RESOLUTION ASA04-26

APPROVAL OF CURRICULAR CHANGES

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

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

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

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

(April 17, 2026)

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

Proposal Type	Department/ School	Summary of proposed curricular change	Course Description
Course	School of Education	**Deletion of courses** 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	**New Course:** MSNR 5340 Health Care Policy, Issues & Trends for the Nurse Educator	
		Change to Prerequisites: 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	
		Change to Prerequisites: 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	**Please See Resolution ASA 05-26**	
Provost Program Proposal	Office of the Provost	Discontinue the AAS Plastics Engineering Technology (Plastics Manufacturing) degree. This did not meet the SB1 requirement for 5 graduates/year over three years. There are no students enrolled in the degree.	

TABLE B: Summary of Curricular Changes Recommended March 31, 2026			
Proposal Type	Department/ School	Summary of proposed curricular change	Course Description
Course	School of Education	**Change in prerequisite** 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	**Change in prerequisite** to EDIS 3254 Communication Language, Literacy, Culture. Remove Level 1 admission and EDUC 1115 prereq. Add prereq EDIS 2250	
Course	School of Education	**Change in prerequisite** to EDIS 4283 Inter-Prof/Parent Collaboration. Remove Level 3 admission. Add prerequisite EDUC 3310	
Course	School of Education	**Change in prerequisite** to EDPE 4425 Teaching Developmental Math and Science in Primary Education. ADD prereq EDUC 3310	
Course	School of Education	**Change in prerequisite** to EDPE 4386 Teacher Capstone II Remove Coreq: EDPE 4490 KEEP prereq EDPE 4385	
Course	School of Education	**Change in prerequisite** to EDPE 4490 Directed Teaching and Seminar. Remove Level 3 Admission. ADD prereq EDPE 4283	
Course	School of Education	**Change in prerequisite** to EDPI 2240 Teaching Developmentally Appropriate Math PreK-5 REMOVE Level 1 admission, ADD prereq EDUC1115 AND GEP MATH Course	
Course	School of Education	**Change in prerequisite** to EDPI 2241 Teaching Developmentally Appropriate Mathematics II REMOVE Level 1 admission, ADD prereq EDPI 2240	
Course	School of Education	**Change in prerequisite:** EDPI 4386 Teacher Capstone II REMOVE Level 3 Admission, Keep Prereq EDPI 4385	
Course	School of Education	**Change in prerequisite** 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	**Change in course description, prerequisite:** 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. Prequisite: EDUC 3310
Course	School of Education	**Change in course description, prerequisite:** EDIS 4423 Instruc: Accom/Alter/Strat Early Remove Level 3 Admission, Remove EDIS 3305, 3311, and 3314	Use evidence-based instructional strategies to individualize instruction and assessment for individuals with ELN to promote challenging learning in both the general and special curricula and to appropriately modify learning environments with said modifications and Positive Behavioral Supports. Maximize engagement and social interactions–students with students, adults, texts, technology in an effort to enhance academic and social learning through the application of critical thinking skills and performance-based assessment. Consideration of the Developmentally Appropriate Practices and materials and the characteristics of the ELN are to be reflected in the selection of materials and activities to engender self-motivation, self-efficacy, and self-monitoring. Prerequisite: EDUC 3310

TABLE B: Summary of Curricular Changes Recommended March 31, 2026			
Course	School of Education	**Change in course description, prerequisite:** EDUC 2230 Educational Media, Technology, Computers **REMOVE** Prereq of Level 1 Admission, Keep EDUC 1115 prereq	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.
Course	School of Education	**Change in course description, prerequisite:** EDPE 4385 Teacher Capstone 1 **REMOVE:** Level 3 admission and Remove co-req of EDPE 4425 and EDPE 4426.	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 EDPE 4386-Teacher Education Capstone II, in a subsequent semester. Prerequisite: EDUC 3310
Course	School of Education	**Change in course description, prerequisite:** EDPE 4283 Professional Practices Remove Level 3 Admission	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

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Course	School of Education	**Change in course description, prerequisite:** EDPI 4283 Professional Practices **REMOVE Prereq** Level 3 Admission, ADD prereq EDUC 3310	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.
Course	School of Education	**Change in course description, prerequisite:** EDPI 4385 Teacher Education Capstone I REMOVE CoReq EDPE 4425 & EDPE 4426, Remove Level 3 Admission, Add Prereq EDUC 3310	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
Course	School of Education	**Change in course description, prerequisite:** EDPE 4426 Teaching Developmental Language Arts and Social Studies **REMOVE Prereq** Level 3 Admission, Remove Coreq: EDPE 4385 and EDPE 4425 ADD prereq EDUC 3310	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.

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Course	School of Education	**Change in course description, prerequisite, remove course fee.** EDIS 4386 Teacher Education Capstone II **REMOVE EDUCx2 lab fee**	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	**Change in Course Name, Course Description and Prerequisite:** EDPE 2283 Administration of Primary Education REMOVE Admission to Teacher Education program	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	**New Course:** ADNR 2110 Remediation of Nursing Concepts I	This remediation course is designed for nursing students who have scored below the benchmark on a standardized Fundamentals HESI exam. The course will include focused content review, activities to increase nursing knowledge, strengthen clinical judgement, and improve study and test-taking strategies. The goal is to promote academic progression and professional readiness. 1 credit hour
Course	School of Nursing	**New Course:** ADNR 2210 Remediation of Nursing Concepts II	This remediation course is designed for nursing students who have scored below the benchmark on a standardized Medical Surgical HESI exam. The course will include focused content review, activities to increase nursing knowledge, strengthen clinical judgement, and improve study and test-taking strategies. The goal is to promote academic progression and professional readiness. 1 Credit hour
Course	School of Nursing	**New Course:** 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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Course	Allied Health Sciences	**New Course:** 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	**Change in course name, course description, and prerequisites.** 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	**Change in course name, course number, course description, and prerequisites.** 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	**Change in course name, course description, and prerequisites.** 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	**Change in Prerequisite.** BUFI 3450 Management Finance	Prerequisites: BUAC 1020 or BUAC 2030, AND ECON 2201 AND ECON 2202 AND BUFI1250.
Course	Lute School of Business	**Change in Prerequisite.** BUMG 3400 International Business	Prerequisites: ENGL1105 AND BUMK 3100
Course	Engineering Technology	**New Course**: 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	**New Course**: 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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Course	Engineering Technology	**New Course**: 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	**New Course**: 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	**New Course**: 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	**New Course**: ETCS 5401 Data Structure and Algorithms	This course focuses on theory and implementation of data structures and algorithms, computational complexity, and correctness. Dynamic data structures such as lists, stacks, queues, trees, heaps, tables, and graphs will be covered. Other topics include divide-and-conquer techniques, dynamic programming, greediness, sorting, searching, graph algorithms, lower-bound techniques, NP-completeness, and an introduction to automata and formal languages. Applications to a variety of areas will be explored throughout the course. (3 Credits) Prereq ETCS 5400
Program	Lute School of Business	BSBA Management: The change adds a revised BUFI 1250 that will better meet the basic BSB core learning outcomes for all business majors. BUFI 1250 has prerequisites of college algebra (MATH 1200 or higher or placement 4) and statistics (STAT 1150 or higher). Students completing MATH 1900 or higher or are exempt from BUFI 1250. This change also removes the earlier BUIS 2100 or BUAC 1150 "tech elective" as appropriate material is now included in BUFI 1250.	

TABLE B: Summary of Curricular Changes Recommended March 31, 2026			
Program	Lute School of Business	BSBA Information Systems Management: Changes to course included in the Business core (Add BUMG 3310 and BUMG 3000, adds BUFI 1250 to options for Business Math, Changes the requirements of the Information Systems block to include a required internship course, removes ISCS prefixed courses,	
Program	Lute School of Business	Changes to the Healthcare Administration Minor to create a 18 credit hour minor with a core of 2 BUMG courses and 2 BSHS courses. Students select 6 additional hours from a list of options in either BSHS or BUAC/BUMG/BUMK courses depending on their major.	
Program	Social Sciences	**Please See Resolution ASA 06-26**	
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	