phrasing the problem statement, and engaging in the literature view. Grade band focus is on Prek-5th. The capstone project will be completed in EDPE 4386-Teacher Education Capstone II, in a subsequent semester. Prerequisite: EDUC 3310</p>
Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDPE 4283 Professional Practices Remove Level 3 Admission</p>	<p>Students will learn about the collaborative practices associated with the Ohio Improvement Process. Students will learn collaborative strategies when working with children, parents, school and community personnel, and intra- and inter-agency organizations. Relationships among all parties will be examined, including benefits, process and problem-solving techniques. Respect for cultural and linguistic diversity will be emphasized while noting how this is addressed in various learning environments. A major emphasis will be on the importance of communication, teaming, monitoring, and periodic review of any prescribed individual programs. In addition, this course will assist teacher candidates in developing effective classroom management skills in order to maximize student learning. Topics include: classroom organization, behavioral norms, instructional transition time, rules and behavioral intervention strategies, tie management, various approaches to discipline planning, managing a diverse classroom, managing student work, addressing abuse and neglect, collegial collaboration, developmentally appropriate practice and classroom management in relationship to professional standards. Prerequisite EDUC 3310</p>

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDPI 4283 Professional Practices <b>REMOVE Prereq</b> Level 3 Admission, <b>ADD</b> prereq EDUC 3310</p>	<p>Students will learn about the collaborative practices associated with the Ohio Improvement Process. Students will learn collaborative strategies when working with children, parents, school and community personnel, and intra- and inter-agency organizations. Relationships among all parties will be examined, including benefits, process and problem-solving techniques. Respect for cultural and linguistic diversity will be emphasized while noting how this is addressed in various learning environments. A major emphasis will be on the importance of communication, teaming, monitoring, and periodic review of any prescribed individual programs. In addition, this course will assist teacher candidates in developing effective classroom management skills in order to maximize student learning. Topics include: classroom organization, behavioral norms, instructional transition time, rules and behavioral intervention strategies, tie management, various approaches to discipline planning, managing a diverse classroom, managing student work, addressing abuse and neglect, collegial collaboration, developmentally appropriate practice and classroom management in relationship to professional standards.</p>
Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDPI 4385 Teacher Education Capstone I <b>REMOVE</b> CoReq EDPE 4425 &amp; EDPE 4426, Remove Level 3 Admission, Add Prereq EDUC 3310</p>	<p>Teacher candidates are introduced to procedures and strategies of action research. Guided by the instructor, and school-based clinical faculty, teacher candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. The teacher candidates identify a specific issue based on the field experience and begin to plan for the capstone research project by developing the research question, phrasing the problem statement, and engaging in the literature view. Grade band focus is on Prek-5th. The capstone project will be completed in EDPI 4386-Teacher Education Capstone II, in a subsequent semester. Prerequisite EDUC 3310</p>
Course	School of Education	<p><b>Change in course description, prerequisite:</b> EDPE 4426 Teaching Developmental Language Arts and Social Studies <b>REMOVE Prereq</b> Level 3 Admission, Remove Coreq: EDPE 4385 and EDPE 4425 <b>ADD</b> prereq EDUC 3310</p>	<p>This methods course is designed to allow the primary education teacher candidate to integrate teaching skills with the applied theory, practice, and knowledge from previous courses in primary education to inform their programmatic and instructional decisions for individuals with exceptionalities. This course integrates the appropriate English Language Arts and Social Studies curriculum as indicated in Ohio's Learning Standards. Teacher candidates will demonstrate competence in development and delivery of lessons that use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning in grades Prek-5 to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. Field experience is an integral part of the course.</p>

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Course	School of Education	<b>Change in course description, prerequisite, remove course fee.</b> EDIS 4386 Teacher Education Capstone II <b>REMOVE EDUCx2 lab fee</b>	The second part of the capstone experience, and is concurrent with EDIS 4490-Clinical Teaching, in the second half of the senior year. Teacher candidates continue their action research project with a focus on data collection, analysis, and summary/application using appropriate technologies. The completed research project demonstrates teacher candidates' competence in critical and creative thinking on their chosen educational issues, research skills, written and oral presentation communication skills, and the ability of using technology to impact learning for all students. Prereq: EDIS 4385
Course	School of Education	<b>Change in Course Name, Course Description and Prerequisite:</b> EDPE 2283 Administration of Primary Education <b>REMOVE Admission to Teacher Education program</b>	This course explores collaboration with parents, and with intra- and inter-agency teams as a basic framework to prepare students for administrative and leadership roles in the field of early childhood education, PreK-grade 5. The emphasis is on the importance of communication, teaming, and the assimilation of knowledge related to family/community partnerships; issues dealing with diversity; planning, implementing, and evaluating programs for all learners; leading and managing personnel; financing and budgeting; record keeping; and the establishment of policies and procedure in support of DEC Standards 2, 3, 5, and 7, and CEC standards 3, 4, 5, and 7.
Course	School of Nursing	<b>New Course:</b> ADNR 2110 Remediation of Nursing Concepts I	This remediation course is designed for nursing students who have scored below the benchmark on a standardized Fundamentals HESI exam. The course will include focused content review, activities to increase nursing knowledge, strengthen clinical judgement, and improve study and test-taking strategies. The goal is to promote academic progression and professional readiness. 1 credit hour
Course	School of Nursing	<b>New Course:</b> ADNR 2210 Remediation of Nursing Concepts II	This remediation course is designed for nursing students who have scored below the benchmark on a standardized Medical Surgical HESI exam. The course will include focused content review, activities to increase nursing knowledge, strengthen clinical judgement, and improve study and test-taking strategies. The goal is to promote academic progression and professional readiness. 1 Credit hour
Course	School of Nursing	<b>New Course:</b> MSNR 6240 Nursing Educator Project & Practicum II	The student will synthesize knowledge gained throughout the curriculum in the nurse educator major. With the guidance of a nurse educator mentor in precepted clinical time, the student will demonstrate application of knowledge and competencies acquired throughout the program of study in an academic or clinical practice setting. The student will sit for a comprehensive final program exam that includes concepts from all program courses in preparation to sit for a national certification exam. This final practicum course will result in implementation, presentation, and evaluation of the student's final project. 4 credit hours Prereq: MSNR 6130

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Course	Allied Health Sciences	<b>New Course:</b> BSHS 4985 Health Sciences Internship	Provides a structured, paid or unpaid, supervised professional field experience in an approved organization. Under the joint supervision of a site preceptor and a faculty member in the student's major, the student performs meaningful tasks and projects to gain skills and knowledge related to his/her major. Requires 120 logged hours. 3 credit hours; Prerequisites: BSHS majors with Junior Standing. Instructor Permission Required.
Course	Lute School of Business	<b>Change in course name, course description, and prerequisites.</b> BUFI 1250 Computational Methods for Business.	This course focuses on the business mathematical skills that students will need for success in advanced courses and professional practice. These techniques will be covered as theory and calculated using a business calculator and advanced spreadsheet concepts. Each of the topics presented will be framed in business and/or personal finance scenarios. Prerequisites: MATH 1200 or higher OR Math Placement Level 4, AND STAT 1150 or higher, AND BUIS 1010 or experience
Course	Lute School of Business	<b>Change in course name, course number, course description, and prerequisites.</b> BUMG 3250 Business Analytics 2	This course examines how data analytics theories are applied in practice by implementing various analytical methods using data analytics software, based on the theoretical foundations of data analysis. The analytical methods covered in this course include linear regression, time series analysis and forecasting, Monte Carlo simulation, and panel data methods. Prerequisite: BUMG 3200.
Course	Lute School of Business	<b>Change in course name, course description, and prerequisites.</b> BUMG 3200 Business Analytics 1	Computer assisted statistical analysis using current statistical application software as a research tool. In-depth use of computer applications for research, emphasizing statistical procedures, graphic design, and interpretation of results. Applications appropriate to business, social and physical sciences, psychology, medicine, biology, education, etc. Prerequisites: Completion of a college-level MATH course (MATH 1200 or MATH 1200A, or MATH 1250, or STAT1150, or MATH 1700, or STAT 1800, or MATH 1900, or MATH 2110, or MATH 2120), or placement.
Course	Lute School of Business	<b>Change in Prerequisite.</b> BUFI 3450 Management Finance	Prerequisites: BUAC 1020 or BUAC 2030, AND ECON 2201 AND ECON 2202 AND BUFI1250.
Course	Lute School of Business	<b>Change in Prerequisite.</b> BUMG 3400 International Business	Prerequisites: ENGL1105 AND BUMK 3100
Course	Engineering Technology	<b>New Course:</b> ETCS 5021 Computer Science 1	This course will introduce students to the fundamentals of computer science, with an emphasis on how those concepts might be taught at the high school or undergraduate level. Topics will include algorithmic design, loops and conditionals, functions, File I/O, sequences, and object-oriented programming 3 credits, Prerequisite: Admission into Computer Science graduate program or Instructor Permission (3 credits)
Course	Engineering Technology	<b>New Course:</b> ETCS 5022 Computer Science 2	This course will expand upon and reinforce the content from ETCS 5021 with a focus on applications. Students will be exposed to a number of different tools in several domains such as, but not limited to finance, game development, web development, artificial intelligence, etc. (3 Credits) Prereq: ETCS 5021

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Course	Engineering Technology	<b>New Course:</b> ETCS 5200 Artificial Intelligence and Machine Learning I	An introduction to the foundational principles of artificial intelligence through hands-on development of intelligent systems. Students explore formal definitions of intelligence, probability, entropy, and information gain while building decision trees, classification models, and Markov chain-based language systems. Emphasis is placed on constructing systems from first principles to understand prediction, uncertainty, and data-driven decision making without reliance on black-box frameworks. (3 credits) Prereq: Acceptance into Computer Science Graduate Program, Completion of ETCS 5401, or Instructor Approval
Course	Engineering Technology	<b>New Course:</b> ETCS 5201 Artificial Intelligence and Machine Learning II	This course continues ETCS 5200 with a focused exploration of modern machine learning and deep learning systems. Students implement perceptrons, multi-layer neural networks, and backpropagation before transitioning to professional frameworks such as PyTorch. Topics include representation learning, word embeddings, tokenization, and the Transformer architecture that underlies large language models. Through hands-on projects, students build and evaluate neural networks and neural-based language systems while critically examining limitations such as overfitting, hallucinations, and bias. Emphasis is placed on understanding how neural networks learn and how contemporary AI systems operate internally. (3 Credits) Prereq: Acceptance into a Computer Science graduate program, completion of ETCS 5200: Artificial Intelligence & Machine Learning I, or instructor approval.
Course	Engineering Technology	<b>New Course:</b> ETCS 5400 Algorithmic Problem Solving	This course covers basic concepts of development, implementation, and analysis of algorithms for solving problems. Problem-solving techniques will be studied from theoretical, experimental, and applied perspectives. Applications to a variety of areas will be explored. (3 Credits) Prereq Acceptance in a Computer Science graduate program or instructor permission
Course	Engineering Technology	<b>New Course:</b> ETCS 5401 Data Structure and Algorithms	This course focuses on theory and implementation of data structures and algorithms, computational complexity, and correctness. Dynamic data structures such as lists, stacks, queues, trees, heaps, tables, and graphs will be covered. Other topics include divide-and-conquer techniques, dynamic programming, greediness, sorting, searching, graph algorithms, lower-bound techniques, NP-completeness, and an introduction to automata and formal languages. Applications to a variety of areas will be explored throughout the course. (3 Credits) Prereq ETCS 5400
Program	Lute School of Business	BSBA Management: The change adds a revised BUFI 1250 that will better meet the basic BSB core learning outcomes for all business majors. BUFI 1250 has prerequisites of college algebra (MATH 1200 or higher or placement 4) and statistics (STAT 1150 or higher). Students completing MATH 1900 or higher or are exempt from BUFI 1250. This change also removes the earlier BUIS 2100 or BUAC 1150 "tech elective" as appropriate material is now included in BUFI 1250.	

**TABLE B: Summary of Curricular Changes Recommended March 31, 2026**

Program	Lute School of Business	BSBA Information Systems Management: Changes to course included in the Business core (Add BUMG 3310 and BUMG 3000, adds BUFI 1250 to options for Business Math, Changes the requirements of the Information Systems block to include a required internship course, removes ISCS prefixed courses,	
Program	Lute School of Business	Changes to the Healthcare Administration Minor to create a 18 credit hour minor with a core of 2 BUMG courses and 2 BSHS courses. Students select 6 additional hours from a list of options in either BSHS or BUAC/BUMG/BUMK courses depending on their major.	
Program	Social Sciences	<b>Please See Resolution ASA 06-26</b>	
Program	School of Education	BSE Primary Education P-5: The change adds EDPI 2241 as an option for students under the 17 credit hour curriculum content block. Students may take either MATH 2420 OR EDPI 2241	
Program	School of Education	BSE Primary Education P-5: The change adds EDPI 2240 as an option for students under the 17 credit hour curriculum content block. Students may take either MATH 2410 OR EDPI 2240	

**RESOLUTION ASA05-26**

**APPROVAL OF GRADUATE CERTIFICATES IN THE  
C.H. LUTE SCHOOL OF BUSINESS**

WHEREAS, Shawnee State University seeks to meet the needs of our community through the academic program offerings; and

WHEREAS, regional employers have requested the C.H. Lute School of Business provide opportunities for their employees to gain advanced experience and skills; and

WHEREAS, the faculty have developed three in-demand graduate level certificates that provide clearly aligned learning outcomes for students; and

WHEREAS, each graduate certificate can be seamlessly incorporated into completion of the Master of Business Administration at Shawnee State University, and

WHEREAS, each graduate certificate has received all other internal approvals;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the Graduate Certificate in Business Analytics, the Graduate Certificate in Entrepreneurship, and the Graduate Certificate in Management and Organizational Leadership.

(April 17, 2026)

**RESOLUTION ASA06-26**

**APPROVAL OF BACHELOR OF ARTS IN APPLIED SOCIAL SCIENCES**

WHEREAS, Shawnee State University seeks to provide academic programs that develop transferable, evidence-based skills; and

WHEREAS, the faculty in the Department of Social Sciences have developed an applied social science degree that focuses on applying social science theories, methods, and data to solve real-world problems in the local community and in support of regional organizations; and

WHEREAS, the Bachelor of Arts in Applied Social Sciences has received all other internal approvals and will be submitted to the Ohio Department of Higher Education (ODHE) for approval; and

WHEREAS, each graduate certificate can be seamlessly incorporated into completion of the Master of Business Administration at Shawnee State University;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the Bachelor of Arts in Applied Social Sciences degree and requests its submission to ODHE and the Higher Learning Commission for full approval.

(April 17, 2026)

**Academic and Student Affairs Report  
Board of Trustees Meeting  
April 17, 2026**

I am pleased to present the following Academic and Student Affairs Report to the Academic and Student Affairs Committee of the Board of Trustees and to the Board.

**Provost Report**

Vice Chairman Richey,

The entire Division of Academic and Student Affairs has welcomed the spring weather to campus and we are engaged in the tremendous, hectic, and rewarding work that helps our students finish the semester in a positive and supported fashion. We will soon hold our annual Celebration of Scholarship and Faculty Research & Teaching Expo, celebrate our outstanding students with the Evening of Honors, and congratulate the graduating class of 2026.

In the midst of wrapping up the semester, we are also preparing to welcome students to New Student Orientation on Saturday April 18 and throughout the summer. The Center for Lifelong Learning kicks-off summer programming with the residential summer Bear Tracks program starting May 31. Students will engage in trainings in Social Media for Business and Entrepreneurship, Phlebotomy, and Advanced Manufacturing. Cub Camp returns the week of June 22-25 with activities for PreK through grade 8. Project BEAR will also be active this summer hosting a ten-week intensive literacy program.

An update on recent activities across the Division of Academic and Student Affairs is provided below:

**College of Business and Engineering Technology**

**C.H. Lute School of Business**

In March, eight Marketing majors from the newly established American Marketing Association student chapter attended the AMA International Collegiate Conference in Chicago, accompanied by faculty advisor Dr. Terry Hapney. Despite being a first-year chapter, the team competed among more than 90 collegiate chapters from the U.S., Canada, and Puerto Rico and received recognition from a corporate sponsor for an innovative strategy. During the conference, Dr. Hapney also presented research on SSU's student-integrated marketing communications agency model; the extended abstract was published, and he served as a competition judge.

Dr. Jason Lovins, Interim School Director, conducted external engagement meetings with regional workforce partners. He met with students and administrators at the Scioto County Career & Technical Center regarding career pathways and certifications tied to the new firefighter program, and with leadership at the Electrical Training Academy to explore partnerships supporting microcredentialing, electrician upskilling, and potential internships or agency-based projects.

SSU's MBA program launched its first course at the Chillicothe (Adena) location in January. Additional courses are scheduled to be offered at this location during summer and autumn 2026.

### **Department of Engineering Technology**

Activities are underway to deliver graduate level courses in Computer Science as part of the Ohio Department of Higher Education (ODHE) "Teach CS" grant. The initial set of courses has been recommended by the University Faculty Senate, allowing faculty to run the first courses during the upcoming summer semester. The program will prepare approximately 25 educators to teach computer science at the high school and College Credit Plus (CCP) levels and is intended to increase SSU brand awareness among secondary education leaders across the region.

On March 27, 2026, the IEEE student chapter and the Information Security program hosted TechFest, featuring invited industry speakers, a student project showcase, and a career panel focused on workforce pathways in technology and cybersecurity.

On March 30, 2026, Shawnee State received an Engel Injection Molding Machine for the Plastics Engineering Technology program. The equipment, provided at no cost through a \$0 consignment and loan agreement with Engel, significantly enhances instructional and hands-on training capacity in plastics manufacturing.

### **Kricker Innovation Hub**

BESTOhio completed its third cohort of the Advanced Manufacturing Leadership Foundations course, reinforcing regional workforce development efforts. Regional collaboration expanded further through the March BESTOhio Full Membership Meeting in Jackson County, which welcomed new partner Vitruvian Building. In March, BESTOhio participated in two TECHMobile STEM events, delivering hands-on technology experiences to more than 600 students in grades 9–12 across participating high schools.

On March 3, more than 150 students from seven high schools across Ohio and Kentucky participated in the Glockner Dare to Dream High School Pitch Competition. Students competed for \$31,000 in prize funding supported by ten business sponsors and participated in structured mentorship, pitch development, and live presentation experiences.

JollyWare, a studio formed by a team of Shawnee alumni through the ShawneeXP program, won first place at the Pocket Gamer Very Big Indie Pitch.

### **Esports and Academic Engagement**

Shawnee State University's Esports varsity teams in Rocket League and Overwatch qualified for National Association for Collegiate Esports (NACE) playoffs, with Overwatch also advancing to National Esports Collegiate Conference (NECC) postseason play. At the academy level, Call of Duty qualified for NACE playoffs, Marvel Rivals completed an undefeated regular season and earned an ECAC playoff berth, and individual competitors qualified for Street Fighter 6 and Hearthstone postseason competitions. The Overwatch team recorded a notable victory over Ohio State during the Bluegrass Showdown hosted by the University of Kentucky, increasing regional and national visibility for the program.

## **College of Health and Human Services**

CHHS collaborated with Career Services to plan and offer the Health and Human Services Career fair on February 23, 2026. Over 100 CHHS students attended and employer feedback about students' preparedness and professionalism was very positive.

Two successful accreditation site visits were completed, with BSW program hosting CSWE site visitor on March 12, 2026, and OTA program hosting ACOTE site visitors March 16-18, 2026.

The Department of Allied Health Sciences provided Interprofessional Education Day on March 20, 2026, with nearly 70 students from Dental Hygiene, Radiologic Technology, Respiratory Therapy, Medical Laboratory Technology, as well as Paramedic program (offered through Center for Lifelong Learning).

## **Office of Personal and Professional Development**

The Office of Career Services hosted four career fairs during 2025–2026—including STEM, Health and Human Services, Education, a reverse-career fair, and a university-wide Career and Internship Fair—with participation from more than 120 employers and approximately 475 students. SSU also launched a partnership with Indeed to provide the free Indeed Job Search Academy, giving students on-demand access to online workshops and webinars focused on job-search skills and long-term career development. In addition, the Personal and Professional Development Task Force approved the vision and goals for SSU's new Experiential Learning program, which will ensure every student completes at least one mentored, applied learning experience and will focus on strengthening retention, enhancing career outcomes, expanding community partnerships, and improving SSU's competitive position in student recruitment.

## **Clark Memorial Library**

Clark Memorial Library partnered with the Rotary Club, South Central Ohio ESC, and the Scioto County Public Library on this year's *Books Build Bridges* initiative, which brought award-winning author Jasmine Warga to Portsmouth. On March 12, Ms. Warga presented at the Vern Riffe Center for the Arts to nearly 800 sixth-grade students from across Scioto County, sharing insights into her writing process and the development of *A Rover's Story*. She also held an afternoon session with SSU Teacher Education students, who reported that the discussion was highly engaging and valuable to their preparation as educators.

## **Center for International Programs and Study Abroad**

The Center for International Programs successfully led a cohort of ten Presidential, Shawnee, and Honors Scholars on an academic study-abroad experience at Harlaxton, England from February 28 to March 8. During the program, students resided at the Harlaxton Victorian manor and participated in educational excursions to Cambridge, Nottingham, and London. Documentation of the trip is available through the Office of Study Abroad's Instagram page.

## **Grants and Sponsored Programs**

The University secured \$51,741 in FY 2027 funding for the Motorcycle Ohio program, which supports delivery of the Basic Riders motorcycle safety course through the Center for Lifelong Learning. In addition, the University received \$65,000 for the 2026–2027 STEM Achievers Program, a continuation of the former Verizon Innovative Learning initiative. This award will support a two-week summer program serving approximately 65 middle school students.

Respectfully submitted,

Kimberly Inman, Ph.D.,  
Provost and Vice President for Academic and Student Affairs



# Retention Matters: Your Role in Student Success

*Every Interaction Counts—Let's Keep Students on Track!*

## Fun Fact: Each graduate = \$15,000 in SSI!

- Retaining 3-4 additional students increases SSU's University-wide retention percentage by one percent.
- SSU students have indicated that positive interactions with faculty and staff make them feel valued by the institution.
- FY26 Tuition Guarantee/Cohort Impact from Increased Retention Rates totaled \$562,533.
- SSU's completion rate was 22.1% for Cohort 2010 and reached 49.3% for Cohort 2018!

## Other Revenue Lines that are Impacted by Improved Retention:

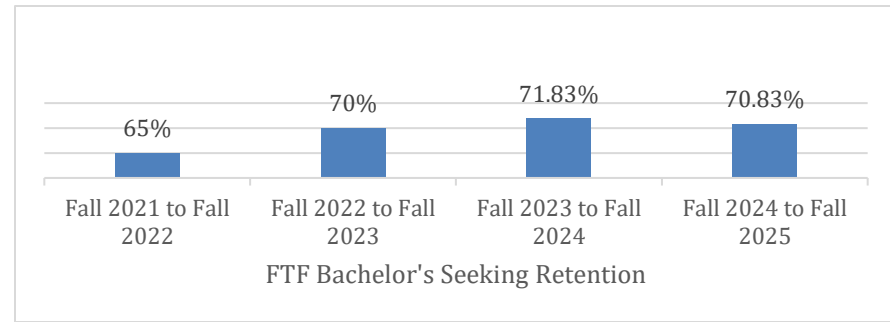
- Course and Program Fees
- Housing
- Meal Plan
- Miscellaneous Student Fees
- Bookstore Commissions
- Elixir (formerly Aladdin) Commissions

## What can your department do to help further retention goals?

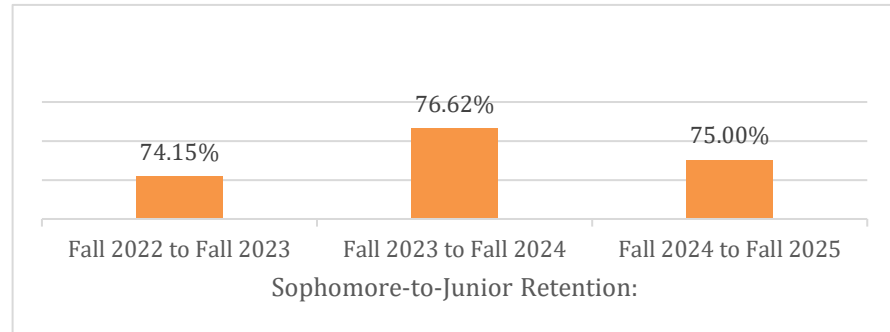
- Focus on every interaction—large and small—with students. Retention literature shows that students often leave an institution due to sub-par customer service.
- Submit an Early Alert in Aviso for students who are not attending class, not turning in coursework, are performing poorly, or those who suddenly change their behavior. Research from Fall 25 concluded that only 38% of students who were placed on probation had an Early Alert on file, and only 25% of full-time and part-time faculty created Early Alerts in the fall.
- If one of your advisees indicates that they won't be returning for the next semester, enter a note in Aviso and follow up with an email to Dr. Glenna Heckler-Todt, the Director of Advising and Academic Resources.
- Participate in any effort within your department or college to reach out to continuing students who haven't registered for the upcoming term. These efforts begin each semester after priority registration opens.

## Retention Trends

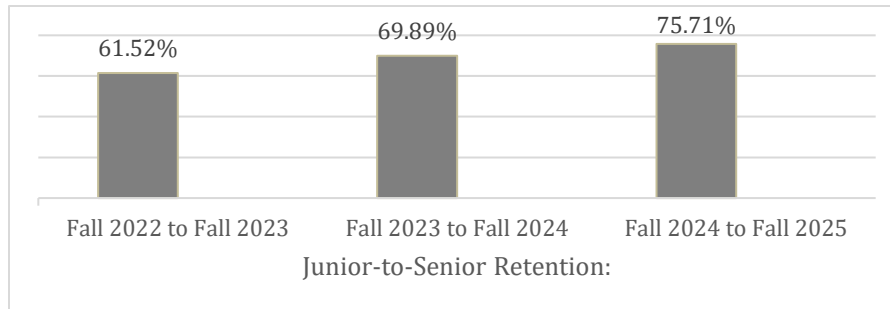
FTF Bachelor's-Seeking Retention:	
Fall 2021 to Fall 2022	65%
Fall 2022 to Fall 2023	70%
Fall 2023 to Fall 2024	71.83%
Fall 2024 to Fall 2025	70.83%



Sophomore-to-Junior Retention:		
Fall 2022 to Fall 2023	74.15%	(261 of 352)
Fall 2023 to Fall 2024	76.62%	(295 of 385)
Fall 2024 to Fall 2025	75.00%	(333 of 444)



Junior-to-Senior Retention:		
Fall 2022 to Fall 2023	61.52%	(267 of 434)
Fall 2023 to Fall 2024	69.89%	(246 of 352)
Fall 2024 to Fall 2025	75.71%	(293 of 387)



Completion Rates: 6 Years, Any Degree/Certification:	
2017 Cohort	40.9%
2018 Cohort	49.3%
2019 Cohort	41.6%

