

**SHAWNEE STATE UNIVERSITY  
BOARD OF TRUSTEES**

**Meeting Minutes  
April 17, 2026**

**Call to Order**

Chair Edwards called the meeting to order at 1:22 p.m. noting the meeting was in compliance with RC § 121.22(F).

**Roll Call**

Members present: Mr. Edwards, Dr. Adams, Mr. Daniels, Dr. Haas, Mr. Richey, Mrs. Schisler, Ms. Wilbur, and Ms. Kuhn were present in person, with Mr. Furbee in attendance remotely. Mrs. Dennis joined the meeting at 1:25 p.m. remotely.

Members absent: Mr. Shah

**Approval of the February 13, 2026 Board Meeting Minutes**

Mr. Daniels moved and Mrs. Schisler seconded a motion to approve the February 13, 2026 Board meeting minutes. The motion was passed by unanimous roll call vote of all Board members present, however due to technical issues, Ms. Dennis did not vote as she had not yet been remotely connected to the meeting at the time. Ms. Dennis was connected immediately after the vote.

**Approval of the April 17, 2026 Agenda**

Mr. Daniels moved and Dr. Haas seconded a motion to approve the April 17, 2026 Board meeting agenda. The motion was passed by unanimous roll call vote of all Board members present.

**Consent Agenda**

1. Resolution F06-26, Approval of Policy 5.11Rev., Media, Social Media, & Web Sites
2. Resolution F07-26, Approval of Policy 4.97, Professional Appearance Policy
3. Resolution F08-26, Approval of Policy 4.98, Wellness Break Policy
4. Resolution F09-26, Approval of Policy 5.48, Misbranded Meat and Egg Products
5. Resolution ASA03-26, Approval of Policy 2.30, Experiential Learning Requirement
6. Resolution ASA04-26, Approval of Curricular Changes
7. Resolution ASA05-26, Approval of Graduate Certificates in the C.H. Lute School of Business
8. Resolution ASA06-26, Approval of Bachelor of Arts in Applied Social Sciences

Chair Edwards directed the Board to review the action items on the Consent Agenda and asked if anyone wished to remove any items from the Consent Agenda. There being no objection, items 1-8 remain on the agenda. Mr. Daniels moved to accept the action items on the Consent Agenda and Dr. Adams seconded the motion. The motion was passed by unanimous roll call vote of all

Board members present.

### **Executive Committee Report**

Mr. Daniels reported on behalf of the Executive Committee.

1. President Braun informed the Committee that Mr. Tyler Walters has been appointed as the Chief Advancement Officer, effective April 20, 2026.
2. Dr. Braun reviewed changes to the Board of Trustees meeting schedule. A copy of the revised schedule was distributed to all Board members present.

### **Finance and Administration Committee Report**

Mr. Daniels reported on behalf of the Finance and Administration Committee.

1. Mr. Ballengee reported on cash reserve balances and the investment portfolio performance as of March 31, 2026. The University's transfer of \$1.5 million to TIAA Investments in February 2026 completed the \$2.5 million targeted reserve growth plan for fiscal year 2026. A Request for Quote for an investment advisor of the University and Foundation investment portfolios was issued and responses are currently being evaluated. The full report is attached to the minutes.
2. Mr. Ballengee provided an update on the bond issuance. A Request for Proposal was issued for bond underwriting and investment services in February 2026. The selection of a bond underwriter and bond counsel will be completed in April 2026. The full report is attached to the minutes.
3. Ms. Johnson reported on recent personnel activity, including four new hires, five departures, and five status changes. The full report is attached to the minutes.
4. Mr. Temponeras reported on eight major construction projects currently underway. The full report is attached to the minutes.
5. Ms. Johnson provided an update on the Web Content Accessibility Guidelines and the University's efforts to comply with the guidelines by the April 24, 2026 deadline. The full report is attached to the minutes.
6. Ms. Johnson reported on the door and camera project which involves installing door swipe access controls and replacing existing surveillance cameras to enhance campus security. The new door swipe system will enable the Department of Public Safety to secure buildings immediately during emergencies, monitor building entry and exit during evening hours, and effectively manage access to restricted areas. The full report is attached to the minutes.
7. Ms. Johnson reported on the implementation plan for Policy 5.47, which will be carried out collaboratively by Human Resources, Athletics, and the Dean of Students Office. Human Resources will implement the policy through the employee onboarding cycle with scheduled trainings throughout the fiscal year; Athletics will follow a summer-based cycle with bi-weekly

reinforcement and annual certifications; and Student Life will align implementation with the academic cycle, including summer planning, fall onboarding, and spring development. The full report is attached to the minutes.

8. Mr. McPhillips provided a briefing on the Borrower Defense Cases. He explained that in the past month, the U.S. Education Department notified SSU of eleven new complaints from former students alleging they were entitled to discharge of their federal student loans. SSU will examine whether there is potential merit to any of the claims and will file timely responses with the Department. The full report is attached to the minutes.
9. Ms. Welch reviewed the Foundation's long-term financial gains. Over the past 15 years, endowed funds have increased by 175.9% generating \$18.4 million in investment returns. The investment portfolio closed FY25 at \$30.3 million, representing a 129.2% increase since FY11. Foundation net assets total \$41.6 million, reflecting an increase of \$24.6 million since 2011. The full report is attached to the minutes.

### **Academic and Student Affairs Committee Report**

Mr. Richey reported on behalf of the Academic and Student Affairs Committee.

1. Dr. Kimberly Inman, Provost and Vice President for Academic and Student Affairs, reported the Division of Academic and Student Affairs celebrated academic excellence and achievement during the Celebration of Scholarship and Faculty Research & Teaching Expo. All three colleges were represented with good participation from faculty and students throughout the week. The full report is attached to the minutes.
2. Dr. Inman reported final design approval for the Health Sciences Lab Renovation is underway with BHDP, with Controlling Board approval expected in July 2026. The project includes three phases running from August 2026 through August 2027 and will deliver a modern, community-focused facility that supports hands-on learning, innovation, and program growth. The full report is attached to the minutes.
3. Dr. Inman reported the Portsmouth Promise Program is underway to support selected Portsmouth High School seniors through college readiness, mentorship, and programming. Serving thirty-one students through biweekly sessions, the initiative aims to reduce barriers to college access and increase SSU enrollment and completion. SSU is committing significant scholarship support and a Signing Day and Certificate Ceremony will be held. The full report is attached to the minutes.
4. Dr. Jennifer Pauley, Associate Provost, reported that during AY 2025–2026, the Provost's North Star Committee reviewed student success data, identifying gaps in early alert usage, FAFSA completion, and retention for specific student groups. In response, the team improved alert processes, launched targeted outreach and tracking efforts, conducted deeper academic analysis, and produced four key resources to support advising, retention, and underprepared students. The full report is attached to the minutes.
5. Dr. Inman reported that Choose Ohio First continued to strengthen Ohio's STEM and healthcare workforce pipeline through state-funded scholarships, academic support, and

work-based learning. By the end of spring term, 91% of funds supported students directly, with program impact showcased at the annual Scholar Showcase featuring student research presentations. The full report is attached to the minutes.

6. Dr. Inman reported that accelerated bachelor's degree initiatives advanced in response to state legislation requiring 90 credit hour programs aligned with in demand fields and regional partners. Each college is developing accelerated pathways, with continued work on programs in Computer Information Systems and Design and Art for Games and Entertainment to meet AY 2027–2028 requirements. The full report is attached to the minutes.

### **Reports from Board Liaisons with other Organizations**

None

### **President's Report**

Dr. Braun recognized outgoing University Faculty Senate President Mariah Woodward for her service, partnership, and positive working relationship during her term. He reported on the following: Princeton Review ranking of our Game Design program; launch of interdisciplinary design and simulation facility; plan for adult and non-traditional students which will be part of a comprehensive five-year strategic enrollment plan; FY27 budget planning; and engagement of SSU leadership with public and private sector to secure opportunities to serve as a primary workforce provider and educational partner in our service region. The full President's Report is attached to the minutes.

### **New Business**

None

### **Comments from Constituent Groups and the Public**

None

### **Faculty Senate Report**

Ms. Mariah Woodward, University Faculty Senate President, stated her term as UFS President ends this semester and that she has enjoyed serving and hopes to serve again in the future.

### **Executive Session**

Dr. Haas moved to enter executive session to discuss the employment of a public official and Mrs. Schisler seconded the motion. Following a unanimous roll call vote in accordance with Ohio Revised Code Section 121.22, the Board entered executive session at 1:41 p.m. Those in attendance for the executive session were Mr. Edwards, Dr. Adams, Mr. Daniels, Dr. Haas, Mr. Richey, Mr. McPhillips, and Mrs. Worley in person and Mrs. Dennis and Mr. Furbee remotely. Mr. Daniels moved and Dr. Adams seconded a motion to leave executive session and return to public meeting. The motion was passed by unanimous roll call vote of all Board members

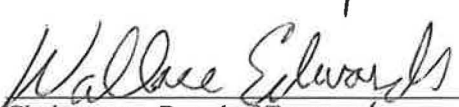
present and the Board exited executive session at 1:55 p.m.

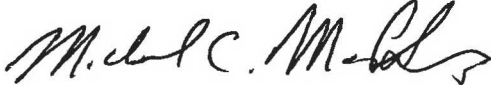
**Other Business**

None

**Adjournment**

Mr. Richey moved to adjourn and Dr. Adams seconded the motion. The motion was passed by unanimous roll call vote and the Board adjourned at 1:55 p.m.

  
Chairperson, Board of Trustees

  
Secretary, Board of Trustees

**RESOLUTION F06-26**  
**REVISION OF POLICY 5.11REV**  
**MEDIA, SOCIAL MEDIA AND WEB SITES**

WHEREAS, Policy 5.11Rev., Media, Social Media and Web Sites, addresses creation and management of social media and web sites; and

WHEREAS, the establishment of a Chief Communications Officer position and delegation of responsibilities among the Communications and Enrollment departments warrants revisions and updates to the policy to reflect current operations;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves revised Policy 5.11Rev., Media, Social Media, and Web Sites effective April 17, 2026.

(April 17, 2026)

Certified as True and Correct  
April 27, 2026  
  
Secretary, SSU Board of Trustees

# Shawnee State University

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| POLICY TITLE:           | MEDIA, SOCIAL MEDIA, & WEB SITES                   |
| POLICY NO.:             | 5.11REV                                            |
| ADMIN CODE:             | 3362-5-12                                          |
| PAGE NO.:               | 1 OF 4                                             |
| EFFECTIVE DATE:         | <del>01/18/2023</del> 04/17/2026                   |
| NEXT REVIEW DATE:       | <del>01/2026</del> 04/2031                         |
| RESPONSIBLE OFFICER(S): | <del>VPA&amp;EM</del> CHIEF COMMUNICATIONS OFFICER |
| APPROVED BY:            | BOARD OF TRUSTEES                                  |

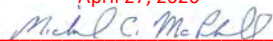
## 1.0 OVERVIEW

- 1.1 Shawnee State University is committed to sharing timely, accurate, and consistent information with its various audiences, including current and prospective students, parents and families, alumni and friends, neighbors and the community, through whatever practical means are relevant and available, including media sources, social media sites, and websites.
- 1.2 The ~~Office of Marketing & Communications is the official source of information to the media and manages Shawnee State University's official web and social media presence.~~ Chief Communications Officer serves as the official university spokesperson, is responsible for internal and external crisis communications, and will coordinate designation of appropriate sources regarding specific areas of operational information or subject matter expertise.
- ~~1.3~~ The ~~Executive Director of Marketing & Communications serves as the official university spokesperson and will coordinate designation of an appropriate source regarding specific areas of expertise.~~ Chief Communications Officer is the official source of information to campus, to the media, and to the public.
- ~~1.4~~ The University Communications department manages Shawnee State University's official web site and social media channels and is responsible for all non-enrollment-related content thereon.
- ~~1.3.1.5~~ The Chief Enrollment Officer is responsible for all admissions, enrollment, and retention messaging, marketing, advertising, and promotion content on the Shawnee State University's official web site and social media channels.

## 2.0 DISSEMINATION OF INFORMATION TO MEDIA SOURCES

- 2.1 All official University information (events, program news, general news items, information concerning crisis situations) for dissemination to the media will be coordinated through the ~~Office of Marketing &~~

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

~~Communications~~University Communications department.

- 2.2 The ~~Office of Marketing & Communications~~University Communications department is responsible for developing a process that ensures University information is routinely shared with the public, including faculty and staff personal achievements.

### 3.0 CREATION AND MANAGEMENT OF SOCIAL MEDIA SITES

- 3.1 The ~~Office of Marketing & Communications~~University Communications department is responsible for monitoring and managing all digital and social media platforms that officially represent Shawnee State University as an institution to ensure appropriateness of content and brand alignment. Sites officially representing SSU departments, programs, and/or services may be managed at the department level, with approval by and coordination with the ~~Office of Marketing & Communications~~University Communications department.
- 3.2 Users are encouraged to respectfully share their opinions and comment freely about topics posted on all official Shawnee State University social media platforms. Shawnee State does not discriminate against any views, but reserves the right to remove comments determined by ~~the Office of Marketing & Communications~~University Communications to contain nudity, obscenities, or hate speech; or that threaten to harm individuals, groups, or organizations; represent advertisements, solicitation of funds, or spam; constitute or encourage illegal activity; infringe upon someone's rights; contain private information; or are multiple off-topic or repetitive posts ~~will be removed~~.

### 4.0 CREATION AND MANAGEMENT OF WEB SITES

- 4.1 ~~The Office of Marketing & University~~ Communications is responsible for managing Shawnee State University's web presence, which includes the official shawnee.edu site, as well as all official University affiliated or representative websites (e.g. athletics), whether developed and maintained by third-party vendors, university departments, or campus affiliates. All official university websites must be approved by ~~the Office of Marketing & University~~ Communications.
- 4.2 All official university websites shall be managed within the campus Web Content Management System, unless exemption is granted by ~~the Office of Marketing & University~~ Communications. The Web Content Management System will provide templates for required information, enable incorporation of university branding, and facilitate site maintenance, while providing for centralized management and support. Except as described in this policy, all University offices are required to utilize the campus Web Content Management System for developing and maintaining their respective web

sites.

- 4.3 Permission may be granted by ~~the Office of Marketing & University~~ Communications to develop and maintain pages outside of the Web Content Management System based on the nature and requirements of the site, technical limitations, ability for ongoing and consistent management of the site, and /or that relationship of the unit to the university.
- 4.4 University offices are responsible to ensure that their web pages within the campus Web Content Management System, as well as those outside the system but officially connected to shawnee.edu, meet standards of accessibility conforming to Section 504 of the Rehabilitation Act of 1973, compliance with copyright and trademark laws, university web guidelines, and university branding guidelines.
- 4.5 University offices are responsible to ensure that sites containing, soliciting, or collecting protected or personal data pertaining to students comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and University Policy 3.04, Student Education Records Privacy and Release.
- 4.6 Commercial advertising on www.shawnee.edu is prohibited. Websites hosted under official university domains may not advertise or promote private individuals, firms, or corporations, or imply in any manner that Shawnee State University endorses or favors any specific commercial product, commodity or service.
- 4.7 Sponsorship acknowledgments and/or links to outside commercial sites for sponsorship purposes for any University related event must have prior approval from the ~~Office of Development Director~~ Chief Advancement Officer. Images, logos, graphics or text used to denote sponsorship affiliations or links to commercial sites may not in any way imply that the university is endorsing a product, service or company.

## 5.0 EMERGENCY INFORMATION

- 5.1 The ~~Office of Marketing & Communications~~ Chief of Staff and Chief Communications Officer ~~are is~~ responsible for coordinating crisis communications with other appropriate University officials, including the Department of Public Safety, depending on the nature and type of crisis or situation.
- 5.2 The ~~Office of Marketing & Communications~~ Chief of Staff, Chief Communications Officer, and ~~and~~ the Department of Public Safety; in coordination with University Communications, are responsible for developing a procedure for disseminating emergency notifications in the event of school closings or crisis.

## 6.0 GUIDELINES

Guidelines related to the dissemination of information to the media, management of University social media sites, and the construction of official University web sites shall be established and posted on the ~~Office of Marketing & University~~ Communications web ~~site~~-page at: <http://www.shawnee.edu>

### History

Effective: 06/15/90

Revised: 04/17/26; 01/18/23; 03/13/20; 02/10/17; 07/10/15

# Shawnee State University

|                         |                                  |
|-------------------------|----------------------------------|
| POLICY TITLE:           | MEDIA, SOCIAL MEDIA, & WEB SITES |
| POLICY NO.:             | 5.11REV                          |
| ADMIN CODE:             | 3362-5-12                        |
| PAGE NO.:               | 1 OF 3                           |
| EFFECTIVE DATE:         | 04/17/2026                       |
| NEXT REVIEW DATE:       | 04/2031                          |
| RESPONSIBLE OFFICER(S): | CHIEF COMMUNICATIONS OFFICER     |
| APPROVED BY:            | BOARD OF TRUSTEES                |

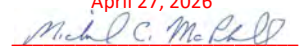
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- 1.4 The University Communications department manages Shawnee State University's official web site and social media channels and is responsible for all non-enrollment-related content thereon.
- 1.5 The Chief Enrollment Officer is responsible for all admissions, enrollment, and retention messaging, marketing, advertising, and promotion content on the Shawnee State University's official web site and social media channels.

## 2.0 DISSEMINATION OF INFORMATION TO MEDIA SOURCES

- 2.1 All official University information (events, program news, general news items, information concerning crisis situations) for dissemination to the media will be coordinated through the University Communications department.
- 2.2 The University Communications department is responsible for developing a process that ensures University information is routinely shared with the public, including faculty and staff personal achievements.

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

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- 4.2 All official university websites shall be managed within the campus Web Content Management System, unless exemption is granted by University Communications. The Web Content Management System will provide templates for required information, enable incorporation of university branding, and facilitate site maintenance, while providing for centralized management and support. Except as described in this policy, all University offices are required to utilize the campus Web Content Management System for developing and maintaining their respective web sites.
- 4.3 Permission may be granted by University Communications to develop and maintain pages outside of the Web Content Management System based on the nature and requirements of the site, technical limitations, ability for ongoing and consistent management of the site, and/or that relationship of the unit to the university.
- 4.4 University offices are responsible to ensure that their web pages within the

campus Web Content Management System, as well as those outside the system but officially connected to shawnee.edu, meet standards of accessibility conforming to Section 504 of the Rehabilitation Act of 1973, compliance with copyright and trademark laws, university web guidelines, and university branding guidelines.

- 4.5 University offices are responsible to ensure that sites containing, soliciting, or collecting protected or personal data pertaining to students comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and University Policy 3.04, Student Education Records Privacy and Release.
- 4.6 Commercial advertising on [www.shawnee.edu](http://www.shawnee.edu) is prohibited. Websites hosted under official university domains may not advertise or promote private individuals, firms, or corporations, or imply in any manner that Shawnee State University endorses or favors any specific commercial product, commodity or service.
- 4.7 Sponsorship acknowledgments and/or links to outside commercial sites for sponsorship purposes for any University related event must have prior approval from the Chief Advancement Officer. Images, logos, graphics or text used to denote sponsorship affiliations or links to commercial sites may not in any way imply that the university is endorsing a product, service or company.

## 5.0 EMERGENCY INFORMATION

- 5.1 The Chief of Staff and Chief Communications Officer are responsible for coordinating crisis communications with other appropriate University officials, including the Department of Public Safety, depending on the nature and type of crisis or situation.
- 5.2 The Chief of Staff, Chief Communications Officer, and the Department of Public Safety in coordination with University Communications, are responsible for developing a procedure for disseminating emergency notifications in the event of school closings or crisis.

## 6.0 GUIDELINES

Guidelines related to the dissemination of information to the media, management of University social media sites, and the construction of official University web sites shall be established and posted on the University Communications web page at: <http://www.shawnee.edu>

### History

Effective: 06/15/90

Revised: 04/17/26; 01/18/23; 03/13/20; 02/10/17; 07/10/15

## **RESOLUTION F07-26**

### **APPROVAL OF POLICY 4.97 PROFESSIONAL APPEARANCE POLICY**

WHEREAS, Policy 4.97, Professional Appearance, addresses the need to establish consistent, transparent, and equitable guidelines for appropriate workplace attire; and

WHEREAS, the policy supports the University's commitment to maintaining high standards of employment, fostering a supportive and inclusive work environment, and ensuring compliance with applicable employment laws; and

WHEREAS, the policy establishes a business casual standard where employees are expected to present a professional appearance while engaged in work-related activities, which is particularly important for employees with student-facing or front office responsibilities; and

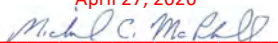
WHEREAS, the policy allows department leaders to determine when workplace attire may vary based on job duties, work environment, and safety requirements, and includes procedures for communicating expectations, addressing concerns, and handling accommodation requests; and

WHEREAS, Policy 4.97, Professional Appearance, has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves Policy 4.97, Professional Appearance.

(April 17, 2026)

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

# Shawnee State University

|                      |                                |
|----------------------|--------------------------------|
| POLICY TITLE:        | PROFESSIONAL APPEARANCE POLICY |
| POLICY NO. :         | 4.97                           |
| ADMIN CODE:          | 3362-4-97                      |
| PAGE NO.:            | 1 OF 2                         |
| EFFECTIVE DATE:      | 04/17/2026                     |
| NEXT REVIEW DATE:    | 04/2031                        |
| RESPONSIBLE OFFICER: | CHIEF OPERATING OFFICER        |
| APPROVED BY:         | BOARD OF TRUSTEES              |

## 1.0 POLICY STATEMENT

Shawnee State University departments may determine appropriate workplace attire for their areas consistent with this policy. Supervisors are responsible for communicating department-specific attire expectations to employees during the hiring process, orientation, and performance evaluation periods. Questions regarding workplace attire should be discussed with the immediate supervisor.

Workplace attire, whether on campus, during remote work, or when representing the University in the community, must be clean, neat, and appropriate for the work being performed and the setting in which the work occurs. Professional attire may vary based on job duties, work environment, and safety requirements.

Employees whose primary duties include student-facing or front-office responsibilities are expected to maintain a level of professional appearance that supports student trust, approachability, and the University's educational mission.

## 2.0 GENERAL GUIDELINES

Employees are expected to present a professional appearance while engaged in work-related activities. Clothing and footwear must be clean, neat, and in good condition. Attire must not include profane, indecent, discriminatory, or otherwise unprofessional language or imagery. Accessories and personal expression are permitted, with reasonable consideration for workplace health and safety.

Employees are expected to present a professional image that supports the University's institutional identity. While performing official duties, employees may not wear apparel displaying the name, logo, or branding of other colleges or universities. This expectation is intended to promote clarity for visitors, prospective students, donors, and community partners regarding institutional affiliation. No college or university-branded apparel that displays any school other than Shawnee State is permitted.

### 3.0 BUSINESS CASUAL STANDARD

Employees are expected to dress in business casual attire at a minimum, unless their role or work environment requires a different standard. Athleisure wear (i.e., sweat attire, leggings, shorts, etc.) while performing official duties is prohibited. Business casual attire may include slacks, khakis, dress capris, professional skirts or dresses, blouses, button-down shirts, sweaters, polo or crewneck shirts, closed-toe shoes, dress sandals, and University-branded apparel. Jeans are acceptable as part of business casual attire, provided they are:

- Dark wash or black;
- Without rips, distressing, fading, or fraying;
- Well-fitted (not baggy or overly tight); or
- Paired with professional items (i.e., blazer, structured cardigan, button-down, blouse, or polished sweater)

Employees may be required to dress in business professional attire when appropriate for meetings or external engagement.

### 4.0 BEAR WEAR WEDNESDAYS

To promote school spirit and community engagement, Shawnee State University recognizes Bear Wear Wednesdays as a University spirit day. On Bear Wear Wednesdays, employees may wear Shawnee State University-branded apparel. Jeans are authorized for all employees on this day, provided they are clean, neat, and free from excessive wear or distress. Participation is voluntary and subject to operational requirements.

### 5.0 REASONABLE ACCOMMODATIONS

The University will provide reasonable accommodations as required by applicable law, including accommodations related to disability or religious beliefs. Requests should be directed to Human Resources.

### 6.0 POLICY APPLICABILITY

This policy applies to all Shawnee State University employees except faculty and employees with uniform requirements.

History: 4/17/2026

## INFORMATION ONLY

|                            |                                   |
|----------------------------|-----------------------------------|
| PROCEDURE TITLE:           | PROFESSIONAL APPEARANCE PROCEDURE |
| PROCEDURE NO.:             | 4.97:1                            |
| RELATED POLICY:            | 4.97                              |
| PAGE NO.:                  | 1 OF 2                            |
| RESPONSIBLE ADMINISTRATOR: | CHIEF OPERATING OFFICER           |
| EFFECTIVE DATE:            | 04/17/2026                        |
| NEXT REVIEW DATE:          | 04/2031                           |
| APPROVED BY:               | PRESIDENT                         |

### 1.0 PURPOSE

This procedure provides guidance for the consistent implementation of the University Professional Appearance Policy. It supports supervisors and employees in understanding expectations related to professional appearance while ensuring compliance with applicable federal and state laws.

### 2.0 SCOPE

This procedure applies to all Shawnee State University employees and should be used in conjunction with the Professional Appearance Policy. Nothing in this procedure is intended to restrict legally protected expression or rights.

### 3.0 SUPERVISOR RESPONSIBILITIES

Supervisors are responsible for communicating department-specific dress expectations consistent with the Professional Appearance Policy. Expectations should be shared during onboarding, periodically reinforced, and applied consistently across similarly situated employees.

### 4.0 ADDRESSING ATTIRE CONCERNS

If a supervisor determines that an employee's attire does not align with the Professional Appearance Policy or department expectations, the supervisor should address the matter promptly and privately. Conversations should focus on professional standards and workplace impact rather than personal preference.

In most cases, concerns should be resolved through informal coaching. Supervisors may allow the employee reasonable time to correct attire concerns when appropriate.

### 5.0 STUDENT-FACING AND FRONT-OFFICE ROLES

Supervisors of employees in student-facing or front-office roles should develop and communicate clear guidelines and expectations to their employees ensuring that appearance

standards support student trust, approachability, and the University's service mission. Expectations may be higher for these roles based on daily interaction with students, families, and visitors.

#### 6.0 BEAR WEAR WEDNESDAYS

On Bear Wear Wednesdays, employees may wear Shawnee State University-branded apparel and jeans, consistent with the Professional Appearance Policy. Supervisors retain discretion to restrict participation where operational, safety, or job-specific requirements apply.

#### 7.0 ACCOMMODATIONS

Requests for accommodation related to disability, religion, or other legally protected needs should be directed to Human Resources. Supervisors should not deny accommodation requests without HR consultation.

#### 8.0 ESCALATION AND HR CONSULTATION

Supervisors are encouraged to consult Human Resources when questions arise regarding interpretation, consistency, or potential corrective action. Human Resources will provide guidance to ensure fair and lawful application of the policy.

#### 9.0 RECORDS AND DOCUMENTATION

Informal coaching related to professional appearance concerns generally does not require formal documentation. If attire concerns become recurring and corrective action is considered, supervisors should consult Human Resources regarding appropriate documentation.

#### History

Effective: 4/17/2026

## INFORMATION ONLY

|                            |                                                       |
|----------------------------|-------------------------------------------------------|
| PROCEDURE TITLE:           | STUDENT EMPLOYEES - PROFESSIONAL APPEARANCE PROCEDURE |
| PROCEDURE NO.:             | 4.97:2                                                |
| RELATED POLICY:            | 4.97                                                  |
| PAGE NO.:                  | 1 OF 3                                                |
| RESPONSIBLE ADMINISTRATOR: | CHIEF OPERATING OFFICER                               |
| EFFECTIVE DATE:            | 04/17/2026                                            |
| NEXT REVIEW DATE:          | 04/2031                                               |
| APPROVED BY:               | PRESIDENT                                             |

### 1.0 PURPOSE

This procedure provides guidance for the consistent implementation of the University Professional Appearance Policy. It supports supervisors and employees in understanding expectations related to professional appearance while ensuring compliance with applicable federal and state laws.

### 2.0 SCOPE

This procedure applies to all Shawnee State University student employees and should be used in conjunction with the Professional Appearance Policy. Nothing in this procedure is intended to restrict legally protected expression or rights.

### 3.0 STUDENT EMPLOYEES IN STUDENT-FACING OR FRONT-OFFICE ROLES

- 3.1 Supervisors of employees in student-facing or front-office roles should ensure that appearance standards support student trust, approachability, and the University's service mission. Expectations may be higher for these roles based on daily interaction with students, families, and visitors.
- 3.2 Student employees serving in student-facing or front-office roles represent the University through daily interaction with students, families, visitors, and external partners. Supervisors should communicate appearance expectations that promote professionalism, trust, approachability, and a welcoming campus environment while recognizing that student employees may have limited financial resources and varying access to professional attire.
- 3.3 The University does not require students to purchase specialized or high-cost clothing to perform their roles. Departments are encouraged to support student employees through flexibility, clear guidance, and reasonable accommodations.

#### 4.0 GENERAL EXPECTATIONS

- 4.1 Student employees in student-facing or front-office roles should maintain a clean, neat, and presentable appearance appropriate to the work environment. Acceptable attire typically includes:
  - 4.1.1 Clean jeans, khakis, or casual slacks;
  - 4.1.2 University-branded apparel (e.g., polos, quarter-zips, spirit wear);
  - 4.1.3 Casual skirts or dresses of appropriate length;
  - 4.1.4 Closed-toe or neat casual footwear (e.g., sneakers in good condition, flats, casual shoes);
  - 4.1.5 Layered attire such as cardigans, hoodies, or jackets that are clean and in good repair;
  - 4.1.6 Items that may be discouraged for front-office or high-visibility roles include:
    - 4.1.6.1 Clothing that is excessively torn, stained, or visibly unclean;
    - 4.1.6.2 Attire with offensive language or imagery;
    - 4.1.6.3 Beachwear or sleepwear (e.g., pajamas, slippers);
    - 4.1.6.4 Clothing that presents safety concerns for the specific work setting.
- 4.2 Supervisors should use reasonable judgment and coaching rather than strict enforcement, recognizing the developmental nature of student employment.

#### 5.0 DEPARTMENTAL SUPPORT AND FLEXIBILITY

- 5.1 To support student employees, departments are encouraged to:
  - 5.1.1 Provide University-branded shirts or name badges for student employees in high-visibility roles when feasible;
  - 5.1.2 Allow reasonable flexibility during academic stress periods (e.g., finals week);
  - 5.1.3 Consider loaner apparel, shared uniform pieces, or relaxed dress days where appropriate;
  - 5.1.4 Focus expectations on professional behavior and service quality, not solely on clothing.
- 5.2 Role-Specific Adjustments

Some offices (e.g., Admissions, President's Office, Career Services) may require a slightly elevated standard, such as business casual attire during events, tours, or high-profile visits. When higher standards are required, supervisors should

provide advance notice and reasonable options. These expectations are intended to support student confidence, skill development, and workplace readiness, consistent with the University's mission to prepare students for professional environments.

#### 6.0 ESCALATION AND HR CONSULTATION

Supervisors are encouraged to consult Human Resources when questions arise regarding interpretation, consistency, or potential corrective action. Human Resources will provide guidance to ensure fair and lawful application of the policy.

#### 7.0 RECORDS AND DOCUMENTATION

Informal coaching related to professional appearance concerns generally does not require formal documentation. If attire concerns become recurring and corrective action is considered, supervisors should consult Human Resources regarding appropriate documentation.

#### History

Effective: 4/17/2026

## **RESOLUTION F08-26**

### **APPROVAL OF POLICY 4.98 WELLNESS BREAK POLICY**

WHEREAS, Policy 4.98, Wellness Break, addresses the need to establish a structured wellness break opportunity that encourages employees to engage in brief, restorative activities during the workday; and

WHEREAS, the policy aligns with the University's commitment to promote wellness and to support the overall health, safety, and productivity of employees; and

WHEREAS, the policy allows eligible employees to take up to twenty (20) minutes per workday to engage in approved wellness activities designated to promote holistic wellbeing; and

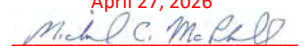
WHEREAS, the policy provides guidelines for administering the wellness break; and

WHEREAS, Policy 4.98, Wellness Break, has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves Policy 4.98, Wellness Break.

(April 17, 2026)

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

# Shawnee State University

|                      |                         |
|----------------------|-------------------------|
| POLICY TITLE:        | WELLNESS BREAK POLICY   |
| POLICY NO.:          | 4.98                    |
| ADMIN CODE:          | 3362-4-98               |
| PAGE NO.:            | 1 OF 4                  |
| EFFECTIVE DATE:      | 04/17/2026              |
| NEXT REVIEW DATE:    | 04/2031                 |
| RESPONSIBLE OFFICER: | CHIEF OPERATING OFFICER |
| APPROVED BY:         | BOARD OF TRUSTEES       |

## 1.0 PURPOSE

Shawnee State University values the health, engagement, and overall well-being of its employees. This policy establishes a structured Wellness Break opportunity that encourages employees to engage in brief, restorative activities during the workday. These breaks are intended to promote physical and mental wellness, reduce stress, and increase workplace productivity — consistent with the mission of the Bear Well program ([www.shawnee.edu/bearwell](http://www.shawnee.edu/bearwell)).

## 2.0 POLICY STATEMENT

Eligible employees may take up to 20 minutes per workday (in one or two increments) to engage in approved wellness activities designed to promote holistic well-being. These breaks are voluntary, supervisor-approved, and non-cumulative (they do not carry over from day to day).

The university encourages employees to use these breaks to foster healthier habits, community connection, and self-care while maintaining operational continuity and productivity.

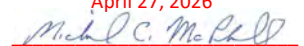
## 3.0 LEGAL COMPLIANCE

This policy complies with applicable Ohio state and federal labor laws, including U.S. Department of Labor regulations which provide that short breaks of 20 minutes or less are considered compensable time, while breaks exceeding 20 minutes must be designated as unpaid and recorded appropriately.

Employees with approved accommodations under the Americans with Disabilities Act, Rehabilitation Act, or similar state law that include rest or wellness time shall remain eligible for such accommodations concurrent with the rest and wellness time provided by this policy.

Supervisors must ensure accurate timekeeping and fair access for all employees.

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

#### 4.0 ELIGIBILITY

This policy applies to:

1. All full-time and part-time non-student employees (administrative, executive, public safety, and support staff).
2. Student employees may participate in wellness activities outside of scheduled work hours.

Supervisors are responsible for approving the timing of wellness breaks to ensure departmental operations continue effectively.

#### 5.0 BEAR WELL PROGRAM MEMBERSHIP

Employees are encouraged to participate in the Bear Well Program to support their health and well-being. To become a member, employees must register through the official Bear Well website or visit the Bear Well Center in person. Membership provides access to a variety of wellness resources, activities, and support services designed to promote a healthy lifestyle. Participation in the program is voluntary and open to all full-time and part-time non-student employees (faculty, administrative, and support staff).

#### 6.0 DURATION AND SCHEDULING

6.1 Employees may take up to 20 minutes per workday, either:

6.1.1 As a single 20-minute block (if workload allows), or

6.1.2 As two shorter breaks (e.g., 10 minutes each) subject to the approval of their supervisor.

6.2 Breaks shall be scheduled to avoid disruption of classes, meetings, or service operations.

6.3 Breaks shall not be combined with meal periods or used to alter arrival/departure times.

6.4 Supervisors may reasonably deny or reschedule breaks based on operational needs, but are encouraged to support participation whenever possible.

#### 7.0 APPROVED WELLNESS ACTIVITIES

Employees may engage in a variety of individual or group wellness activities, including but not limited to:

7.1 Physical Wellness:

7.1.1 Walking, stretching, or light exercise (indoors or outdoors).

7.1.2 Use of the Bear Well Fitness (members only) & Recreation Center ([www.shawnee.edu/bearwell](http://www.shawnee.edu/bearwell)) for treadmill use, yoga, or strength training.

7.1.3 Participation in Bear Well fitness classes or health challenges (members only).

7.2 Mental & Emotional Wellness:

7.2.1 Guided meditation, breathing exercises, or mindfulness sessions.

7.2.2 Quiet time in reflection or relaxation spaces.

7.2.3 Bear Well workshops on stress management or resilience (members only).

7.3 Social & Community Wellness:

7.3.1 Peer wellness walks or team challenges.

7.3.2 University-sponsored volunteer or community wellness events.

7.3.3 Visiting Bear Well areas for health screenings or events (members only).

7.4 Environmental & Occupational Wellness:

7.4.1 Refreshing workspace or ergonomic stretches.

7.4.2 Attending quick safety or wellness learning sessions via HR or Bear Well.

8.0 COMPENSATION AND TIMEKEEPING

8.1 Breaks up to 20 minutes are considered paid and part of the workday.

8.2 Breaks over 20 minutes, up to 30 minutes, may be designated as unpaid and must be recorded accurately on the employee's time record (for hourly/non-exempt employees).

8.3 Supervisors should ensure consistent application across their teams and prevent abuse of time.

9.0 SUPERVISOR RESPONSIBILITIES

Supervisors are expected to:

9.1 Support employee participation in wellness breaks while balancing department needs;

9.2 Model wellness behavior by participating in wellness activities, where possible;

9.3 Monitor fair and consistent access among all team members; and

- 9.4 Ensure proper timekeeping and prevent misuse (e.g., extending lunches or early departures).

## 10.0 PROGRAM RESOURCES AND SUPPORT

- 10.1 The Bear Well Center offers its members a variety of wellness programs and resources, including:

10.1.1 Fitness classes, personal training, and open gym access;

10.1.2 Nutrition counseling, wellness challenges, and health screenings; and

10.1.3 Educational workshops on mindfulness, work-life balance, and resilience.

- 10.2 Additional recommended resources:

10.2.1 Ohio Employee Assistance Program (EAP) for mental health and stress support;

10.2.2 Ohio Public Employees Retirement System (OPERS) Well-Being Partner Resources for retirement-linked wellness incentives; and

10.2.3 Local Community Wellness Partners, such as the Scioto County Health Department and Southern Ohio Medical Center (SOMC) Wellness Center.

## 11.0 POLICY VIOLATIONS AND ACCOUNTABILITY

Abuse or misuse of wellness breaks (e.g., repeated extended absences, combining with meal periods, or using for non-wellness personal errands) may result in corrective action consistent with university policy.

Supervisors should document concerns and consult Human Resources (HR) prior to initiating disciplinary steps.

## 12.0 REVIEW AND CONTINUOUS IMPROVEMENT

The HR department and Bear Well leadership will regularly review this policy to:

12.1 Assess participation and effectiveness;

12.2 Identify improvements or expanded offerings; and

12.3 Ensure continued compliance with applicable laws and institutional priorities.

### History

Effective: 4/17/2026

## **RESOLUTION F09-26**

### **APPROVAL OF POLICY 5.48 MISBRANDED MEAT AND EGG PRODUCTS**

WHEREAS, Ohio House Bill 10 of the 136<sup>th</sup> General Assembly requires each state institution of higher education to adopt a policy to prevent the purchase of cultivated-protein food products and food misbranded as a meat or egg product; and

WHEREAS, Policy 5.48 Misbranded Meat and Egg Products, attached hereto and incorporated herein by reference, states that the University may not purchase cultivated-protein products for institutional meal programs, and University departments may not procure misbranded imitation meat or egg products using University funds; and

WHEREAS, Policy 5.48 Misbranded Meat and Egg Products, in accordance with Ohio House Bill 10, clarifies that the University may purchase cultivated-protein food products or food misbranded as a meat or egg product for research purposes; and

WHEREAS, Policy 5.48 Misbranded Meat and Egg Products has been recommended by the President for approval;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves Policy 5.48.

(April 17, 2026)

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

# Shawnee State University

|                      |                                  |
|----------------------|----------------------------------|
| POLICY TITLE:        | MISBRANDED MEAT AND EGG PRODUCTS |
| POLICY NO.:          | 5.48                             |
| OHIO ADM. CODE:      | 3362-5-48                        |
| PAGE NO.:            | 1 OF 3                           |
| EFFECTIVE DATE:      | 04/17/2026                       |
| NEXT REVIEW DATE:    | 4/2031                           |
| RESPONSIBLE OFFICER: | CHIEF FINANCIAL OFFICER          |
| APPROVED BY:         | BOARD OF TRUSTEES                |

## 1.0 PURPOSE

This policy establishes institutional requirements to ensure compliance with Ohio law governing the labeling, purchase, and use of alternative protein, imitation meat, and imitation egg products, consistent with Ohio House Bill 10 of the 136<sup>th</sup> General Assembly and the Ohio Revised Code.

## 2.0 SCOPE OF AUTHORITY

### 2.1 This policy applies to:

- 2.1.1 All University culinary, dining, and catering services;
- 2.1.2 All departments purchasing food products for institutional use;
- 2.1.3 All campus retail food operations;
- 2.1.4 Any University-sponsored meal programs;
- 2.1.5 All employees involved in food procurement, preparation, or distribution.

## 3.0 DEFINITIONS

### 3.1 For the purposes of this policy:

- 3.1.1 **Cultivated-protein product.** A food having one or more sensory attributes that resemble a type of tissue originating from an agricultural food animal, but that, in lieu of being derived from meat processing, is derived from manufacturing cells in which one or more stem cells are initially isolated from an agricultural food animal, are grown in vitro, and may be manipulated, as part of a manufacturing operation.
- 3.1.2 **Qualifying Meat Term.** A word, compound word, or phrase that would clearly disclose to a reasonable purchaser of meat products from a food processing establishment that a food is not a meat product. "Qualifying meat term" includes cell-cultivated, cell-cultured, fake, grown in a lab, imitation, insect, insect-based, insect-protein, lab-created, lab-grown, meat free,

meatless, plant, plant-based, vegan, vegetable, vegetarian, veggie, or a comparable word or phrase as approved by the department.

- 3.1.3 **Qualifying Egg Term.** A word, compound word, or phrase that would clearly disclose to a reasonable purchaser of egg products from a food processing establishment that a food product is not an egg product. "Qualifying egg term" includes fake, imitation, egg-free, plant, plant-based, vegan, vegetable, vegetarian, veggie, or a comparable word or phrase as approved by the state Department of Agriculture.

- 3.2 To the extent that the Ohio General Assembly may in the future revise definitions used in this policy, the policy shall be deemed to be amended to conform to the then-existing statutory definition(s).

#### 4.0 MISBRANDED FOOD PRODUCTS

- 4.1 **Meat products.** Food is considered misbranded as a meat product if all of the following apply:

- 4.1.1 The food is a manufactured-protein food product or contains a manufactured-protein food product;
- 4.1.2 The food is offered for sale by a food processing establishment;
- 4.1.3 A label that is part of or placed on the package or other container storing the manufactured-protein food product includes an identifying meat term; and
- 4.1.4 The label that is part of or placed on the package or other container storing the manufactured-protein food product does not contain a conspicuous and prominent qualifying meat term in close proximity to the identifying meat term.

- 4.2 **Egg products.** Food is considered misbranded as an egg product if all of the following apply:

- 4.2.1 The food is a fabricated-egg product or contains a fabricated-egg product;
- 4.2.2 The food is offered for sale or sold by a food processing establishment;
- 4.2.3 A label that is part of or placed on the package or other container storing the food includes an identifying egg term; and
- 4.2.4 The label that is part of or placed on the package or other container storing the food does not contain a conspicuous and prominent qualifying egg term in close proximity to an identifying egg term.

## 5.0 PURCHASING RESTRICTIONS

- 5.1 Shawnee State University shall not purchase cultivated-protein products for institutional meal programs as defined herein and in section 3715.601 of the Revised Code.
- 5.2 Shawnee State University departments may not procure misbranded imitation meat or egg products using University funds.
- 5.3 All purchasing must comply with applicable state requirements and University procurement policies.

## 6.0 RESEARCH AND ACADEMIC EXCEPTIONS

Cultivated protein products as described in this policy may be purchased or used solely for academic instruction, scientific research, or demonstration purposes, provided such products are not served as part of a meal program and are clearly identified as research materials.

## 7.0 ENFORCEMENT

Shawnee State University is committed to active enforcement of this policy and to ensuring all procurement and campus food operations comply with applicable Ohio law.

### Important Links:

HB 10

[https://search-prod.lis.state.oh.us/api/v2/general\\_assembly\\_136/legislation/hb10/05\\_EN/pdf/](https://search-prod.lis.state.oh.us/api/v2/general_assembly_136/legislation/hb10/05_EN/pdf/)

### History

Effective: 04/17/2026

## **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

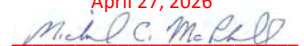
WHEREAS, the Shawnee State University President has directed that all undergraduate students participate in experiential learning prior to graduation; and

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)

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

# 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.

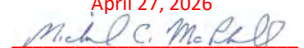
## 3.0 POLICY STATEMENT

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:

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April 27, 2026

  
Secretary, SSU Board of Trustees

- 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

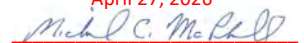
WHEREAS, the University Faculty Senate met on February 23, 2026 and March 31, 2026 and voted to recommend a series of curricular changes; and

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)

Certified as True and Correct  
April 27, 2026

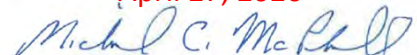
  
Secretary, SSU Board of Trustees

**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.                                                                                                                                                                                                                                                                                                                                                      |                    |

Certified as True and Correct

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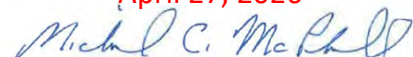


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| TABLE B: Summary of Curricular Changes Recommended March 31, 2026 |                     |                                                                                                                                                            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

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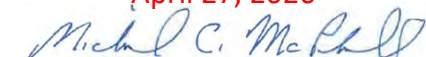
Secretary, SSU Board of Trustees

**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<br/> <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> |

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April 27, 2026



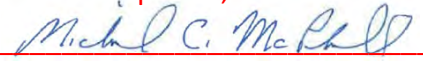
Secretary, SSU Board of Trustees

**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, phasing 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>                                                                                                                                                                                                                                                                                                                                                        |

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**April 27, 2026**



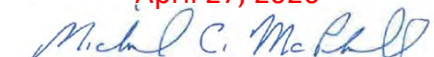
**Secretary, SSU Board of Trustees**

**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> ADN 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> ADN 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            |

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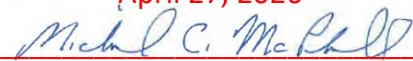
Secretary, SSU Board of Trustees

**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                                                                                                                                                                                                                                                     |

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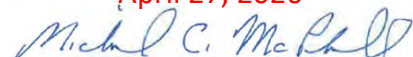
Secretary, SSU Board of Trustees

**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.<br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**Certified as True and Correct**

**April 27, 2026**



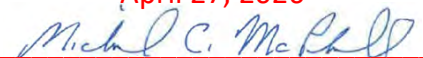
**Secretary, SSU Board of Trustees**

**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                                                                                                                 |  |

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April 27, 2026



Secretary, SSU Board of Trustees

**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

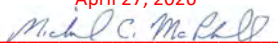
WHEREAS, each graduate certificate can be seamlessly incorporated into completion of the Master of Business Administration at Shawnee State University, and

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)

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

## **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

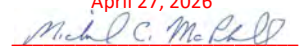
WHEREAS, the faculty in the Department of Social Sciences have developed an applied social science degree that focuses on applying social science theories, methods, and data to solve real-world problems in the local community and in support of regional organizations; and

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;

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)

Certified as True and Correct  
April 27, 2026

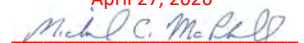
  
Secretary, SSU Board of Trustees

**BOARD OF TRUSTEES MEETING SCHEDULE**  
**ACADEMIC YEARS 2026-2027, 2027-2028, 2028-2029**

**(All meetings to be held in Morris University Center 214 unless otherwise noted.)**

| Date                                                                | Executive Committee                                                       | Finance and Administration Committee | Academic and Student Affairs Committee | Board of Trustees Meeting |
|---------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------|----------------------------------------|---------------------------|
| Friday, June 26, 2026                                               | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| <del>Friday, September 18, 2026</del><br>Friday, September 25, 2026 | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:00 a.m.                             | 11:30 a.m.                |
| Friday, November 20, 2026                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, February 12, 2027                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, April 16, 2027                                              | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, June 25, 2027                                               | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| <del>Friday, September 17, 2027</del><br>Friday, September 24, 2027 | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:00 a.m.                             | 11:30 a.m.                |
| Friday, November 19, 2027                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, February 11, 2028                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, April 14, 2028                                              | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, June 23, 2028                                               | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, September 22, 2028                                          | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, November 17, 2028                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, February 16, 2029                                           | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, April 20, 2029                                              | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Friday, June 22, 2029                                               | 8:00 a.m.                                                                 | 9:00 a.m.                            | 10:30 a.m.                             | 1:15 p.m.                 |
| Commencement Dates                                                  |                                                                           |                                      |                                        |                           |
| Saturday, May 2, 2026                                               | 11:00 a.m.                                                                | Alumni Green                         |                                        |                           |
| Saturday, May 1, 2027                                               | 11:00 a.m.                                                                | Alumni Green                         |                                        |                           |
| Saturday, April 29, 2028                                            | 11:00 a.m.                                                                | Alumni Green                         |                                        |                           |
| Board Retreat                                                       |                                                                           |                                      |                                        |                           |
| Friday, August 8, 2025                                              | Adena PACCAR Medical Education Center, 446 Hospital Road, Chillicothe, OH |                                      |                                        |                           |
| Friday, August 14, 2026                                             | Morris University Center, Room 214                                        |                                      |                                        |                           |
| Friday, August 13, 2027                                             | Time and location to be determined                                        |                                      |                                        |                           |
| Friday, August 18, 2028                                             | Time and location to be determined                                        |                                      |                                        |                           |

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 April 27, 2026

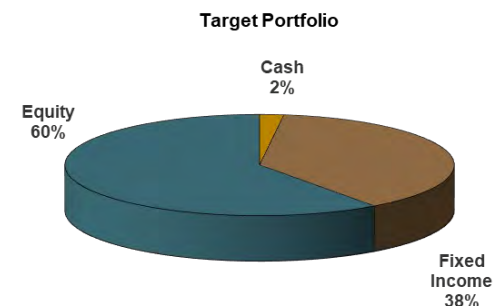
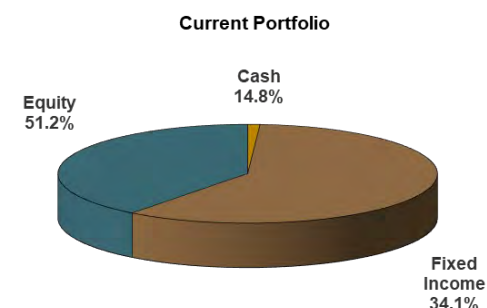
  
 Secretary, SSU Board of Trustees

# Shawnee State University

## Asset Allocation – As of March 31, 2026



| Asset Class                                           | Market Value        | % of Assets   | Target %      |
|-------------------------------------------------------|---------------------|---------------|---------------|
| <b>Cash Equivalents</b>                               |                     |               |               |
| TIAA Trust Cash Deposit Account                       | \$2,627,233         | 14.8%         |               |
| <b>Total Cash Equivalents</b>                         | <b>\$2,627,233</b>  | <b>14.8%</b>  | <b>2.0%</b>   |
| <b>Fixed Income</b>                                   |                     |               |               |
| Fixed Income Separately Managed Account               | \$4,412,490         | 24.8%         |               |
| Vanguard Intermediate-Term Bond Index Fund            | \$420,190           | 2.4%          |               |
| iShares Broad USD Investment Grade Corporate Bond ETF | \$192,215           | 1.1%          |               |
| VanEck J. P. Morgan EM Local Currency Bond ETF        | \$330,674           | 1.9%          |               |
| PIMCO International Bond Fund U.S. Dollar-Hedged      | \$397,819           | 2.2%          |               |
| DFA Inflation Protected Securities Portfolio          | \$167,444           | 0.9%          |               |
| PIMCO 1-5 Year U.S. TIPS Index Exchange Traded Fund   | \$147,711           | 0.8%          |               |
| <b>Total Fixed Income</b>                             | <b>\$6,068,543</b>  | <b>34.1%</b>  | <b>38.0%</b>  |
| <b>Domestic Equity</b>                                |                     |               |               |
| TIAA-CREF Large Cap Growth Index Fund                 | \$3,333,420         | 18.7%         |               |
| TIAA-CREF Large Cap Value Index Fund                  | \$2,693,442         | 15.1%         |               |
| iShares Russell Mid-Cap Growth ETF                    | \$315,688           | 1.8%          |               |
| iShares Russell Mid Cap Value ETF                     | \$320,482           | 1.8%          |               |
| iShares Russell 2000 Growth ETF                       | \$245,713           | 1.4%          |               |
| iShares Russell 2000 Value ETF                        | \$249,500           | 1.4%          |               |
| <b>Total Domestic Equity</b>                          | <b>\$7,158,245</b>  | <b>40.2%</b>  | <b>50.0%</b>  |
| <b>International Equity</b>                           |                     |               |               |
| iShares Core MSCI EAFE ETF                            | \$764,616           | 4.3%          |               |
| iShares MSCI International Quality Factor ETF         | \$433,961           | 2.4%          |               |
| Goldman Sachs International Small Cap                 | \$179,556           | 1.0%          |               |
| iShares Core MSCI Emerging Markets ETF                | \$569,788           | 3.2%          |               |
| <b>Total International Equity</b>                     | <b>\$1,947,921</b>  | <b>10.9%</b>  | <b>10.0%</b>  |
| <b>Total Equity</b>                                   | <b>\$9,106,166</b>  | <b>51.2%</b>  | <b>60.0%</b>  |
| <b>Total Portfolio Market Value</b>                   | <b>\$17,801,942</b> | <b>100.0%</b> | <b>100.0%</b> |



TIAA-CREF Core Bond Strategy includes Cash of \$286,190 as of 3/31/2026

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April 27, 2026

*Michael C. McRae*

Secretary, SSU Board of Trustees

# CASH AND INVESTMENT SUMMARY

| Asset Class/Security                                 | Market Value<br>as of<br>March 31, 2026 |            | Market Value<br>as of<br>June 30, 2025 |            |
|------------------------------------------------------|-----------------------------------------|------------|----------------------------------------|------------|
| <b>OPERATING CASH:</b>                               |                                         |            |                                        |            |
| U.S. Bank                                            | \$                                      | 8,445,939  | \$                                     | 9,506,251  |
| Total Operating Cash Balance                         | \$                                      | 8,445,939  | \$                                     | 9,506,251  |
| <b>LIQUID POOL INVESTMENT PORTFOLIO:</b>             |                                         |            |                                        |            |
| STAROhio                                             | \$                                      | 5,911,375  | \$                                     | 3,284,408  |
| Total Liquid Investment Pool Balance                 | \$                                      | 5,911,375  | \$                                     | 3,284,408  |
| <b>TIAA DIVERSIFIED INVESTMENT POOL SUMMARY:</b>     |                                         |            |                                        |            |
| Cash Equivalents:                                    | \$                                      | 2,903,827  | \$                                     | 1,957,959  |
| % of Total TIAA Portfolio                            |                                         | 16.4%      |                                        | 13.5%      |
| <b>Fixed Income Holdings:</b>                        |                                         |            |                                        |            |
| Fixed Income Managed Acct (US and Agency Securities) | \$                                      | 3,518,628  | \$                                     | 2,687,099  |
| DFA Inflation Protected Securities Portfolio         | \$                                      | 167,444    | \$                                     | 127,390    |
| iShares MBS ETF                                      | \$                                      | 1,164,277  | \$                                     | 1,015,702  |
| PGIM High Yield Fund                                 | \$                                      | -          | \$                                     | 180,711    |
| PIMCO 1-5 Year U.S. TIPS Index ETF                   | \$                                      | 147,711    | \$                                     | 146,901    |
| VanEck J.P.Morgan EM Local Currency Bond ETF         | \$                                      | 330,674    | \$                                     | 194,435    |
| Vanguard Intermediate Term Bond Fund                 | \$                                      | 418,667    | \$                                     | 281,192    |
| Total Fixed Income                                   | \$                                      | 5,747,399  | \$                                     | 4,633,430  |
| % of Total TIAA Portfolio                            |                                         | 32.4%      |                                        | 31.9%      |
| <b>Domestic Equity Holdings:</b>                     |                                         |            |                                        |            |
| iShares Russell 2000 Growth ETF                      | \$                                      | 245,713    | \$                                     | 214,681    |
| iShares Russell 2000 Value ETF                       | \$                                      | 249,500    | \$                                     | 198,304    |
| iShares Russell Mid-Cap Growth ETF                   | \$                                      | 315,688    | \$                                     | 341,708    |
| iShares Russell Mid Cap Value ETF                    | \$                                      | 320,482    | \$                                     | 290,576    |
| TIAA-CREF Large Cap Growth Index Fund                | \$                                      | 3,333,420  | \$                                     | 3,360,954  |
| TIAA-CREF Large Cap Value Index Fund                 | \$                                      | 2,693,442  | \$                                     | 2,263,366  |
| Total Domestic Equity                                | \$                                      | 7,158,246  | \$                                     | 6,669,589  |
| % of Total TIAA Portfolio                            |                                         | 40.3%      |                                        | 45.9%      |
| <b>International Equity Holdings:</b>                |                                         |            |                                        |            |
| Goldman Sachs Intl Small Cap Insights Fund           | \$                                      | 179,556    | \$                                     | 70,741     |
| iShares Core MSCI EAFE ETF                           | \$                                      | 764,616    | \$                                     | 457,136    |
| iShares Core MSCI Emerging ETF                       | \$                                      | 569,788    | \$                                     | 340,190    |
| iShares MSCI International Quality Factor ETF        | \$                                      | 433,961    | \$                                     | 405,706    |
| Total International Equity                           | \$                                      | 1,947,921  | \$                                     | 1,273,773  |
| % of Total TIAA Portfolio                            |                                         | 11.0%      |                                        | 8.8%       |
| Total Equity                                         | \$                                      | 9,106,167  | \$                                     | 7,943,362  |
| % of Total TIAA Portfolio                            |                                         | 51.3%      |                                        | 54.7%      |
| TOTAL TIAA DIVERSIFIED POOL PORTFOLIO MARKET VALUE   | \$                                      | 17,757,394 | \$                                     | 14,534,751 |
|                                                      |                                         | 100.0%     |                                        | 100.0%     |
| TOTAL CASH AND INVESTMENTS BALANCE                   | \$                                      | 32,114,708 | \$                                     | 27,325,411 |
|                                                      |                                         |            |                                        |            |
|                                                      | TOTAL TIAA<br>PORTFOLIO                 |            | TOTAL TIAA<br>PORTFOLIO                |            |
| Value as of June 30, 2025                            | \$                                      | 14,534,751 | \$                                     | 11,189,149 |
| Value as of March 31, 2026                           | \$                                      | 17,757,394 | \$                                     | 14,534,751 |
| Diff \$                                              | \$                                      | 3,222,643  | \$                                     | 3,345,602  |
| Diff %                                               |                                         | 19.96%     |                                        | 26.01%     |

|                                                       |                                                     |        |
|-------------------------------------------------------|-----------------------------------------------------|--------|
|                                                       | 4.48%                                               | 10.46% |
| Without \$2.5M Cash addition to Portfolio during FY26 | Without \$2M Cash Addition to Portfolio during FY25 |        |

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April 27, 2026

*Michael C. McRae*  
Secretary, SSU Board of Trustees

# PERSONNEL ACTIVITY REPORT FY26

April 17, 2026

## New Hires

### ➤ Executive Staff

- o Jason Yeager – Chief Enrollment Officer (Interim), Advancement & Enrollment Management, February 16, 2026
- o Mark Snyder – Head Coach, Football, Athletics, March 24, 2026
- o Craig Gilliland – Special Assistant to the President for Finance, Finance & Administration, April 6, 2026

### ➤ Administrative Staff

- o Lucas Chess – Workforce Navigator - Adena, Advancement & Enrollment Management, February 16, 2026

## Change of Status

### ➤ Administrative Staff

- o Rikki Butler – Director (Interim), Admissions, February 16, 2026
- o Kelcie Jenkins – Senior Admissions Associate, Admissions, February 16, 2026

### ➤ Support Staff

- o Joyce Packard – Library Specialist II, Clark Memorial Library, February 17, 2026
- o Jordan Holstein – Academic Administrative Assistant I, Social Sciences, March 9, 2026

### ➤ Public Safety

- o Troy Comer – Security Officer, Department of Public Safety, March 23, 2026

# PERSONNEL ACTIVITY REPORT FY26

April 17, 2026

## Departures

### ➤ **Administrative Staff**

- Gary Featheringham – Assistant Director, Selective Admissions, CHHS, February 9, 2026
- William Martin – Coordinator, Academic Advisor & Student Support, CBET, March 13, 2026

### ➤ **Support Staff**

- Jordan Holstein – Academic Administrative Assistant I, Social Sciences, April 9, 2026

### ➤ **Public Safety**

- Tanner McCleese – Police Officer, Department of Public Safety, February 26, 2026
- Trenton Hicks – Security Officer, Department of Public Safety, March 10, 2026

# CAPITAL PROJECTS STATUS REPORT

April 17, 2026

## **Campus Wayfinding Project - \$1.5M – Capital**

- Limestone caps installed on exterior monumental signage.
- Interior signage in the fabrication stage.
- Completion date estimated for Spring 2026.

## **Roof and Infrastructure Project - \$1.25M – Capital**

- Rhodes Center (gym) roof to begin in May, 2026.

## **Clark Memorial Library Renovation Project - \$4.5M - Capital**

- Additional funding was requested through the recent Six-Year Capital Plan submission.

## **Health Science Labs Renovation Project - \$9.5M – Capital/Local**

- Lab project in the final design stage.
- Campus-wide space repurposing study continues.

## **Esports Arena – Kricker Innovation Hub Project - \$500,000 – Capital**

- Design continues.

## **Alumni Green ADA Ramp Project - \$500,000 - Capital**

- Construction continues; footings and foundation walls have been poured.

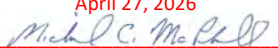
## **Spartan Athletic Complex/Softball Field - \$1,800,000 - Foundation**

- Demolition of the site is complete; site has been cut to subgrade.

## **Advanced Manufacturing Lab - \$3,850,070 – ARC Grant/Local**

- Design development stage complete; construction document stage ongoing.

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# **Accessibility of Web Content & Mobile Apps Provided by State and Local Governments**

## **Scope of WCAG (Web Content Accessibility Guidelines) AA Guidelines**

All digital content and services offered by public higher education institutions must be accessible, making all navigational features and interactive elements accessible, ensuring compatibility with assistive technologies. This includes providing alternative text for images and using captions for videos. The regulations apply to online learning platforms, course content, university websites, and all applications and software used by or contracted with the university. The regulations apply broadly to web content, which is anything viewable via a web browser and encompasses all course-related materials, including those behind a login. They apply to all public-facing, student-facing, and employee-facing content.

### **Academic Systems**

- Learning Management Systems and all course materials
- Digital textbooks, research databases, library systems
- Online lectures, videos (requiring captions and transcripts)
- Virtual labs, simulations, and interactive content
- Student assessment and testing platforms

### **Administrative Systems**

- Application and admissions
- Financial aid systems
- Student information systems
- Housing and dining services platforms

### **Public-Facing Content**

- Main university websites and departmental sites
- Social media content and mobile apps

### **Employment Systems (Often overlooked but required)**

- Employee Portals
- Faculty/staff training platforms
- Internal communication tools

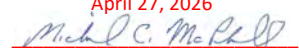
### **Deadline**

The deadlines are not clear, so, on the advice of counsel, we plan to be compliant by April 24, 2026, which is the first deadline.

Additional details can be found at:

<https://www.ada.gov/resources/2024-03-08-web-rule/#top>

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April 27, 2026

  
Secretary, SSU Board of Trustees

**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:

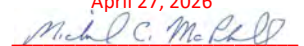
**College of Business and Engineering Technology**

**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.

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April 27, 2026

  
Secretary, SSU Board of Trustees

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.

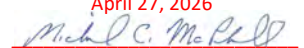
## **Grants and Sponsored Programs**

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

Certified as True and Correct  
April 27, 2026

  
Secretary, SSU Board of Trustees

# 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:

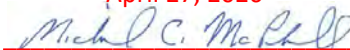
- Course and Program Fees
- Housing
- Meal Plan
- Miscellaneous Student Fees
- Bookstore Commissions
- Elio (formerly Aladdin) Commissions

## 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.

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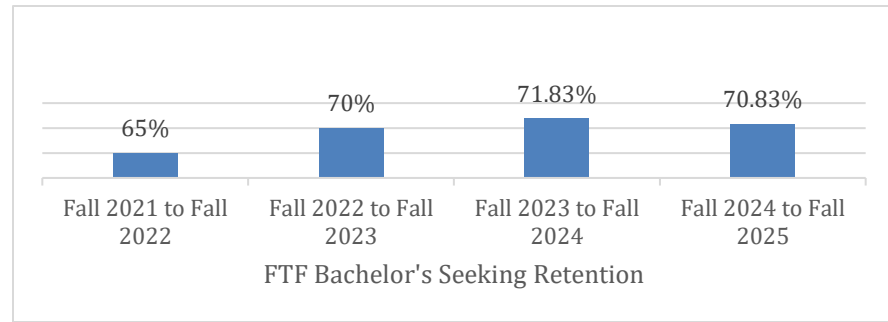
April 27, 2026



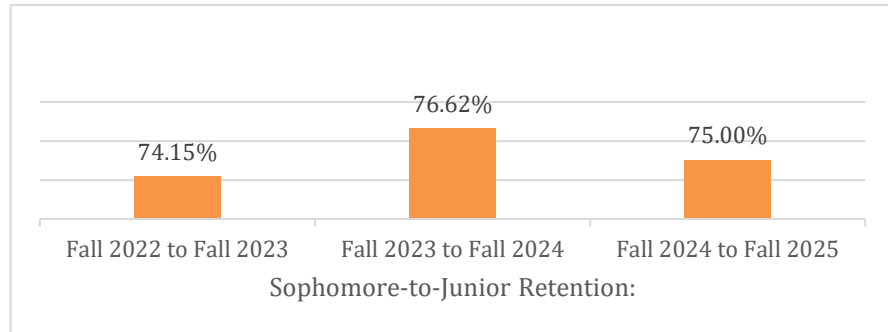
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## Retention Trends

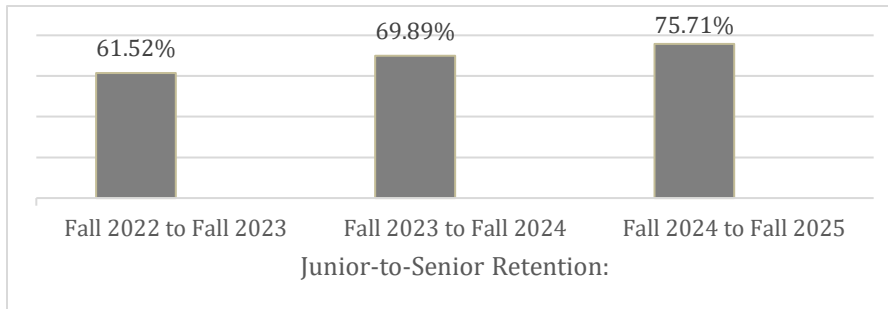
| FTF Bachelor's-Seeking Retention: |        |
|-----------------------------------|--------|
| Fall 2021 to Fall 2022            | 65%    |
| Fall 2022 to Fall 2023            | 70%    |
| Fall 2023 to Fall 2024            | 71.83% |
| Fall 2024 to Fall 2025            | 70.83% |



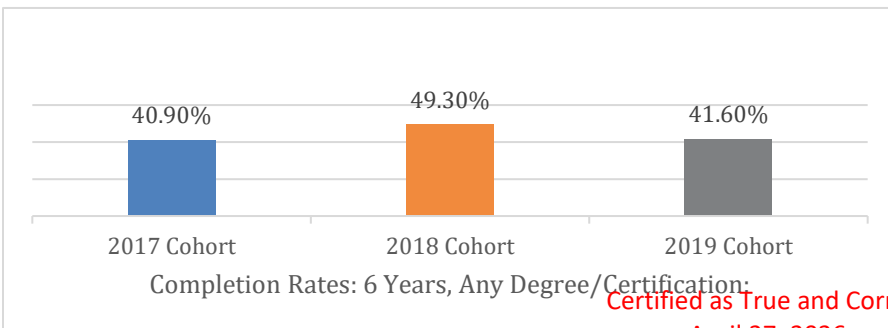
| Sophomore-to-Junior Retention: |        |              |
|--------------------------------|--------|--------------|
| Fall 2022 to Fall 2023         | 74.15% | (261 of 352) |
| Fall 2023 to Fall 2024         | 76.62% | (295 of 385) |
| Fall 2024 to Fall 2025         | 75.00% | (333 of 444) |



| 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% |



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April 27, 2026

*Michael C. McRae*  
Secretary, SSU Board of Trustees

**President's Report to the Board of Trustees**  
Board of Trustees Regular Meeting  
**April 17, 2026**

Good afternoon. It is my pleasure to share with you this President's Report:

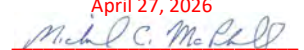
In the life cycle of the university, the start of classes each fall semester is a special time filled with anticipation, excitement, and optimism for what lies ahead. It's hard to match the energy of a fresh start, new faces, and new opportunities. April is similar – as we approach the end of the spring term, the end of the traditional academic year, and the end of the degree journey for many of our students, a sense of shared accomplishment and value for what we do emerges from the day-to-day work. I look forward to celebrating with you at the 2026 SSU President's Gala next Saturday April 25 and at commencement on Saturday, May 2.

It's a privilege to work daily with our senior leadership team, the executive team, cabinet, academic leadership, and our faculty who have delivered another year of innovation, collaboration, and learning to Shawnee State University. I extend a special sincere thank you to University Faculty Senate President Dr. Mariah Woodward, whose term as UFS President ends this spring. Mariah has served two terms in a role that is time consuming, rarely forgiving, and requires a commitment to bridging the gap between a range of divisive issues and constituent groups. As a colleague on President's Cabinet, Dr. Woodward is practical and reflects the need to move the university forward to remain competitive. I appreciated the ability to have trusted conversations with Mariah and to find ways to work together and get things done. Mariah was critical to the institution's ability to keep up with all the mandates from the state as well as to moving new initiatives forward, like the expansion of the College of Health & Human Services, the Chillicothe Site, OT36 compliance, the list goes on. Thank you Dr. Woodward for your service, your partnership, and always your positive attitude on campus.

Shawnee State was again recognized this spring as a top undergraduate school for game design by the Princeton Review. The marquis program ranks top 20 in the world and #1 in Ohio. Over the summer, we will leverage our excellence in game design, our excellence in engineering technologies, and our excellence in health care education to launch an interdisciplinary design and simulation facility to support education and research in the areas of advanced manufacturing and robotics, human motion science, and simulation-based training. As a center of excellence in design and simulation, Shawnee State will re-establish itself as a leading resource for emerging and immersive technology in the state of Ohio for the AI revolution.

Last year at this time, we committed to tackling one of the most significant gaps and opportunities for our university – adult and non-traditional students. Following that meeting, I charged the President's Cabinet with developing a plan to offer more programs and courses that are accessible to learners who are working adults, have families, need after-hours and weekend courses, want to start in spring, summer and fall, and may need to take different classes at different locations to complete their credential or degree. Over the past academic year, data has been gathered on space utilization, student preferences, and enrollment demand. We have also modified policies and directives to academic leadership to ensure that we offer courses in sequences and at times that are accessible to learners who need to start classes anytime during the year and who need to take classes in various formats and at different days and times than our traditional course calendar permits. This plan will be part of a comprehensive five-year Strategic Enrollment Plan presented to the Board of Trustees at its June meeting.

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Budget planning for FY27 is underway. We anticipate finishing FY26 on target and are preparing to balance inflationary challenges with the need to continue to make investments in our university's growth. Next month, the SSU Foundation will be presented with a comprehensive plan to establish a fundraising and alumni development function commensurate with the university's potential and capable of launching a major capital campaign this summer. We will also continue to invest in resources necessary to reduce our own enrollment bottlenecks in selective programs where the number of qualified applicants greatly exceed the number of seats we offer. We will continue to invest in scholarships and incentives to bring the best and brightest students from the region to SSU while opening doors for underserved populations. We will also continue to make investments in our campus – from signage to student lounges, athletics facilities to STEM labs, FY27 will see the largest introduction of capital building projects on this campus since it was established as a university.

Finally, a note about several economic development announcements in the region – from data centers in Adams County and Scioto County, to nuclear power and AI at the Portsmouth Site in Pike County. Shawnee State University leadership has been actively engaging the public and private sector throughout these developments to secure opportunities for SSU to serve as a primary workforce provider and educational partner for every operation in our service region. We take seriously this moment in our region's history as a transformational opportunity for Shawnee State University and are dedicating resources to ensure that those charged with making investments and decisions in south central Ohio understand the importance of investing in and partnering with higher education that is from and embedded in our community. We look forward to sharing news of specific initiatives and partnerships as they come together.

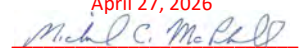
Thank you for your continued support and confidence, and for your continued service to Shawnee State University.

Respectfully submitted,



Dr. Eric Andrew Braun  
President

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April 27, 2026



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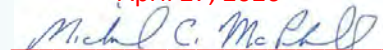
# Resolution F06-26

## Approval of Policy 5.11 Rev., Media, Social Media & Web Sites

- Designates **Chief Communications Officer** as official university spokesperson and official source of information to campus, media and public
- Clarifies authority of **University Communications** department over media, websites, and social media
- Reflects coordinated roles of **Chief of Staff** and **Chief Communications Officer** regarding crisis communications
- Provides link to **updated guidelines** for departments with clear requirements and expectations for university-related web pages and social media sites

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# Resolution F07-26

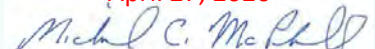
## Approval of Policy 4.97

### Professional Appearance Policy

Policy created to:

- Establish consistent, transparent, and equitable guidelines for appropriate workplace attire – business casual standard
- Allows flexibility based on job duties, work environment, and safety requirements
- Includes procedures for communicating expectations, addressing concerns, and handling accommodation requests

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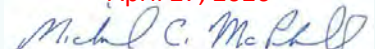
# Resolution F08-26

## Approval of Policy 4.98 Wellness Break Policy

Policy created to:

- Establish a structured wellness break opportunity that encourages employees to engage in brief, restorative activities during the workday
- Allows eligible employees to take up to twenty (20) minutes per workday to engage in approved wellness activities
- Aligns with the University's commitment to promote wellness and to support the overall health, safety, and productivity of employees

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# Resolution F09-26

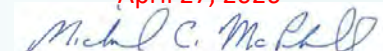
## Approval of Policy 5.48

### Misbranded Meat and Egg Products

- House Bill 10 (eff. 3/20/26) – wide-ranging agricultural legislation addressing, among other things, livestock care, application of pesticides, misbranding of imitation meat and egg products
- K-12 school districts, public colleges and universities: required to enact policy preventing the purchase of food misbranded as meat or egg products and cultivated-protein food products
- Colleges and universities: may make such purchases for research purposes

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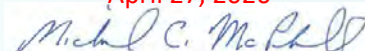


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# Asset Allocation as of 3/31/26

- Past allocations of Cash are being invested over time using dollar cost averaging (**\$200,000 per month**) into various assets classes
- Focus of allocations are towards equity securities to reach **60% of portfolio target rate** and sectors with potential for highest returns
- Security Gain fiscal year to date as of March 31, 2026 was **\$722,643** (4.48% return)
- Maintaining a larger balance in Cash and Equivalents and reallocated funding towards Value equities to reduce potential portfolio exposure

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# Cash and Investment History

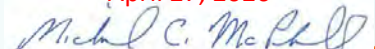
## Market Value

### Total Cash and Investments

|                   |          |                     |
|-------------------|----------|---------------------|
| 06/30/2023        |          | \$13,818,701        |
| 06/30/2024        |          | \$20,054,305        |
| 06/30/2025        |          | \$27,325,411        |
| 12/31/2025        |          | \$31,332,843        |
| <b>03/31/2026</b> | <b> </b> | <b>\$32,114,708</b> |

- Additional transfer of \$1.5 million from Cash to TIAA Investments was made in February 2026 consistent with targeted reserve growth plans from prior years. A transfer of \$1.0 million was already processed with TIAA in November 2025.
- IPv4 addresses are on the market and proceeds will help fund additional allocations to Investments
- University has issued a Request for Quote for Investment Advisor of the University's Investment Reserve Portfolio. Six responses were received and are being reviewed for selection of Investment Advisor for the University and Foundation investment portfolios.

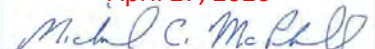
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# Bond Update

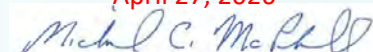
- Request for Proposal issued for Bond Underwriting and Investment services on February 23, 2026. Four firms provided responses.
- Two firms were invited for follow-up interview which were conducted on April 7th and 9<sup>th</sup>.
- Final selection process for Bond Underwriter and Bond Counsel is being conducted with assistance from Blue Rose Capital Advisors, the University's consultant for the issuance of long-term debt instruments.

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# Estimated Timeline for Potential Bond Issuance

|                                                                        |                        |
|------------------------------------------------------------------------|------------------------|
| Moody's Review of University FY25 Financial Data                       | Jan. 23, 2026          |
| Request for Proposal (RFP) Solicitation Issued                         | Feb. 23, 2026          |
| RFP Responses Due from Firms                                           | March 13, 2026         |
| Evaluation of Responses & Selection of Firms For Further Consideration | Week of April 6, 2026  |
| Selection of Underwriter                                               | Week of April 13, 2026 |
| University Board of Trustee Bond Approval Resolution                   | April/May 2026         |
| Preparation of Bond & Offering Documentation                           | April/May 2026         |
| Obtain Final Credit Rating for the 2026 Bonds                          | May 2026               |
| Anticipated Pricing and Closing of Bond Issue                          | June/July 2026         |

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# Personnel Activity

## Four (4) New Hires

Three (3) Executive Staff  
One (1) Administrative

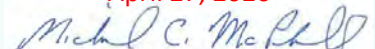
## Five (5) Change of Status

Two (2) Administrative Staff  
Two (2) Support Staff  
One (1) Public Safety

## Five (5) Departures

Two (2) Administrative Staff  
One (1) Support Staff  
Two (2) Public Safety

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# Major Construction Projects

**Campus Wayfinding**

**\$1.5ML**

**Roof and Infrastructure**

**\$1.25M**

**Clark Memorial Library Renovation**

**\$4.5M**

**Health Science Labs Renovation**

**\$9.5M**

**ESports Arena – Kricker  
Innovation Hub**

**\$500K**

**Alumni Green ADA Ramp**

**\$500K**

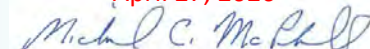
**Spartan Stadium Athletic Complex**

**Advanced Manufacturing Lab**

**\$3.85M**

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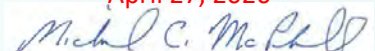
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# Web Content Accessibility Guidelines (WCAG)

April 2024 – The Department of Justice updated its regulations for Title II of the Americans with Disabilities Act (ADA)

- Ensure web content and mobile applications used by state and local governments are accessible to people with disabilities
- Applies to all digital content and services offered by public higher education institutions
  - Online learning platforms, course content, university websites, applications, and software used or contracted
  - Public-facing, student-facing, and employee-facing content
- Deadline for compliance is April 24, 2026
  - 2027 for some populations
- Noncompliance results in severe penalties, including DOJ civil fines of \$100K or more

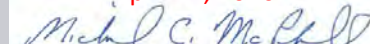
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# Web Content Accessibility Guidelines (WCAG)

| Academic Systems                                             | Administrative Systems                | Public-Facing Content                          | Employee-Facing Content                 |
|--------------------------------------------------------------|---------------------------------------|------------------------------------------------|-----------------------------------------|
| Learning management system & all course materials            | Application and admissions            | Main university website and departmental sites | Employee information system and portals |
| Digital textbooks, research databases, library systems       | Financial aid systems                 | Social media content and mobile apps           | Faculty/staff training platforms        |
| Online lectures, videos (requiring captions and transcripts) | Student information systems           |                                                | Internal communication tools            |
| Virtual labs, simulations, and interactive content           | Housing and dining services platforms |                                                |                                         |
| Student assessment and testing platforms                     |                                       |                                                |                                         |

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# Web Content Accessibility Guidelines (WCAG)

## SSU System Status

### Fully Compliant

- Shawnee.edu & SSU App (implementation in progress)
- MySSU
- Jenzebar
- Slate
- Modern Campus (CLL, Presence, Acalog)
- Simple Syllabus
- Watermark
- Microsoft 365
- Oracle
- NeoEd
- Maxient
- Handshake
- Spektrix (VRCFA)
- CashNet
- Teamworks

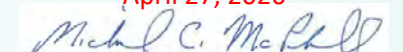
### Partially Compliant

- Blackboard Course Content

### Non-Compliant

- iContracts
- PrimoVE/ExLibris
- Auxiliary Websites  
(Ssubears.com; Givetossu.com;  
Shawneestatealumni.com; vrcfa.com;  
Online.shawnee.edu;  
Ssuinnovation.com;  
Shawneegamecon.com; Bookssu.com)

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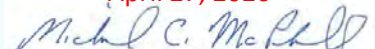
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# Web Content Accessibility Guidelines (WCAG)

## SSU Action & Next Steps

- New platform for SSU website and app (Modern Campus) – implementation is in progress
- ADA Assessment Tool (Ally) – purchased to scan content and identify specific ADA issues
  - Blackboard course content is currently 78% compliant
  - Faculty training underway since Fall 2025 – compliance improving from 73% in Oct 2025
- Alternatives for non-compliant content are being explored
  - iContracts – make necessary updates or shift to a different platform
  - Auxiliary websites – transfer to Modern Campus under the main website or shift to a different platform

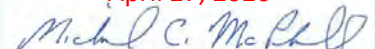
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# Door and Camera Assessment

- Implementation of Door Swipe System
  - Phase I launched in May 2024; Phase II is currently underway
  - Swipe is required to access a building after hours or during restricted times
  - Community members can access an area using an app or a swipe card
  
- Advantages of Door Swipe System
  - Easier building access after hours
  - Ability to secure a building immediately in cases of an emergency
  - Ability to track who is entering/exiting a building
  - Ability to maintain restricted areas

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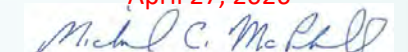
# Door and Camera Assessment

## Phase I

| Building                              | # of Locations<br>(Doors) |
|---------------------------------------|---------------------------|
| Administration Building               | 1                         |
| Advanced Technology Center/Facilities | 3                         |
| Allied Health Sciences                | 2                         |
| Clark Memorial Library                | 2                         |
| James A. Rhodes Athletic Center       | 6                         |
| Kricker Hall                          | 1                         |
| Kricker Innovation Hub                | 5                         |
| Massie Hall                           | 2                         |
| Morris University Center              | 1                         |
| Vern Riffe Center for the Arts        | 1                         |

**10 Buildings**  
**24 Doors**

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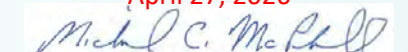
# Door and Camera Assessment

**11 Buildings**  
**109 Doors**

## Phase II

| Building                              | # of Locations<br>(Doors) |
|---------------------------------------|---------------------------|
| Administration Building               | 14                        |
| Advanced Technology Center/Facilities | 17                        |
| Allied Health Sciences                | 10                        |
| Clark Memorial Library                | 5                         |
| James A. Rhodes Athletic Center       | 6                         |
| Kricker Hall                          | 5                         |
| Massie Hall                           | 26                        |
| Morris University Center              | 12                        |
| Smokestack                            | 2                         |
| Teacher Education                     | 2                         |
| Vern Riffe Center for the Arts        | 10                        |

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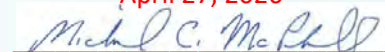
# Door and Camera Assessment

| Buildings/<br>Locations | Cameras<br>Installed | Recent<br>Installments | Replacements<br>Pending |
|-------------------------|----------------------|------------------------|-------------------------|
| 25                      | 198                  | 17                     | 111                     |

\*Majority were installed in 2012 and reaching end of life

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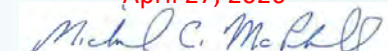
# Door and Camera Assessment

## ODHE Campus Safety Grants

| Grant Opportunity                    | Total Available Funding | Deadline   | Max Request  | SSU Request   | SSU Award     | Opportunity Description                                                                                             | SSU Scope of Work                                               |
|--------------------------------------|-------------------------|------------|--------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Campus Safety Grant - Immediate Need | \$ 1,000,000.00         | 10/29/2024 | N/A          | \$ 333,500.00 | \$ 333,500.00 | Security Improvements to Address Immediate High Level Risk of Harm to Life or Property                              | Door Swipe Access; Security Camera Licenses                     |
| Campus Safety Grant (Round 2)        | \$ 6,500,000.00         | 11/27/2024 | N/A          | \$ 164,200.00 | \$ 116,352.69 | Security Improvements to Improve Overall Physical Security and Safety of Buildings on Campus                        | Door Swipe Access; Push-Button Locks                            |
| Campus Community Grant               | \$ 1,000,000.00         | 1/22/2025  | \$ 25,000.00 | \$ 25,000.00  | \$ 25,000.00  | Support intergroup and interfaith outreach and cultural competency between institutionally sanctioned organizations | Student organization conferences, intergroup events, mock trial |
| Campus Security Support Grant        | \$ 1,900,000.00         | 1/31/2025  | \$ 50,000.00 | \$ 50,000.00  | \$ 50,000.00  | Enhancement of security measures and student safety for vulnerable student organizations                            | Portable Camera System, 4-Passenger Cart                        |
| Campus Student Safety Grant          | \$ 950,000.00           | 2/21/2025  | \$ 25,000.00 | \$ 25,000.00  | \$ 25,000.00  | Enhancement of security measures and student safety for vulnerable students and organizations                       | All-Band Radios                                                 |

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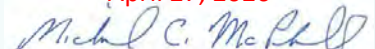
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# Implementation Plan for Policy 5.47

## Employee, Athletics, Student Leader Training

- November 2025 – BOT approved Policy 5.47
  - Directs the Executive Staff and their delegates to develop, monitor, and implement training programs to ensure compliance, but also uphold the highest level of ethics and professionalism
- Training requirements apply to all employees (including student employees)
  - Targeted training for employees in athletics, student-facing, and student leadership roles
- Implementation plan developed by Director of Athletics, Director of HR, and Dean of Students
  - Defined training cadence by audience
  - Clear ownership and accountability
  - Improved behavior, compliance, and student outcomes

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April 27, 2026

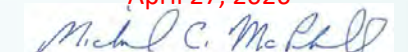
  
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# Implementation Plan for Policy 5.47 Employee, Athletics, Student Leader Training

## Human Resources Training – All Employees

| Q1 (Jul – Sep)<br>Onboarding & Baseline<br>Professional Conduct                                                                                                  | Q2 (Oct - Dec)<br>Workplace Conduct &<br>Risk                                                                                      | Q3 (Jan - Mar)<br>Supervisory & Student<br>Facing                                                                                                                                      | Q4 (Apr - Jun)<br>Reinforcement &<br>Compliance                                                                                   | Fall/Spring/Summer<br>Student Employee<br>Onboarding                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Required Compliance Courses</li><li>• Student-Focused Customer Service</li><li>• Communicating Across Cultures</li></ul> | <ul style="list-style-type: none"><li>• Conflict De-escalation &amp; Civility</li><li>• Managing Difficult Conversations</li></ul> | <ul style="list-style-type: none"><li>• Bear Minimum Performance Expectations</li><li>• Leadership in Higher Education</li><li>• Boundary Setting &amp; Professional Conduct</li></ul> | <ul style="list-style-type: none"><li>• Conflict Resolution Refresher</li><li>• Completion Verification &amp; Reporting</li></ul> | <ul style="list-style-type: none"><li>• Required Compliance Courses</li><li>• Workplace Professionalism</li><li>• Communication &amp; Customer Service</li><li>• Conflict De-escalation &amp; Escalation</li></ul> |

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April 27, 2026

  
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# Implementation Plan for Policy 5.47 Employee, Athletics, Student Leader Training

## Athletics Training

### Summer & Bi-Weekly Staff Meetings

- Compliance / Dept. Best Practices
- Athletic Compliance
- Budgetary Best Practices

### Annual Certifications

- Concussion in Sports
- CPR / First Aid / AED
- Sudden Cardiac Arrest

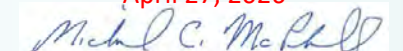
### Student Athlete Orientation

- Working with Minors / Campus Safety
- Student Mental Health
- HIPAA / Colin's Law

### Compliance

- Title IX
- Ethics
- Cyber Security
- FERPA

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# Implementation Plan for Policy 5.47 Employee, Athletics, Student Leader Training

## Student Life Training – Student Leaders

### Summer (May–Aug)

#### Planning & Leadership Setup

- Leadership Identification & Rosters
- Advisor Assignment & Club Status
- Training Schedule Finalization
- Program Evaluation & Data Review

### Fall (Aug–Dec)

#### Compliance & Onboarding

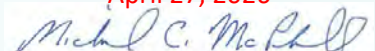
- Leadership Roles & Expectations
- Anti-Hazing / Hazing Prevention
- Student Conduct Code & Risk Management
- Title IX / FERPA / Financial Processes
- Event Planning, Travel, & Software Systems
- Protecting Minors on Campus

### Spring (Jan–Apr)

#### Development & Accountability

- Bear Minimum Performance Expectations
- Workplace Professionalism
- Organization Guidelines
- Advisor & Leadership Training
- New Leader Compliance Training

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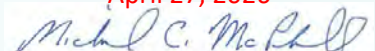
# Implementation Plan for Policy 5.47

## Employee, Athletics, Student Leader Training

### Training Delivery & Accountability

- Mixed Delivery: In-Person, Virtual, Workshop Formats
- HR: Onboarding cycle with scheduled courses during the fiscal year
- Athletics: Summer cycle with bi-weekly reinforcement & annual certifications
- Student Life: Academic cycle (summer planning, fall onboarding, spring development)
- Managers responsible for ensuring completion within their units
  - Monthly compliance reporting & linked to performance expectations

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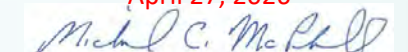
  
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# Implementation Plan for Policy 5.47 Employee, Athletics, Student Leader Training

## Behavioral Outcomes & Measurements

- Training completion rates by role and division
- Supervisor feedback and performance evaluations
- Student complaints and service trends
- Reduction in conduct-related issues
- Reduction in repeat policy violations

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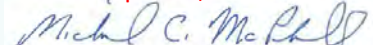
# Borrower Defense to Repayment (BDR) Complaints

- Mid-late March 2026, SSU received 11 new BDR complaints filed with Dept. of Education
- Grounds for complaints: substantial misrepresentations by institution (most common), liability under state law, favorable contested judgment, breach of contract

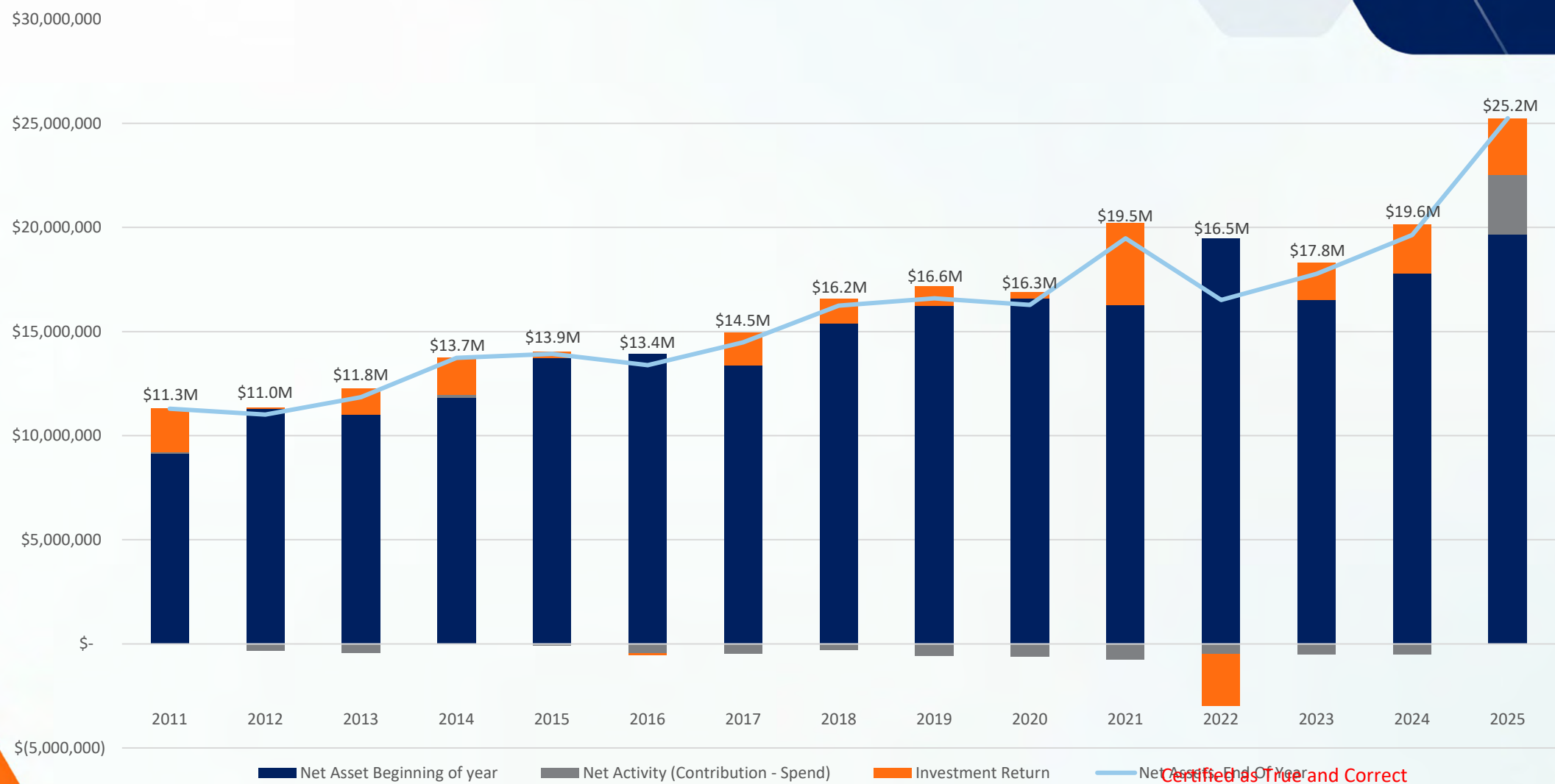
Two-part process at Dept. of Education:

- 1) Merits: a) Institution notified of complaint; b) Optional response within 60 days
  - i. If complaint unsuccessful, case dismissed
  - ii. If complaint successful, loan discharged; Department may proceed to recoupment
- 2) Recoupment against institution
  - a. Dept. notifies institution again
  - b. Institution has opportunity to contest complaint before hearing officer

SSU received seven BDR complaints in the fall of 2023; We responded; have not heard back from Department yet

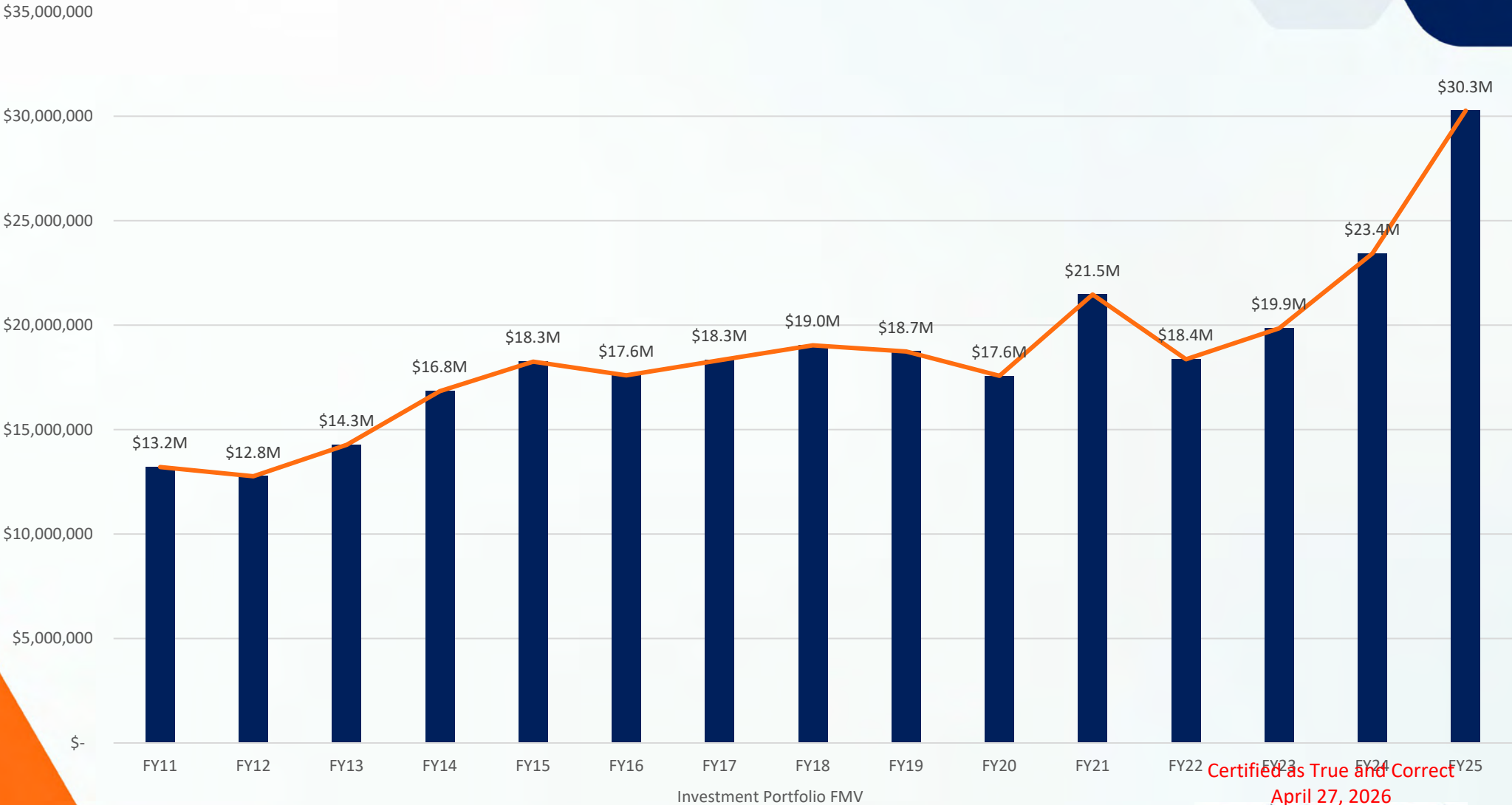
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# SSU Foundation Endowment Growth



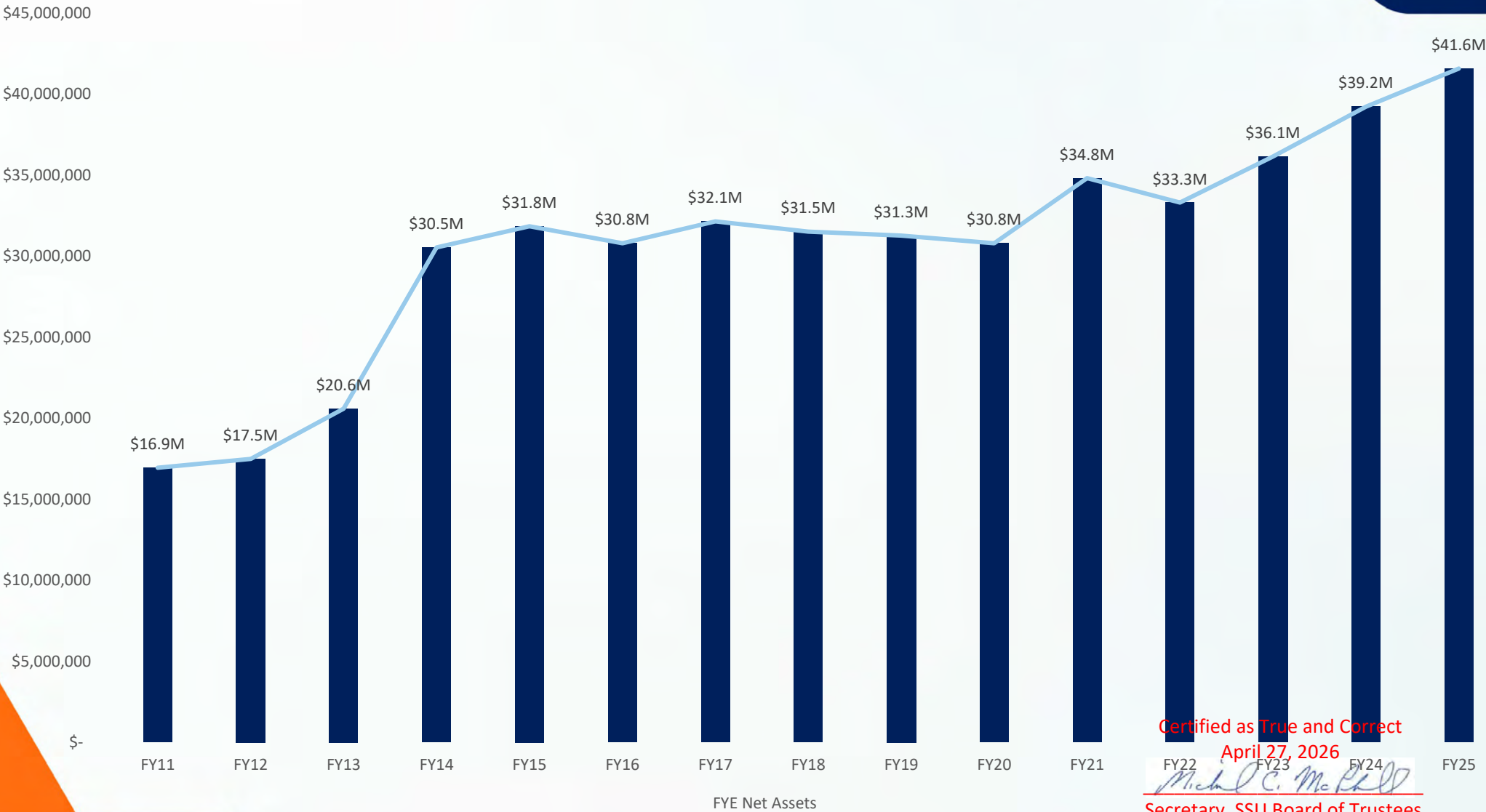
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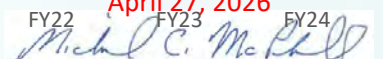
# SSU Foundation Investment Portfolio



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# SSU Foundation Net Assets



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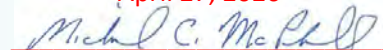
# Resolution ASA03-26

## Approval of Policy 2.30, Experiential Learning Requirement

- Establishes a graduation requirement for all undergraduate students at Shawnee State.
- All students who enroll at SSU starting with the Fall 2026 semester must complete one approved experiential learning activity prior to degree completion.
- May meet the requirement in a credit-bearing or non-credit bearing pathway.
  - Internship/Co-Op
  - Service Learning
  - Undergraduate Research
  - Clinical or Field Placement
  - Study Abroad and Global Experiences
  - Creative and Entrepreneurial Projects

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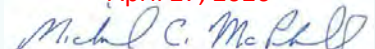
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# Resolution ASA04-26

## Approval of Curricular Changes

- A summary of the changes to curriculum approved by the University Faculty Senate at the February 23 and March 31 meetings are provided.
- A total of 46 course proposals, 5 program proposals, and 1 program discontinuation are included in the summary.
  - The discontinuation is the AAS Plastics Manufacturing Technology program.
- 4 additional proposals have separate resolutions on the agenda today.

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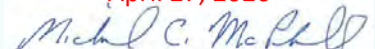
  
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# Resolution ASA05-26

## Approval of Graduate Certificates in the C.H. Lute School of Business

- The curricular proposals associated with this resolution will create three (3) distinct 12-credit hour certificates at the graduate level.
- These include courses that are part of the MBA program and focus in three areas:
  - Business Analytics
  - Entrepreneurship
  - Management & Organizational Leadership
- In response to demand from regional employers

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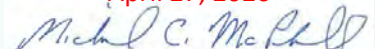
  
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# Resolution ASA06-26

## Approval of Bachelor of Arts in Applied Social Sciences

- This is a new baccalaureate degree in Applied Social Sciences with three distinct areas of focus from which a student may choose:
  - Public History
  - Political Science
  - Applied and Clinical Sociology
- SSU will be closing the stand-alone degrees in History, Political Science, and Sociology prior to August 1, 2026.
- This new program will focus on applying social science theories, methods, and data to solve real-world problems in our community and region.

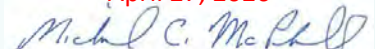
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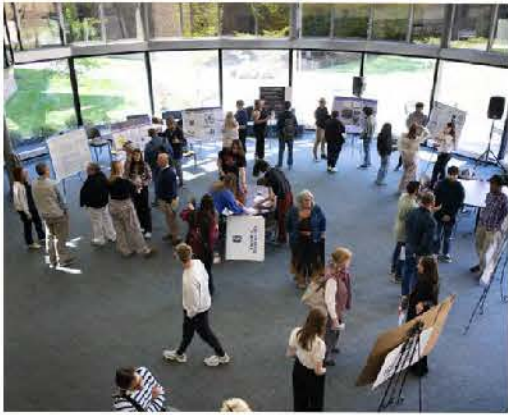
  
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# Academic and Student Affairs Executive Report

- **April 6-10** – *Celebration of Scholarship and the Faculty Research and Teaching Expo*
  - 42 students presented on 26 unique projects
  - 12 faculty presented on 8 unique projects
  - Dr. Lisa Bosman, “Developing the Entrepreneurial Mindset: Turning Ideas into Impact Across Every Discipline.”

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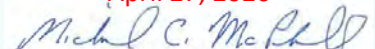
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# Health Science Lab Renovation Update

- Currently in approval process for final design with BHDP
- Phasing Plan
  - August – December 2026 = Phase 1 (dental reception/retail/radiology)
  - January – April 2027 = Phase 2 (dental clinic and simulation lab)
  - May – August 2027 = Phase 3 (Rad Tech, Med Lab Tech, Respiratory labs)
- Controlling Board approval – July 2026

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PROJECT VISION

The renovation of the Health Sciences Building at Shawnee State University will be a **supportive** environment that empowers students, faculty, and staff. Designed for **intuitive access** to support and learning, the building will **showcase** cutting-edge education and celebrate hands-on learning. It will reflect the university's strong sense of **community** while providing space for program **growth** and deeper connections with the region. Through thoughtful, modern design, the building will serve as a hub for innovation, collaboration, and **compassionate care**—advancing both academic excellence and public service.

PROJECT SUCCESS CRITERIA



**SUPPORTIVE**  
This building will provide the resources needed to succeed from instruction space, to faculty support, to study and decompression spaces.



**ACCESSIBLE**  
This project will create an intuitive environment that is easy to access, navigate and use, for all types of students, employees, and visitors.



**SHOWCASE**  
The renovation will highlight the state-of-the-art education to celebrate the programs offered and act as a recruitment tool for the university.



**COMMUNITY**  
The space will reflect the tight knit and welcoming community the faculty, staff, and students have built at Shawnee State.



**GROWTH**  
The project will support growing the programs, growing the offerings, growing individuals who graduate, growing the relationship with the community.



**COMPASSIONATE CARE**  
The new Dental Hygiene Education Clinic will focus on patients' needs, emphasizing students' abilities to create comfortable and confident experiences

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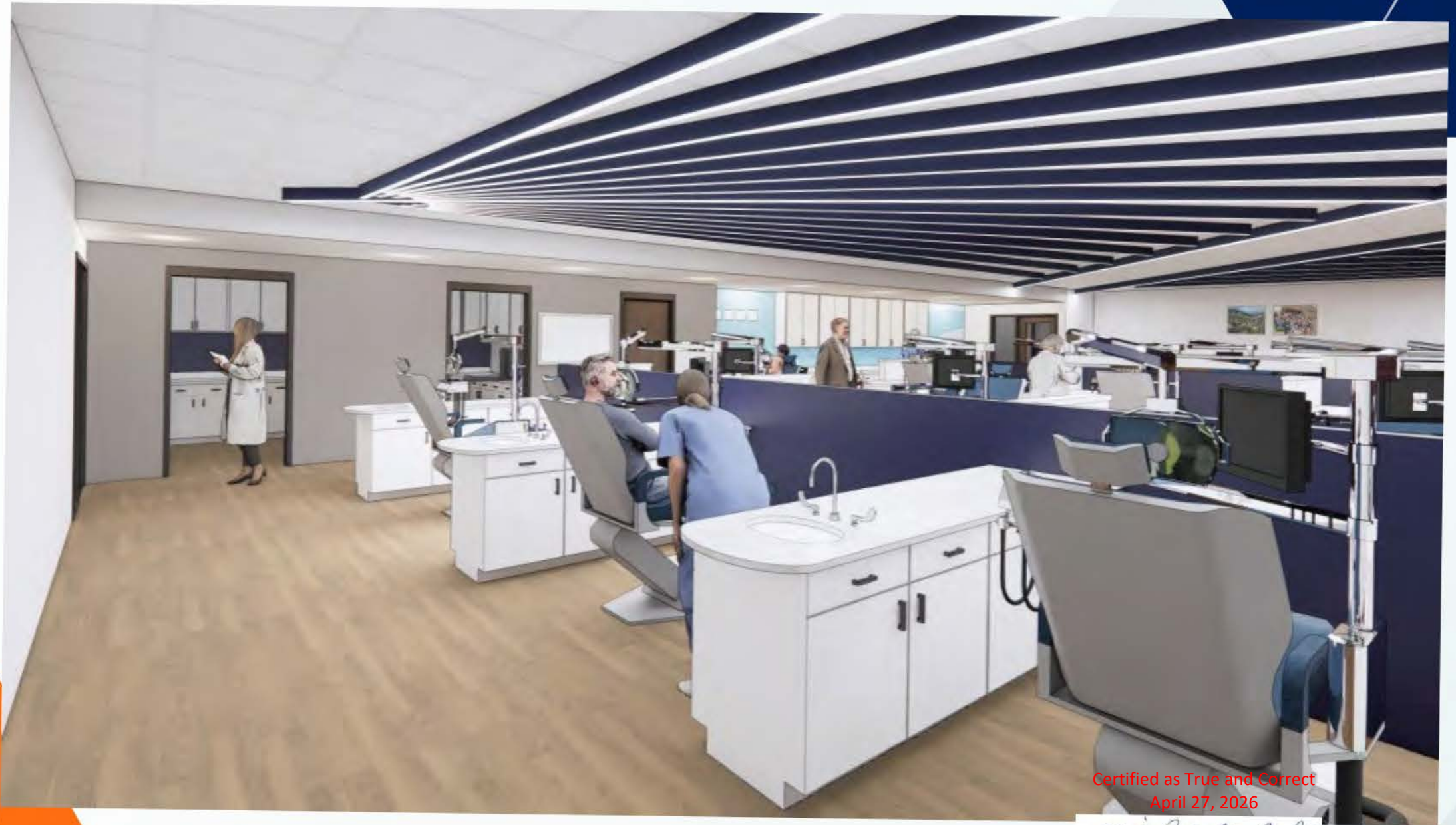
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# Portsmouth Promise Program

- College readiness initiative designed to support selected seniors at Portsmouth High School
- Andrew Carter is the facilitator of the program, providing programming, support, and mentorship to the first cohort who began in January 2026.



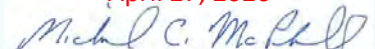
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# Portsmouth Promise Program

- Goal is to decrease barriers and increase the number of PHS graduates who enroll in and complete degrees at SSU.
- 31 students are active participants – 14 with perfect attendance at PP events.
  - Meet biweekly for a variety of sessions, including admissions, financial aid, college readiness, campus involvement, career services, and support services.
- Committed to 12 full-tuition scholarships and 18 \$2000 annual scholarships for participants.
- Upcoming Signing Day at PHS April 24 and Certificate Ceremony at SSU on May 8.

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# Provost's North Star Committee 2025-2026 Projects and Progress - Academic Success Team

## Analysis of Early Alerts from Fall 25

- 25% of alerts entered by part-time and full-time faculty
- Few no-show alerts
- Missing course information

### Actions Taken:

- Reviewed alert importance and process with faculty
- Created a new alert type in Aviso for students who are continual no-shows

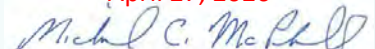
## Analysis of 2024 FTF Data

- 22.5% of non-retained FTF (2024 cohort) did not fill out FAFSA

### Action Taken:

- Reached out to current FTF with no FAFSA on file.

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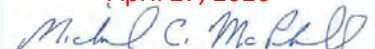
# Provost's North Star Committee 2025-2026 Projects and Progress—Sophomore Soar Team

| Academic Year: | Transferred Closer to Hometown: | Transferred Farther Away from Hometown: | Transferred to an Online School: | % with GPA below 2.0: | % of Sophomore Transfers to Community Colleges: |
|----------------|---------------------------------|-----------------------------------------|----------------------------------|-----------------------|-------------------------------------------------|
| 21-22          | 84.6%                           | 23.1%                                   | 0%                               | 15.3%                 | 61.5%                                           |
| 22-23          | 100%                            | 0%                                      | 0%                               | 16.6%                 | 75%                                             |
| 24-25          | 34.5%                           | 48%                                     | 6.8%                             | 10.3%                 | 34.5%                                           |

## Actions Taken:

- Continue to track sophomore transfers (closer/farther from hometown) to establish trends.
- Continue to track sophomore transfers to community colleges.

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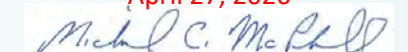
# Provost's North Star Committee 2025-2026 Projects and Progress—Junior Retention-to-Completion Team

| Academic Year: | Unique Non-Retained Juniors: | Unique Non-Retained Juniors, Underprepared: | % of Non-Retained Juniors, Underprepared: |
|----------------|------------------------------|---------------------------------------------|-------------------------------------------|
| 22-23          | 218                          | 50                                          | 22.9%                                     |
| 23-24          | 154                          | 28                                          | 18.18%                                    |
| 24-25          | 160                          | 44                                          | 27.5%                                     |

## Actions Taken:

- Track juniors who began as underprepared students. Recommend intervention.
- Flag (in Aviso) the current 229 juniors who began SSU as underprepared.
- Conduct a deep-dive into DFW rates for juniors. Isolate DFW courses taken during junior year.

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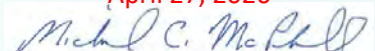
  
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# Provost's North Star Committee 2025-2026 Projects and Progress—Engagement Team

During AY25-26, the team has worked on four projects:

- 1) Retention Flyer for faculty and staff
- 2) Pre-Major Quick Guide
- 3) Redesign of orientation experience for underprepared students
- 4) Advising explainer for staff, faculty, and students

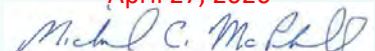
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# Strategic Plan Retention and Completion Goals:

| Goal:                                                              | AY26-27 | AY27-28 | AY28-29 | AY29-30 |
|--------------------------------------------------------------------|---------|---------|---------|---------|
| Achieve 76% retention for first-year-bachelor's-seeking students.  | 74%     | 75%     | 75%     | 76%     |
| Achieve 53% retention for first-year-underprepared students.       | 48%     | 50%     | 52%     | 53%     |
| Achieve 81% sophomore retention.                                   | 77%     | 79%     | 80%     | 81%     |
| Achieve 78% junior retention.                                      | 75%     | 76%     | 77%     | 78%     |
| Achieve 45% institutional completion (6 years degree/certificate). | 41%     | 42%     | 43%     | 45%     |

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# Choose Ohio First



## Target

- STEM
- Underserved/high need populations



## Cohort Model

- Academic and Career Support with Work-Based Learning



## Institutional Benefits

- Enhanced Recruitment and Retention
- Strengthen Partnerships
- Support Expansion



## Support

- 1:1 Institutional Match

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# Choose Ohio First

## Recent Updates



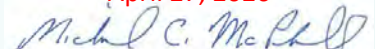
### • Grant agreement 25.28

- \$539,910.00
- Application removed
  - All students in applicable fields are reviewed for funding by admissions



- Increased number of CIP codes added to provide more funding to more deserving students

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# Choose Ohio First Showcase at State House

- Strong SSU representation at the annual Showcase with 3 students
  - Parker Lauders
  - Kade Dancy
  - Maggie Armstrong
- Also in attendance, COF coordinator Dr. Sheena Shifko & Senior Advisor for Educational and Agency Partnerships, Chris Shafer



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# Choose Ohio First Showcase at State House

Parker Launders & Kade Dancy  
with Senator Jon Husted

Maggie Armstrong



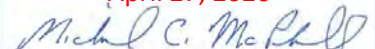
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# Accelerated Bachelor Degree Programs

- Advance Ohio Higher Education Act required ODHE to determine feasibility of bachelor's degree programs that can be completed in three years.
  - This would not rely on CCP, AP, or IB credits having to be earned while in high school.
- HB96 (ORC 3333.97) requires the Chancellor to determine criteria for approving “accelerated, 90-credit hour programs under the accelerated college and career pathways program... (ORC 3345.89).

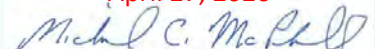
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# Accelerated Bachelor Degree Programs

- ORC3345.89 requires each state university to establish at least one accelerated 90-credit hour degree program by AY 2027-2028.
  - Must align to an in- demand career area
  - Must provide evidence of working collaboratively with local and regional business partners as programs are developed.
    - Letters of support including demand, intent-to-hire, and internship opportunities.
  - Must consult with local and region K-12s to define model College Credit Plus pathways aligned with the 90-credit hour degree program
  - This section of HB96 directs Chancellor to withhold all SSI to any institution not in compliance by AY27-28.

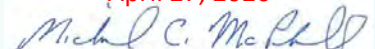
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# Accelerated Bachelor Degree Programs

- Each college has been developing reduced credit hour degree programs.
  - (HLC likes reduced-credit, ODHE prefers “accelerated...”)
  - Not all will align with the requirements of ORC 3345.89.
  - In progress: Accelerated Bachelors in Computer Information Systems; Bachelors in Accelerated Design and Art for Games and Entertainment

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