

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

**June 26, 2026, 10:30 a.m.
Morris University Center, Room 214**

Agenda

1.0 Call to Order

2.0 Roll Call

3.0 Action Items

**3.1 Resolution ASA07-26
Award of Faculty Tenure**

Dr. Kimberly Inman, Provost and Vice President for Academic and Student Affairs, will present Resolution ASA07-26 awarding faculty tenure.

**3.2 Resolution ASA08-26
Approval of Completion Plan Update**

Dr. Inman will present Resolution ASA08-26 for approval of the Completion Plan.

**3.3 Resolution ASA09-26
Approval of Curricular Changes**

Dr. Inman will present Resolution ASA09-26 to approve recent curricular changes recommended by the University Faculty Senate.

**3.4 Resolution ASA10-26
Approval of Accelerated Bachelor of Design and Art for Games and Entertainment**

Dr. Inman will present Resolution ASA10-26 for approval of the Accelerated Bachelor of Design and Art for Games and Entertainment.

**3.5 Resolution ASA11-26
Approval of Graduate Certificate in Computer Science**

Dr. Inman will present Resolution ASA11-26 for approval of a Graduate Certificate in Computer Science.

4.0 Information Items

4.1 Academic and Student Affairs Executive Report

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

4.2 Shawnee State University Math Scholarship (SUMS) Competition

Mr. Ralph Shelton, SUMS Coordinator, will report on the recent high school math scholarship competition.

4.3 Expansion of the Radiologic Technology Program

Ms. Kristina Darnell, Program Director, will provide an update on the growth of the Radiologic Technology Program and increase in clinical partnerships.

4.4 HealthSource and Kadel Dental Clinic Plan

Dr. Christine Raber, Dean of the College of Health and Human Services, will provide an update on the HealthSource partnership with the Kadel Dental Clinic.

4.5 5-Year Strategic Enrollment Plan and Online Programs Review

Dr. Jason Yeager, Interim Chief Enrollment Officer, will report on the 5-Year Strategic Enrollment Plan and Online Programs Review.

5.0 Adjournment

RESOLUTION ASA07-26

AWARD OF FACULTY TENURE

WHEREAS, Shawnee State University and the Shawnee Education Association entered into an agreement in June, 2012 for the purpose of granting tenure to faculty; and

WHEREAS, effective fall semester 2013, the University implemented a tenure system; and

WHEREAS, in accordance with Board of Trustees Policy 2.15Rev., awarding of tenure at Shawnee State University is earned by faculty members on the basis of their past performance during the tenure-track period as evaluated by tenured faculty, the academic administration, University President, and the Board of Trustees; and

WHEREAS, after recent actions of the College Promotion Committees, College Deans, Provost, and President, the following faculty were nominated for tenure:

- Ms. Ann Marie Allen
- Dr. Sandra Allen
- Ms. Alicia Fink
- Ms. Erica Parsley
- Dr. Christy Zempter

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University grants tenure to the above-named faculty.

(June 26, 2026)

RESOLUTION ASA08-26

APPROVAL OF COMPLETION PLAN UPDATE

WHEREAS, Ohio House Bill 59 required state universities to submit a Completion Plan to the Chancellor of the Ohio Department of Higher Education that provides a description of strategies to increase the number and percentage of students earning meaningful postsecondary credentials; and

WHEREAS, Shawnee State's initial Completion Plan was submitted on June 30, 2014; and

WHEREAS, Ohio House Bill 59 requires state universities to update their Completion Plan every two years; and

WHEREAS, the University's Board of Trustees must review and approve the Completion Plan Update; and

WHEREAS, the Provost and the President have recommended the 2026 Completion Plan Update for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the attached 2026 Completion Plan Update.

(June 26, 2026)

RESOLUTION ASA09-26

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 April 27, 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 as Recommended April 27, 2026.

(June 26, 2026)

TABLE A: Summary of Curricular Changes Recommended April 27, 2026				
Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
Course	Engineering Technologies	Change in Course Number ETEC 2311 Microprocessor Based Systems. CHANGE from 2311 to 3311		
		Change in Course Number ETEC 3302 Systems Architecture CHANGE from 3302 to 4311		
		Change in Course Number ETEC 3402 Automata and Formal Languages CHANGE from 3402 to 4000		
		Change in Lecture/Lab Hours ISCS 1800 Web Application and Security Programming. CHANGE from 3 lecture hours to 4 credits, 2 lecture, 3 lab		
		Change in Lecture/Lab Hours ISCS 3700 Advanced Network Technology & Protocols. CHANGE from 3 lecture hours to 4 credits, 2 lecture, 3 lab		
		Change in Lecture/Lab Hours ISIT 2200 Operating Systems Administration. CHANGE from 3 lecture hours to 4 credits, 2 lecture, 3 lab		
		New Course ISCS 3950 Advanced Digital Forensics and Incident Response 3 credit hours, Prerequisite ISCS 3900	This course provides an in-depth, hands-on exploration of Digital Forensics and Incident Response (DFIR) in the context of real-world network infiltration scenarios. Students will use industry-standard tools including Autopsy, EnCase, Tableau, and Kali Linux to identify, analyze, and respond to security incidents. Emphasis is placed on the full DFIR lifecycle: detection, triage, acquisition, investigation, and reporting. Legal, ethical, and procedural considerations are integrated throughout.	
Program	Engineering Technologies	Change courses in program: BS Computer Engineering Technology CHANGE ETEC 2311 to ETEC 3311 Microprocessor Based Systems, CHANGE ETEC 3402 to ETEC 4400 Automata and Formal Languages, CHANGE ETEC 3302 to ETEC 4311 Systems Architecture		
		Change courses in program: BS Computer Science CHANGE ETEC 3402 to ETEC 4400 Automata and Formal Languages,		
		Change courses in program: BS Digital Simulation and Gaming Engineering Technology CHANGE ETEC 3402 to ETEC 4400 Automata and Formal Languages,		
		New Program: Graduate Certificate in Computer Science		A separate resolution appears on the agenda for this new program

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
Course	English & Humanities	Change in Course Prerequisites: COMM 4200 Social Media Management, REMOVE COMM1000 Prerequisite, KEEP COMM 3306 Prerequisite		
		Change in Course Prerequisites: PHIL 1105 Introduction to Logic REMOVE all prerequisites		
		Modality to include online: PHIL 3332 Biomedical Ethics. Approve online delivery for existing course		
		Change in Course Prerequisite, Change in Course Description. PHIL 3340 Philosophy of Sport REMOVE Prerequisite: Sophomore Standing	Explores a range of philosophical issues regarding sport, such as: accounts of the nature and value of sport, the nature of sportsmanship and other sporting virtues, ethical issues raised by competition and violence in sport, and ethical questions surrounding cheating, performance-enhancing drug use, spectatorship, and gender in sport.	
Program	English & Humanities	Change in Program Courses: BA English / Humanities Integrated Language Arts with AYA (7-12) Licensure. CHANGE to the "Language Emphasis" block under the Language Arts Component. REMOVE LING 3670 Languages of the World REMOVE LING 4455 English Language in Society.		
Course	Fine, Digital, and Performing Arts	Change in Course Description and addition of Prerequisite: ARTG 3601 Digital 3D Foundations Studio, prerequisite ARTS1105	A course in digital 3D production using industry-standard tools and software. Students will create virtual objects, scenes, and animated content. Topics include exposure to modeling, texturing, rigging, and animation, with emphasis on 3D thinking applicable to game development and other digital media content.	
		Change in Course Title, Course Description and addition of Prerequisite: ARTG 3613 Technical Art for Games and Media 1, prerequisite ARTG 3611	A studio course on technical art and procedural methods, for use in game, simulation, and other media production workflows. The course emphasizes the creation of art-directed content through non-destructive processes, tool-based workflows, dynamic systems and industry-aligned practices.	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Title, Course Description and addition of Prerequisite: ARTG 4613 Technical Art for Games and Media 2, prerequisite ARTG 3613 and ARTG 4611</p>	<p>procedural methods with an emphasis on game pipeline integration. Students will study scalable procedural systems and integration of outputs into real-time production workflows, emphasizing art-directed variation and reliable iteration. This course extends the procedural foundation into production ready tools, workflows and real time practices.</p>	
		<p>New Course: ARTE 1700 Introduction to Digital Art, 3 credit hours; online course, ART3(tier 3) ARTS \$25</p>	<p>Students develop fundamental technical skills for working in a digital art creative environment. The course introduces essential concepts such as digital drawing tools, layers, selections, brushes, resolution, file formats, and non-destructive workflows. Emphasis is placed on building accuracy, control, and visual clarity through structured exercises, while establishing good digital habits. Students learn to translate basic observational drawing and simple design principles into digital form, preparing them for more advanced courses in digital painting, illustration, and concept art.</p>	
		<p>New Course: ARTE 1730 Digital Creative Process, 3 credit hours, online course, ART3(tier 3) ARTS \$25</p>	<p>This course is for students to step into the exploration of their own digital creative process, as an exercise in reflection during their journey as art students. The focus is on how artworks are developed, challenged, revised, and sustained through disciplined creative work. The course centers on lectures, critical discussion, directed research, and studio projects. Students are expected to build and carry a coherent personal project across the semester, using it as a framework for experimentation, iteration, failure, and revision. Emphasis is placed on intentional decision-making, conceptual clarity, and the ability to articulate creative choices.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>New Course: ARTE 2700 Digital Painting Foundations, 3 credit hours, Prerequisite ARTE 1700; online course, ART3(tier 3) ARTS \$25</p>	<p>This course is for students to step into the exploration of their own digital creative process, as an exercise in reflection during their journey as art students. The focus is on how artworks are developed, challenged, revised, and sustained through disciplined creative work. The course centers on lectures, critical discussion, directed research, and studio projects. Students are expected to build and carry a coherent personal project across the semester, using it as a framework for experimentation, iteration, failure, and revision. Emphasis is placed on intentional decision-making, conceptual clarity, and the ability to articulate creative choices.</p>	
		<p>New Course: ARTE 2720 Anatomy and References Study, 3 credit hours, Prerequisite ARTE 1700; online course, ART3(tier 3) ARTS \$25</p>	<p>Students develop strong observational and analytical drawing skills through focused studies of the human figure, environments, light, and atmosphere using digital tools. The course emphasizes accuracy, proportion, and structural understanding, combining human anatomy with environmental observation to train students to see and interpret form, space, and visual relationships. Through sustained work from photographic and life references, students learn to capture gesture, volume, lighting conditions, and mood while translating three-dimensional reality into coherent two-dimensional digital drawings. The course builds disciplined reference use, visual literacy, and foundational skills essential for character design, environment art, and illustration.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		New Course: ARTE 3700 Illustration & Visual Storytelling, 3 credit hours, Prerequisite ARTE 2700; online course, ART3(tier 3) ARTS \$25	Illustration is the creation of images intended to promote, enhance, or represent projects such as books, films, games, editorial content, and product packaging. Illustration & Visual Storytelling focuses on illustration as a professional practice, using both traditional and digital studio methods to produce images for narrative and commercial applications. The course also addresses professional presentation and basic strategies for promoting illustrative work in a professional context. Emphasis is placed on the application of artistic fundamentals, processes, and visual thinking to illustration as well as on the exploration of contemporary techniques and workflows in both traditional and digital media.	
		New Course: ARTE 3710 Concept Art Fundamentals, 3 credit hours, Prerequisite ARTE 2700; online course, ART3(tier 3) ARTS \$25	Concept Art is a specialized form of two-dimensional visual development used to communicate ideas for films, video games, animation, comics, and related media prior to final production. This course focuses on concept art as a world-building and design discipline, emphasizing the creation of images that define mood, setting, characters, and visual direction for narrative projects. Emphasis is placed on conceptual thinking, design development, and clear visual communication of ideas.	
Program	Fine, Digital, and Performing Arts	New Program Accelerated Bachelors of Design and Art for Games and Entertainment		A separate resolution appears on the agenda for this new program
		Add Courses to Program: BFA Game Simulation Development Arts. In the "Art Gaming Electives" area add two courses. ARTG 3613 Technical Art for Games and Media 1 and ARTG 4613 Technical Art for Games and Media 2		
Course	Natural Sciences	Change in distribution of lab and lecture hours: BIOL 3350 Entomology, 4 Credit hours, 3 lecture, 3 lab, Keep Prerequisite same (BIOL 1152 or permission)		

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
Course	C.H. Lute School of Business	Change in Course Prerequisites: BUAC 2010 Intro to Financial Accounting Principles, REMOVE ALL Prerequisites: MATH 0102 or MATH 1200 or MATH 1500 or MATH 1700 or MATH 1800 or MATH 1900 or MATH 2110 or MATH 2120		
Program	C.H. Lute School of Business	Bachelor of Science in Business Administration - Accounting: A change to the math requirement in the Business Core section of the degree. REMOVE MATH 1900 and MATH 2110. ADD MATH 1200/1200A or higher ADD STAT 1150/1150A or Higher; ADD course BUFI 1250 to Business Core		
	C.H. Lute School of Business	Bachelor of Science in Business Administration - Marketing: A change to the math requirement in the Business Core section of the degree. REMOVE MATH 1900 and MATH 2110. ADD MATH 1200/1200A or higher ADD STAT 1150/1150A or Higher; ADD course BUFI 1250 to Business Core. REMOVE Technical Electives block that included BUIS 2100 and BUAC 1150		
Course	School of Education	Change in Course Title, Course Description and addition of Prerequisite: ARTP 4801 Studio Methods Primary Education, prerequisite REMOVE "admission to teacher licensure program" ADD EDUC 3310	Arts pedagogy course required for a multiage teaching license in visual arts. This course covers issues related to art as a subject matter, student learning, the diversity of learners in the visual arts, planning instruction, instructional strategies, learning environments, communication, assessment, professional development, and student support for grades K-6..	
		Change in Course Title, Course Description and change of Prerequisite: EDIS 4490 Clinical Practice and Seminar: IS 1, prerequisite REMOVE "Level 3 Admission" ADD prerequisite of EDPI 4283, Remove Distance Learning note from course description.	Eight-week clinical practicum and seminar at the elementary (K-6) level. In addition to the responsibilities and activities conducted during the EDIS4485 course and field, the teacher candidate is expected to assume all duties and responsibilities typically assigned to the teacher practitioner/cooperating teacher. Candidates will apply the ethical standards, knowledge, skills, and dispositions gained/honed throughout participation in the Intervention Specialist Program. Additional requirements may be required by the candidate's Seminar instructor and/or supervising instructor (minimum state clinical hours required.)	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Title and Change in Course Prerequisite. EDUC 5502 Change title to: Technology Integration <i>for</i> Learning. Change Prerequisite to "Admission to the M.Ed. Program, the Alternative Licensure Program, or the M.A. in Composition and Rhetoric Program.</p>		
		<p>Change in Course Title and Change in Course Prerequisite. EDUC 5503 Change title to: Philosophy of Education and Professional Ethics. Change Prerequisite to "Admission to the M.Ed. Program, the Alternative Licensure Program, or the M.A. in Composition and Rhetoric Program."</p>		
		<p>Change in Course Description and addition of Prerequisite: ARTP 4802 St Mthd Mid Child/Adol/Yng Adult prerequisite REMOVE ARTP 4801 and EDVA 4400 coreqs; ADD EDUC 3310</p>	<p>Course required for a multiage teaching license in visual arts. This course covers issues related to art as a subject matter, student learning, the diversity of learners in the visual arts, planning instruction, instructional strategies, learning environments, communication, assessment, professional development, and student support for students.</p>	
		<p>Change in Course Description and change of Prerequisite: EDIS 4590 Clinical Practice and Seminar IS2 prerequisite REMOVE Level 3 Teacher Ed Admission; Keep Coreq: EDIS 4425 and EDIS 4585; ADD prerequisite EDIS4585</p>	<p>Clinical practicum and seminar to address the secondary (7-12) and/or mild/moderate student with ELN. In addition to the responsibilities and activities conducted during the EDIS4585 course and field, the teacher candidate is expected to assume all duties and responsibilities typically assigned to the teacher practitioner–cooperating teacher. Every effort is to be made to apply the ethical standards, knowledge, skills, and disposition gained/honed throughout the candidate’s time in the Intervention Specialist Program. Additional requirements may be elucidated by the candidate’s Seminar instructor and/or supervising instructor. Minimum state clinical hours required.</p>	
		<p>Change in Course Description and change of Prerequisite: EDIS 6250 Nature & Needs of Students with Mild/Moderate Disabilities ADD prerequisite "Admission to the M. Ed. Program or the Alternative Licensure Program"</p>	<p>An in-depth examination of characteristics, similarities and differences among children, with mild/moderate disabilities focusing on providing an overview of physical, mental, emotional and behavioral exceptionalities in children ages 5-21 and the educational and social implications of each.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Description and change of Prerequisite: EDIS 6252 Accommodations & Technologies for Students with Mild/Moderate Disabilities. ADD prerequisite "Admission to the M. Ed. Program or the Alternative Licensure Program"</p>	<p>Designed to prepare the Intervention Specialist for meeting the technology needs of students with exceptional learner needs in the school setting. Focus on adaptation and modification to accommodate individuals who need graphic, sound and environmental interface support to access technology to support meeting IEP goals and objectives as part of accessing school curriculum. The exploration of various types of assistive technologies used to access the general curriculum.</p>	
		<p>Change in Course Description and change of Prerequisite: EDUC 5508 Capstone Project. Edit prerequisite: EDUC 5506 and Admission to the M.Ed. Program.</p>	<p>This is the culminating experience in which students complete the research proposal begun in EDUC 5505</p>	
		<p>Change in Course Number, Change in Course Prerequisite: EDAE 2285 CHANGE to EDAE 3285 Foundations of Secondary Education; REMOVE "admission to Level 1 Teacher Ed" from Prerequisites. ADD/KEEP Prerequisite EDIS 2250 OR EDUC 2245</p>		
		<p>Change in Course Number: EDMC 2285 change to EDMC 3285. Foundations of Middle Childhood Education.</p>		
		<p>Change in course prerequisite: EDCI 6604 Advanced Assessment in Curriculum and Instruction. REMOVE the note in the current entry about requirement to have teaching licensure or be in a supplemental services position. REMOVE Instructor Permission Required. ADD "Admission to the M.Ed. Program OR the Alternative</p>		
		<p>Change in course prerequisite: EDCI 6605 Critical Studies in Multicultural Education. ADD "Admission to the M.Ed. Program OR the Alternative Licensure Program."</p>		
		<p>Change in course prerequisite: EDIS 2250 Exceptional Learner Needs. REMOVE from Prereq the note about "admission in level 1 Teacher Ed." KEEP EDUC 1115</p>		
		<p>Change in course prerequisite: EDIS 4385 Teacher Education Capstone 1. REMOVE: PREREQ: Teacher Education Level 3 Admission: and EDIS 3285, EDIS 3311, EDIS 3314 REMOVE COREQ: EDIS 4423 and EDIS 4490; ADD Prereq EDUC3310</p>		

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		Change in course prerequisite: EDIS 6311 Assessment & Instructional Planning for Individuals with Mild/Moderate Disabilities. ADD Prereq "Admission to M.Ed. Program or the Alternative Licensure Program."		
		Change in course prerequisite: EDIS 6314 Classroom Management & Behavioral Interventions. ADD Prereq "Admission to M.Ed. Program or the Alternative Licensure Program."		
		Change in course prerequisite: EDIS 6283 Collaboration & Transition Models-Diverse Families, Schools & Community. ADD Prereq "Admission to M.Ed. Program or the Alternative Licensure Program."		
		Change in course prerequisite: EDPI 4425 Teaching Developmental Math and Science Primary Intervention. REMOVE: "Teacher Education Level 3 Admission" REMOVE: Corequisite EDPI 4426 KEEP Prerequisite EDUC 3310		
		Change in course prerequisite: EDIS 6425 Curriculum & Instruction for K-12 Children with Exceptional Needs. ADD Prereq "Admission to M.Ed. Program or the Alternative Licensure Program."		
		Change in course prerequisite: EDUC 5501 Cognitive / Motivational Theories. CHANGE Prereq "Admission to M.Ed. Program, the Alternative Licensure Program, or the MA in Composition and Rhetoric Program."		
		Change in course prerequisite: EDUC 5505 Educational Research Change Prereq EDUC5504 and EDUC5505 and Admission to the M.Ed. Program		

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in course prerequisite: EDUC 5506 Capstone Seminar ADD Prereq "Admission to M.Ed. Program, the Alternative Licensure Program, or the MA in Composition and Rhetoric Program."</p>		
		<p>Change in course prerequisite: EDUC 5504 Educational Data Analysis ADD Prereq "Admission to M.Ed. Program, the Alternative Licensure Program, or the MA in Composition and Rhetoric Program."</p>		
		<p>Change in Course Description and Course Prerequisite: EDCI 6606 Teachers as Leaders. When changing description, remove note about requirement for teaching license or supplemental services position. ADD prerequisite: "Admission to the M. Ed. Program OR the Alternative Licensure Program"</p>	<p>Explores ways of transforming teachers to instructional leaders through understanding various leadership roles and skills for supporting effective student learning and development for all students.</p>	
		<p>Change in Course Description and Course Prerequisite: EDIS 3285 Foundations for Intervention. REMOVE "Admission in Level 2 Teacher Ed" ADD prerequisite: EDIS 2250</p>	<p>This course is designed to prepare EDIS K-12 and EDPI (PK-5) teacher candidates to apply their understanding of human growth and development, the multiple influences on development, individual differences, diversity (including exceptionalities), and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs. Candidates will explore professional association standards set forth by the Council for Exceptional Children (CEC) for students with exceptional learning needs in grades K-12. Candidates participate in a professional field experience (51 hours).</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Description and Course Prerequisite: EDIS 4425 Instructional Environments/curriculum/strategies Middle Childhood-Secondary. REMOVE prerequisite EDIS 3305 and EDIS 3311, and EDIS 3314 and Admission to Level 3 Teacher Ed. ADD prerequisite: EDUC 3310</p>	<p>Use evidence-based instructional strategies to individualize instruction and assessment for individuals with mild/moderate ELN to promote challenging learning in both the general and special curricula and to appropriately modify learning environments using an integrated, multitiered system of 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.</p>	
		<p>Change in Course Description and Course Prerequisite: EDIS 4485 Application of Research/Practice & Seminar. REMOVE prerequisite EDIS 3285 and EDIS 3311, and EDIS 3314 and Admission to Level 3 Teacher Ed. ADD prerequisite: EDUC 3310 Remove distance learning approved</p>	<p>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, and classroom management with faculty and staff in their educational setting. This setting will focus on inclusive primary gen ed and/or primary mild/moderate classrooms.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Description and Course Prerequisite: EDPI 4426 Teaching Developmentally Appropriate Language Arts and Social Studies in Primary Intervention. REMOVE prerequisite Admission to Level 3 Teacher Ed. REMOVE Corequisite EDPI 4385 and EDPI 4425 ADD prerequisite: 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>	
		<p>Change in Course Description and Course Prerequisite: EDPI 4490 Directed Teaching and Student Teaching Seminar. REMOVE prerequisite Admission to Level 3 Teacher Ed. ADD prerequisite:EDPI 4283</p>	<p>A cumulative experience of at least 14 weeks-420 hours, working with children of different age groups and varying abilities within the Primary licensure level. An experienced classroom teacher and university faculty will supervise the student teaching experience. Scheduled seminar sessions will be both topical and process-oriented, focusing on professional issues and standards related to Primary/Primary Intervention Specialist Blended and the profession of teaching. Candidates are evaluated according to the Shawnee State University Five Domains of Teacher Capacity and the Specialized Professional Association standards for the licensure area.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Description and Course Prerequisite: EDRE 2202 Foundations of Literacy. REMOVE prerequisite Admission to Level 1 Teacher Ed. ADD prerequisite: EDUC 1115</p>	<p>Provides students with the knowledge and skills needed to assess progress in literacy, design appropriate accommodations to maximize literacy and language acquisition for diverse students, and be knowledgeable of the many factors contributing to the evolution of early language acquisition and emergent reading and writing development. The development of literacy skills and strategies, procedures for intervention, and the reading process for beginning, nearly fluent and fluent readers, as well as striving readers, will extend literacy methods from the PreK level through the middle grades. These methods will include past and current research, appropriate materials, effective questioning techniques and instructional strategies in teaching all readers with a focus on the <u>science of reading</u>.</p>	
		<p>Change in Course Description and Course Prerequisite: EDRE3305 Teaching Reading in the Content Area REMOVE: "Note: Online Course" REMOVE prerequisite Admission to Level 2 Teacher Ed. ADD prerequisite: EDUC 2245 or EDIS 2250</p>	<p>Introduces techniques for integrating multiple avenues of reading comprehension, vocabulary acquisition, and communication to access subject content. Literature-rich strategies for reading instruction in elementary, middle school, and high school across content areas are emphasized while students explore writing, speaking, and expressive arts to support and enhance communication across the curriculum. Students will incorporate their knowledge of diversity and technology into literacy instruction within coursework, and in connection to literature-based instruction.</p>	

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		<p>Change in Course Description and Course Prerequisite: EDUC 2245 Understanding Cultural Diversity REMOVE: "Distance Learning Approved" REMOVE prerequisite Admission to Level 1 Teacher Ed. ADD prerequisite: EDUC 1115</p>	<p>This course challenges students to think and talk about issues that they must consider as citizens in the multi-cultural American society, and in today's increasingly inter-connected world. A conceptual framework is studied in which students gain understanding about the inter-relatedness of diverse cultural norms and standards; individual values, attitudes and behaviors; and institution policies and procedures. Students will gain a better understanding of the issues related to diversity concepts of race, ethnicity, nationality, religion, gender, sexual orientation, and socioeconomic status. A field experience component is integrated into the coursework, which allows students to experience in different multi-cultural environments.</p>	
		<p>Change in Course Description and Course Prerequisite: EDRE 2204 Teach Phonics: Read, Write, Spell REMOVE prerequisite Admission to Level 1 Teacher Ed. REMOVE prerequisite "possession of a teaching certificate or license" ADD prerequisite: EDUC 1115</p>	<p>This course emphasizes the need for attention to phonetic instruction at all grade levels using a structured literacy approach, with emphasis on the five big ideas of reading instruction; Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Using science of reading concepts, direct instruction in phonics will include curriculum design focused on all aspects of literacy, including reading, writing, spelling, and speaking.</p>	
		<p>Change in Course Description: EDIS 6585 Instructional Strategies Internship</p>	<p>Culmination of the graduate program with a concentration in Intervention Specialist Mild/Moderate. Candidates must complete a minimum 50 hour, supervised, clinical internship in a school-based classroom instructional setting. The classroom must be serving students with identified Exceptional Learner Needs</p>	
		<p>Warehouse Course: EDEC 4415 Teaching Developmental Math Early Childhood Education</p>		
		<p>Warehouse Course: EDEC 4416 Teaching Developmental Science Early Childhood Education</p>		
		<p>Warehouse Course: EDIS 3256 Foundations of Intervention in Early Childhood</p>		

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
		Change in Course Credit: EDIN 2021 Intervener Practicum & Classroom Practices. Change from 2 credit hours to 3 credit hours.		
Course	School of Nursing	New Course MSNR 5260 Healthcare Policy, Regulatory Management, and Trends for Professional Nursing Practice Prerequisite: Admission to the MSN Program; 3 lecture hours	This course examines how health care policy and economic, legal, ethical, and regulatory forces shape nursing practice, education, and leadership. Students analyze the impact of political, social, and technological factors on nursing roles, scope of practice, workforce development, and organizational decision making. Emphasis is placed on the nurse educator's role in curriculum and advocacy and the nurse leader's responsibilities in resource management, quality improvement, and strategic program development within complex health care systems.	
Course	Social Sciences	Warehouse Prior Course: ECON 1103. Create New Course ECON 1104. Political Economy and American Public Policy. 3 Credit hours, GEP OT36 Social and Behavioral Sciences, American Civic Literacy (ACL) approved.	Provides an introduction to the history of Political Economy, its influence and relevance to Public Policy debates in the US. Incorporates SB1 ACL requirements.	
		Change Course Number and Title: HIST 1330 American History to 1865 CHANGE from HIST 1330 American History to 1865 to HIST 1331 US History I: Through the Civil War		
		Change in Course Number and Change in Course Title: HIST 1340 American History Since 1865 CHANGE to HIST 1341 US History II: From Reconstruction to the Present. OT36 Social and Behavioral Sciences		
		Change in Course Prefix, Number, Title and Description SOSC 2100 Appalachian Studies. CHANGE from SOSC 2100 Appalachian Studies to HIST 2100 Documenting Appalachia	An interdisciplinary study of Appalachia that explores regional history and representation through documentary film, audio, photography, visual analysis, and place-based ethnographic methods.	
		Change in Course Number: POLS 1110 National Government CHANGE to POLS 1111 National Government ADD OT36 Social and Behavioral Sciences ADD American Civic Literacy (ACL) Approved		

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description	Comment
Program	Rehabilitation Sciences	<p>Change to courses in program. Occupational Therapy BSOT to MOT (3+2 program) Natural Science Block: REMOVE BIOL 3560, REMOVE BIOL 3561, REMOVE BIOL 3650 REMOVE CHEM1121 <i>Or</i> CHEM 1141 ADD: BIOL 1130 ADD: BIOL 1131 Psychology Block: ADD PSYC2120 <i>OR</i> SOCI 2212 Other Additional Concentration Block: REMOVE BUHE 3000, ADD AHNR 1102; REMOVE BUHE 3100, ADD BSHS 3100; REMOVE EMTP 1010; ADD ANTH2250, ADD BSHS 3343; Edit the Math placement note on MATH 1250 to be (or Math ACT 26 or higher) MOT Electives Block: UPDATE to the new MOT curriculum: MOT 5550 Analysis of Human Occupation (3 credits), MOT 5555 Foundation of Occupational Therapy Practice (2 credits), MOT 5560 Health Conditions and Occupation (2 credits), MOT 5565 Functional Movement and Occupation (3 credits) , MOT 6601 Research Concepts in OT Practice (2 credits)</p>		
Provost Program Proposal	Office of the Provost	<p>Five proposals to discontinue the BA History, BA Sociology, BA Political Science, BFA Multiage Visual Arts Education, BS Natural Sciences Integrated Science 7-12 with teaching licensure degree programs. These programs did not meet the SB1 requirement for 5 graduates/year over three years in AY24-25 and were required to be closed. All programs have enrolled students and will undergo a teach out plan.</p>		

RESOLUTION ASA10-26

**APPROVAL OF ACCELERATED BACHELOR OF DESIGN AND ART
FOR GAMES AND ENTERTAINMENT**

WHEREAS, Shawnee State University seeks to provide a fully online program that prepares aspiring artists for the video game, film, and entertainment industries; and

WHEREAS, the faculty in the Department of Fine, Digital, and Performing Arts have developed an Accelerated Bachelor of Design and Art for Games and Entertainment that allows study of concept art, ideation, illustration, and visual narrative; and

WHEREAS, the program has received all other internal approvals;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the Bachelor of Accelerated Design and Art for Games and Entertainment.

(June 26, 2026)

RESOLUTION ASA11-26

APPROVAL OF GRADUATE CERTIFICATE IN COMPUTER SCIENCE

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

WHEREAS, Ohio Revised Code Section 3333.129 provides support for K-12 computer science instruction to increase the number of existing teachers who are qualified to teach computer science; and

WHEREAS, the faculty have developed a graduate certificate program that enables K-12 teachers to become qualified to teach college-level introductory computer science courses; and

WHEREAS, this 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 Computer Science.

(June 26, 2026)

Academic and Student Affairs Report
Board of Trustees Meeting
June 26, 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

Chairman Shah,

The faculty promotion and tenure process for academic year 2025-2026 will conclude at the June 2026 meeting of the Board of Trustees. I wish to recognize the achievement of the faculty who have successfully earned promotion or promotion with tenure during this academic year. The faculty promoted to the rank of Professor include Dr. Karen Koehler, Dr. Paul Madden, and Dr. Jim Reneau. Interim Dean of the College of Business and Engineering Technology, Adam Miller, has also earned the rank of Professor. The faculty earning promotion to the rank of Associate Professor with tenure include Ms. Ann Marie Allen, Dr. Sandra Allen, Ms. Alicia Fink, Ms. Erica Parsley, and Dr. Christy Zempter.

Three-year contracts for tenure-track faculty have been issued to Dr. Alissa Cannoy, Dr. Nathaniel Mull, Dr. J.T. Ok, and Dr. Ryan Powell, marking their mid-point on the tenure-track. We also have issued contracts to the following faculty who hold the rank of Assistant Professor who are earlier in the tenure-track: Ms. Adrianna Adams, Dr. Terry Hapney, Mr. Jordan Murrey, Mr. Zac Nance, Ms. Velvet Patterson, Dr. Leigh Anne Prugh, Ms. Melissa Robinson, and Mr. Christopher Zornes. These are significant and well-earned achievements in recognition of the faculty commitment to teaching, service, and scholarship. I extend my thanks and congratulations to these faculty members. Finally, we have renewed contracts for instructors and visiting faculty including Mr. Eric Brown, Dr. Alexandra Challenger, Mr. Travis Lynn, Dr. Michelle Martin, and Ms. Amanda Page.

The Higher Learning Commission (HLC) site visit for Shawnee State's Chillicothe location took place on June 9. Members of the SSU administration, faculty, and students along with our Adena partners met with the site visitor to answer questions regarding programs, financial planning for the site, Adena's role in supporting our programs, and how we are supporting SSU students. We will await the report and feedback from HLC.

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

Following Board approval in April, the MBA program in the Lute School of Business expanded its offerings to include three graduate certificates—Business Analytics, Entrepreneurship, and Management and Organizational Leadership—by leveraging existing coursework, with recruitment efforts now focused on these credentials. The program also strengthened instructional capacity

with the addition of adjunct faculty Dr. Eric Braun and Dr. Christopher Slone, who join current instructor Melanie Morris.

Dr. Terry Hapney and Dr. Jason Lovins delivered a crisis communications workshop for regional business and government leaders at the Kricker Innovation Hub and published the second edition of their internationally distributed crisis management courseware.

Department of Engineering Technology

Engineering Technology expanded its outreach efforts, including participation in the May 7 Little State Steam event, where the Manufacturing on the Move trailer and staff engaged nearly 2,000 junior high and high school students. The program enhanced its instructional capabilities with the installation of a new Engel injection molding machine and accompanying robot on June 9, secured at no cost through a strategic industry partnership. Additionally, two faculty vacancies were successfully filled with the hires of Robert (Bob) Newland in Electromechanical Engineering and Makenzie Wells in Computer Science.

Kricker Innovation Hub

Entrepreneurship programming expanded through the continued growth of the Dare to Dream initiative, which was selected by the Brown County Educational Service Center Business Advisory Council for the 2026–2027 academic year, marking its first formal expansion beyond the university’s immediate service area. The Innovation Hub launched the Business 911 workshop series, beginning with a Crisis Communication Workshop, and completed a Ripple Effect Mapping evaluation of Ignite Portsmouth to assess long-term economic and community impact and guide future program development. Additionally, the BESTOhio Industry Sector Partnership received the Ohio Manufacturers’ Association Talent Development Award, recognizing its leadership in strengthening the regional manufacturing workforce pipeline.

Esports and Academic Engagement

Shawnee State University Esports hosted the inaugural Tri-State Esports League Kickoff Tournament, bringing six regional high schools to campus for competition and engagement while strengthening K–12 partnerships across Ohio and Kentucky and promoting the esports program to prospective students. The event established the foundation for a new regional league, with recruitment efforts ongoing and multiple schools already committed to participate this fall.

Office of Personal and Professional Development

Enrollment in designated Experiential Learning courses during the 2025–2026 academic year totaled 593 (296 bachelor’s; 297 associate’s). At the bachelor’s level, 73% of experiences were internships or clinical/field placements, with the remainder consisting of undergraduate research or senior capstones. More than 70 students are participating in experiential learning courses during the summer 2026 term.

Two campus events were held for In-Demand Jobs Week. On May 5, the Appalachian STEM Collaborative hosted a one-day conference on STEM and workforce development, convening educators, workforce leaders, and community partners to address Industry 4.0, career exploration, postsecondary access, and regional workforce needs. On May 6, the South Central Ohio ESC Business Advisory Council hosted “Jump Start Your Future,” bringing local high

school students to campus for career exploration and engagement with university programs and facilities.

Office of Academic Affairs

The Upward Bound Math Science program is hosting its annual residential summer program for 26 high-school participants. During the program, which runs June 7th to July 2nd, participants will visit the Cincinnati Museum, take part in a mock academic conference, and attend the following classes: Avian Ecology: The Science of Birds and Their Environments; Climate Change; The Eighth Wonder: Mastering the Math of Money; Visualizing Geometry Through Models; and Introduction to French Language and Culture.

The SSU Honors program continues to offer academic and co-curricular opportunities to high-achieving students. During the spring semester, ten Honors students attended a screening of the Academy Award-nominated film Hamnet. Three Honors students participated in a study-abroad trip to Harlaxton College in England, while four students visited the Cincinnati Museum Center and the Nancy and David Wolf Holocaust & Humanity Center. In addition, eleven students presented original academic research during the Spring Honors Symposium.

Clark Memorial Library

Since the implementation of the Alma library services platform one year ago, library engagement has remained strong, with 214,596 Primo discovery sessions, 359,203 user actions, and over 60,000 in-person visits, including 5,292 to the Bear Cave. This summer, the library will upgrade its discovery interface from Primo VE to Primo NDE, with a mid-July launch expected to enhance functionality and improve the user research experience. Additionally, the library is transitioning its Digital Commons repository to Alma Digital, with completion anticipated by early August, while continuing to organize archival materials and advance a structured plan for future digitization efforts.

Center for International Programs and Study Abroad

The SSU International Office projects enrollment of more than 20 new international students for Fall 2026, including both student-athletes and academic-only students. The incoming cohort also includes participants from a new academic partnership with EI Brazil.

On August 12, Dr. Sarah Ivers will lead a group of SSU students on a 10-day field studies program in Costa Rica.

Grants and Sponsored Programs

The University secured \$2,000,000 through the ARC FY 2025 POWER program to modernize and expand the Industrial Chemistry program, aligning curriculum with regional workforce needs while strengthening employer partnerships and K–12 pipeline initiatives.

An award of \$588,503 from ServeOhio will continue the Project BEAR program for 2026–2027, supporting 79 AmeriCorps members delivering early literacy instruction to children ages three through six across Scioto, Pike, and Lawrence counties.

Additional external funding includes \$525,000 from the Ohio Department of Education for the Choose Ohio First scholarship program (2027–2031), \$150,504 for the 2026 GRIT Summer Camp workforce training programs, and \$9,985 from the Ohio Deans Compact to support integration of the IMTSS framework within educator preparation programs.

Respectfully submitted,

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